Education and Global Citizenship

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Abstract: As an inevitable process in the twenty-first century, globalization in its three dimensions (economic, political and cultural) will make education undergo some changes ; therefore, knowing the characteristics and the effects of this process on education and in other word globalized education is one of the main functions of any educational system including Iran's system of education. In this regard, economic consequences of globalization for the system of education such as more concentration on technical and vocational trainings and more use of information technology, and political consequences of globalization such as less monitoring and dominance of government on system of education and cultural consequences of globalization such as spreading western culture and traditional traits' fading and the endangering of national identity and religious values in schools curriculums can be referred to. Thus globalization perspective provides some opportunities and challenges for education system in general and for Iran in particular. By taking advantage of such opportunities and by knowing these challenges more, it is probable to keep cultural heritage and to promote education system in line with globalization.
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1. Introduction

As a concept in literature of social sciences, globalization has various definitions and due to its importance and widespread definitions and with regard to various inferences, interpretations, and comments of every researcher about social phenomena and environmental effects, it has numerous definitions and interpretations. There are different definitions and interpretations on globalization and lots of scholars have talked about it from different points of view. In a broad sense, globalization is a set of processes through which activities, decisions, and events which occur in a certain part of the earth, will have an important reflection among other parts, people, and communities (Ropers, 2003). In definition of globalization, "Ronald Robertson" considers it as a concept which refers to the world density, increases awareness about the world as a whole (that is, people begin to comprehend the world as a solitary place), interdependency in global realm, and awareness of global integration in the 20th century; so that, in such a society the communication among people who live far away from each other, will be as easy as the connection between neighbors (Reinke, L. (2004). In spite of all different definitions, the feature of "increasing communication among societies and increasing possibility of affecting the decisions of other societies" is inevitable. Therefore, domestic economy, local culture, and national sovereignty are more affected by globalization than foreign factors. Of course, societies can be more effective in proportion to their active presence in global scenes which entirely depends on their position, power, skill,

and activities. Anthony Giddens' definition of globalization clearly reveals the role and effect of foreign factors on domestic affairs of states in globalization era. In defining globalization he says: "It is strengthening global social relations that connect separated places in such a way that each event is affected by another event which is miles away and vice versa" (Giddens, 1998). Therefore, it could be said that as Giddens believes, in globalization, social relations spread widely; so that the distances are invisible and reason of an event in a place can be found out in another entirely separate and distant place. The most complicated stage of globalization can be known as the full restoration of relations and social interactions across the world and the connection between individuals and society in such an area. In such circumstances, no single local or even individual or private area is able to maintain its independency and isolation and even the farthest areas are sort of affected by their global environmental changes.

1.1. The Concept of Citizenship Education

Generally, the concept of citizenship education means to educate people so that they would be able to play role in formulating or establishing a balance between authority and responsibilities within the society. In other words, citizenship education requires that knowledge, trends, and capabilities be generated in people and on the other hand it weal lead to the strength and stability of government by means of law in society and it also provides the chance for people in society to recognize unwarrantable authority of the government and criticize it and if necessary resist it (Stromquiest, N

&Monkman, K. (2000). In another definition of citizenship education it is stated that it is a network of interrelated processes of institutions which are directly or indirectly engaged in development of a civil society and thus citizenship education is deeply impressed by the concept of civil society in identity. In this definition, the most important concern and purpose of citizenship education is to improve civil society and to preserve the spirit of democracy among people. According to Prier (2001), citizenship education includes verbal expressions, diagrams, images, and principles and frameworks which are necessary according to experts for citizenship education.

