Global Citizenship A Path To Building Identity And Community In A Globalized World

Global Citizenship - Ron Israel 2012-02-01 This book is intended to help readers learn about the principles and practices of global citizenship; it contains stories and examples of ways in which we all can play a more active role in building a prosperous, sustainable world community.

Global Citizenship and the University - Robert Rhoads 2011-05-04 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 Szelényi 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.

How to Raise a Global Citizen - Anna Davidson 2021-11-02 The future is bright because of our children. They have the energy, capacity, and passion to create and nurture a global culture in which inclusion, acceptance, respect, and participation are the core values that underpin a human being’s every interaction—with each person, creature, and living thing on the planet. And, as parents and caregivers, our job is to help our children take their first steps along that path. Raising truly globally minded and socially conscious children happens at home and in the community—no passport required. Children can be inspired, equipped, and mobilized to make a difference in the world. Not only do children’s positive actions help others; research shows it also helps them become happier, more successful adults. By encouraging values such as responsible and kind use of social media, respect, open mindedness, empathy, and community, parents can help shape a new generation of emotionally intelligent, outward-looking, politically ethical world citizens. Relevant to parents of children of all ages, the ebook gives practical advice on how to talk to your children, the vocabulary to use, and activities and projects you can undertake with your children, from planting a tree to keeping a gratitude diary to cooking themed cuisines. And you’ll find out how to model global citizenship through your own day-to-day actions.

The Condition of Citizenship - Bart Van Steenbergen 1994-03-04 This innovative volume explores ways in which the idea of citizenship can be seen as a unifying concept in understanding contemporary social change and social problems. The book outlines traditional linkages between citizenship and public participation, national identity and social welfare, and shows the relevance of citizenship for a range of rising issues extending from global change through gender to the environment. The areas investigated include: the challenge of internationalization to the nation state and to national identities; the contested nature of citizenship in relation to poverty, work and welfare; the implications of gender inequality; and the potential for new conceptions of citizenship in response to cultural and political change.

I’m a Global Citizen: a Peaceful World - Alice Harman 2020-03-26 This book explores how everyone can be good global citizens through case studies and practical suggestions. How can you be a good global citizen? By understanding the world we live in and how we can effect change. This book explores the issues of peace and conflict, including why peace is important and how we can keep the peace. It includes a profile of Leymah Gbowee and projects such as how to activate to draw a peace path and how to organise a day of peace. The I’m a Global Citizen series explores the concept of ‘Global Citizenship’: recognising that the world we live in is unfair and unequal, but promoting individual and collective action to challenge and change this. Each book has information, fun activities, challenges, case studies and ideas for group and individual action presented with fun illustrations. The books promote the idea that we have power as individuals: each of us can change things, and each of us has choices about how we behave. They encourage children aged 8+ to counter ignorance and intolerance.

Global Citizenship Education in Teacher Education - Daniel Schuguresky 2020-05-10 Global Citizenship Education and Teacher Education brings together scholars and practitioners from all continents to explore the role of teacher education in formulating a practice of citizenship that has a global scope and is guided by critical and emancipatory approaches. By considering educational responses to global challenges —such as global warming, rising levels of inequalities, intensification of armed conflicts, growing streams of international migration, and the impact of neoliberal...
Global Citizenship—Mary Young 2002 Global Citizenship is not an additional subject, but a way of teaching the existing curriculum, which promotes social justice and equity. This handbook explains Global Citizenship and develops its principles into clear, practical pointers for use in school. By discussing the issues, ideas and approaches in this handbook, users will be able to explore and develop their own understanding of Global Citizenship. Teachers will be able to bring its concepts into their educational practice, through every subject area, into assemblies, and across the whole school. The handbook will be a valuable tool for classroom teachers, head teachers, teacher educators, student teachers and home school educators. It will also be of interest to non-teaching staff, governors/school-board members, and parents.

Global Citizenship: The Handbook for Primary Teaching contains: an exploration of issues for In-Service Training, and strategies for implementing whole-school change; ideas and activities for assemblies and classroom work; specific sections mapping Global Citizenship to subject areas for England, Scotland and Wales; a wide range of activities to deliver subject areas including Citizenship/PSHE, PSD and PSE through Global Citizenship; lesson plan and photocopiable resource material to support Literacy/English in the classroom; material relevant to Environmental Studies 5-14; ideas and guidance on incorporating Global Citizenship into the QCA Geography Schemes of Work; a comprehensive list of useful books for children and teachers, resources, weblinks and contact addresses.

