

# Globalization and World Citizenship Education

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**Abstract**—Globalization has become the characteristics of the times, and the trend of globalization is irreversible. This has set new requirements and new orientations for citizenship, that is, world citizens with global consciousness and world vision and the ability to actively participate in global affairs. To cultivate qualified world citizens, this has given a new mission to citizenship education, and world citizenship education has emerged. The world citizenship education has received increasing attention and attention. At the same time, it has also been challenged by schools of thoughts such as anti-Western centralism and ethnocentrism. In the face of these challenges, world citizenship education must implement the principle of fairness, justice, democracy, tolerance and safeguarding national characteristics, effectively implementing human rights and humanitarian education, global awareness and global responsibility education, international understanding education, and multicultural education.

**Index Terms**—globalization; world citizenship; world citizenship education

## I. INTRODUCTION

"Globalization has become a very important factor influencing and restricting people's survival, activities and interactions." [1] Globalization is the product of the development of The Times, affecting every aspect of contemporary social life. The globalization inevitably produces the influence to the cultural education. In contemporary education, the status of citizenship education is increasingly prominent, and globalization plays a prominent role in the field of culture and education. One prominent performance is that "national citizenship education" can no longer fully meet people's needs and expectations for citizenship education, and "world citizenship education" is increasingly valued by people. As Kymlicka puts it, "there is no question that globalisation is creating a new kind of civil society." [2] This new civil society requires a new civic education, that is world civic education. In the era of globalization, citizens must receive world citizenship education and have the quality and ability of world citizens to adapt to the needs of the Times.

## II. THE INFLUENCE OF GLOBALIZATION ON EDUCATION: THE TURN OF EDUCATION GLOBALIZATION

### A. Globalization

The trend of globalization has always existed, but the concept of globalization was not first proposed by Theodore Levitt until 1958. The concept of globalization can be said to be one of the most difficult concepts to define. Since its introduction, Chinese and foreign scholars have different understandings and interpretations of this concept. Mingyuan Gu believes that "globalization mainly refers to the activities of human beings across the mainland and regions, breaking through the limitations of the regions and nation-states, and forming a wide range of exchanges and contacts around the world." [3] Wanhua Ma believes that "globalization is a multi-concept that is centered on the economy and is interrelated with the content of culture, education, science and technology, military, ideology, lifestyle and values." [4] The unclear definition of the concept of globalization blurs the connotation and extension of globalization. What's more, globalization is often confused with internationalization. Many scholars have distinguished globalization and internationalization. Just like Anthony Uiddens said, "Globalization is the strengthening of social relations around the world, and internationalization emphasizes the interaction between countries or the cross-border links between institutions." [5]

The leading force of globalization is economic globalization, which intensifies the global economic competition. To some extent, economic competition means the competition for talents, and economic globalization requires globalized talents with world vision, first-class quality and ability. This requires education to adapt to the trend of globalization and complete the transformation of education globalization. The globalization of education mainly focuses on the globalization of higher education, which is mainly manifested in the education of overseas students, hiring foreign experts and translating foreign works. The impact of economic globalization on education reflects that globalization, as an objective reality, is an important influencing factor and background of education development. Another important aspect of globalization is political globalization. Under the background of political globalization, the educational development background of each country has been expanded from its own nation to the whole world. For example, when

countries make education policies, sometimes the power from abroad is even stronger than the influence at home. The impact of political globalization on education reflects that globalization, as a way of thinking, has important methodological guiding significance for education. It promotes education to participate in global affairs in a more open attitude.

### III. WORLD CITIZEN AND WORLD CITIZENSHIP EDUCATION

#### A. *World Citizen*

The world citizen is a new orientation for the citizen of the world in the era of globalization. The advent of the era of globalization has prompted citizens living in different countries and regions of the world to break the gap between space, ideology and culture for the common survival and development needs, and seek a sense of common sense and responsibility in the world. And act together to promote human development and prosperity.

With the continuous strengthening of globalization, people's recognition of world citizen is rising. More and more countries, organizations and institutions are paying attention to the cultivation of world citizens. They have some core literacy and basic requirements for world citizens. For example, Oxfam GB believes that, "the core elements or basic characteristics of world citizens is every social individual living in the era of globalization should learn to adapt to the knowledge and skills of global survival. They should have global awareness and concepts, such as understanding cooperation and eliminating differences. Respect for multiculturalism, attach importance to fairness and justice, and actively assume civic responsibility." [6] Nussbaum. M. C. said, "world citizen should be citizens who have an understanding and awareness of the various civilizations, races, multiculturalism and marginalized groups in the world and who are able to respect and understand them." [7]

Above all, we can discover the three characteristics of "world citizen": From the perspective of value, the world citizen should implement the value guiding principle of "people are the purpose", should have the spirit of global care, have global awareness and global responsibility; From the perspective of responsibility, the citizens of the world must not only exercise and assume the rights and obligations of the citizens of the country, but also actively assume the responsibilities and obligations shared by the citizens of the world; From the perspective of competence, the world citizen must have the ability and quality to stand at the height of the world and deal with global issues with the eyes of the world.

