

6. Global Citizenship and Cross-Cultural Competence

Dr. T. M. Prashanth Kumar

Assistant Professor,
Department of Studies in Education,
Vijayanagara Sri Krishna Devaraya University,
Ballari, Karnataka.

Abstract:

Many colleges are becoming more interested in internationalizing their curricula; yet, the vocabulary used to describe it is extremely diverse, and it is unclear whether students understand its essential concepts. This review research study investigates the role of cultural competence and global citizenship in language teaching. It seeks to examine the significance of these notions in creating intercultural awareness, boosting communication across cultural boundaries, and improving students' ability to traverse global situations effectively. In this essay, we look at the meaning and connections of global citizenship in three countries. There were cross-national disparities in the notion of global citizenship, global citizenship identity, and endorsement of pro-social ideals (such as social justice, intergroup assisting, and environmental concern). However, the relationship between global citizenship identification and pro-social beliefs was consistent regardless of nationality. Participants' normative environment (friends and family who value global citizenship) moderated the link between nation comparisons and global citizenship identification. In this paper, we will discuss. Global citizenship and intercultural competence.

Keywords:

Global Citizenship, Cross-Cultural Competence, Internationalization, Language Education, Intercultural Understanding, Pro-Social Values, Skills, Cultural

Aspects, Global Challenges, Cultural Sensitivity, Global Education, Intercultural Competence, Experiential Learning, Intercultural Exchange

6.1 Introduction:

In today's world, characterized by unprecedented levels of globalization, the capacity to navigate and participate effectively across multiple cultural landscapes has become a vital advantage. Cross-cultural competence, also known as intercultural competence, refers to a broad set of skills, attitudes, and understandings that are required for individuals to engage in meaningful and respectful exchanges across cultural boundaries. This study paper looks into the crucial relevance of instilling cross-cultural competence in students, providing an in-depth examination of its key components as well as a wide range of tactics that educational institutions can use to nurture and improve this competence.

As a result of the transformations of the twenty-first century, we now live in an age of unprecedented interdependence, a period in which acting in unison is regarded as an obligation rather than merely a necessity, and life is sustained in a world that is virtually defined as a global village. Simultaneously with the diversification of identities, we are witnessing a global culture that is growing increasingly similar.

[1]

This process, which is considered a result of globalization, is felt in the reflection of scientific innovations as well as in many political, economic, and cultural aspects, and has a profound effect on daily life in many aspects of politics, economics, and culture. Societies and individuals are engaging in activities that bring them closer together, even outside the borders of the countries in which they live. Many activities and relationships, such as preferred occupations, communication methods, travel, commerce operations, sports competitions, and pop music, have developed the ability to transcend borders and embody a worldwide identity.

Global citizenship is defined as the ability to assess global concerns from various perspectives, create innovative solutions to these problems, interpret global changes, analyses their effects on individuals' lives, and be aware of the existence of other cultures.

Globalization refers to the broadening, deepening, and acceleration of worldwide interconnectedness in different domains, including economics, politics, and culture. This connection creates unparalleled opportunity for cultural exchange and learning while also posing complicated global issues. Addressing these challenges requires abilities such as critical thinking, communication, and knowledge of global issues and responsibilities. [2]

6.1.1 Cross-Cultural Competence:

Cross-cultural competency refers to people's and enterprises' ability to interact effectively across cultures. This encompasses several competencies, such as cultural awareness, cultural sensitivity, and cultural awareness. The ethnic dynamics of consumer interest is a critical problem that influences how multinational corporations interact with their global customer base. [3]

6.1.2 Global Education and Citizenship:

Defining Global Education: Global education seeks to improve people's understanding of their communities and the world. It entails researching different cultures and civilizations, focusing on links and changes, and emphasizing individual responsibility in this global context.

A. The Evolution of Global Education:

Global education has evolved to address not just cognitive but also emotive issues, encouraging active engagement for inclusive and sustainable societies. UNESCO and Oxfam International prioritise global citizenship education, which aims to equip students to actively address global concerns.

6.2 Characteristics of Intercultural Competence:

Students who are interculturally competent possess the information, abilities, and attitudes required to succeed in a society marked by global mobility and social, cultural, economic, political, and environmental interconnectedness. Global citizenship is defined as an understanding and respect of varied people, cultures, and surroundings around the world (global awareness), as well as the ability to handle this interconnection amicably and effectively (intercultural competence).