Global Citizen – Challenges and Responsibility in an Interconnected World—Aksel Braanen Sterri 2015-02-03 A globalized world places new demands on us as citizens. Global Citizen – Challenges and Responsibility in an Interconnected World gives insight and perspectives on what it means to be a citizen in a global world from Norway's most distinguished scholars. It poses and answers important questions, such as which duties and rights do we have as citizens in a globalized world; which institutions are just and sustainable, and how can a global ethic and a global worldview be reconciled with the fact that the lives of the greater part of the Earth’s population is still local? Global Citizen – Challenges and Responsibility in an Interconnected World draws on insights from philosophy, jurisprudence, theology, and the social sciences to shed light on this manifold and important topic, with relevance for policy makers, stakeholders, academics, but most important, for us as citizens who need to take both a political and personal decision on how to live as a citizen in a global world.


Thinking Globally—Mark Juergensmeyer 2014 In this accessible text, Mark Juergensmeyer, a pioneer in global studies, provides a comprehensive overview of the emerging field of global studies from regional, topical, and theoretical perspectives. Each of the twenty compact chapters in Thinking Globally features Juergensmeyer’s own lucid introduction to the key topics and offers brief excerpts from major writers in those areas. The chapters explore the history of globalization in each region of the world, from Africa and the Middle East to Asia, Europe, and the Americas, and cover key issues in today's global era, such as: • Challenges of the global economy • Fading of the nation-state • Emerging nationalisms and transnational ideologies • Hidden economies of sex trafficking and the illegal drug trade • New communications media • Environmental crises • Human rights abuses

Thinking Globally is the perfect introduction to global studies for students, and an exceptional resource in today's global era, such as: • Challenges of the global economy • Fading of the nation-state • Emerging nationalisms and transnational ideologies • Hidden economies of sex trafficking and the illegal drug trade • New communications media • Environmental crises • Human rights abuses

Corporate Global Citizenship—Noel M. Tichy 1997 Thoroughly researched, this book is a cutting-edge study of how the world's largest multi-national corporations--such as American Express, Merck & Company and General Electric--create and implement programs that positively influence the communities in which they operate. In addition, the authors offer a penetrating look at the future prospects for global corporate citizenship initiative.

American Citizen, Global Citizen—Mark Gerzon 2010-07-30 Discusses how to work effectively with any one, in any part of the world, by realizing our global common ground and explores the basic skills necessary to fix the problems facing all of humanity.

Critical Peace Education and Global Citizenship—Rita Verma 2017-03-16 Critical Peace Education and Global Citizenship offers narrative accounts representing multiple ways teacher and learner
activists have come to realize possibilities for peace and reconciliation through unofficial curricula. With these narratives, the book demonstrates the connections between critical peace education and such crucial issues as human trafficking, gang violence, contested narratives of nationhood and belonging, gender identities, and the significance of mentoring. Through rich examples of pedagogic work, this volume enhances and illustrates critically oriented understandings and interpretations of peace in real classrooms with diverse populations of students. Written primarily for scholars and graduate students working in the fields of educational theory, critical pedagogy, and educational policy, the chapters in this book tell a compelling story about teachers, learners and scholar activists who continue to struggle for the creation of transformative and meaningful sites for peace praxis.

Educating for Human Rights and Global Citizenship - Ali A. Abdi 2009-01-01 Nearly sixty years after the Universal Declaration of Human Rights, in spite of progress on some fronts, we are in many cases as far away as ever from achieving an inclusive citizenship and human rights for all. While human rights violations continue to affect millions across the world, there are also ongoing contestations regarding citizenship. In response to these and related issues, the contributors to this book critique both historical and current practices and suggest several pragmatic options, highlighting the role of education in attaining these noble yet unachieved objectives. This book represents a welcome addition to the human rights and global citizenship literature and provides ideas for new platforms that are human rights friendly and expansively attuned toward global citizenship. Book jacket.

Routledge Handbook of Global Citizenship Studies - Engin F. Isin 2014-06-27 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 Indigenenity). 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.

