Role of Global Citizenship Education in Sustainable Development

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Abstract: This study sought to explore the role of Global Citizenship Education in promoting sustainable development in the context of higher education using St. Augustine University of Tanzania as a case study. The specific research questions of the study were (1) What does Global Citizenship Education mean in the context of higher education? (2) Is Global Citizenship Education an important feature of higher education in Tanzania? (3) In what ways, if any, does Global Citizenship Education contribute to sustainable development? The study used an interpretive paradigm through qualitative research approach and a case study design. The target population were postgraduate students, faculty members, and administrators of St. Augustine University of Tanzania. A sample of 21 participants were used to collect data. The sampling techniques employed was purposive sampling. Data was collected through in-depth interviews and focus group discussions and analysed thematically based on the research questions. Findings revealed that Global Citizenship Education is an important instrument in promoting sustainable development. Global Citizenship Education can significantly shape students, researchers and educators' trajectories on global issues, collective responsibility, diversity and multiculturalism, and instil in them the determination to act at a global scale. Based on the findings, the study recommends integration of aspects of Global Citizenship Education into the university curriculum, internationalisation of the institution, and varying of pedagogical approaches by faculty members.

Keywords: Globalisation, Global citizenship education, Global citizenship, Sustainable development, Sustainable development goals

1. Introduction

The era of globalisation has had a profound effect on education systems worldwide. Globalization presupposes the making or remaking of the world through a basic change in the way in which people think and operate. With the emergence of a global society, economic, political, environmental and cultural events in one part of the world quickly come to be significant for people in other parts of the world. The present 'villagization' of the world has greatly affected the world in almost all aspects of life. Globalisation has brought about an agglomeration of cultures, where diverse cultures not only interact but also sometimes clash. The effects of globalisation call for a broader critical understanding and creative integration because a largely passive and conservative people cannot cope with the many challenges and opportunities of globalisation. Confronted by challenges that come from social, cultural, economic, political, environmental, and technological upheavals globally, it is important to assist and guide students, researchers, and educators to think and act as responsible citizens of the world. Many problems in the world have an international and even a global dimension because their effects tend to spill over to other countries. This calls for an education which can help students to understand that factors like globalisation, the global economic crisis, and climate change challenge traditional boundaries because of their ripple effects.

In theory, educational systems have the responsibility of spearheading orientation towards sustainable development. Actual experience shows that higher educational institutions do not give Global Citizenship

Education the importance it deserves. There is less formal emphasis on educating young people about values and their roles and responsibilities as global citizens. The role of education in this regard is not well documented in the context of higher education in Tanzania. The aim of this study was to explore the role of Global Citizenship Education in promoting sustainable development in the context of higher education using St. Augustine University of Tanzania as a case study. The study was guided by three specific research questions: (1) What does Global Citizenship Education mean in the context of higher education? (2) Is Global Citizenship Education an important feature of higher education in Tanzania? And (3) In what ways, if any, does Global Citizenship Education contribute to sustainable development?

2. Literature Review

To enhance global awareness among students, the challenge from the former Zambian president Kenneth Kaunda can inspire us. In his *Letter to My Children*, he asserts: "You will grow up to be not only citizens of Zambia and children of Africa but also people of a world struggling to find wholeness and unity" (Kaunda, 1973, pp. 98–99 in Pacho, 2013, p. 36). Kaunda's words remain relevant to our education, especially in this era of globalisation, when we interact so much more with different cultures. Thus, international dimensions should be encouraged in our educational curricula, so that students are prepared not only for national responsibilities but also for international socio-political and economic participation.

This study is built on the 2012 Global Education First Initiative's (GEFI) third priority to foster global citizenship (United Nations, 2012). The other two priorities focus on expansion of access to education and improving the quality of learning. The study is also framed on the 2015 United Nation's global goals for 2030 (the Sustainable Development Goals (SDGs), emphasizing the commitment to 5ps (people, planet, prosperity, peace and partnership) in promoting sustainable development for all the present and future generations (United Nations, 2015). The Sustainable Development Goals are built on the Millennium Development Goals and seek to complete what these did not achieve. According to the *Global Monitoring Report*, "we are not there yet," and the results after 15 years of monitoring the Millennium Development Goals are "sobering" despite some gains (UNESCO, 2015c).

