

Chapter 20

Heritage Education and Global Citizenship

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ABSTRACT

Heritage education has been viewed as an aspect associated to the building of local and national identities, but there has been little exploration of the way it relates to Global Citizenship Education. This chapter explores this relationship in theoretical terms, through documentary review and analysis from a socio-critical perspective. One of the initial conclusions is that heritage education is associated with art history and is the work of formal and informal education institutions. Another more in-depth conclusion is that there are relationships between these two types of education that share the common thread of identity-building and participation, which ties in with recognition of the changes caused to societies through globalisation. The chapter concludes with a series of questions asking whether it is possible to conceive a global heritage or identity.

DOI: 10.4018/978-1-6684-3706-3.ch020

INTRODUCTION

Heritage education is one of the cornerstones of Global Citizenship Education (GCED). Although its impact has not been extensively researched, recent studies have analysed the relationship between the two kinds of education (Ávila, 2005; Avila & Matozzi, 2009; González-Monfort, 2008; Ott & Pozzi, 2011; Seixas, 2016), and they all conclude that it is theoretically framed in traditional practices that are far removed of the critical approach. This chapter aims to shed light on this relationship to understand how heritage education can contribute to GCED. The methodology used is a critical analysis of the literature from a sociocritical paradigm, focusing on the ideas of the critical approach and the challenges involved, and a joint project for a global future.

The approach introduces certain questions: Can we use heritage as a source of knowledge for GCED? How can we rethink heritage in order for it to contribute to GCED? The relationship between GCED and heritage education is related to the development of thinking and historical empathy and must be grounded in education on history (Seixas, 2016). Connecting these educational spheres therefore requires the building of a relationship between heritage, history and GCED. On the one hand, it must challenge the role of women, men, children, ethnic groups, religious communities, and political and economic powers in terms of heritage and representations of identity. On the other hand, key concepts of global citizenship, such as history, identity, participation and future (Sant & Gonzalez-Valencia, 2018) could perhaps be linked to heritage education goals.

The use of heritage as an educational resource for global citizenship has been influenced by information and communication technologies that have given society wider access to heritage, history and culture (Halvorsen, 2017). However, it seems that greater access to virtual resources does not necessarily make for better heritage, citizenship or history education. It is also important to consider the way we use ICTs for the purposes of global critical citizenship.

The main contribution of the chapter will be to fill a theoretical void on ways in which heritage education can be used to build global citizenship and construct the idea of a global identity and heritage that can encourage mankind to be committed to a shared culture and identity that binds the past, the present, and the future for the good of global and critical citizenship.

GLOBALIZATION AND SOCIAL CHANGES

Two decades ago, in a comparative study of citizenship education, Kerr (1999) commented that we are witnessing unprecedented global changes that are posing challenges for countries, societies and education systems, and for the way that citizenship education is understood and produced. Kerr's list (1999, p. 9) mentions the following challenges:

- the rapid movement of people within and across national boundaries
- a growing recognition of the rights of indigenous peoples and minorities
- the collapse of political structures and the birth of new ones
- the changing role of women in society
- the impact of the global economy and changing work patterns
- the effect of a revolution in information and communication technologies

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