Cultivating Global Citizenship? - Jeffrey Matthew Palis 2010 Author's abstract: This study explores my border crossing experience among and between cultures. Although a large portion of my narrative addresses my time living as a Fulbright grantee in Latvia, this study is much more than a solitary six-month sojourn. It is a lifelong journey and an attempt to understand what is entailed when we cross physical, cultural, linguistic, socio-political, and intellectual borders. Four bodies of research provide the theoretical framework for the study: critical theory (Apple, 2001; Aronowitz and Giroux, 1993; Ayers, 2006; Chomsky, 2004, 2006; McLaren, 1997, 2005; Giroux, 1992; Zinn, 1980, 2007), exile and borderland pedagogy (Anzaldúa, 1987; Freire & Faundez, 1989; He, 2003, 2010; Said, 1996, 1999, 2000), cosmopolitanism and world citizenship (Aoki, 2005; Appiaa, 2006; Clifford, 1988, 1997; Derrida, 2003; Geertz, 1995; Nussbaum, 1997), and the cultivation of cultural identity (Bateson, 1994; Boym, 2001; Maalouf, 1994; Martin, 2002; Sen, 2006). I draw upon a wide array of methodological approaches in my inquiry such as autobiographical narrative inquiry (Phillion, He & Connelly, 2005; He and Philippin, 2008), the art of memoir and intercultural autobiographical narrative (Aciman, 1996; Dorfman, 1998; Geertz, 1995; He, 2003, Hoffman, 1989, 1999; Kaplan, 1993; Liu, 1998; Pomfret, 2007; Said, 1999; Santiago, 1993), and socially-conscious autobiographical narrative (Ayers, 2001; Horton, 1998; McLaurin, 1998). The power of this line of inquiry lies in its possibilities to capture the contradictions and paradoxes of the border crossing experience, 'to honor the subtleties, fluidities, and complexities of such experience, and to cultivate understanding towards individual cross-cultural experience and the multicultural contexts that shape and are shaped by such experience" (He, 2003, p. xvii). A major goal for this study was to explore what it means to be a global citizen and how we can cultivate engaged, empathetic, and multicultural perspectives in learning, teaching, and life. In an unplanned detour, rather than determining a concrete path towards global citizenship, the key findings for this inquiry reconstruct the contradictions and complexities of the term global citizen. There is no one exemplar global citizen as global citizens are as diverse as the routes they take in life. I begin to understand that global citizenship is not an inquiry topic that can be resolved in one study, through one story, or by one person. Global citizenship is a fluid and dynamic process. Intellectual and cultural borders change with every trip, every encounter, and every reflection. Although I did not uncover a standard or exemplary path towards global citizenship, this inquiry beckons future research about issues that impact the cultivation of the global citizen, including nationalism, cultural identity, nostalgia, modes of acculturation, and multicultural education.

The Practice of Global Citizenship - Luis Cabrera 2010-10-14 In this novel account of global citizenship, Luis Cabrera argues that all individuals have a global duty to contribute directly to human rights protections and to promote rights-enhancing political integration between states. The Practice of Global Citizenship blends careful moral argument with compelling narratives from field research among unauthorized immigrants, activists seeking to protect their rights, and the 'Minuteman' activists striving to keep them out. Immigrant-rights activists, especially those conducting humanitarian patrols for border-crossers stranded in the brutal Arizona desert, are shown as embodying aspects of global citizenship. Unauthorized immigrants themselves are shown to be enacting a form of global 'civil' disobedience, claiming the economic rights central to the emerging global normative charter while challenging the restrictive membership regimes that are the norm in the current global system. Cabrera also examines the European Union, seeing it as a crucial laboratory for studying the challenges inherent in expanding citizen membership.
Global Citizenship Education - Abdeljalil Akkari 2020 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 educations 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.

Theoretical and Empirical Foundations of Critical Global Citizenship Education - Carlos Alberto Torres 2017-04-21 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.


Race, Decolonization, and Global Citizenship in South Africa - Chielozona Eze 2018 Examines the importance of South Africa's peaceful transition to democracy, especially in light of Nelson Mandela's belief that cosmopolitan dreams are not only desirable but a binding duty.

The Longings and Limits of Global Citizenship Education - Jeffrey S. Dill 2013-07-18 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.

Critical Peace Education and Global Citizenship - Rita Verma 2017-03-16 Critical Peace Education and Global Citizenship offers narrative accounts representing multiple ways teacher and learner activists have come to realize possibilities for peace and reconciliation through unofficial curricula. With these narratives, the book demonstrates the connections between critical peace education and such crucial issues as human trafficking, gang violence, contested narratives of nationhood and belonging, gender identities, and the significance of mentoring. Through rich examples of pedagogic work, this volume enhances and illustrates critically oriented understandings and interpretations of peace in real classrooms with diverse populations of students. Written primarily for scholars and graduate students working in the fields of educational theory, critical pedagogy, and educational policy, the chapters in this book tell a compelling story about teachers, learners and scholar activists who continue to struggle for the creation of transformative and meaningful sites for peace praxis.

