

Mobilizing the voices of youth: Some of what is needed for Global Citizenship Education

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Introduction

- Background
- Two faces of education
- In many ways education has contributed to a model of development that:
 - is not sustainable
 - may ignore or even work against social justice and environmental leadership, and
 - fails to balance economic growth with these larger demands of global citizenship

Complex effects

- Education is both institution and process
- Not denying importance of getting process right, I would argue importance of institution of education in addressing these issues
- Education as an institution is important
 - Because of its scale, reach, and certifying authority
 - Because of
 - What it teaches
 - Also because of
 - How it is organized
 - Who gets it and who doesn't
 - What it doesn't teach and what it permits
 - Roles it sets up for student

Education and the role of students

- Education as an institution is also important for the roles it sets up between student and:
 - knowledge
 - e.g., Is knowledge fixed, something to be learned as received, or something that is constructed, and which students also take part?
 - history and future
 - e.g., Is student a passive recipient or an active agent?
 - his/her local and larger communities
 - e.g., Is student to fit in to existing order or to improve it, to take what we have now and bring it closer to ideals?
 - people and communities beyond the student's communities
 - e.g., Does student have loyalty beyond her/his birth and affiliative communities, including future generations?
 - the earth
 - e.g., Does student have obligation to earth and its creatures?

Way we have educated

So far institutionalized education has tended to

- Failed to educate for citizenship beyond nation-state
- Both over-valorize and under-valorize the individual in relation to larger communities
 - Education has mostly failed to inspire action (or even point out) implications/consequences of way we live on sustainability, social justice, environmental, future generations
 - Education has failed to imbue students with agency
- Instead education has often imbued Passivity or Substitutes (e.g., nationalism or consumerism) or to Exclude
- Be uncharismatic
- Not deal well with need for meaning, belonging and affiliation with something bigger
- Not deal or deal badly with apparent human need for an “other”

What is needed

- Educational institutions & processes that are:
 - Inclusive
 - Reflexive & critical
 - Agentic
 - Charismatic
- That promote
 - Empathy and broader identifications
 - Development of economic capabilities
 - Balance

Discussion