2.1. The Importance of Citizenship Education in the Age of Globalization

Considering the complicated age of globalization in these days, if the education system of a country wants to strengthen and improve the national conduct and the system of values and citizenship skills of the children, it should prepare them for living in the age of globalization in twenty-first century. Globalization affects not only economy, policy, and social relations, but also cultures and educational systems and identity of people. As a result, effective planning and innovation in our system of education should be based on deep and careful attention to the impacts of globalization on education of countries and nations. The studies of the researcher recommend democratic approaches of life, policy, and education for citizenship education (Chiodow, 2005 and Burn, 1996). According to "Mc In Tosh" the process of global citizenship is comprehended as the ability to see ourselves and our surrounding, the ability of being prepared for similarities and differences, and the ability of observing various results … and the ability to balance our awareness of internal facts with that of external facts. (Strom Quest, 2007). Globalization requires particular characteristics for a 21st -century citizen which can be generally divided in three categories:

1. Knowledge, skill, and attitude of thinking and acting globally
2. Knowledge of democratic attitude and skill
3. Ability to apply Information Technology

These three concepts are deeply interwoven and have reciprocal and multilateral effects. Information Technology has brought people and nations closer to each other very easily and quickly. It has made people, who were thinking locally and who were focusing on democratic acts within themselves till yesterday; think about international democratic measures at global level. Information Technology has made the world in political, economic, and cultural arena interdependent and this interdependency has created the need for global thinking and practice.

Finally it could be said that in global framework, democratic practice is needed and information technology is the necessary tool and thought for democratic practice because with regard to the process of globalization in future, education will be profoundly influenced by information technology (Zemach-Bersin, T. (2007) . It is important to be noted that for citizenship education it is necessary to introduce some global standards instead of presenting local definitions and educational content of global curriculum and citizenship and also universal standards of justice and human rights must be identified rather than local preferences.

3.1. Functions of Education in Training Global Citizens

If we are going to develop civil values and virtues in schools and train good citizens in a democratic society in such a way that corresponding values of the democratic society change to cultural elements which are ruling the education system, it is necessary to initially refer to the most important components and elements of the culture which is favorable and consistent with such a society as the following:

- Reflection, deep thinking, and proper thinking
- Good temper in dealing with others' opinions, generosity and tolerance of opposite thoughts and dialogues
- Feeling of self worth self esteem and self confidence
- Desire for healthy and constructive competitions
- Not respecting authoritarian power relations and rejecting imposed opinions of others, and declining forced relations and power
- Promoting the spirit of inquiry and curiosity
- Creative and divergent thinking tendency
- Dare to express ideas, even if they differ from others' ideas

According to this approach, learning is an interactive process between the learner and the environment. Learning gets more enriched through immersion in thoughts and riddle-like social issues. In ideal conditions, the classroom should reflect pluralism in a small scale and should permit the learners to freely investigate and discuss public policies. In this approach, teachers should play several roles. More than anything else, a teacher should be able to generate an atmosphere replete with emotional support so that the students are encouraged to participate in discussions. After creating such atmosphere, the teacher should be able to investigate the students' stand in detail by using analogies and asking questions. Teachers need to have an accurate understanding of social policies and related topics

and issues. Moreover, they should be prepared to deeply examine the issues related to the analysis of a specific subject (Tye, K.A. (1999).

4.1. Political Citizenship Education

In general, the hidden relationship between politics and education has been noticed from long times ago and it has always been emphasized to have politicized schools as the most important educational institutions in societies. In relation to political role of education, Browner (1996) believes that education is neither neutral nor without social and economic achievements. On the contrary, it is in a broad sense always political. According to Coleman whatever exist in the government, is also found in schools and whatever you want to enter in the government, you had better enter it in the school. Therefore, the importance of political education is quite accepted. First of all, citizens need to be informed of the minimum information that would make them aware of their tasks, commitments, and their political and social rights and also of different aspects of political system and its events. In addition, citizens must be familiar with many rules and regulations such as the rules of paying tax and some commitments such as public service and the rules related to various political rights so that governments could do their responsibilities more effectively and efficiently.

