



GLOBAL CITIZENSHIP EDUCATION (GCE): ROLE AND IMPLEMENTATION IN SUSTAINABLE DEVELOPMENT

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Abstract

The purpose of this article is to analyze the role and implementation of Global Citizenship Education (GCE) in sustainable development amidst globalization that is full of challenges. This study uses a qualitative approach with a literature study method. This study examines the thoughts of Sara Franch and other figures in various perspectives on global citizenship and their relevance in reconfiguring citizenship education. The results of the study indicate that the practice of Global Citizenship Education (GCE) in its implementation in various Educational Institutions tends to focus on the aspects of qualifications and socialization. This focus leads to the unification of discourse oriented towards the development of global competence, which not only includes mastery of 21st century skills, but also prioritizes the formation of character and values of responsible, ethical, and participatory global citizenship. Global Citizenship Education (GCE) is identified as a means to prepare the younger generation to face an alternative, inclusive, and sustainable world. Seeing this, efforts to achieve sustainable development can only be achieved by promoting global social justice. This study emphasizes the importance of a subjectification approach, which is based on social justice and critical deconstruction of the dominant discourse.

Keyword: global Citizenship Education (GCE), Sustainable Development, Role and Implementation of GCE

Abstrak

Tujuan penulisan artikel ini yaitu untuk menganalisis peran dan implementasi Pendidikan kewarganegaraan global (GCE) dalam pembangunan yang berkelanjutan di tengah globalisasi yang penuh dengan tantangan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan. Kajian ini menelaah pemikiran Sara Franch dan tokoh lainnya dalam berbagai perspektif tentang kewarganegaraan global dan relevansinya dalam mengonfigurasi ulang pendidikan kewarganegaraan. Hasil kajian menunjukkan bahwa praktik *Global Citizenship Education* (GCE) dalam implementasinya di berbagai Lembaga Pendidikan cenderung berfokus pada aspek kualifikasi dan sosialisasi. Fokus ini mengarah pada penyatuan wacana yang berorientasi pada pengembangan kompetensi global, yang tidak hanya mencakup penguasaan keterampilan abad ke-21, tetapi juga mengedepankan pembentukan karakter dan nilai-nilai kewarganegaraan global yang bertanggung jawab, beretika, dan partisipatif. Pendidikan Kewarganegaraan Global (GCE) diidentifikasi sebagai sarana untuk mempersiapkan para generasi muda menghadapi dunia yang alternatif, inklusif, dan juga berkelanjutan. Melihat hal tersebut, upaya untuk mencapai Pembangunan berkelanjutan hanya dapat tercapai dengan melakukan promosi keadilan sosial global. Penelitian ini menekankan pentingnya pendekatan subjektifikasi, yang didasarkan pada keadilan sosial dan dekonstruksi kritis pada wacana yang dominan.



Kata Kunci: Pendidikan kewarganegaraan Global (GCE), Pembangunan berkelanjutan, Peran dan Implementasi GCE

I. INTRODUCTION

In this era of globalization, various issues of injustice, human rights violations, and poverty continue to pose a threat to peace and environmental sustainability. To address these challenges, global citizenship education plays a crucial role in preparing the younger generation to face an inclusive and sustainable world. There are various perspectives on global citizenship and their relevance in reconfiguring global citizenship education. Global citizenship is a concept that refers to a broad understanding of the world and one's role in it. It involves an awareness of active responsibility within the community and cooperation with other individuals to create a more peaceful, sustainable, and just world (Mulyani, et.al, 2024: 222).

Global citizenship is a term used to describe the social, environmental, and economic actions undertaken by individuals and communities that recognize that everyone is a global citizen. Global citizenship education emerged in response to the rise of increasingly difficult-to-avoid global problems, such as inequality and cross-border challenges. This is the result of certain trends such as citizenship development, global issues, global identity, and universal human rights (Ross & Davies, 2018). The problems and challenges we face today, such as declining citizen participation in politics, terrorism, religious and ethnic conflict, and the economic crisis, require a change in the focus and approach of citizenship education (M. Zapalska et al., 2013).

Global Citizenship Education (GCE) helps educators provide young people with the perspectives they need to understand the contemporary world and make informed decisions about their role within it. GCE practices often focus on qualifications and socialization, combining discourses centered on global competence with those emphasizing the qualities of good global citizenship. However, this research also emphasizes the importance of a subjectification-based approach grounded in social justice and a critical deconstruction of dominant discourses. Global Citizenship Education (GCE) has become a strong policy focus on the international agenda, particularly in the 2030 Sustainable Development Agenda, which was discussed at the UN meeting in September 2015. Its aim is to empower students to act responsively to global issues that draw attention to the urgent need to cultivate global citizens. This will promote peace and inclusiveness, as well as sustainable societies (UNESCO: 2015). Global Citizenship Education (GCE) remains a concept and subject with multiple

interpretations. Although its humanitarian values have a global reach, the practice of citizenship is closely related to the national context. Global Citizenship Education (GCE) requires an adjustment to the regional, national, and global dimensions of citizenship (Dakhalan & Kuswandi, 2024: 159).

