

Chapter 2

Global Citizenship Education: Balancing National and International Educational Objectives

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ABSTRACT

Global citizenship education (GCE) presents a complex challenge as educators and policymakers strive to balance national and international educational objectives. This chapter explores the best practices for integrating GCE into curricula while respecting local cultural identities. It emphasizes the importance of interdisciplinary and multicultural curriculum design, community engagement, and professional development to equip educators with the tools to teach global citizenship effectively. Additionally, student empowerment through leadership in global initia-

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tives and the use of innovative pedagogies such as inquiry-based and project-based learning are discussed as key strategies. The chapter also outlines the need for strong policy frameworks, collaborative networks, and assessment tools to ensure the successful integration of global and national perspectives in education. By fostering cultural competency among educators and supporting research on GCE outcomes, educational systems can create inclusive environments that prepare students to become engaged global citizens.

1. INTRODUCTION

In today's increasingly globalized world, education is no longer confined to the borders of nation-states. Global Citizenship Education (GCE) has emerged as an essential framework for preparing students to understand, engage with, and address global challenges. GCE equips learners with the knowledge, skills, and values needed to engage with pressing global issues—ranging from climate change and inequality to human rights and peacebuilding—while fostering a sense of shared responsibility for global well-being (UNESCO, 2015). The rise of GCE represents a shift from traditional education models that primarily emphasize national identity, patriotism, and cultural continuity toward an approach that integrates global perspectives and encourages students to think beyond their national borders.

The motivation for this chapter arises from the ongoing tensions between national and international educational goals in many educational systems worldwide. As globalization accelerates, educational institutions face increasing pressure to balance the transmission of national heritage, culture, and values with the need to prepare students for a world characterized by intercultural exchange and global interdependence (Banks, 2017). On one hand, national educational objectives prioritize cultural preservation, political sovereignty, and social cohesion. In many countries, schools are seen as instruments for fostering national pride, preserving local traditions, and promoting social stability (Hameed, 2020). On the other hand, GCE challenges these traditional roles by encouraging students to adopt a more cosmopolitan view of the world and to engage with global

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