Leadership For Global Citizenship - Barbara C. Crosby 1999-04-16 Barbara C Crosby's book offers flexible and widely applicable tools for the exercise of global leadership for the common good -
including group assessment, multiple perspectives on team and organizational dynamics, systems thinking, the democratic process, and the search for cross-cultural ethical principles.

Global Citizen Action-Michael Edwards 2001 Part 4: Lessons Learned

The Practices of Global Citizenship-Hans Schattle 2008 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.

Getting Involved- 2008-01-01 Getting involved in society means becoming a human person by doing something for others and thus being connected to mankind and society. Youngsters who get involved, give meaning to life and develop a feeling of agency.

Conversations on Global Citizenship Education-Emiliano Bosio 2021-02-04 This volume offers a remarkable collection of theoretically and practically grounded conversations with internationally recognized scholars, who share their perspectives on Global Citizenship Education (GCE) in relation to university research, teaching, and learning. Conversations on Global Citizenship Education brings together the narratives of a diverse array of educators who share their unique experiences of navigating GCE in the modern university. Conversations focus on why and how educators’ theoretical and empirical perspectives on GCE are essential for achieving an all-embracing GCE curriculum which underpins global peace. Drawing on the Freirean concept of “conscientization”, GCE is presented as an educational imperative to combat growing inequality, seeping nationalism, and post-truth politics. This timely volume will be of interest to educators who are seeking to develop their theoretical understanding of GCE into teaching practice, researchers and students who are new to GCE and who seek dynamic starting points for their research, and general audience who are interested in learning more about the history, philosophy, and practice of GCE.

The Dimensions of Global Citizenship-Darren J. O’Byrne 2004-11-23 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.

Internationalizing Higher Education-Rhiannon D. Williams 2015-04-23 “Higher education is facing unprecedented change as today’s graduates need particular skills, awareness, and knowledge to successfully navigate a complex and interconnected world. Higher education institutions and practitioners are under pressure to be attentive to internationalization initiatives that support increasingly diverse student populations and foster the development of global citizenship competencies which include, “problem-defining and solving perspectives that cross disciplinary and cultural boundaries” (Hudzik, 2004, p. 1 as cited in Leask & Bridge, 2013). Internationalizing Higher Education: Critical Collaborations across the Curriculum is for current and future faculty, student affairs staff, and administrators from diverse disciplinary, institutional, and geographic contexts. This edited volume invites readers to investigate, better understand, and inform intercultural pedagogy that supports the development of mindful global citizenship. This edited volume features reflective practitioners exploring the dynamic and evolving nature of intercultural learning as well as the tensions and complexities. Contributors include institutional researchers, directors and key implementers of EU/Bologna process in Poland (one of the newest members and one that is facing unprecedented change in the diversity of its students), international partners in learning abroad programs, and scholars and instructors across a range of humanities, STEM, and social sciences.”

On Global Citizenship-James Tully 2014-06-19 In his lead essay, Tully applies his distinctive philosophy to the global field of citizenship. The second part of the book contains responses from influential interlocutors including Bonnie Honig and Marc Stears, David Owen and Adam Dunn, Aletta Norval, Antony Laden, and Duncan Bell. These provide a commentary not just on the ideas contained in this volume, but on Tully's approach to political philosophy more generally, thus making the book an ideal first source for academics and students wishing to engage with Tully’s work. The volume closes with a response from Tully to his interlocutors. This is the opening volume in Bloomsbury's Critical Powers series of dialogues between authors and their critics. It offers a stimulating read for students and scholars of political theory and philosophy, especially those engaged with questions of citizenship. It is an ideal first source for academics and students wishing to engage with Tully's work.
Fostering Global Citizenship - Jo Beth Mullens 2012-07-01 With awareness of both the opportunities and challenges presented by globalization, there is a growing trend among colleges and universities across the country to commit goals and resources to the concept of internationalizing their campuses. This can occur in a number of different ways but a common thread involves exploring the concept of global citizenship and finding ways to embed this concept in undergraduate curricula. For faculty, this may call for moving out of a presumed comfort zone in the traditional classroom and determining new approaches to teaching a generation of students who will live and work in a more global context. A method for accomplishing this work that is growing in popularity involves offering short-term, faculty-led field courses to international settings. In fact, today more college students are participating in such short-term study abroad opportunities than the more traditional semester and/or yearlong programs. Faculty and administrators who want to capitalize on short-term, study abroad programs as a means for internationalizing their campuses need practical resources to help them realize this challenging but important goal. They not only need support in developing the course curricula and logistics, but also in constructing authentic means for assessing the multifaceted learning that occurs. Short-term international programs, when carefully planned and executed, engage the participants (both students and faculty) in unique learning experiences that can involve service, research, and critical analysis of what it truly means to be a global citizen. Such work helps define the somewhat nebulous but worthy goals of internationalizing campuses and fostering global citizenship. The authors of this text are professional educators with deep experience in global education and curriculum development. They offer a valuable resource for the development, execution and assessment of faculty-led international field courses that is at once theoretical, practical and motivational. Whether readers are considering offering an international field program for the first time and need guidance; are veteran field course leaders who would like to take their work to the next level; or are administrators attempting to encourage and provide needed support for faculty-led international programs, this book will prove invaluable.