6.3 Cultivating Cross-Cultural Competence in Students:

Educational institutions are in the forefront of developing cross-cultural competence among students, which is an essential ability in today's globalised world. To do this, schools and institutions can use a range of effective tactics. Incorporating culturally diverse curricula that cover global histories, languages, and traditions helps children learn and appreciate different cultures. Promoting exchange programs and international cooperation provides real experience in cross-cultural contact, which improves empathy and communication skills. Facilitating workshops and seminars on intercultural communication, conflict resolution, and cultural sensitivity training can help students improve their skills. Furthermore, supporting involvement in ethnic organisations and activities gives students hands-on experience with different cultural perspectives, building a feeling of global community and connection. Through these comprehensive approaches, educational institutions can make a significant contribution to the development of well-rounded, culturally competent students who are ready to negotiate the complexity of our interconnected world. Here are a few techniques for accomplishing this goal: [4]

6.3.1 Experiential Learning:

Hands-on experiences, such as cultural immersion programs, study abroad chances, and service-learning projects, are effective catalysts for exposing students to other cultures, challenging their prejudices, and promoting significant personal growth.

These experiential learning projects help students broaden their perspectives and develop the cross-cultural competencies needed to survive in our increasingly linked world.

6.3.2 Intercultural Exchange:

Programs Institutions can proactively form alliances and partnerships with universities, colleges, and organisations in various cultural contexts to offer complete and rewarding student exchange programs. These projects provide transformative chances for students to immerse themselves in foreign cultures while also promoting holistic development and intercultural competency.

6.3.3 Inclusive Curricula:

Integrating varied perspectives and cultural elements into curricula is an important step towards increasing students' cultural knowledge and sensitivity. This method does more than simply acknowledge cultural differences; it actively engages students in a rich tapestry of global experiences that widen and enhance their understanding of the globe.

Global citizenship (GC) is defined as "awareness, caring, and welcoming cultural diversity while ensuring social justice and sustainability through a sense of responsibility for action." It asks for "an individual's consciousness, loyalty, and dependence beyond the borders of a nation to embrace the whole mankind" , as well as the ability to "act for the sake of humans all around the world" .

Based on these categories, it is logical to classify global citizenship competences as knowledge and understanding, skills, values, and attitudes. Figure 6.1 displays the essential components of global citizenship and their sub-definitions. [5]

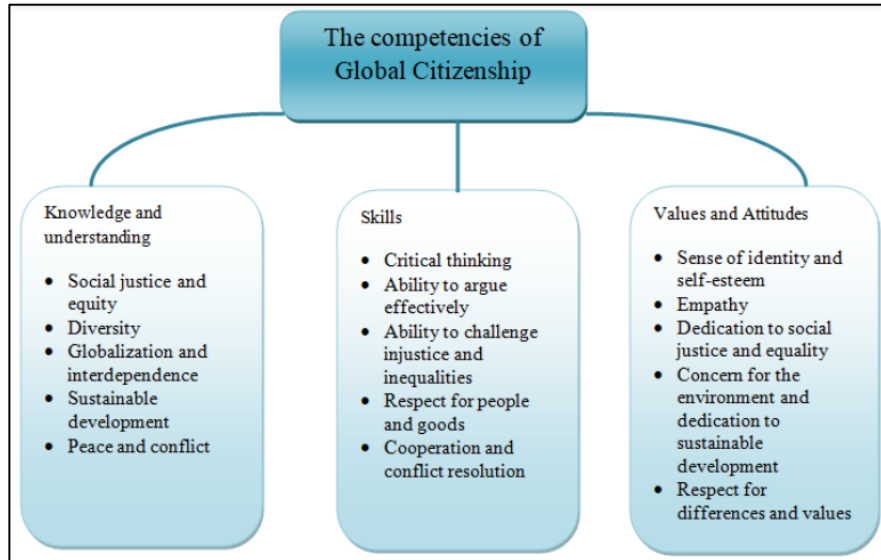


Figure 6.1. The Competencies of Global Citizenship

Figure 6.1 depicts the competencies connected to global citizenship organized into three areas. As a result, global citizenship necessitates access to global knowledge in order for individuals to build their global citizenship skills, values, and attitudes.

