



Global Citizenship Education in Social Studies in The Pandemic Era

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GLOBAL CITIZENSHIP EDUCATION IN SOCIAL STUDIES IN THE PANDEMIC ERA

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MAIN TOPICS:

- **WHAT IS GLOBAL CITIZENSHIP EDUCATION?**
- **IS IT REALLY (GLOBAL) CITIZENSHIP EDUCATION IN SOCIAL STUDIES? WHY?**
- **HOW IS GLOBAL CITIZENSHIP EDUCATION IMPLEMENTED THROUGH SOCIAL STUDIES IN THE PANDEMIC ERA?**



SUB TOPICS - 1:

- **WHAT IS GLOBAL CITIZENSHIP EDUCATION?**

WHAT IS GLOBAL CITIZENSHIP EDUCATION?

- Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. (UNESCO, 2014: page 14)
- Global Citizenship Education (GCE) is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. (UNESCO, 2014)

Why We Need Global Citizenship?

- “We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.”
- UN Secretary-General
Ban Ki-moon,
26 September 2012 at the launch of the Secretary-General’s Global Education First Initiative (GEFI)

Core conceptual dimensions of global citizenship education

COGNITIVE

- To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

SOCIO-EMOTIONAL

- To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

BEHAVIOURAL

- To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

(UNESCO, 2014)

The Goal of GCED

- Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world.

(UNESCO, 2014)

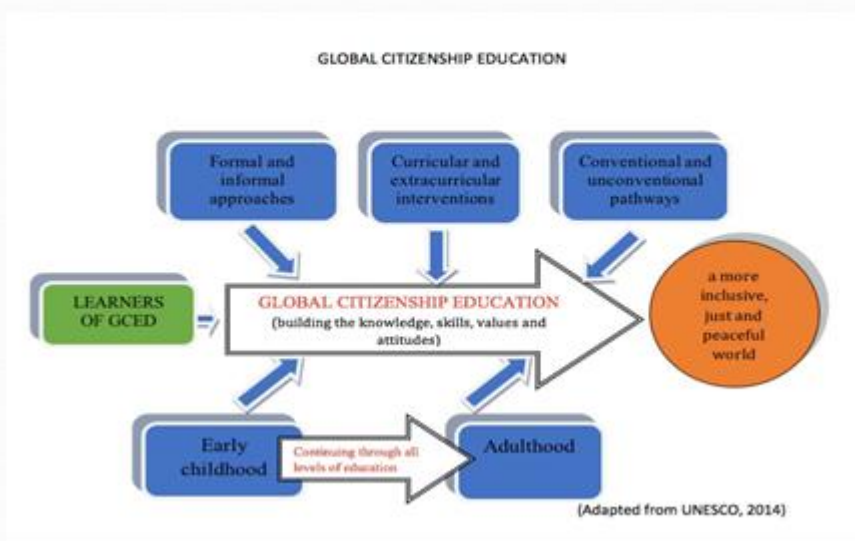
GCED APPROACH

- Global citizenship education takes ‘a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives. UNESCO (2014:46).

GCED in PRACTICE

- Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation'. (UNESCO: 2014).

WHAT IS GLOBAL CITIZENSHIP EDUCATION?





SUB TOPICS - 2:

- IS IT REALLY (GLOBAL) CITIZENSHIP EDUCATION IN SOCIAL STUDIES? WHY?

CITIZENSHIP EDUCATION AS THE PURPOSE OF THE SOCIAL STUDIES?

- The social studies is an integration of experience and knowledge concerning human relations for the purpose of **citizenship education**. (Barret al., 1977, p.69)
- The social studies are concerned exclusively with the **education of citizens**. In a democracy, **citizenship education** consist of two related but somewhat disparate part: the first socialization, the second counter socialization. (Engle & Ochoa, 1988, p.13)
- Social studies should be **citizenship education**, defined, most basically, as education for informed decision making and responsible civic action. (Woolover & Scott, 1988:16)
- Social studies is the integrated study of the social sciences and humanities to **promote civic competence**. (NCSS, 1994)



WHAT IS THE GOAL OF SOCIAL STUDIES?