#### B. *World Citizenship Education*

As global problems continue to emerge and many of the problems faced by various countries in the world become globalized, people are increasingly aware that the solution of global problems cannot be solved by individual countries alone, but requires mutual cooperation and joint actions of all countries. So who is going to coordinate and act? It's need to develop a world

perspective and global awareness of citizens of the world. The cultivation of world citizenship depends on the world citizenship education. World Citizenship Education is a new requirement for education in the era of globalization. Training a qualified world citizen is a new mission entrusted to civic education in the era of globalization. World citizenship education is education deal with the era of globalization problems and crisis, at the same time, the world citizenship education is under the age of globalization the inevitable developing trend of citizenship education itself.

The concept and connotation of world citizenship education have been explored by different scholars. For example, Jianjun Feng believes that, "World citizenship education is simply to educate responsible citizens who are globally motivated and willing to act positively for global and human development." [8] Yizang Chen believes that, "World citizenship education is to educate people who are globally motivated and act positively for this purpose, that is, to raise the public's global awareness through education, to take necessary social and political actions to improve global governance, to help mankind get rid of the predicaments it faces and finally achieve a bright future for all mankind." [9]

Above all, the core of world citizenship education focuses on the human whole. We must closely link the interests of the nation with the common interests of all mankind, and jump out of narrow ethnocentrism or national centralism. When solving the problems faced by mankind, we can cooperate and act together. World citizenship education emphasizes emphasizes the need to cultivate the inclusiveness of citizens, to accommodate differences in regional, ethnic, cultural, and ideological factors and so on. For the sake of human development, every citizen of the world should have such a global spirit of care, global responsibility awareness, corresponding abilities and qualities. The content of world citizenship education is broadly divided into: human rights and humanitarian education, global awareness and global responsibility education, environmental protection and sustainable development education, international understanding education and multicultural education.

### IV. QUESTIONS AND CHALLENGES FACING WORLD CITIZENSHIP EDUCATION: ANTI-WESTERN CENTRALISM

World citizenship education is the product of the era of globalization, emphasizing global stance and world vision. However, the gap between countries, nations, and different ideologies still exists. Competition has always been the norm of the times. Therefore, it is easy to produce imbalances, which is subject to a series of questions. The two most influential waves are anti-Western centralism and ethnocentrism. To achieve rapid development, world citizenship education must take the initiative to respond to these wave of opposition and continuously develop itself.

The discourse power of globalization and world civic education is in the hands of western developed countries.

This makes the non-western underdeveloped countries vulnerable to unfair and unfair treatment. Embodied in the education field, different countries also to determine their own development path according to their own interests, they are consistent with their fundamental interests demands of national cooperation, clashed with the countries of different interest groups, the most typical example is the western civilization and even can be said to be the capitalist civilization and other civilizations (islamic civilization, east Asian civilization, Indian civilization, etc.) of the American, they with itself or group power influence world citizen education, so as to serve the national interests of this group. In addition, due to the persistent "prejudice" of western countries against eastern countries, the balanced development of world civic education is also affected. For example, western texts about the east are permeated with many prejudices, although western scholars cannot realize this. Western countries have, of course, "constructed" the identities of non-western countries and regions such as Asia. This "construction" endangers the fair and just treatment of all countries in the process of globalization in the decision-making and action of world citizenship education.

World citizenship education should uphold the principles of fairness and justice, democratic rationality and democratic inclusiveness, analyze the current situation of developing countries objectively and fairly, and give them their due status and rights in the world system. From the perspective of people to people, the world citizenship education should implement human rights and humanitarian education, and implement the principle of fairness and justice. Equity and justice are the prerequisite for the peaceful coexistence of people, and the social contract is based on equity and justice. As pointed out in the preamble of the universal declaration of human rights, "the recognition of the inherent dignity of all members of the human family and their equal and unalienable rights is the foundation of freedom, justice and peace in the world". In the era of globalization, world citizenship education needs to implement human rights and humanitarian education, respect, implement and protect the human rights of everyone.