Thus, integrating global citizenship across several educational levels makes a significant contribution to the development of the essential characteristics of active and responsible global citizenry. Universities, particularly education faculties, are one location where global citizenship education can be effectively implemented. One of the fundamental tasks of education faculties is to raise pre-service teachers who can take an active role in solving global challenges while remaining connected to the globalized world. As a result, the views of education faculty teachers regarding international events may have a dual impact on students. First, they may be willing to oppose conditions caused by the negative consequences of globalization. Second, they may adopt a perspective that ignores or minimizes global challenges. For this reason, instructors should create conditions in which pre-service teachers can participate in active discussions in class, thereby developing their critical thinking skills. [6]

6.3.4 Teaching the Social Sciences and Global Citizenship Education:

Teaching the social sciences, history, and geography from a critical, interdisciplinary perspective assists people in understanding and participating in the resolution of social facts or problems that are becoming increasingly global and affect citizens in a variety of ways, as well as students in better understanding the relationship between citizenship and globalisation. In this regard, the initiative provided a theoretical proposal to examine facts and questions concerning global citizenship. The parameters for developing this plan were a social science discourse with a greater presence in secondary and high schools. History and geography are mandatory subjects in Spain, according to Royal Decree 1105 (Government of Spain 2015), however additional humanities and social sciences such as political science, philosophy, sociology, and so on are mentioned. [7]

By examining what each of them can contribute to understanding news items, the following synthesis was reached (Figure 6.2):

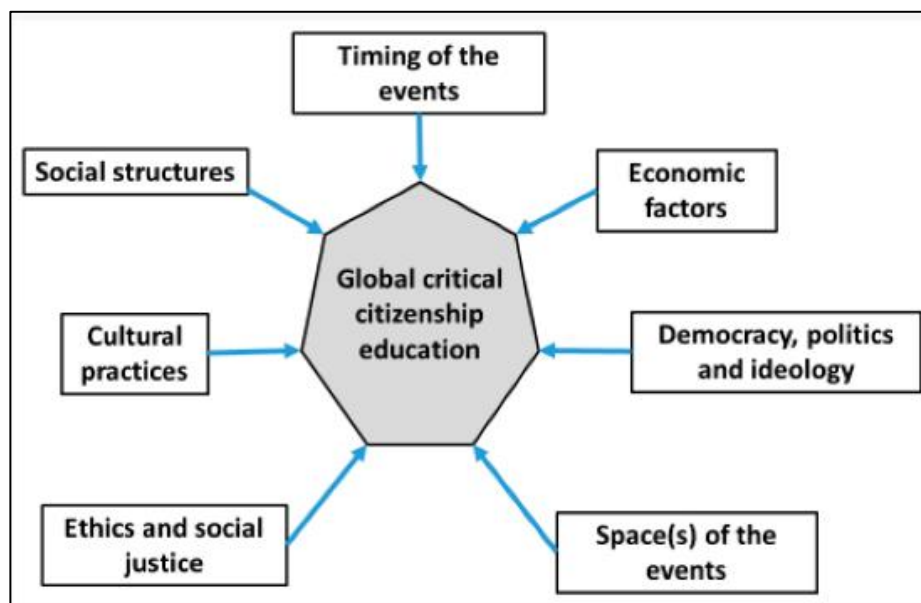


Figure 6.2. Dimensions of Critical Global Citizenship Education.
(Source: www.mdpi.com)

- History teaches pupils about events in time, including their simultaneity and contemporaneity.
- Geography teaches pupils about space, territory, and their interdependence with them.
- Political science helps students understand power, governing systems, and political organisation (national and international).
- Sociology teaches students about the structure and functioning of societies.
- Anthropology allows students to explore cultural construction and identity in many circumstances.
- Economics teaches students about the distribution of resources and wealth at both local and global levels.
- Ethical frameworks help pupils discern between just and unjust actions [8]

6.4 Global Citizenship Competence in Culturally Diverse and International Environments:

Griffith University's strategy plan 2009-2013 commits to "prepare students for the world of work and, as global citizens, develop their inter-cultural competence."