Global citizenship has become a popular term in the academic world (Goren & Yemini: 2017), but it has also become a buzzword in various sectors, including private companies, educational institutions, international organizations, governments, and non-governmental organizations. Global citizenship reflects different ideologies and ideas about what a desirable citizen is and should be” (Pashby, 2016: 70). Therefore, the concept of global citizenship is conceptually open to different interpretations. This is due to differences related to certain cultures, eras, or geopolitical contexts that can be understood differently. Since the 1990s, GCE has quickly become a prominent concept in Europe and America in educational discourse (Andreotti de Oliveira & De Souza, 2012) as well as in international education policy (Tarozzi & Torres, 2016). This chapter highlights that GCE practices tend to focus primarily on qualifications and socialization, thus converging on a discourse centered on global competencies that emphasizes the qualities of good global citizenship.

Global Citizenship Education (GCE) has been identified as a means to prepare young people for an alternative, inclusive, and sustainable world. In this context, efforts to achieve sustainable development can only be achieved by promoting global social justice. Schools, in this regard, have a fundamental role in empowering students to become responsible and active global citizens. GCE also demands that teachers/educators prioritize a subjectification-focused approach based on a political perspective grounded in social justice and a critical deconstruction of dominant discourses that shape understanding and action. This is necessary to help young people gain a critical understanding of the contemporary world and global interconnectedness, and to develop the ability to understand and interact responsibly with others, while remaining critical of their own perspectives and positions (Pashby 2011).

II. THEORETICAL STUDIES

Global citizenship is a citizen who is responsible for fulfilling institutional and cultural requirements for the good or benefit of society (Wuryan & Syaifullah, 2008: 164). Global citizenship is a further level of communal citizenship and national citizenship (nation), emphasizing the role of global citizens, encompassing commitments, attitudes, and responsibilities that transcend local cultural boundaries. A global citizen is someone rooted in their national identity, yet they possess a greater awareness, namely by appreciating cultural

diversity, being tolerant of other faiths and beliefs, and viewing global issues as the primary focus of study rather than the boundaries of their own nation (Dill, Jeffrey S, 2012).

Global citizenship is further strengthened by UNESCO's evaluation of the 1990-2015 policy regarding the idea of education for all, which gave rise to the concept of global citizenship as a new policy and a continuation of the demands of older concepts, namely sustainable development and peace education (UNESCO, 2015: 14). The emerging trend of global citizenship has become an interesting topic in citizenship education. The concept of global citizenship education has implications for the study of citizenship education in the contemporary era. This is as Theresa (2015:66) argues, stating that preparing citizens to face the currents of globalization requires preparation, adaptation, and understanding. Sarabhai (2013:137) links global citizenship to education for sustainable development.

III. RESEARCH METHODS

This study uses a qualitative approach using the Library study method to analyze the role and implementation of Global Citizenship Education (GCE) in sustainable development and identify various means to prepare young generations to face an alternative, inclusive, and sustainable world. Library study is a method of collecting data from various library materials related to the main problem (Danandjaja, 2014). This approach allows the author to understand the principles, objectives, and also the philosophical foundations behind Global Citizenship Education (GCE) as an article written by Sara Franch entitled Global Citizenship Education Between Qualifications, Socialization, and Subjectification and other relevant scientific works. This literature is reviewed through content analysis to identify and understand the concepts discussed, then synthesized to build a coherent theoretical argument. This additional information serves as a comparison and complement in understanding global citizenship education (GCE) in sustainable development. This literature study is expected to provide a more comprehensive and in-depth perspective on global citizenship and its role in shaping the character and abilities needed to become responsible, active, and empathetic citizens on the global stage.

IV. RESEARCH RESULTS

Global Citizenship Education (GCE): A Reconstructed Concept on the International Agenda

Global citizenship describes a deep commitment to a broader moral purpose. Various parties emphasize that global citizenship is more than a global ethic, or a moral imperative, and offer a political conceptualization (Dower 2000). According to Miller (2011), citizenship

is a political relationship between citizens, and as such involves weak and strong forms of reciprocity. He emphasizes that this form of reciprocity does not characterize global citizenship. Miller (2011) believes that global citizenship is not an alternative to local or national citizenship because we cannot have citizen-to-citizen relationships with all our fellow human beings. He concludes that what we can do is identify with them, show ethical concern for them, organize institutions to avoid global harm.