From the perspective of people and the world, global citizenship education should implement global consciousness and global responsibility education, and implement the principle of democratic rationality. Democratic rule of reason on the one hand, that man should deal with their own survival and development of responsibility showed active participation, on the other hand emphasize human should focus on their own "class" attribute, the power of the entire human solidarity, cooperation, jointly cope with challenges and opportunities brought by the globalization, common development and prosperity for the entire human race. World citizenship education should strengthen global awareness and global responsibility education, and cultivate responsible world citizens who have the spirit of global care, global vision and world vision and can actively participate in global affairs.

From the perspective of country and country, the world citizenship education should implement the international

understanding education and the principle of respect and inclusion. Globalization is not integration but diversification. Globalization is a trend of interdependence and common prosperity of all countries in the world, which requires mutual respect and understanding among all countries. In the face of economic, political, cultural and other differences between countries, we should accept each other, live in peace, and reduce conflicts and frictions. This requires an international education of understanding, and enhances the respect, understanding and trust between countries and people.

## V. QUESTIONS AND CHALLENGES FACING WORLD CITIZENSHIP EDUCATION: ETHNOCENTRISM

Ethnocentrism is a manifestation of the anti-globalization movement. The ethnocentrism is actually to defend the culture of the nation, especially its core values, that is, against the invasion of Western values in globalization, against the general expansion of Western values, and thus towards the rejection of globalization itself. It was originally intended to oppose the invasion and general expansion of Western values, and it has moved toward anti-globalization, which is typical of today's North Korea. This reflects a contradiction between globalization and localization and nationalization.

In the process of globalization, such as "global village" concept of thorough popular feeling, people's national concept and consciousness weak, the important characteristics of globalization is to "integration" and "nationalization", we should to understand the world citizenship education from a global perspective and the right attitude towards his own nation and the country. In fact, "integration" is not homogenization or universalism, but the joint development of the whole world. "de-nationalization" is not de-nationalization, but the elimination of discrimination and prejudice between the people. Therefore, globalization means eliminating the discrimination and prejudice among nations and seeking the joint efforts of all nations to achieve the common development of mankind. In summary, we must strive to promote a more inclusive and open nationalization that transcends narrow nationalism.

In order to transcend possessive ethnocentrism on the humanitarian level, it requires the world citizenship education to maintain and protect national characteristics and implement multicultural education. From the perspective of national and ethnic dimensions, world citizenship education should develop people's cross-cultural communication ability, solve or avoid conflicts between ethnic groups, and achieve the unity of all ethnic groups and countries. Multicultural education for each culture, nation is a kind of mutual understanding and reach a consensus and facilitate the cooperation process. Multicultural education is the coexistence of multiple national cultures in the world. Therefore, it is required to cultivate the cultural self-confidence and cultural consciousness of the world's citizens, respect and tolerance for other countries and ethnic cultures, and

cultivate the ability of cross-cultural communication and communication, so as to achieve the coexistence and prosperity of all ethnic cultures. Prosperity and development are the common pursuit of globalization and nationalization. We must change the narrow nationalist view and actively integrate into globalization for the development and prosperity of the nation.

## VI. CONCLUSION

In the era background of globalization of world citizen education, is the new mission of citizen education under the new era. The world citizenship cultivated by world citizenship education is a new position and role of citizenship in the era of globalization. In the era of globalization, global citizenship education is required to cultivate responsible global citizens with global awareness and sense of responsibility, who can actively participate in the construction of global affairs from a global perspective. Globalization and world citizen education faces some questions and challenges, to deal with the question of anti-western, world citizen education should follow the principle of fairness and justice, for human rights and humanitarian education, should follow the principle of democratic rational, a global consciousness and global responsibility education, should follow the principle of respect for tolerance, implement the international understanding education; In response to the challenge of ethnocentrism, the world citizenship education should safeguard national characteristics and implement multicultural education. World citizenship education is the new orientation and mission of globalization. We should improve our understanding of world citizenship and world citizenship education in concept, implement and implement world citizenship education in practice, and make efforts to cultivate responsible world citizens for The Times.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

## AUTHOR CONTRIBUTIONS

Huan Liu completed this work independently, including analysis of literature and write the paper.

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**Huan Liu** was born on July 29, 1995 in Jiujiang City, Jiangxi Province, China. It has a long history and beautiful scenery. In 2013, she graduated from Jiujiang No.3 Middle School. In 2017, she completed the undergraduate study plan and was awarded a diploma in pedagogy from Central China Normal University. Now she is studying for a master's degree in pedagogy at Beijing Normal University, where pedagogy is ranked

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