- Preparing learners as citizens who master the knowledge, skills, attitudes and values that can be used as an ability to solve personal problems or social problems as well as the ability to take decisions and participate in various community activities in order **to be a good citizen.**



SOCIAL STUDIES TRADITION

1. Social Studies as Citizenship Transmission
2. Social Studies as Social Sciences
3. Social Studies as Reflective Inquiry

(Barr, Bart, & Shermis, 1977)



FIVE PERSPECTIVES ON THE PURPOSES OF SOCIAL STUDIES

1. Social Studies as Citizenship Transmission
2. Social Studies as Personal Development
3. Social Studies as Reflective Inquiry
4. Social Studies as Social Science Education
5. Social Studies as Rational decision making and social action

(Woolover and Scott, 1988)



ALTERNATE PERSPECTIVES ON CITIZENSHIP EDUCATION

1. Social Studies as Citizenship Transmission (Transmission of Cultural Heritage)
2. Social Studies as Social Science
3. Social Studies as Reflective Inquiry
4. Social Studies as Informed Social Criticism
5. Social Studies as Personal Development

(Martorella, Beal, and Bolick, 2005:30)

SUB TOPICS - 3:

- HOW IS GLOBAL CITIZENSHIP EDUCATION IMPLEMENTED THROUGH SOCIAL STUDIES IN THE PANDEMIC ERA?

ARE WE REALLY "GLOBAL"?



(GERZON, 2010)

The Impact of the COVID-19 Pandemic on Students Voice



- In 2020, nearly 1.6 billion students worldwide were affected by school closures (UNESCO 2020) and, due to the lack of preparedness of education systems, schools and teachers were forced to adapt to new teaching and learning methods almost overnight.
- At the same time, parents also found themselves unprepared to deliver online learning, often lacking the skills, equipment and time for home schooling (Burgess & Sievertsen, 2020; OECD, 2020).

(UNESCO, 2021)

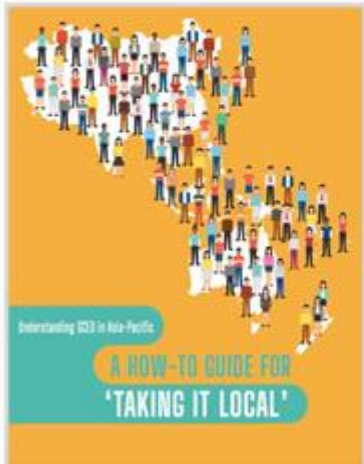
The Impact of the COVID-19 Pandemic on Students Voice



- These experiences are expected to significantly affect this generation's earnings and life opportunities (Hanushek and Woessmann, 2020).
- Students from socio-economically disadvantaged backgrounds are said to be the worst affected by school closures (Andrew et al., 2020) and are the most likely to suffer the worst long-term impact on their educational outcomes (Hanushek and Woessmann, 2020).

(UNESCO, 2021)

the United Nations Educational, Scientific and Cultural Organization (UNESCO) Asia-Pacific Regional Bureau for Education under the framework of the Asia-Pacific Regional GCED Network (2020)



- **Understanding GCED in Asia-Pacific Pacific**
- **A How-to Guide for 'Taking It Local'**