Gaudelli (2016) states that global citizenship can be understood in an all-encompassing way (2016: 13), meaning that one would have the privileges of citizenship anywhere. Or, more pragmatically, global citizenship can be seen as the development of an individual identity, “rooted in a particular community but with a sense of connectedness, responsibility and concern for people elsewhere”. A global orientation to citizenship is generally constructed as an extension of national citizenship, so that while the nation-state remains the primary site of political organization, the key principles of citizenship, rights, duties, participation and identity are re-imagined, from an educational perspective, “in new and diverse ways that are not confined to the spaces defined by the nation-state” (Pashby 2008: 23). Different theoretical frameworks construct different meanings for the words global, citizenship and education, and this implies different educational curricula and practices (Andreotti de Oliveira and De Souza, 2012).

Global citizenship education (GCE) is a key UNESCO policy priority and a central goal in UNESCO's intermediate strategy 2014-2021 which highlights the need to advance global citizenship in an increasingly connected world. In 2015, the Incheon Declaration and the Global Education Agenda 2030 marked an important milestone in the advancement of Global Citizenship Education (GCE) advocacy as United Nations Member States committed to promoting and implementing Global Citizenship Education within the SDG (Sustainable Development Goal) target 4.7. The concepts of citizenship and human rights are interpreted differently depending on political, economic and cultural backgrounds. Moreover, depending on geopolitical, conflict and post-conflict contexts, concepts such as “promotion of a culture of peace and non-violence” are unlikely to be addressed in the same way (Dakhlan & Kuswandi, 2024:162).

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Education (GCE) at the center of attention, the Education 2030 agenda has also acted as a response to the growing influence of the PISA (Program for International Student Assessment) focus on learning outcomes in reading literacy, mathematics and science. Global Citizenship Education (GCE) is inseparable from the highly visible trend of the dominance of international education assessment, with most education systems currently focused on assessing the impact of educational reforms and innovations.

Civic Education: Objectives and Pedagogical Framework

Global citizenship education is essentially an alternative to a state-centered approach to citizenship education. As an ideal, GCE facilitates the acquisition of “a sense of global mindedness that encourages students to develop an awareness of global connectivity and responsibility” (Pashby, 2008:17) and become “active national citizens with global awareness” (Pike, 2008:48). This means students have a dialogic, complex and dynamic understanding of their own identity and the ability to understand and interact responsibly with others and be critical of their own perspectives and positions (Pashby, 2011). Globally aware citizens have a critical understanding of globalization, are aware of global connectedness and the ways in which they and their country engage in local and global issues, and engage in constructive action to promote social change at local, regional, national, and transnational levels (Pashby 2011; Pike 2008).

Mannion et al (2011:444) state that global citizenship education functions as a nodal point. It functions as a privileged reference point (marker) that seeks to fix partial meanings and unify various discourses. The nodal point is also a malleable and unstable discourse, varying depending on the context and how power is acquired in organizing the socio-discursive field. Different agendas and theoretical frameworks construct different meanings for the words global, citizenship and education, and this implies different educational curricula and practices (Andretti de Oliveira & De Souza, 2012). Different theoretical frameworks construct different meanings for the words global, citizenship and education, and this implies different educational curricula and practices (Andretti de Oliveira & De Souza 2012).

The three discourses in GCE (qualification, socialization and subjectification) should not be seen as entirely separate. Rather, in pedagogical and practical terms, they are closely intertwined and overlapping. While synergies potentially facilitate a comprehensive approach to GCE, it should be noted that there are contradictions and potential conflicts between the three discourses, particularly between the dimensions of qualification and socialization on the

one hand and subjectification on the other (Biesta 2009). A GCE practice that unrestrainedly supports qualification and socialization without analyzing current global dynamics, questioning its principles, and exploring alternative perspectives is likely to depoliticize citizenship practices and thus undermine the GCE approach that pursues subjectification.

Global Citizenship Education (GCE) as Qualification, Socialization, and Subjectification

The goal of education in the qualification approach is to facilitate the acquisition of certain knowledge, skills and dispositions so that students can do something and be useful in society (Biesta 2009). In the context of GCE, these knowledge and skills relate to the acquisition of global and intercultural competencies (Sant et al. 2018). GCE as a qualification relates to a discourse that highlights the global competencies that students need to acquire to live in a global society and work in a global economy (Marshall 2011: 418). An example of GCE as a qualification is the OECD PISA 2018 Global Competence Framework (OECD PISA 2018), which emphasizes that global competencies are required for students to live in the interconnected, diverse and fast-changing world of the 21st century. This approach can be criticized for emphasizing the creation of global entrepreneurs who benefit from today's global society rather than nurturing citizens.

