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Kick-Starting Global Citizenship Education In Schools Through The Instrumentality Of Social Studies Education Curriculum Framework

Sani Alhaji Garba[1][*], Lawan Abdulhamid[2], Danbala Usman[3]

[1][*]Department of Education, Faculty of Human Development, Universiti Pendidikan Sultan Idris, Perak, Malaysia, Orcid ID: https://orcid.org/0000-0002-8305-9088, Email: sanialhaji@fpm.upsi.edu.my
[2]Wits School of Education, University of the Witwatersrand, Johannesburg, South Africa, https://orcid.org/0000-0002-7822-9177, Email: Lawan.abdulhamid@wits.ac.za
[3]Department of Nigerian Languages, College of Education Akwanga, Nasarawa State, Nigeria,, Email: udanbala@coeakwanga.edu.ng

ARTICLE INFO	ABSTRACT
	The need and beauty of Global Citizenship Education are well-established in the literature. However, getting a place for it to function as a subject in the school system proves difficult due to the lack of a Teacher Education Curriculum Framework among other reasons. This limitation notwithstanding, Global Citizenship Education can get into the school system by leveraging the Social Studies Education curriculum design in the school system and its teacher education framework. Based on the perspective presented in this concept article, we consider Social Studies and Global Citizenship Education to be value and problem-solving-oriented disciplines with a common goal of preparing the youth for 'responsible citizenship'. The two have more in common than they differ. What differs between the two is the scope, national and global. Rather than advocating for Global citizenship education to have a place of its own in the school, it is wiser to consider achieving its goal through the existing framework of social studies education. With this approach, the floating idea of Global Citizenship Education can have a quiet, soft, and safe landing in the education system of member nations in the international community. This paper highlights the potential of Social Studies Education as a platform for the dispensation of Global Citizenship Education as opposing the view that advocates for the introduction of Global Citizenship Education as a new subject in the school system. **Keywords:** Global Citizenship Education; Social Studies Education; Curriculum Design; Sustainable Development Goals; The 2030 Global Agenda.

Introduction

The need for a world population with a global mindset to work toward making the world a better place for all through sustainable development goals (in line with the 2030 global agenda) provided the basis for the idea of Global Citizenship Education (GCE) to emerge (Leite, 2022). The conceptualized idea is informed by the desire to achieve global unity (a global population with a united mindset) through the instrumentality of education (Palma, 2024). A globally united population determined to create a world free of violence, insecurity, social injustice, hunger, and poverty (Singh & Shankar, 2024); a world where good health and the well-being of all is guaranteed through adequate provision of clean water, affordable energy, quality education, environmental conservation, and the seven other areas of concern that makes the SDG's (Ngwacho, 2024). Linking the idea of GCE with the 2030 Sustainable Development Goals Agenda gave it global popularity (Marchin & Liu, 2024). The idea was quickly accepted leveraging the desire for global peace, equality, and social justice (Papastephanou, 2023). The need for GCE is now well-established in the literature (Estellés, & Fischman, 2021). However, getting the idea to become operational in the education system is challenging (Davies, 2023). The idea of introducing GCE as a discipline and as a subject in the school system is frustrated by justified educational technicalities that are unavoidable (Pais & Costa, 2020; Starkey, 2022). The lack of a standard framework for teacher education and training was fundamental among other technicalities (Schugurensky, & Wolhuter, 2020; Estellés, & Fischman, 2021). The advocacy for GCE to exist as a discipline, and, a subject was

silenced by such technicalities. A conception that every teacher can inject and promote the idea of global citizenship in their subject areas was promoted for about a decade with little or no result (Davies, 2023). The teacher's professional response to that call is 'We can't teach what we don't know' (Lourenco, 2021). This explains why the idea of injecting GCE into existing subjects in the school system couldn't work well. Instead of being institutionalized in the education system as a curriculum design, GCE is now largely media-based, flourishing outside the school system. The philosophy, technical structure, curriculum design, and content of Social Studies Education are broad and dynamic to accommodate the ideals of GCE at no cost.