Developing graduates who are globally aware and interculturally competent requires systematic and supported approaches to designing and delivering internationalised curricula. Griffith's integrated framework for curriculum internationalisation outlines graduate attributes for students that focus on global awareness and intercultural competence, capacity building for staff to embed international perspectives into their curricula and pedagogical practices, and a commitment to engagement with local, national, and international communities. The Internationalisation Strategy serves as the foundation for the development of the University's Internationalisation Framework, as seen in Figure. [9]

A Framework for Promoting Competence in Culturally Diverse and International Environments:

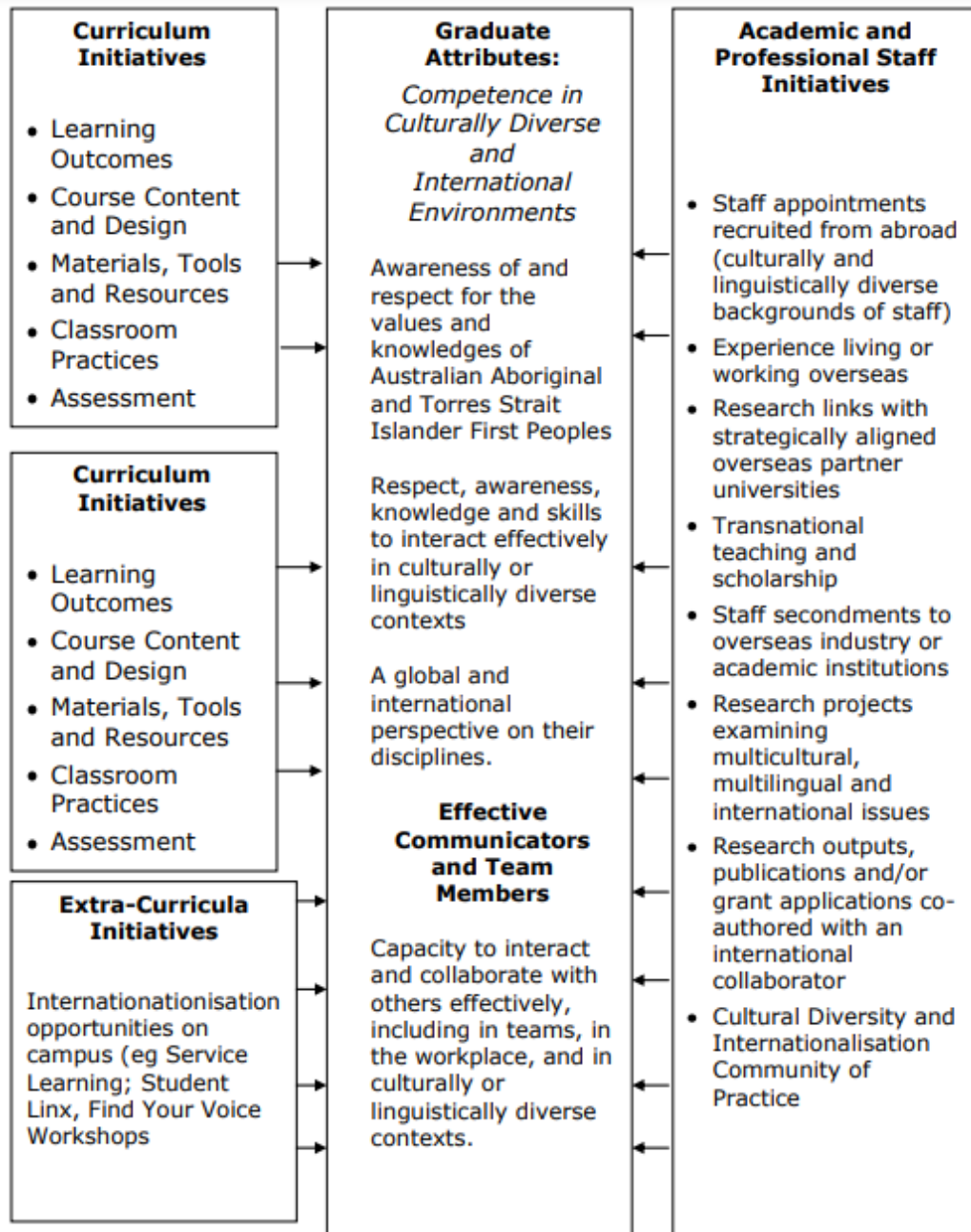


Figure 6.3: A Framework for Promoting Competence in Culturally Diverse and International Environments. (Source: <https://intranet.secure.griffith.edu.au/>)