Among the 17 Sustainable Development Goals, this study is particularly informed by Agenda 4 which focuses on ensuring inclusive and quality education for all and promoting lifelong learning. Target 7 of Agenda 4 states that by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (United Nations, 2015). The World Education Forum 2015 and its Incheon Declaration made a commitment to push forward progress on Sustainable Development Goal 4 on Education 2030 with a commitment to bold, innovative and sustainable actions to ensure that education truly transforms lives in the world (UNESCO, 2015b).

The topic of Global Citizenship Education has become more important in today's world due to the influence of globalisation and the need for globally competent graduates imbued with requisite knowledge, skills, values and disposition to participate actively and responsibly in the globalised world. The need to foster Global Citizenship Education and Education for Sustainable Development has been made explicit in recent dialogues. They both feature prominently in the 2030 Sustainable Development Goals, particularly, in target 4.7 of goal 4 on education (United Nations, 2015).

Global Citizenship Education "entails being aware of responsibilities beyond one's immediate communities and making decisions to change habits and behaviour patterns accordingly" (Schattle, 2009, p.12). The Council of Europe's North-South Centre defines global education as an education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all (North-South Centre, 2002). The Centre further claims that global education is understood to encompass development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education; being the global dimensions of education for citizenship.

The goal of Global Citizenship Education is to enhance the development of global competence, which is understood as the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development (OECD/Asia Society, 2018). Global Citizenship Education can empower learners to engage and assume active roles of global citizenship through cross-cutting themes such as citizenship, globalisation, climate change/global warming, sustainable development, poverty, human rights, global civil society, equality, inclusivity, democracy, war and conflict, immigration and refugees, peace and security, social justice, and diversity multiculturalism (UNESCO, 2016; OECD/Asia Society, 2018).

Global Citizenship Education involves three core dimensions of cognitive, socio-emotional and behavioural domains of learning, which are common to various definitions and interpretations of Global Citizenship Education. These domains are described by UNESCO (2015d) in the following manner. The cognitive domain underscores the acquisition knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different

countries and populations. The socio-emotional domain stresses a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. Finally, the behavioural domain emphasises acting effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. These core dimensions can serve as the basis for defining Global Citizenship Education goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning (UNESCO, 2015d).

Global Citizenship Education also entails the concept of global citizenship, which implies "a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global. Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future" (UNESCO, 2016, p. 6). The role of Global Citizenship Education in this regard has been emphasised by Ban Ki-moon, the former United Nations' Secretary-General. launch of the Secretary-General's Global Education First Initiative, 2012, he asserted that "We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies" (United Nations, 2012, p. 8). He adds that "education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected" (UNESCO, 2015d, p. 14).

The concept of global citizenship is underpinned by the theory of cosmopolitanism as founded in Kant's Philosophy. The term cosmopolitanism is derived from the Greek word *kosmopolites*, meaning a citizen of the world. Cosmopolitanism views all human beings as belonging to a single community (Ruin, 2008). Kant views all rational beings as members of a single moral community. In his book, *toward perpetual peace* (1795), Kant claims that individuals and states should be regarded as citizens of a universal state of mankind. He further postulates that all rational beings, irrespective of their race, are ends in themselves and lawgiving members of the universal kingdom of ends, where human beings unite freely into a commonwealth based on equality and self-legislation, are respected as ends in themselves, and a moral whole of all ends is achieved (Cavallar, 2012).

Individual cosmopolitanism identifies the characteristics that distinguish a global citizen in terms of a combination of knowledge, competences, values and attitudes (Wintersteiner et al., 2015). They describe these characteristics as follows: (1) Knowledge sphere implies that a global citizen can recognise global problems and issues within their environment. (2) Competence suggests that a global citizen has acquired requisite social competences like empathy, the ability to solve conflict, communication skills, the ability to engage in social interaction with people from different

contexts and the ability to collaborate in cooperative and responsible ways with others to find joint global solutions to global challenges. (3) Values indicate that a global citizen can use his or her knowledge about global issues to convey universal values like justice, equality, dignity and respect. Finally, (4) attitudes point toward self-reflection and an enhanced awareness of connections between ones' actions, social structures and economic processes, such as forms of inequality and injustice on different levels and can identify possible opportunities for action (Wintersteiner et al., 2015). Global Citizenship Education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world (UNESCO, 2015d).