This perspective responds to the instrumental technical-economic agenda of the GCE identified by Marshall (2011) and aims to create economically competitive citizens who benefit from having certain knowledge, skills and attitudes. Educational institutions emphasize that in an increasingly interconnected and competitive global marketplace, knowledge of the world, foreign languages, as well as skills such as adaptability and cross-cultural sensitivity are of great benefit to students, as they lead to increased individual (economic) success in the world (Jorgenson & Shultz 2012: 3). Schools have a major role in helping students overcome adversity and an increasingly interconnected environment (OECD PISA 2018: 5). Global competencies are expected so that students can live harmoniously in multicultural communities, thrive in a rapidly changing labor market, use media effectively and responsibly, and support sustainable development goals.

The goal of education in the socialization approach is to inculcate certain norms and values so that students become members of a particular cultural, social and political order (Biesta 2009). In the context of the GCE, these norms and values relate to being a “good global citizen”. The main emphasis here is on developing citizens who are committed to a world culture based on human rights, cohesiveness and sustainability (Sant et al. 2018). Good

global citizens are defined by UNESCO in terms of three learning domains (cognitive, social-emotional, and behavioral). Good global citizens are informed and critically literate, socially connected and respectful of diversity, ethically responsible and engaged (UNESCO 2015: 23-24). GCE as socialization has similarities with the interpretation of GCE global awareness identified by Dill (2013), which draws from humanistic values and assumptions that aim to provide students with a global orientation, cultural sensitivity, a vision of oneself as part of the global community of humanity, and a moral conscience to act for the good of the world. Pedagogically, GCE as socialization is characteristic of mainstream approaches to citizenship education. GCE as socialization understands global citizenship as a matter of individuals and their behaviors and sees Solutions in terms of the knowledge, skills, values, and behaviors that young people need to acquire.

Pedagogically, GCE as socialization has key flaws that characterize mainstream approaches to citizenship education. First, GCE as socialization understands global citizenship as a matter of individuals and their behaviors and thus sees solutions in terms of the knowledge, skills, values and behaviors that young people need to acquire. Biesta & Lawy (2006:73) state that civic learning is situated in the lives of young people. It depends on the perspectives that young people have developed through prior learning and meaning-making. However, it is also determined by the wider social, cultural, economic and political order that influences and impacts on young people's lives. This perspective assumes that global citizenship is a goal that young people need to achieve. Viewing global citizenship as an outcome suggests that before being educated, young people are not global citizens (Sant et al. 2018).

In classroom learning, global citizenship education should be incorporated. This is very important because students have a global outlook in this era of globalization. By entering the era of globalization, the younger generation will face various conflicts due to advances in technology and information (Agbaria, 2011). Global citizenship education emphasizes economic, political, and socio-cultural interdependence (Cotton et.al, 2019). Examples of these case studies include cross-cultural exchange programs, partnerships between schools in different countries, and the integration of global issues into the curriculum (Zeguniene, 2020).

In the subjectification approach, the aim of education is to facilitate independence from the existing order and support those educated to become more autonomous and independent in thought and action (Biesta 2009: 8). In terms of GCE, this means promoting “global

citizenship from below” and space for counter-practices, that is, education about non-dominant knowledge and values (Sant et al. 2018). Andretti (2010) advocates “decolonizing the imaginations” of teachers and students engaged in GCE who have been cognitively shaped by Enlightenment ideals and have emotional investments in universalism (the projection of their ideas as what everyone should believe), stability (the avoidance of conflict and complexity), consensus (the elimination of difference) and hierarchically organized fixed identities (Andretti 2010, 246-247).

V. CONCLUSION

Global Citizenship Education (GCE) has a very important role to play in dealing with the dominant global world order such as the socio-political and environmental challenges of today's society. GCE provides the necessary perspectives for educators to help young people understand the contemporary world and make conscious decisions about the role they wish to have in it. In many GCE practices, teachers and educators tend to focus on qualifications and socialization, thus combining a discourse centered on global competence with one that emphasizes cosmopolitan values and good global citizenship. A qualification approach to GCE allows teachers to focus on the knowledge, skills and dispositions that are essential for global citizenship (knowledge and understanding of global systems, structures and issues, and the skills needed for civic literacy). The socialization conception of the GCE with its focus on humanistic and cosmopolitan values allows educators to promote human rights and shared values. However, the GCE demands that teachers/educators also promote a subjectification approach centered on a socio-political analysis of the root causes of global poverty and inequality.

Educators need not locate their practice entirely within qualification, socialization or subjectification approaches to GCE, but can combine these perspectives. Teachers/educators should also be aware of potential conflicts between the three dimensions, particularly between the dimensions of qualification and socialization on the one hand and subjectification on the other. By promoting political knowledge and critical thinking skills (qualification) and human rights (socialization), GCE can become a space that can help young people become more autonomous and independent in thinking and acting (subjectification). As such, GCE can help young people gain a critical understanding of globalization, an awareness of global connectedness, and how they engage in local and global issues.

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