Social Studies Education as a Curriculum Design
As an academic discipline Social Studies Education is directed toward the development and dispensation of knowledge, social values, and skills needed to address socio-economic and political issues in society; and, to prepare the child for productive and responsible citizenship in his immediate environment and beyond. Society (man and his activity in the environment) form the crux of the subjects' curriculum design. Because of the dynamic nature of man and his activities in society, Social Studies Education curriculum design is dynamic and flexible to accommodate the changing nature of societal needs as influenced by the natural environment. The focus, goals, and objectives are dynamic reflecting social and environmental dynamics. The curriculum content, instructional design, and pedagogical approaches are also dynamic. Teachers and teacher educators are professionally trained to link their subject content instructional delivery approach and objectives to current needs and issues of society. Teaching and learning are inquiry-based and problem-solving-oriented. The focus of instructional delivery in the subject area is on training the child to acquire the skills of constructing knowledge through scientific inquiry for personal and societal problem-solving.

Knowledge and social value skills were developed and dispensed to address emerging issues in society over time through Social Studies Education in Africa and Asia leveraging its dynamic and broad-based nature. Most of the knowledge and values dispensed through Social Studies Education are directly or indirectly related to sustainable development goals (the idealized crux of GCE). Nine out of many examples are presented in Table 1.

Table 1. *Examples of Knowledge and Values Dispensed through Social Studies Education Curriculum Design to address societal needs*

S/No	The Implemented Knowledge Areas	The objectives	The Issues being addressed
1	Civic Education	Promoting democracy and democratic values	To ensure a smooth transition to democratic governance
2	Citizenship Education	Promoting constitutional Supremacy, and the Rule of Law	Reduce inequality and injustice in society
3	Moral Philosophy Education	Promoting decency and a decent lifestyle	Reducing immorality and social decadence in society
4	HIV/AIDS Education	HIV as threat	Reduce the spread of HIV/AIDS
5	Family Life Education	Promoting family life as an agent of socialization	Reduce gender and family violence
6	Population Education	Socio-economic and political implications of population size	Address the issue of overpopulation
7	Road Safety Education	Promoting road safety Measures	Reduce road accidents
8	Peace Education	Promoting peaceful co-existence	Reduce intertribal, religious, and political violence in society violence
9	integrity, and Anti-corruption Education	Promoting integrity and responsibility in public service	Reduced the prevalence of corruption and its effect on society effect

The above problem-solving-directed and value-oriented knowledge areas were not introduced as new subjects in the school system in Asia and Africa. They were implemented through the curriculum design of Social Studies Education (referred to, as Civic, and Citizenship Education in some Countries). The time, energy, and resources needed to establish these knowledge areas as subjects in the school; and the teacher education framework needed to produce specialized teachers for that purpose were saved by leveraging the expertise of social studies education teachers. The conceptualized idea of GCE as a value-oriented knowledge area can also be implemented through the instrumentality of the Social Studies Curriculum Design and Framework.

What it Takes to Host Global Citizenship
Hosting the ideals of Global Citizenship in Social Studies Education doesn't require any technical or structural adjustment in its curriculum design. The framework to achieve all the ideals of global citizenship education is intrinsic in Social Studies Education Curriculum Design. Contextual restructuring to accommodate emerging concepts and visions associated with SDGs in the context of the 2030 Global Agenda or as may be desired is needed to host and implement Global Citizenship Education in the context of Social Studies Education as a curriculum design. As such, all the sustainable development goals are already being promoted in one way, or the other by social studies education teachers in schools for the same purpose. However, differences in scope

exist between social studies education as an existing curriculum in the school system and Global Citizenship Education as an emerging knowledge looking for a place in the school system. Social studies is particularly concerned with achieving the SDGs at the local level (National); on the contrary, Global Citizenship Education is particularly interested in global unity, and partnership leveraging the SDGs as everyone's need. For example, the major goal of Global Citizenship is achieving the SDGs goals agenda at a global scale. How can this be achieved through GCE is not operationally clear. However, it is expected that member nations of the international community are to work individually as sovereign nations and in partnership with one another toward achieving the goals in their respective states. This by implication means that global success in the attainment of SDG's is dependent on the success story of individual nations. On the contrary, the social studies education curriculum is designed to prepare children to understand the need and importance of achieving all the goals in their immediate and neighboring environment. Social studies education therefore provides the foundational base for GCE ideals. It is technically more convincing to leverage the existing foundation provided by Social Studies Education in dispensing GCE in schools than canvassing for new subject in the school timetable. The table below shows how topics taught in social studies education in Africa and Asia relate to the SDG's agenda and what is needed to integrate GCE concepts. Thus, Social Studies Education can perform a dual function of preparing learners for responsible national and global citizenship in the school system.