Sustainable development has been defined as development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs (Brundtland Commission, 1987). The aim of education for sustainable development is to empower learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for both the present and future generations (UNESCO, 2016). Education is a key pillar of sustainable development. According to Ban Ki-moon (26 September 2012) on the Global Education First Initiative (GEFI), education is a major driving force for human development. The GEFI focuses on three priorities including fostering global citizenship so that education is view much more than an entry to the job market, with the power to shape a sustainable future and better world. Thus, education policies should promote peace, mutual respect and environmental care (Wintersteiner et al., 2015). Global Citizenship Education is a part of the development discourse whose aim is to create more active and responsible global citizens (Malmsten, 2017).

3. Methodology

In answering the research questions, this exploratory study used an interpretive paradigm through qualitative research approach and a case study design. The foundational assumption for interpretive paradigm is that knowledge is gained, or at least filtered, through social constructions such as language, consciousness, and shared meanings (Rowlands, 2005). Rowlands adds that besides its emphasis on the socially-constructed nature of reality, interpretive research acknowledges the intimate relationship between the researcher and what is being explored, and the situational constraints shaping this process. In terms of methodology, interpretive paradigm does not predefine dependent or independent variables, does not set out to test hypotheses, but aims to produce an understanding of the social context of the phenomenon and the process whereby the phenomenon influences and is influenced by the social context (Rowlands, 2005).

Qualitative research approach involves collecting data from peoples' own experiences and observable

behaviour. The goal of qualitative research is to contextualize the findings in the interactive world in which they are generated (Denzin & Lincoln, 2013). The study focused on experiences of participants with a view to obtain their perspectives on Global Citizenship Education and its connection to sustainable development. Qualitative approach was chosen because it attempts to make sense of people's experience, perception, beliefs, attitudes, and behaviour in each cultural context (Clissett, 2008). This has the advantage of obtaining the views of participants in a specified time and context, but it may bring in bias and pretended opinion. Qualitative methodology was appropriate for this study because it is "typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view" (Leedy & Ormrod, 2005, p. 94). The purpose of qualitative researchers is to seek a better understanding of complex situations, and their work is often exploratory in nature. Lindlof & Taylor (2011) contend that qualitative research methods are sensitive to social construction of meaning and rely on the interpretation and analysis of what people do and say, without making heavy use of measurement or numerical analysis.

A case study research design was appropriate for this study as it entails the detailed and intensive analysis of a single case (Bryman, 2008). One of the primary advantages of a case study method is the depth of analysis that it offers. One may think of depth as referring to the detail, richness, completeness, wholeness, or degree of variance that is accounted for by an explanation (Gerring, 2004). However, the strength of a case study may also suggest a corresponding weakness. A case study rarely permits the establishment of generalised rules applying to a variety of situations – "we can't be sure that the findings are generalizable to other situations" (Leedy & Ormrod, 2005, p. 135).

The target population were postgraduate students, faculty members, and administrators of St. Augustine University of Tanzania. To gain a deeper understanding about Global Citizenship Education and its role in sustainable development, and to provide insight into the participants' experiences, data were gathered through semi-structured interviews and focus group discussions. These data contributed to triangulation of the findings and helped to establish the validity of the information. In-depth interviews were conducted with key informants who represented three university administrators and four faculty members. Two focus group discussions were held with postgraduate students, each comprising seven students. The participants were chosen to provide diverse perspectives on Global Citizenship Education. The respondents were selected through purposive sampling and twenty-one people participated in the entire study.

An inductive qualitative data analysis process was conducted to generate the themes from the data which are then discussed through the lens of the specific research questions. Methods of data analysis in a case study comprise categorisation and interpretation of data in terms of common themes, and synthesis of experience into an overall portrait of the case (Leedy & Ormrod, 2005). Thematic analysis is "a term used in connection with the analysis of qualitative data to refer to the extraction of key themes in one's data" (Bryman, 2008, p. 700). The task of data analysis was to make sense of the unstructured data from nine transcripts consisting of seven in-depth interviews and two focus groups. Data analysis involved noting regularities in the participants' responses to categorise them into themes while paying closer attention to new recurring themes (Marshall & Rossman, 2011). Specifically, this study strived through the coding process to identify major thematic ideas related to Global Citizenship Education and sustainable development.