5.1. Lifelong Citizenship Education

Although citizenship education begins since the individuals' childhood, it doesn't necessarily finish when they are graduated from school. In fact, all citizens of the society should gain lifelong knowledge and skill for their citizenship life. This process in which education begins since childhood and continues throughout the life, is called lifelong education and UNESCO has introduced it as ideal perfection (Jarvis, 1999) . Therefore education should not be stopped when a person is graduated from school. The point is quite normal since the goal of school organization is to ensure constant learning and to organize capabilities which guarantee human's growth. Tendency to learn from life itself and changing lifestyle in such a way that all people learn within the process of living are the most elegant achievements of education (Dewey, 1916). Thus it could be concluded that an inclusive community always depends on the learners and there is always a lifelong and flexible educational system in it. Such a society is organized in a way that all learning methods are provided for people as full time or part time. Therefore, according to Bowsher (1980) developing such a society is not related to creating new curriculums and adding them to current ones, but it requires that a new policy be developed based on liberality and making certain changes in the goals of educational curriculums particularly elementary

education (Jarvis, 1999), because nowadays after several years of being graduated, students begin to complain that whatever they had learned enthusiastically, has no meaning or application for them now and they cannot make any link or connection between what they have learned and their needed things and their future. In other words, formal educational system of schools cannot prepare them to comprehend the inner gaps or the life requirements. As a result, it is necessary for the adults of the society to take advantage of various training and education constantly and in different ways to become citizens with civil behavior. These trainings and education can be carried out both formally in organizations and educational and non-educational centers and informally by means of mass media and public spontaneous groups.

6.1. Electronic Citizenship Education

An unprecedented increase of globalization in recent decade and the role of information and communications in this regard, have doubled the need for educating citizens with appropriate characteristics for living in global society in which information technology and communications have the leading role. Nowadays, with developing digital sources new kinds of cities are appearing which are called electronic cities or cyber-cities and an electronic government is managing them. Therefore, such cities need electronic citizens with certain characteristics who are able to satisfy their daily interests and needs in such an environment. So with regard to the need for developing electronic cities and governments, educating citizens with appropriate characteristics for these cities is also an important principle. Thus an electronic citizen is a person who is able to make appropriate use of online services provided by the governments. But this definition is not adequate for electronic citizen because in the issues of electronic citizenship education, in addition to learning how to use communications and information technologies, learners should also become familiar with behavioral norms in this new world.

7.1. Educating National Citizen to Live in Community

Globalization has affected all aspects of human activities such as community, government, production, knowledge, security, peace, justice, and environment and has changed humans thoughts and consideration for social relations and meanwhile has been affected by them and has consequently had some profoundly important impacts on different aspects of daily lives and interactions of people. Thus, globalization has resulted in at least two conflicting results : first, passivity and submissiveness of a group of people who consider

western lifestyle as their own ideal which leads to unconditional acceptance of goals and programs and activities of dominant powers which could be called globalization ; second, militancy and act of terrorism by groups of people who consider the lifestyle of previous centuries as their ideal perfection and have an aggressive approach towards globalization. In such conditions, it is the duty of education system to - by growing and nurturing civilization and citizenship characteristics - prepare people to actively participate in global affairs and to walk in the route of dignity and authority in contemporary world and to play its effective and positive role in global relations by the preservation of its independency and by its cultural, historical, and national development. In 1994, International Association for the Evaluation of Educational Achievement (IEA) conducted a research entitled as different and similar characteristics of citizenship education in 24 countries around the world. At the end of their studies, the research team suggested a reliable method for similar concept of citizenship education approaches based on intended goals and purposes for such education which includes three main goals as following:

Education about citizenship: which focuses on preparing students and individuals to gain enough knowledge and the structures of political and civil life? Education through citizenship: which requires students and individuals to learn through exercising activities and common experiences in schools and local community and beyond it?