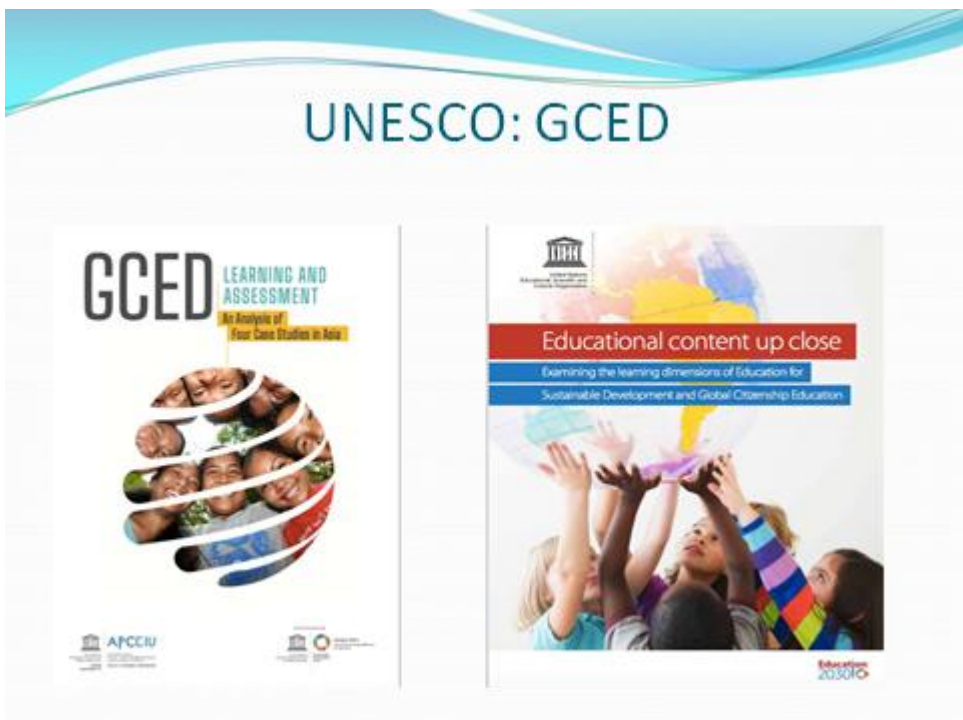
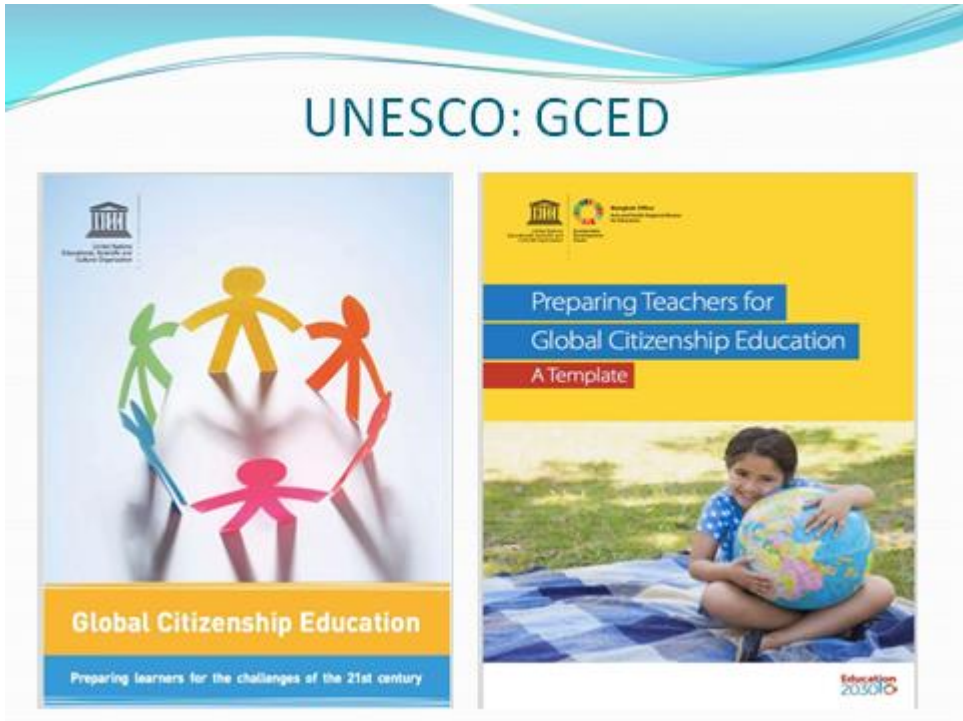


The United Nations Educational, Scientific and Cultural Organization (UNESCO) UNESCO Office for Southern Africa in collaboration with the SADC Secretariat. (2021)



- **Global Citizenship and Liberation History in Secondary Curricula in Southern Africa**





Results of UNESCO Research, 2021

Results 1:

