IMPLEMENTING GLOBAL CITIZENSHIP EDUCATION;

A Need to Transform the Teacher Training System in Indonesia

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on

INTERNATIONAL SYMPOSIUM
"GLOBALIZATION, EDUCATION AND TRADE UNIONS"

August 31 and September 1, 2018
ISTANBUL - TURKEY

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Advances in ICTs have facilitated people around the world to attach each other and work together regardless of the place and time, contributing to a strengthened insight and reality of being inter-linked and living beyond local and national boundaries. This also has increased international movement of people that makes local communities unavoidably more diverse, increasing the need to learn how to live together (see Delors, 1996). Tensions and conflicts among groups of people have various causes and impacts beyond national boundaries, including among others international trade competition, violation of human rights, economic and social inequalities, transnational crime, and climate change. These transnational dilemma calls for cooperation and collective actions at both global and local levels (Unesco, 2014). Among those actions is to build up and implement global citizenship education through any kinds and levels of educational institutions in each of the countries.

In 2012, the UN Secretary General launched the “Global Education First Initiative” that gathered a broad spectrum of world leaders and advocates them to aspire to use transformative power of education to build a better future for all (GEFI UN, 2012). The Initiative has three main priorities, such as: put every child in school; improve the quality of learning; and foster global citizenship. GEFI emphasizes that the world education community entered a new era in which education is expected to contribute not only to the satisfying of individual and national aspirations, but also to ensuring the welfare of all humanity and the global community. In 2015, global citizenship education was among the topic areas of Target 4.7 of the Sustainable Development Goal (SDG, 2015) on Education encouraging each of the countries to promote and address. These two movements provide impetus for the world community to pay attention to this particular topic area at the policy as well as operational levels¹.

In Indonesia, there is an increasing need to build an equitable access and quality of education including that to develop global citizenship education. It is ensured that school education at any type and level calls for balancing between the courses toward developing cognitive skills with that of socio-emotional skills; skills and competencies for employment with that for learning to live together; and between the focus on assessment with that on relevance to the needs for educating children in the spirit of globalization (MOEC, 2014). The equality of access to schools in this country has now been nearly accomplished along with the improvement of school quality and the curriculum content.

¹ http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/sdg4-education-2030/
However, the SDG is now asking if the students are in school, what they are really learning and, if they are, will they contribute to making the nation and world better places to live together.

This short article is written to aim at illuminating the needs of Indonesia’s schools to develop and make global citizenship education well implemented. This also urges the government of Indonesia to protect the prevalence of global citizenship education in schools along with co-existence of the stepped up teacher pre- and in-service system.

The Perspective of global citizenship education

The fundamental spirit of global citizenship education is to promote respect for diversity and solidarity for humanity and this mission can be practiced globally as well as locally. Teaching students to treat others from different ethnic and cultural backgrounds in the local community is one valid example of action for global citizenship education as important as teaching them to learn about cultural values and practices outside their national boundary. The Unesco (2017) states that providing opportunities to students to learn about such underlying values as non-discrimination and non-violence is a good starting point for global citizenship education. To teach children about care for and solidarity with the whole of mankind unrecognized by them, it had better to start with the care for and solidarity with the people they know. Societal issues, challenges and actions constitute valid issues to be addressed locally through learning in global citizenship education.

Approaching the 2015 deadline for meeting the Education for All (EFA) goals, the post-2015 development agenda have prompted significant discussions over the kind of education we need and want for the twenty-first century. In this case Unesco (2014, p 5) asserts: “While increasing access to education is still a major challenge in many countries, improving the quality and relevance of education is now receiving more attention than ever, with due emphasis on the importance of values, attitudes and skills that promote mutual respect and peaceful coexistence. Beyond cognitive knowledge and skills, the international community is urging an education that will help resolve the existing and emerging global challenges menacing our planet, while wisely tapping into the opportunities it provides.” Developing and designing a global citizenship education is among the important choices to implement.

Nonetheless, Unesco (2017) emphasizes no commonly granted definition of global citizenship since it does not entail a citizenry legal status. Instead, the term global citizen refers to a sense of ownership to the global living and a reasonable sense of humankind, with its supposed members undergoing experiences of solidarity and collective identity and/or responsibility among themselves beyond national boundary. In other words, global citizenship can be conceived more in a philosophical sense or a metaphor than a formal membership (Unesco, 2014; Soltaninejad, 2017). Global citizenship is instead a framework for collective action and the expectation to generate actions and engagement among the world members through civic actions to promote a better world (Unesco, 2014; Salehiorunran et al, 2009).