Education for citizenship : which not only does cover the two abovementioned trends, but it also equips students with a series of tools including knowledge and comprehending skills and attitudes, values, and approaches and enables them to have active and logical participation in tasks and responsibilities that they will face in adulthood. Based on what was said, the concept of citizenship firstly has some common features with life skills at national and local levels and secondly it is related to life skills within the global community. Therefore it is worthy that students learn the following eight skills which are drawn based on national lifestyle for a citizenship life in global community.

1. Getting acquainted with individual, family, social, national, and religious life in country
2. Keeping physical health, personal and environmental hygiene to enhance life satisfaction
3. respect for order, law and justice and responsibility in all matters which they are committed to
4. healthy social relationships, empathy, sympathy and aid, developing language and other communication skills, ability to communicate effectively and fruitfully with others, fair and justice trade-off, loving companionships, fellows, country mates and other people
5. Learning job skills which have an important role in personality identity and personal, family, and social life of teenagers and youths.
6. Organizing lifestyle based on short-term, medium-term and long-term abilities, talents, and goals
7. Equipping children and adolescents with capabilities of realistic and logical thinking, awareness, critical thinking, creative thinking and attitude and ability to solve problems
8. Protecting health and mental balance through fighting with anxiety and false and extreme emotions, dealing with depression and lack of thrill, coping with stress, tension, and isolation, fighting with selfishness, jealousy, malice and resolving detrimental conflicts in inner and outer life. Teenagers and young students' benefiting from these features definitely requires education and training and is not achieved automatically. Apart from the basic and undeniable impacts of family on the way of acquiring life skills and citizenship and formation of identity and personality, schools and teachers, curriculums and contents, teaching methods and formal education atmosphere of the country are responsible for educating and training these skills, identities and personalities.

8.1. Globalization and education (opportunities and threats)
In our country as an Islamic society, education system has very important responsibilities in dealing with this social, political, and cultural process for protecting its local and religious culture. In other words, what opportunities and threats does globalization have for our education?

9.1. A. Globalization as an opportunity to use the latest information in education system of Iran
In 21st century, students belong to an organized community that need to be taught the skills of organizing formal and informal groups in line with developing technology and utilizing it in setting educational policies and procedures. Future citizens need to harmonize their own life procedures with innovative policies on one hand and with observing the principles of promoting learning quality, contributing to generating educational equity and promoting its effectiveness on the other hand.

Citizens who are able to provide internet tools for themselves can easily access to updated information across the world and at the same time upload some new information for other users. Modern electronic media have broken the boundaries. New ways of notifying have broken the monopoly of domestic media and have enabled people to choose their own information sources. Increased speed of notification and greater use of advanced technology of communication have provided greater and more appropriate opportunities for Iran education system to achieve its goals.

10.1. The Importance of Moral Principle of Cooperation and Understanding as the Main Goal of Education

As in the trend of globalization communication spreads and people from around the world communicate with each other and get to know and to be touch with others, international understanding seems to be necessary and learning to live together becomes an important goal of education. Learning to live together requires learning to express oneself and communicate with others effectively. It also means learning to take responsibility and share and cooperate with others. Therefore it is necessary to get familiar with other cultures and the way of communicating with them and it could be considered as an opportunity for Iran education (UNESCO, 1999: p. 100).

11.1. Electronic Education

Electronic education is a picture of development of participatory and personal education compared with traditional one. Electronic trade is as well a developed form of trade compared with traditional trade. Due to its many advantages, this educational system could be an inevitable necessity and a logical solution for system of education. Among its advantages are the growth of education quality, reduction of expenses, possibility of education and establishing virtual schools which all will enhance educational efficiency. Education system of Islamic Republic of Iran can also take advantage of this new educational opportunity as a proper chance to develop its own quality.