- Widespread loss of learning on student voice

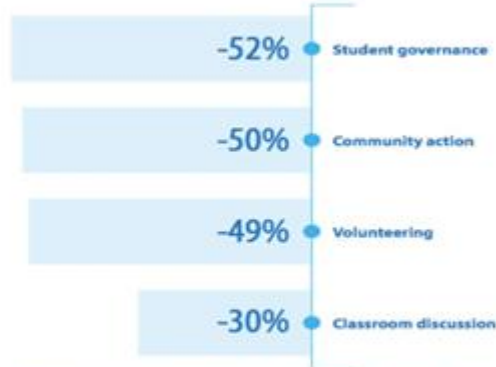
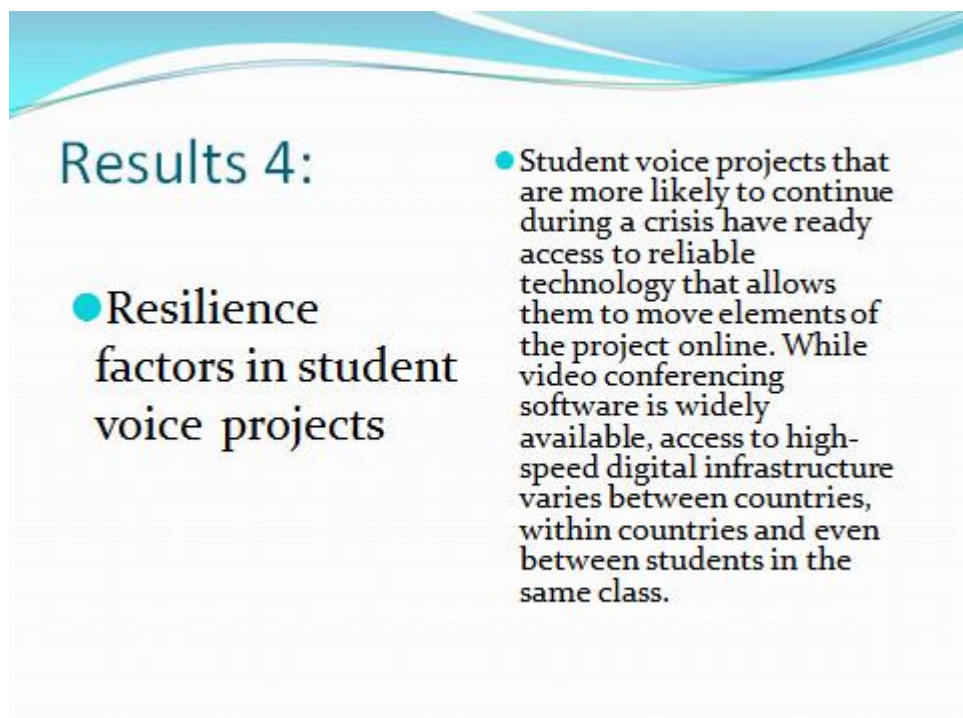


Figure 1. Percentage drop in the number of student voice opportunities offered during school closures in comparison with pre-pandemic levels in Europe and MENA countries.

This figure was created based on the results of the undertaken survey 'Student voice during the COVID-19 pandemic' by UNESCO & CoE in 2020.

Results 2:

- Socio-economic barriers to participation
- There is a greater distinction between private schools and state schools in relation to the ability to continue community projects. Compared to state schools, private schools were much more likely to find ways to continue student citizenship activities.





Recommendations for school directors and personnel, teachers and educators (UNESCO, 2021)

1. Build a strong and lively participative culture within and outside the school.
2. Develop a monitoring framework to measure the progress of student voice and participation.
3. Promote the development of democratic culture competences,
4. Prioritize student voice in initial and continuous training for teachers and head teachers.
5. Prioritize and engage with hard-to-reach students for participation in student voice projects
6. Incorporate, at school and in the classroom, factors that enable student voice and participation to thrive from a young age.
7. Equip schools with access to technology and resources to enable online student projects.
8. Ensure that blended learning is a part of the ongoing curricular activities.
9. Empower teachers, educators, staff, students and parents to utilize the opportunities offered by online learning to promote students' critical thinking, agency and participation in the digital world.
10. Tackle digital inequalities by providing socio- economically disadvantaged students with the necessary support to ensure fair access to digital learning.

Recommendations for policy-makers

1. Actively promote the right of children and youth to express their views and participate as a non-negotiable "right"
2. Prioritize student voice by ensuring that sufficient time and resources are invested into it.
3. Invest in teacher and school leadership training in quality education, with a particular focus on student voice.
4. Consult students on education policy-making
5. Work with international organizations



Recommendations for students and young people

- **1. Work together to explain to adults – policy-makers, teachers, school leaders, community representatives and parents – why youth voice matters**
- **2. Get actively involved in student assemblies**
- **3. Help and mentor other young people,**
- **4. Invest in developing your digital citizenship skills,**
- **5. Participate in long-term citizenship projects to gain experience in the physical world and online on ways to engage with problems at the local, national and international levels.**
- **6. Propose ideas for linking your involvement in youth mobilization movements outside school with activities within your school**

LESSON LEARNT

- **1. WE CAN USE THE FINDINGS AND RECOMMENDATIONS OF A UNESCO STUDY TO OVERCOME THE IMPACTS OF PANDEMICS.**
- **2. SCHOOL DIRECTORS AND PERSONAL, TEACHERS AND EDUCATORS IN ALL COUNTRIES CAN TAKE LESSONS FROM THE FINDINGS AND RECOMMENDATIONS ESPECIALLY FOR SOCIAL STUDIES LEARNING PURPOSES.**
- **3. STUDENTS CAN ADJUST LEARNING ACCORDING TO THE CONDITIONS OF THE PANDEMIC ERA BY UTILIZING THE EXISTING TECHNOLOGY EVEN SOME LIMITATIONS.**