Table 2. *Social studies learning content relating to the SDGs No. 1-5*

S/No	The Goals	Existing Topics in Social Studies Education relating to SDG's	Focus and goal in the context of Social Studies Education	Actions Needed to achieve the goals of GCE
1	No Poverty	Meaning and causes of poverty (primary school level); Social Security Programs and Poverty Intervention (Secondary Schools level); and, poverty in different Socio-political contexts (Tertiary Education	Empowering students with the knowledge they need to understand that, ending poverty in the country is a collective responsibility, and every citizen has a role to play.	Introducing the students to the UN Concept of SDG No. 1; Exploring strategies adopted by different countries using the inquiry-based learning approach; encouraging students to collaborate and partner with their mates in different parts of the world to find solutions to poverty-related issues in project-based learning
2	Zero Hunger	Existence and causes of hunger (primary schools); youth empowerment (secondary schools); individuals as agents of change (Higher Education)	Guiding students toward understanding the implications of hunger and food insecurity on individuals and National Development; and their role in ensuring National Food Security	Introduce the students to the UN concept of Zero Hunger so that they can view the issue of hunger, its causes, and solutions from a global perspective; explore policies and strategies adopted in different regions of the world to address hunger; adopt a project-based approach where students research hunger-related topics, propose solutions and national and global level.
3	Good health and wellbeing	Meaning of healthy living and causes of sickness; social determinants of health; and community health education	Nurturing informed and healthy citizens for National Development	Introduce students to the UN Concept of SDGs No. 3 so that students can view the need for healthy living from a global perspective; Explore related issues and policies in different regions leveraging the inquiry-based teaching approach; engage students in project-based learning to research how to promote healthy lifestyles at national and global level
4	Quality education	Meaning of education and importance of schooling; education, socialization, and society; the concept of 21st-century education	Quality Education as a key factor for individual and National Development	Introduce the students to the UN Concept of Quality Education SDG so that they can be able to view the issue of equity and inclusion from a global perspective; leverage on inquiry and project-based learning so that students can explore how the issue of equity and inclusion is addressed in different regions of the world.
5	Gender Equality	Historical Perspectives on Gender Roles; Gender Stereotypes and Bias: Women's Contributions to Society; Gender and Workforce Participation; Feminist Movements and Activism	An understanding that every gender has the potential to be productive for personal and societal development and should be given equal opportunity.	Introduce the students to the UN Concept of gender equality SDG so that they can be able to view the issue of biased gender inequalities from a global perspective; leverage inquiry and project-based learning so that students can explore how the issue is addressed in different regions of the world

Table 3. *Social studies learning content relating to the SDGs No. 6-10*

S/No	The Goals	Existing Topics in Social Studies Education relating to SDG's	Focus and goal in the context of Social Studies Education	Actions Needed to achieve the goals of GCE
6	Clean water and sanitation	Water Pollution and Scarcity; Access to Safe Drinking Water; Sanitation Facilities; Water Conservation and Management: Wastewater	Guide learners toward understanding how our behavior and actions affect the	Introduce the students to the UN Concept of clean water and sanitation as critical factors for sustainable development and the well-being of society; then, leverage the inquiry, project-based, and problem-solving