The goal of global citizenship education is to empower learners to engage in global learning and to promote active roles in national or global environment spheres to face and
resolve transnational challenges (Gunter, 2004). Ultimately, global citizens will become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (Senouci, 2015). Unesco (2015) emphasizes that global citizenship education has three conceptual dimensions, such as: "...the cognitive dimension concerns the learners’ acquisition of knowledge, understanding and critical thinking; the socio-emotional dimension relates to the learners’ sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity; and the behavioral dimension expects the learners to act responsibly at local, national and global levels for a more peaceful and sustainable world." To develop these three dimensions of competences are not merely of the role the citizenship education as a subject matter to play but of the whole subjects and school lives as well. Therefore, besides through the civic education as a subject matter, it is also a need for a role of the whole school approach for global citizenship education to play in developing all dimensions of student competency.

In Indonesian schools, it is a need to design a "new perspective" of civic education reflecting the core values of global citizenship education through the subject. This is particularly so, since local communities become more and more diverse; due to an increased need to live in heterogeneous society, the learners of civic education should be encouraged to learn how to live together peacefully with others from different ethnic and cultural backgrounds. Therefore, there is no need to create an independent subject matter, global civic education, but to redesign and put global perspectives on the content coverage and approach of learning through existing civic education. Civic education is the most common landing ground of global citizenship education (Unesco, 2017). The same logic is appropriate also to expand other content of civic education, such as peace education, education for sustainable development, international understanding as these encourage for the fortitude GCE. It means that the naming issue is not as important as the spirit and core values to be promoted and the learning processes to be delivered for the sake of its goals.

Global citizenship education is an education program promoting the core values of global citizenship, namely non-discrimination, respect for diversity and solidarity for humanity. Therefore, its modalities of learning and instruction vary. Griffith (2005 and Unesco (2014) assert that GCE can be delivered as an integral part of existing subjects, while putting a possibility for some areas of study to be delivered independently. Global citizenship education can be integrated with civics, citizenship education, social studies, peace education or other similar subject areas dealing with, among others, human rights, democracy, justice, global understanding, and environmental issues. Whilst modes of delivery may not be a major issue, the core values of global citizenship education must be reflected in and supported by education policy and the curriculum in order to deliver global citizenship education effectively (Unesco, 2017).

Through the Enesco’s SDG (2015), GCE is promoted and considered as one of the most practical means to avoid violent extremism that does not tolerate diversity and distinct opinion. One of the fundamental principles of global citizenship and global citizenship education is the respect for diversity (M. Evans et al, 2009). By definition, "violent extremism resorts to the use of violent force to achieve an extremist ideologically motivated objective, whereas global citizenship and global citizenship education are
grounded on the principles of non-violence, empathy and solidarity for humanity.” Global citizenship provides conceptual antidotes to violent extremism (Unesco, 2015; p 55). Thus, successful global civic education in school emerges to be one-step ahead to prevent the violence and conflicts initiated in people’s living together.

In view of global citizenship education that is concerned with global issues and challenges, one tends to consider this as a program mostly for the grown-up learners or those above the primary school levels. It is not necessarily true. The most demanding roles of global citizenship education to play are to develop socio-emotional competencies of students aiming at the formation of attitudes and values. Evans et al (2009) argues that factual knowledge and technical know-how can be obtained through classroom instruction, but values and belief systems are to be formed through long processes of student engagement in learning through actual experiences and socialization. Values and beliefs are acquired through the learners’ developmental process rather than the traditional schooling process. In that case, Griffith (2005) argues that early childhood is the most appropriate level of education to start with global citizenship education as the learners acquire the right mindsets for global citizenship at the earliest ages.