Centering Global Citizenship Education in the Public Sphere - Susan Wiksten 2021-06-30 This book brings together key perspectives from scholars in the Global South and Global North to illustrate diverse ways in which the UN’s Global Citizenship Education (GCED) agenda can promote social justice and be used as a vehicle for negotiating and learning about diverse and shared objectives in education and the global public sphere. Recognizing the historical function of education as a prominent public sphere site, this book addresses questions about how forms of global education can serve as public sphere sites in various contexts today and in the future. Specifically, it questions established notions of education and proposes new interpretations of the relationship between practices of education and the public sphere to meet the needs of our contemporary turbulent era and a post-2020 world. By offering conceptual analyses, examples of policy and educational practices which promote global learning, democratic citizenship, common good, and perspective-taking, the text offers new critical understandings of how GCED can contribute to the public responsibilities and roles of education. Chapters consider examples such as non-formal adult education at the Mexico-US border, teachers’ responsibilities in Japan and Finland, developments in education policy and practices in Brazil, civic religious teachings in Canada, online learning in the United States and China, and support to the participation of women in higher education in Pakistan. Given its unique approach, and the range of case studies it brings together, this book is a timely addition to the literature on education in the global public sphere. It will prove to be an invaluable resource for scholars working at the intersections of global education and transnational education policies, and for teachers involved in global education.

Global Citizenship and Environmental Justice - Tony Shallcross 2006-01-01 This book focuses on the concepts of environmental justice and global citizenship from a number of different disciplinary perspectives with the intention of promoting at the very least some interdisciplinary understandings. Initially presented as papers at an interdisciplinary conference on the themes of environmental justice and global citizenship in Copenhagen in February 2002, the chapters in this volume were chosen by election by those attending the conference. They represent the emergent differences of opinion and glimmers of agreement in the conference as discussions of environmental justice and global citizenship inevitably led to considerations of sustainability and Agenda 21. Some degree of agreement did emerge around the idea of seeing sustainability as a process rather than a predetermined outcome. There was also a shared interest in the pedagogy of educating students in and about sustainability. This volume has been divided into disciplinary or thematically based sections but the purpose of the introductory chapter is to draw links and connections between different papers and different themes in the volume.

Towards a Better Global Economy - Franklin Allen 2014-09-04 Fluctuations in international trade, financial markets, and commodity prices, as well as the tendency of institutions to favour the interests of the better-off and powerful, pose risks for citizens of all countries. This volume examines the factors that are most likely to facilitate economic growth in low-, middle-, and high-income economies.

The Global Citizenship Nexus - Debra D Chapman 2020-04-08 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.

**Global Citizenship Education**-Aboagye Eva 2021-03-01 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.

**From Principles to Practice in Education for Intercultural Citizenship**-Prof. Michael Byram 2016-11-01 The contributors to this volume have collaborated to present their work on introducing competences in intercultural communication and citizenship into foreign language education. The book examines how learners and teachers think about citizenship and interculturality, and shows how teachers and researchers from primary to university education can work together across continents to develop new curricula and pedagogy. This involves the creation of a new theory of intercultural citizenship and a procedure for implementation. The book is written by teacher researchers who aim to help other teachers, and concludes with reflections on the lessons they have learnt which will help others to implement these ideas in their own practice. The book is essential reading for foreign language educators and researchers, students in pre-service teacher training and teachers in in-service training.

**Philosophic Values and World Citizenship**-Jacoby Adeshei Carter 2010-09-23 Alain Locke, the central promoter of the Harlem Renaissance, is placed in conversation with leading philosophers and cultural figures in the modern world, from Aristotle to Obama. For teachers and students of contemporary debates in pragmatism, diversity, and value theory, these conversations’ define new-and controversial-terrain.

**ELT in Asia in the Digital Era: Global Citizenship and Identity**-Suwarsih Madya 2018-06-22 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era’s impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It’s indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.
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