S/No	The Goals	Existing Topics in Social Studies Education relating to SDG's	Focus and goal in the context of Social Studies Education	Actions Needed to achieve the goals of GCE
		Treatment; and, community initiatives	provision of clean water	approaches for students to research clean water policy initiatives in different regions.
7	Decent Work and Economic Growth	Social Enterprises and Decent Work; Skills for Social Enterprise; Ethical Practices and Purpose-Driven Work;	What people do to make a living (individually and collectively) should not be of harm to others.	Introduce the students to the UN Concept of Decent Work and Economic Growth as a sustainable development goal. Leverage the inquiry and project-based learning to guide the students toward understanding the need to address the issue of unemployment; and, promote inclusive and sustainable economic growth, full and productive employment, and decent work for all
8	Affordable and clean energy	Renewable Energy Sources: Energy Efficiency; Role of Fossil Fuels; and, Hydropower and Bioenergy	The implications of our energy choices on National social, economic, and environmental issues	Introduce the students to the UN Concept of affordable and clean energy as a sustainable development goal. Guide the students to construe the knowledge they need to understand the global need to ensure universal access to affordable, reliable, sustainable, and modern energy services through inquiry and project-based learning.
9	Industry, innovation, and infrastructure	Resilient, and Inclusive Infrastructures; Inclusive and Sustainable Industrialization;	To promote inclusive economic participation	Introduce the students to the UN Concept of industry, innovation, and infrastructure as a sustainable development goal.
10	Reduced inequalities	Social Inequalities; Human Rights and Discrimination; Social Justice Movements; and, Economic Disparities.	Building an egalitarian society characterized by social justice, and equality.	Introduce the students to the UN Concept of reduced inequalities as a sustainable development goal.

Table 4. *Social studies learning content relating to the SDGs No. 11-15*

S/No	The Goals	Existing Topics in Social Studies Education relating to SDG's	Focus and goal in the context of Social Studies Education	Actions Needed to achieve the goals of GCE
11	Sustainable Cities and Communities	Urban Planning and Design; Transportation and Mobility; Waste Management and Recycling; and, Community Engagement and Participation.	empowers students to take responsibility for their actions, envision a sustainable future, and develop the skills and values needed for sustainable national development.	Introduce the students to the UN Concept of sustainable cities and communities as a sustainable development goal.
12	Responsible Consumption and Production	Production and Consumption; Social Enterprises and Sustainable Practices; Resource Efficiency and Waste Reduction; Consumer Behavior and Choices	helps students understand their impact on the environment as consumers individually and collectively.	Introduce the students to the UN Concept of responsible consumption and production as a sustainable development goal.
13	Climate Action	Climate Change; Environmental Policies and Governance; Community Resilience and Adaptation Strategies.	Empowering students with the knowledge to understand how our actions individually and collectively affect the climate and the implications of climate change on National Development.	Introduce the students to the UN Concept of climate change as a sustainable development goal.
14	Partnerships	Collaboration; community partnership; international partnership; public-private partnership; and, teamwork.	To equip students with skills needed for active citizenship, effective collaboration, and positive impact on society.	Introduce the students to the UN Concept of partnership as a sustainable development goal. This would help the students to understand that, the need for partnership to address sustainability issues goes beyond National Level due to global

| | | | | interdependence and interconnectivity. |
| 15 | Life Below Water | Importance of sea and oceans; effect of sea and ocean population; biodiversity and conservation. | Educating students on the need for actions to reduce marine population; protect and restore the ecosystem; reduce ocean acidification and promote sustainable fishing; conserve and protect the coastal and marine areas | Introduce the students to the UN Concept of life below the water as a sustainable development goal. This would broaden their perception and understanding of the global interconnectivity of issues relating to the sustainable use of marine. |

Table 5. *Social studies learning content relating to the SDGs No. 16-17*

S/No	The Goals	Existing Topics in Social Studies Education relating to SDG's	Focus and goal in the context of Social Studies Education	Actions Needed to achieve the goals of GCE
16	Life on Land	Conserving and Restoring Terrestrial Ecosystems; deforestation and afforestation; Desertification; Natural Habitats and the mountain eco-system.	Nurturing Citizens for Sustainable use of land	Introduce the students to the UN Concept of life on land as a sustainable development goal. This would help the student that the issue of sustainable use of land is not only peculiar to their local environment alone. Rather, it is a global concern, and promoting biodiversity is everybody's business.
17	Peace, Justice, and Strong Institutions	Nonviolence and Conflict Resolution Techniques; History of Peace Movements; Social Justice and Activism.	Nurturing Peaceful Co-existence	Introduce the students to the UN Concept of Peace, Justice, and Strong Institutions as a sustainable development goal. Guide the students to explore what other regions of the world are doing in creating a peaceful and inclusive society using the inquiry approach; and assign projects to the students to research and propose how a peaceful inclusive society can be achieved at national and global levels.