Global citizenship education can be delivered by integrating its principles into existing subjects of the school curriculum; it does not require a new, separate curriculum framework (Unesco, 2014). In the development of school curriculum in most countries, the national policy does matter and none is intended to be framed by an external force. In fact, understanding of the global citizenship concept itself varies for one country to another; thus it would be unlikely that a globally agreed upon curriculum framework takes place for global citizenship education. Global citizenship education also is a quite new phrase to many curriculum experts, teachers, teacher educators, school managers and policy makers in a country; in that case a pedagogical guidance would be needed at its stage of implementation. For this reason, Unesco (2017) has developed a global guidance document on the overall teaching and learning objectives of global citizenship education. While leaving the specific ways of achieving those objectives to the discretion of each of the member states, opportunities for countries to learn about good practices of other countries are useful.

In Indonesian case, transforming modes of delivery of global citizenship education remain a significant challenge to improve the quality of civic education. Up to now the traditional rote learning has prevailed in almost all Indonesian classrooms (Ace Suryadi, 2017). Attard et al (2010) familiarize this as the conventional learning considering students as passive recipients of information without having to consider their needs to actively participate in learning processes. Within this approach, the pedagogical method used is traditionally one of lecturing, note-taking, and memorizing information for later recognition or reproduction (MacLellan & Soden 2004). Therefore, transforming this prevailing tradition rote learning in Indonesian classrooms remains a great challenge to successfully meet the missions of global civic education.

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2 Available for download at: http://unesdoc.unesco.org/images/0023/002329/232993e.pdf
Many studies reveal that the traditional approach has caused the most fundamental problem notably in students less motivated to learn. It is clearly a non-participatory teaching approach in which students are rarely invited to ask questions or apply critical inquiry to learning (Attard et al., 2010). The OECD’s PISA (2012) shows that “...in 20 out of 28 countries more than one in four 15-year-old students considered school a place where they did not want to go and in almost half the countries the majority of students also agreed or strongly agreed that school was a place in which they felt bored.” As oppose to traditional learning, Ace Suryadi (2016; p 84) observes his finding that: "...the student centered approach to instruction had a powerful effect on student learning; enabling students to learn at a high level of motivation. This suggests that individual schools and teachers are to develop and maintain students’ learning capacity to become lifelong learners.”

The cognitive dimension of global citizenship education can be addressed through conventional classroom learning combined with learners’ accessing and analyzing other sources of information (Attard et al., 2010; MacLellan et al, 2004). However, addressing the cognitive dimension of global civic education learning is not at all relevant to global civic education as it addresses more on socio-emotional and behavioral dimensions; the pedagogy has therefore to be holistic. Information and knowledge have to be combined with practice. Learners should be provided with actual experiences and opportunities to develop, test and build their own views, values and attitudes and to learn how to take actions responsibly. Participation in community activities and opportunities to interact with populations of different backgrounds or of different views are necessary. The core values have to be reflected and practiced in the learners’ daily lives in and around the school environment (MacLellan et al, 2004; Unesco, 2015).

The cognitive impact of learning global civic education will be relatively easy to assess through paper and pencil tests on the students to achieve certain sets of knowledge and factual information. However, the assessment of acquisition of socio-emotional and behavioral skills and competences may require different approaches allowing teachers to measure cultivation and formation of values and attitudes in students, as well as mindsets and behavioral changes as part of their development as individuals (Senouci, 2015). To achieve this, Unesco (2015) argues that participatory assessments will prove useful, such as assignments, demonstrations, observations, projects and other performance tasks. In this case, the focus of assessment on the impact of global citizenship education should not be on the outcomes, but on the process of learning. MacLellan et al (2004) for example suggests that formative assessment through the processes of students’ engagement in learning is encouraged over summative measurement to assess on students’ successful learning of global civic education.

Transformation of the Teacher Training

Teacher training is such an important issue to address in implementing global citizenship education in Indonesia. Almost none to consider that global citizenship education is treated as independent subject in the school curriculum; instead it can be integrated into teaching of civic education or other related subject matters as much as its integration into training on other related issues in for example civic education. While no need to establish a separate teacher training program, it may be required for the existing teacher training
system to develop a transformative pedagogy for global citizenship education. This means to encourage students applying critical analysis on real-life issues and identifying possible solutions in creative and innovative ways. This also supports students to reanalyze theories, concepts, point of views and power relations taught in existing subject matters through engagement of students in thematic approaches of learning to bring about desired changes. Therefore, there is a pressing need of a country like Indonesia to transform its pre- or in-service teacher training programs toward developing transformative pedagogy for the successful global citizenship education in the country.

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