4. Results and Discussion

The findings are presented with the inductively derived themes that emanated from the data, showing responses from postgraduate students, faculty members, and administrators of St. Augustine University of Tanzania. The themes are classified based on the specific research questions under the headings (1) global citizenship education in the context of higher education, (2) global citizenship education in higher education in Tanzania, and (3) contribution of global citizenship education to sustainable development.

4.1 Global Citizenship Education in the context of higher education

Findings revealed that respondents had some knowledge about Global Citizenship Education in the context of higher education. When asked the question: What does Global Citizenship Education mean in the context of higher education? Respondents had different views about Global Citizenship Education which suggest they knew something about the subject. Responses generated include acquisition and development of requisite knowledge, skills, values, and attitudes for global citizenship; integrating global dimensions and issues into the higher education curriculum; development of global awareness and competence; and acquisition of international and intercultural competence. The findings agree with some of the literature reviewed. The North-South Centre (2002) defines global education as an education that opens people's eyes and minds to the realities of the world. Additionally, OECD/Asia Society (2018) view the goal of Global Citizenship Education as the enhancement of the development of global competence. UNESCO (2015d) examines Global Citizenship Education in terms of three core dimensions of cognitive, socio-emotional and behavioural domains of learning. Furthermore, individual cosmopolitanism identifies the characteristics that distinguish a global citizen in terms of a combination of knowledge, competences, values and attitudes (Wintersteiner et al., 2015). The findings thus offer important contribution in the construction of the meaning of Global Citizenship Education in higher education.

4.2 Global Citizenship Education in higher education in Tanzania

The findings suggest that the significance of Global Citizenship Education in Tanzanian higher education is not clear. When asked the question: Is Global Citizenship Education in Tanzanian higher education an important feature? Responses generated were varied. These include I have no idea; I don't think so; it depends on the lecturer's experience, knowledge, and approach; it depends on the course; and it is integrated in some courses like comparative education and university, globalisation and internationalisation. These findings imply that while Global Citizenship Education seems to be integrated in specific courses with global or international focus, its place in higher education in Tanzania is not well articulated in the curriculum and pedagogical approaches. Therefore, given the crucial role of Global Citizenship Education in promoting sustainable development, higher education institutions in Tanzania should make efforts to integrate aspects of Global Citizenship Education into their curriculum and pedagogy. Global Citizenship Education can empower learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for both the present and future generations (UNESCO, 2016).

4.3 Contribution of Global Citizenship Education to sustainable development

While the findings show that Global Citizenship Education is not an important feature of Tanzanian higher education, they demonstrate that it plays a critical role in sustainable development. When asked the question: In what ways, if any, does Global Citizenship Education contribute to sustainable development? Respondents seemed to be aware of the role of Global Citizenship Education in sustainable development. The findings under this heading are organised into sub-themes of global citizenry, global awareness and sensitivity, collective and social responsibility, peace and security, exchange of ideas, and intercultural competence.

4.3.1 Global citizenry

Respondents view Global Citizenship Education as an important tool in promoting a sense of belonging to a broader community and common humanity and the willingness to act on global issues. For instance, one of the administrators revealed that Global Citizenship Education is key to the development of global consciousness and awareness, so that students are prepared not only for national responsibilities but also for international socio-political and economic participation. Additionally, one of the postgraduate students in a focus group discussion said:

> Aspects of Global Citizenship Education such as immigration and refugees

expanded my horizon of helping others beyond my family or background (Focus Group 2, 2017).

The responses show the fundamental role of Global Citizenship Education in inculcating a sense of global citizenship among the learners. The findings concur with the concept of cosmopolitanism which views all human beings as belonging to a single community (Ruin, 2008), and to Ban Ki-moon's assertion that education should give us a profound understanding that we are tied together as citizens of the global community (UNESCO, 2015d). A globally responsible and concerned citizen should be aware and sensitive to the concerns of others within and beyond his or her family, friends, tribe, race, city, nation, and region.

4.3.2 Global awareness and sensitivity

The findings revealed that Global Citizenship Education raises awareness over globally significant issues, their interconnectedness and challenges. A member of the faculty commented that:

> Global Citizenship Education helps learners and academics to adopt a global perspective in dealing with global issues such as conflict, global warming, and refugee crisis. It also instils in them the determination to act at a global scale (In-depth Interview 6, 2017).

