

**Education and Citizenship in a Globalising
World Conference
IOE London 19 20 November 2010**



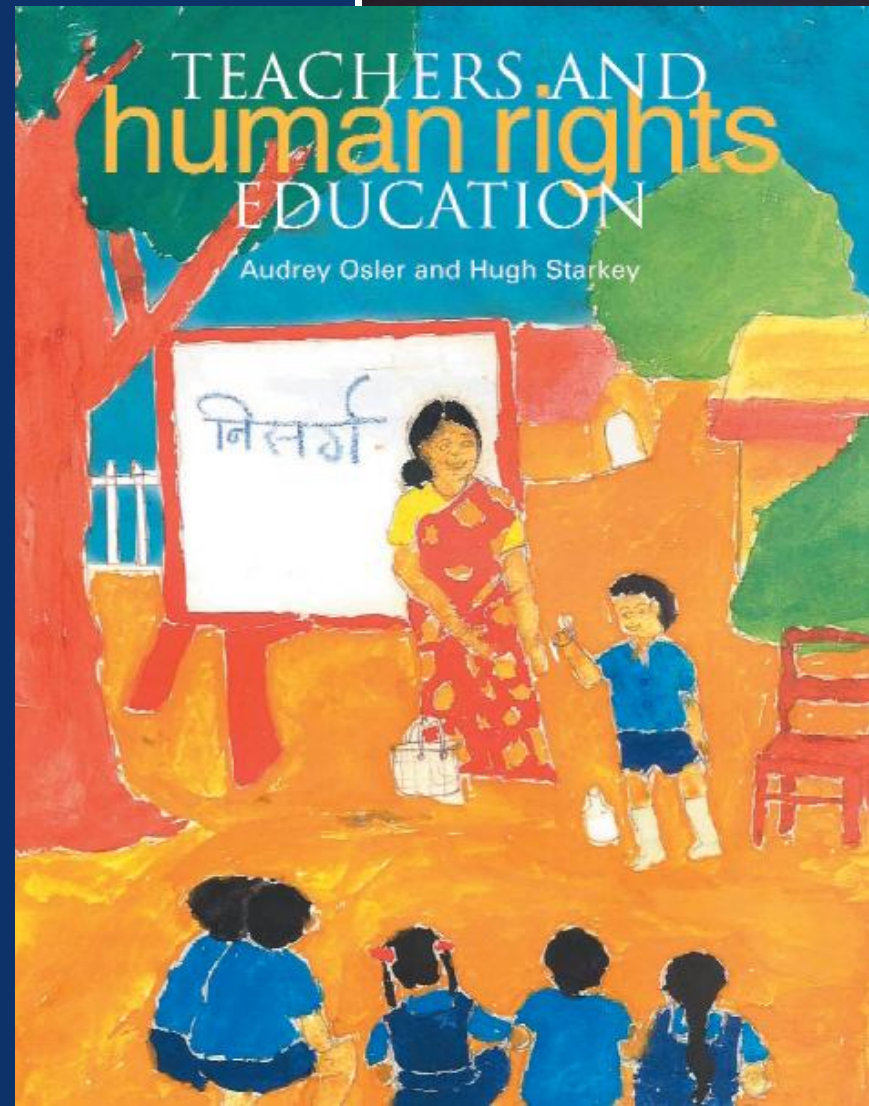
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Closing Remarks

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www.ioe.ac.uk



Beijing 2008 – London 2010

Helping to realise the dream



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Case studies and examples from 42 countries across the world



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Middle East

Iran; Israel; Kuwait; Lebanon; Palestine

Europe

**Croatia; Cyprus; England; France; Greece; Ireland; Malta; Netherlands
Norway; Russia; Scotland; Slovenia; Spain; Sweden; Switzerland;
Turkey; Wales**

Asia

**Cambodia; China; Hong Kong; India; Japan
Pakistan; Singapore; Thailand; Taiwan**

Americas

Canada; Mexico; Peru; USA

Africa

**Gambia; Kenya; Malawi; Nigeria; Sierra Leone; South Africa
Tanzania**

Themes from our keynote speakers



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**Change
Globalisation
Universal and Particular**

**Migration
Multi-ethnic society
Multiculturalism
Assimilationism
Recognition**

**New democratic narrative
Paradoxes and ambiguities
of national development
Participatory democracy
Law
Human rights
Children's human rights**

**Citizenship Education
Young people's perspectives
Examining rival perspectives
Language, literature and environmental
studies
Re-defining identities
Discovering the self in relation to others
Acts of citizenship**

Themes from the papers presented

Modernity and post-modernity



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- **(Re-)defining citizenship**
- **Tensions / contradictions /contested meanings**
 - National identity/ patriotism
 - Cosmopolitanism /global citizenship
- **Social cohesion**
 - Ideologies / power / knowledge production
 - Postcolonial theory / resistance

State of the world



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- **Migration / Diversity**
 - Ethnic and social segregation
 - Inequalities / Conflicts
 - Violence and intolerance
- **Humanitarian values / faith / religion**
 - Radical and fundamentalist thinking
- **Internet and digital media**
- **Corruption / Militarism**
- **Millennium Development Goals**

Aims of education



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- **Transformation**
 - Social justice
 - Peace
 - Gender equality
- **Empowerment / agency**
 - Critical thinking / critical patriotism
 - Participation / Active citizenship / civic engagement
 - Political participation / democratic decision-making
- **Responsibilities and sustainable development**

Approaches – education movements



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- **Moral education**
- **Human rights education**
- **Peace education**
- **Development education**
- **Environmental education**
- **Global education / learning**

Creativity and the affective



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- **Emotions**
- **Literature, arts**
- **Language learning/ multilingualism / plurilingualism**
- **Ethnic cultural curriculum / intercultural dialogue**
- **Museums**
- **Sports**

Pedagogy



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- **Leadership**
- **Partnerships with NGOs**
- **Whole-school approaches**
- **Study visits and School linking**
- **Curriculum design / analysis / textbooks**
- **Literacy**
- **Deliberative democracy / discussion / negotiation of meanings**

Constraints and challenges



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- **Neo-liberalism**
- **Examinations and pressurised schooling**
- **Managerial systems**
- **School ethos / culture / hierarchy**
- **School law**
- **Gap between vision and implementation**
- **Teacher education**

Universal Declaration of Human Rights (1948): preamble: a cosmopolitan vision



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**recognition of the inherent *dignity*
and of the *equal* and *inalienable*
rights of all members of the
human family is the foundation of
freedom, *justice and peace in the*
*world***

UDHR: cosmopolitan ideals



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All members of the **human family** are entitled to

Equality of Rights

Equality of Dignity

= the essence of *human rights*

The United Nations Convention on the Rights of the Child (1989)

Article 29 Aims of Education



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- (b) respect for human rights**
- (d) responsible life in a free society, understanding, peace, tolerance, equality of sexes, friendship among all peoples,**
- (e) respect for the natural environment**

Sites of learning for citizenship



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People learn to be responsible citizens not only in schools, but in the family, neighbourhood, churches and many other groups and forums in civil society

(Kymlicka, 2001).

Cosmopolitan citizenship



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- **Recognition of diversity as part of our common humanity**
- **Feeling of belonging to local neighbourhood, city, nation, the human family**
- **Ability to make connections**
- **Democracy as dialogue and a sense of solidarity with others**

Education for Cosmopolitan Citizenship in Intercultural Schools



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Transmission

Human rights as principles for living
together

Construction

Learning together

Building on the experience and
understandings of all members
of the community

Living together

Developing democracy, justice
and peace



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