The 17 SDGs are the crux of GCE and as evident in tables 2, 3, 4, and 5, the learning content taught in Social Studies Education relates to all the 17 SDGs. However, dispensing sustainable development learning content in Social Studies Education differs in context from the perceived idea of GCE. The two contexts are compatible and can be integrated as recommended in the fifth column of tables 2-5. Integrating the two contexts would help the learner to acquire the values of responsible National and Global Citizenship capable of taking sustainable development actions at national and global levels.

Sustainable development education in the context of both Social Studies Education and GCE can be achieved simultaneously through the curriculum design of Social Studies Education by linking the related topics to the UN concepts of each goal during instructional delivery. this would help the learner to see the need for individual, and collective actions on each goal at the local and global level. Introducing the students to the UN Concept of 'No Poverty Goal' for example would them to understand the interconnected implications of poverty in one region on the globe. This applies to all the goals. Failure to achieve any of the goals in one of the region of the world affects the other regions. Integrating GCE concepts in social studies sustainable development education would help students understand the interconnected nature of the world; and, understand the need for global partnership to address sustainability issues.

Instead of looking at the issue of hunger and food insecurity from a national perspective, introducing the students to the UN Concept of 'Zero Hunger' as a sustainable development goal would help them to view the implications from a global perspective. By learning about global hunger issues from the UN perspective, students develop empathy and a deeper understanding of the challenges faced by millions of people around the world through inquiry and project-based learning. This awareness can inspire them to act and advocate for change at the National and Global Levels (Chen, Shuai, & Wu, 2023). In the context of Social Studies Education, good health and well-being-related topics are taught aiming at nurturing informed and healthy citizens for National Development. introducing the students to the UN Concept would help them to also view the issue from a global perspective. This would students appreciate the global need to promote healthy living for a sustainable future (WHO, 2024). Rather than looking at access to quality education as a key factor for individual and national development in the context of social studies education, understanding the UN concept of Quality Education as a sustainable development goal can help the students see the need for universal access to quality as a basic requirement for global sustainability. Rather than viewing the implications of gender-biased inequalities from a national point in the context of Social Studies Education, students would be able to view the issue more holistically from a global perspective when they are introduced to the UN concept of Sustainable Development on Gender Inequalities. Introducing the students to the UN concept of each sustainable development goal through social studies education as exemplified above would have a dual

advantage. It would help to understand the interconnectivity and interdependence of people and nations, and also help them appreciate the need for global collaboration and partnership to address sustainable development issues at a global. This understanding can help to empower students to make informed decisions and act responsibly for environmental integrity, economic viability, and a just society (Shih, 2024). It will foster critical thinking that bears relevance to national and international issues and promote active citizenship at both levels (UNESCO 2022).

Conclusion

Social Studies Education can serve as an excellent platform to teach Global Citizenship Education. It typically encompasses a wide range of disciplines including history, geography, civics, economics, and sociology, all of which are crucial components of understanding global citizenship. Social studies provide the necessary context for understanding global issues. By studying history, geography, and economics, students can grasp the interconnectedness of nations, cultures, and economies, which is fundamental to global citizenship. It involves learning about different cultures, traditions, and belief systems. This fosters cultural awareness and appreciation, essential qualities for global citizenship. In Social studies, active citizenship and civic participation are encouraged. Teaching concepts such as democracy, human rights, and social justice as intrinsic can empower students to become engaged global citizens who advocate for positive change in their communities and beyond. Social studies education emphasizes critical thinking skills, enabling students to analyse complex global issues from multiple perspectives. This equips them with the ability to evaluate information critically and make informed decisions as responsible global citizens. By leveraging the principles and methodologies of social studies education, Global Citizenship Education can effectively be dispensed through the instrumentality of Social Studies Education to empower students to become informed, empathetic, and active participants in an increasingly globalized society.

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