These findings are supported by North-South Centre's (2002) assertion that global education opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all. This awareness is important and has the potential of challenging one to act to bring change for the good of all humanities. This makes Global Citizenship Education to be more transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world (UNESCO, 2015d).

4.3.3 Collective and social responsibility

The findings demonstrate that Global Citizenship Education inculcates in the learners the willingness for collective and social responsibility through exposure to global issues and people from diverse backgrounds. One of the administrators said that:

> Global Citizenship Education creates social capital and networks for promoting sustainable development (In-depth Interview 1, 2017).

Social capital refers to the networks, exchanges, trust, and reciprocity that exist between and among people that enable them to act together to pursue shared objectives (Heffner, 2002). Through Global Citizenship Education, learners can be empowered on how to work together with others for the common good by interacting with various people with similar interests.

Additionally, one of the students commented that:

> Global Citizenship helped me to network with people of diverse backgrounds like people from Germany through online platform for sharing ideas (Focus Group 1, 2017).

The findings indicate that a human project cannot be achieved in isolation but demands collective responsibility, Global Citizenship Education can provide an opportunity for participants to be part of the diverse academics and students from different parts of the world united for the transformation of the world and service of their societies. It can also enhance the establishment of strategic collaborations around sustainable development including research collaborations and international agencies. These findings are supported by the Sustainable Development Goal 17 which calls for revitalising the global partnership for sustainable development (United Nations, 2015) and the call to act for collective well-being and sustainable development (OECD/Asia Society, 2017).

4.3.4 Peace and security

Among the focus group discussions, the issue of peace and security came out very strongly. Respondents viewed Global Citizenship Education as an important instrument for promoting peace and security, which they consider as key pillars for sustainable development. Responses generated included:

> Global Citizenship Education promotes peace, security and political stability, which I consider as key factors for development. It is sad that violence and conflicts continue unabated in many parts of the world, thereby slowing down development process in many countries (Focus Group 1, 2017).

One of the faculty members suggested that:

> Global Citizenship Education should address issues such as peace studies and civic education, reconciliation, and respect and promotion of human rights (In-depth Interview 5, 2017).

The findings have implications for Global Citizenship Education curriculum in terms of areas that the education should focus on. This is supported by UNESCO (2016) and OECD/Asia Society (2018) cross-cutting themes for Global Citizenship Education curriculum, which includes citizenship, globalisation, sustainable development, human rights, global civil society, equality, inclusivity, democracy, peace and security, and social justice. Conflict prevention and resolution should be the responsibility of all people to ensure a just, secure and peaceful world that does not threaten human survival. Diverse communities must learn to co-exist peacefully with their different neighbours. They should act toward one another in a spirit of brotherhood and sisterhood. This can go on to strengthen a feeling of obligation to help others beyond one's own immediate family, clan, tribe, nation or continent.

The findings reinforce the view that Global Citizenship Education is important for promoting international understanding, cooperation, peace, and good will. It can assist learners to understand other nations of the world, their philosophies of life, their education, culture, traditions, and customs by studying about them. This helps them to think globally and to act locally. The role of peace and security for sustainable development has been emphasized in the Sustainable Development Goals. In the preamble about the goals, it is stated that "sustainable development cannot be realized without peace and security; and peace and security will be at risk without sustainable development. We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development" (United Nations, 2015). In addition, Goal 16 of the Sustainable Development Goals focuses on the promotion of peaceful and inclusive societies for sustainable development (United Nations, 2015). Therefore, education policies should promote peace, mutual respect and environmental care (Wintersteiner et al., 2015). Education must also fully assume its essential role of helping people to forge more just, peaceful and tolerant societies (United Nations, 2012).

4.3.5 Exchange of ideas

Findings under this sub-heading revealed that Global Citizenship Education is fundamental for sharing, borrowing and transfer of ideas about sustainable development. In one of the focus group discussions, a participant noted that through Global Citizenship Education, she learnt new ideas on solid waste management from Germany. She said:

> Global Citizenship Education is an eye opener. I learnt the way Germany manages its solid wastes by categorising them into plastics, electricals, papers, white bottles and brown bottles respectively, and disposing them off differently. Many plastic bottles, for instance, are recyclable and are returned to supermarkets, where you get a voucher to purchase other goods. I don't understand why we cannot do the same here in Tanzania (Focus Group 2, 2017).