12.1. Braking Closed Loops of Knowledge

One of the most useful and opportunity-making benefits of globalization for education in Islamic Republic of Iran might be breaking boundaries and closed loops of knowledge and reforming its epistemological aspect. One of the restrictions which students face with in educational systems of the word and Iran as well is algorithmic and geometric presentation of knowledge and information to them as the essence of the educational system of a country may require. Although this is an indisputable fact and an assumed right for educational systems of every country to educate students in accordance with their own aspirations, it doesn't mean restrictive and geometric presentation of information. Attending the wide world of knowledge is one of the needs of those who demand it at present which will result in great progress and this is the chance that globalization will provide for our system of education. In other words, globalization will convert the geometric and algorithmic system of presenting information in predetermined, stable and definite routes to dialectical system of presenting information.

13.1. B. Globalization as a Threat of Becoming Monoculture and Weakening Local Cultures

National identity which is derived from the concept of identity is the feature which makes nations identifiable. National identity is a tool to distinguish one nation from another one based on common knowledge around collective defined concept or concepts and as long as there is no common knowledge to distinguish one nation from the other, national identity won't be formed. The concerning issue in relation to globalization is the growth of monoculture ; the culture which is propagated by western media and their public relations networks, the culture which dictates to people what to wear, what to eat, how to live, and how to think (Yung, 2002 : p.14).

14.1. Threatening the Trends of Religious Education in Iran

In Islamic communities, religious beliefs and worthy system of Islam form an important part of Muslims identity. This definition is inevitably defined within the boundaries of faith and religion and will raise a kind of lining and demarcation between itself and foreigners. Although the explanations and interpretations of Islam on this issue are deeply different, they all merely show the highlighted or faded boundaries of Islam itself and foreigners. However, there is an agreement on this matter that religion and Islamic beliefs make a part of Islamic communities. By accepting this point, even though we adopt absolutely pluralistic interpretation of Islam, it is still in conflict with the identity raised in globalization and with the removal of religious boundaries among communities and possibly the most challenging parts of globalization towards Islam and religious thought is the culture and thought them. This matter is due to the basic role of culture in comparison to other social structures and on the other hand, an important part of culture is made up of system of values, norms, and religious beliefs of the society. Therefore, to deploy Islamic training, education first clarifies hidden ideological interests in educational materials, teaching methods, elements of educational space and generally the hidden procedures and then changes them according to

Islamic principles and values towards Islamic ideological interests and establishes a new system of religious training. It is quite obvious that although this affair takes a lot of human and material expenses for planning and running, it is inevitable.

15.1. Effect on Language and Teaching It

One of the issues which should be considered separate from other cultural issues in discussing the implications of electronic devices is language. In modern electronic media, English language is frequently dominant and is going to impose itself on all countries including Iran. The influence and spread of English language through satellite receivers and internet could be the most important threat against national and local languages (Hinchliffe, 200 : p.123) . Since all communicative channels of the world and global media are applying certain languages and the speakers of other languages have to use these certain languages for communicating with people throughout the world, this important issue could make great threats to other languages including Persian language; so that it might gradually lose its efficiency and get destroyed. Therefore, programmers and particularly educational organizations must devote more time and energy to this matter, so that Persian language could find its status again and have more applications.

16.1. Education and Multi-cultural Classrooms

New method of notification has caused more new awareness and creates modern individuals. Information which is prepared and presented in the second era of media often has transnational and international audiences. Numerous people are in touch with others and foreigners and communicate with each other. As a result, this kind of notification and practicing information promotes a certain culture (global and western) and the audiences will gradually consider themselves as people with global and international nationality rather than as people who belong to a certain ethnic group, culture, or country. In this relation, immigration into various countries has increased and even though this phenomenon provides the chance to get more acquainted with other cultures, it generates a challenge for multi-cultural education, schools, and classrooms which in turn cause several problems for system of education . For example, the need for knowledgeable teachers who are familiar with language and cultural features of other countries and planning for reducing problems are some challenges of this kind of education. Moreover, such education will affect the quality of education in education

system of various countries. Identity which is a local and national cultural concept, changes to a global concept which is the product of attending multi-cultural classrooms.

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