While the findings portray Global Citizenship Education as an eye opener, they also indicate some disappointments by respondents regarding solid waste management, for example, in Tanzania. A respondent wondered why Tanzania cannot borrow the best practice of solid waste management from Germany. The Council of Europe's North-South Centre views global education as an education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all (North-South Centre, 2002).

A faculty member added that:

> Through Global Citizenship Education, students can learn new ideas about research and innovation. They are challenged about new initiatives and sustainable products like green energy which are friendly to our environment (In-depth Interview 7, 2017).

The findings indicate that Global Citizenship Education facilitates exchange of ideas to curb the culture of knowledge inbreeding. They allude that Global Citizenship Education facilitates educational borrowing and transfer of best practices such as on environmental management. It enables students to become part of an intercontinental and interregional community of scholars exchanging ideas and participating in the transformation of their societies. The findings also suggest that Global Citizenship Education is important for research and innovation since it encourages students to conduct research which are relevant to sustainable development and transformation of society. The Global Citizenship Education experiences challenges students to be critical thinkers and problem solvers. The findings are supported by the Sustainable Development Goals' call for safeguarding a world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy. Moreover, the Sustainable Development Goals calls for substantial reduction in waste generation through prevention, reduction, recycling and reuse by 2030 (United Nations, 2015)

The findings are in line with the African proverb: "The person who has not travelled widely thinks his or her mother is the only or best cook". This proverb is relevant to Global Citizenship Education as it encourages people to go out and learn from others to broaden their minds and experiences. It challenges people to widen their horizon to avoid being myopic, opinionated, and mediocre. When people are restricted to a culture or country or point of view or ideology, they can remain individualistic, local, tribalistic, nationalistic, and racialistic. By staying in one's own little world, one become isolated, unchallenged, and might be unable to improve.

4.3.6 Intercultural competence

The findings suggest that Global Citizenship Education enhances the development of intercultural competence which supports appreciation of diversity and reduction of stereotype, which important values for promoting peace and international understanding. An administrator acknowledged that:

> Global Citizenship Education contributes to appreciation of different cultures, working with others, developing connections and transformation of perspectives (In-depth Interview 3, 2017).

Additionally, responses generated from focus group discussions include:

> Global Citizenship Education experiences challenged my personal values and led to me to greater appreciation of diversity (Focus Group 1, 2017).

Another student remarked that:

> The experiences made me to be more open to others' backgrounds and views (Focus Group 2, 2017).

The findings concur with the goal of Global Citizenship Education as articulated by OECD/Asia Society (2018) to enhance the development of global competence, which is understood as the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development.

5. Conclusion and Recommendations

5.1 Conclusion

The challenges brought about by globalisation and the global call to promote sustainable development, particularly, through the Sustainable Development Goals makes Global Citizenship Education more relevant and an option for higher education institutions to prepare their students to be globally competent and sensitive to global issues. Education for sustainable development should ensure that the needs of the present generation are met without compromising the ability of future generations to meet their own needs. This calls for an education which can foster a sense of collective and global responsibility among young people across the globe. Promoting sustainable development must be a collective responsibility of all people and sectors at all levels (individual, local, national, regional and international). This should be in tandem with the adage 'think globally and act locally'. While Global Citizenship Education may not offer magic solutions to the world's problems, it can make a difference. The findings of this study show that Global Citizenship Education is a catalyst for promoting sustainable development. It has the potential to develop global competent people who are critical and creative, people who can perceive, interpret, reflect and analyse situations and then apply their knowledge and skills creatively to transform the world around them and beyond.

The success and sustainability of the Sustainable Development Goals for a sustainable future depends on the holistic education of individuals. Many young people in Tanzania and other parts of the world are not sufficiently aware of the Sustainable Development Goals and their fundamental duties in promoting them and taking appropriate measures towards their achievement; they have not had the education. A good understanding of the Sustainable Development Goals and the role of the youth is crucial to their promotion

and achievement. It can prove difficult to defend and promote Sustainable Development Goals if they are not known. Yet, they cannot be known unless they are taught and understood; and this is part of the role of Global Citizenship Education. All citizens need to become critically aware of the various Sustainable Development Goals and targets as well as their roles towards their attainment. A holistic education should thus integrate aspects of global citizenship and be part of the mechanisms to sensitize and empower the people for Sustainable Development Goals; it should be part of all students' education. Higher education institutions should therefore spearhead orientation towards global citizenship and sustainable development. The findings can inform policy on the need to implement and integrate Global Citizenship Education into the curriculum.

The promotion and implementation of Global Citizenship Education should become an integral element in the curriculum of higher education so that its related subjects and topics fit into the broader curriculum. Global Citizenship Education is not a subject, like Geography or History, but rather an approach which integrates global dimensions into the curriculum to foster the development of global citizenship and global competence. However, there is a need to be realistic and to avoid any overestimation of how easily Global Citizenship Education can be introduced. Any attempt to change or introduce a new aspect in the system of education has the inherent problem that there must be teachers who are prepared to adopt a new approach. Given that teachers are the major implementers and interpreters of the curriculum, promotion of Global Citizenship Education entails training new teachers and offering in-service training to those already in service. The way they are trained to teach should encompass all major components of Global Citizenship Education, especially its key aspects of cognitive, socio-emotional and behavioural domains. It should also encompass the 5ps focusing on the people, the planet, prosperity, peace and partnership in its effort to promote sustainable development.

This study contributes to a better understanding of how Global Citizenship Education can contribute to sustainable development. In a nutshell, it serves as a case study for the engagement between philosophical argumentation, curriculum and pedagogy in higher education, and sustainable development. The study strengthens the construction of the theory of cosmopolitanism which underpins Global Citizenship Education and to the development of such education within the spheres of higher education. Both the theory of cosmopolitanism and the core dimensions of Global Citizenship Education can provide a useful framework for evaluating and analysing Global Citizenship Education in different contexts. This study expands the knowledge base of Global Citizenship Education in higher education and its role in sustainable development. Findings of the study may be used to inform and guide education stakeholders on the theory and practice of Global Citizenship Education, and on why it should be integrated into the curriculum.

5.2 Recommendations

Based on the findings, the study recommends the following for consideration by different stakeholders in higher education. The first recommendation is to clarify the meaning of Global Citizenship Education in the context of higher education and its relevance to sustainable development and to the future career of graduates. The second recommendation is that aspects of Global Citizenship Education and internationalisation should be included in the mission statements and strategic plans of higher education institutions so that they gain an institutional support. The third recommendation is to integrate aspects of global citizenship into the existing curriculum or to introduce new courses with a focus on global citizenship. These could be interdisciplinary and involve global cross-cutting themes on global perspectives and global issues. Courses touching on global citizenship should be offered both as 'electives' and as 'academic majors'. The fourth recommendation focuses on capacity building for teachers on the issues of global citizenship. Change is dynamic and complex, and each changing circumstance demands new responses. For Global Citizenship Education to be effective, teachers must be provided with requisite knowledge and skills on how to integrate aspects of Global Citizenship Education into the curriculum and extra-curricular activities. The fifth recommendation is to vary pedagogical approaches which can enhance global learning and critical thinking. These could include student-centred pedagogies such as virtual exchange platforms for global learning, service-learning, study abroad, summer schools, internships, fieldwork, problem-based learning, and collaborative learning.

The final recommendation is that further research can be carried out. Marshall and Rossman (2011) acknowledge that "no research project is without limitations; there is no such thing as a perfectly designed study" (p. 42). In this context, limited sample size may compromise the generalisability of the data beyond the sample selected for this study (Boyce & Neale, 2006). Although the findings in this study suggest that Global Citizenship Education is important for promoting sustainable development, only one case has been investigated. Therefore, it might be difficult to generalise the findings about the role of Global Citizenship Education in sustainable development in the context of higher education. However, this study considered different perspectives from various participants to allow for possible generalisations to be drawn. The study might serve as an enlightening example of how Global Citizenship Education impacts sustainable development. In addition, this study might serve as a preliminary step to further investigation. This study recommends that a further study might be carried out from a broader perspective. This might involve a larger sample, more cases, and different methodology. A broader-perspective approach would allow for comparisons to be made and generalisations to be found. The second suggestion would be to investigate possible

strategies to implement Global Citizenship Education within higher education.

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