6.5 An Integrated Framework for Developing Cross-Cultural Competence:

In this part, we present a framework (see Figure 6.1 below) for teaching cross-cultural competency that supplements traditional lecture and curriculum in our undergraduate and postgraduate courses in Cross-cultural Management. The framework takes a developmental approach, with each level building on the preceding one, with the goal of gradually increasing our students' cross-cultural competency. It is also well-integrated and addresses the four elements of cross-cultural competency described in this paper. Consistent with recommendations in the literature, it incorporates attention to developing awareness of self and one's own culture; progresses to developing awareness of others and their specific cultures; facilitates the creation of learning partnerships; encourages the application of cultural skills gained through cross-cultural groupwork, case studies, and research projects; and encourages further application and strengthening of cultural skills through participating in a [10,11]

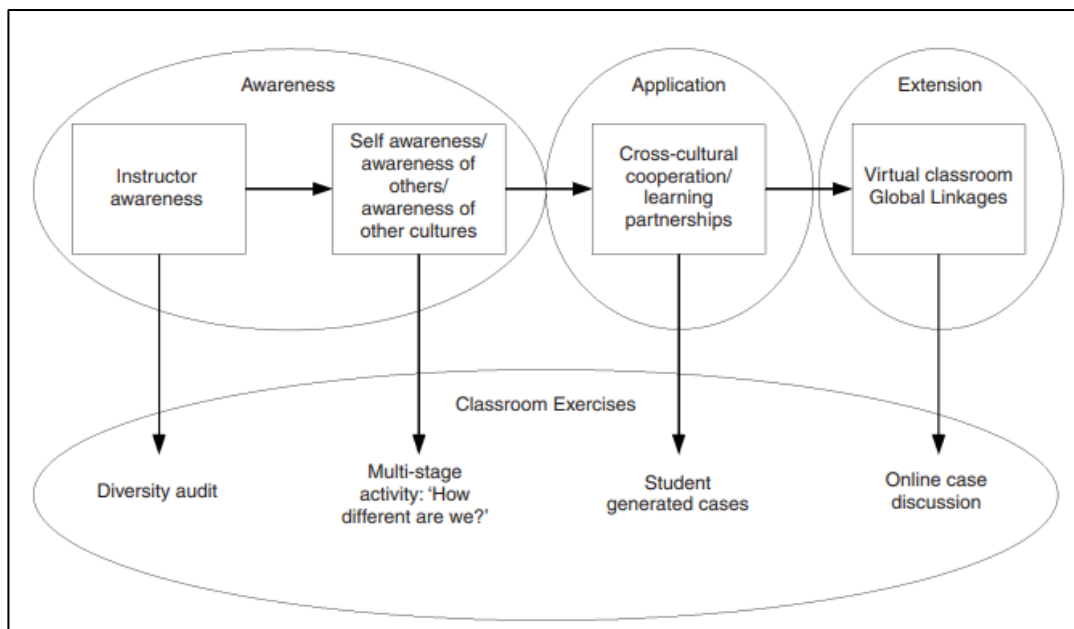


Figure 6.4: Integrated Framework for Developing Cross-Cultural Competence

The approach is unique in that it begins with the trainer or instructor obtaining an awareness of the classroom diversity before beginning training. The rationale for this approach is that knowledge of classroom diversity is fundamental to the ability of the trainer/teacher to better understand the diversity, more effectively teach to the diversity, and more efficiently maximize the benefits of the diversity in using it as a resource for cross-cultural training. The framework includes activities and initiatives developed particularly by the writers for the classes and cohorts they have taught, as well as existing tactics listed in the previous section. The discussion below includes a sampling of these exercises, their theoretical underpinnings, and indications of how they have been utilized, and could be used in future courses. [12]

6.6 Challenges in Developing Cross-Cultural Competence:

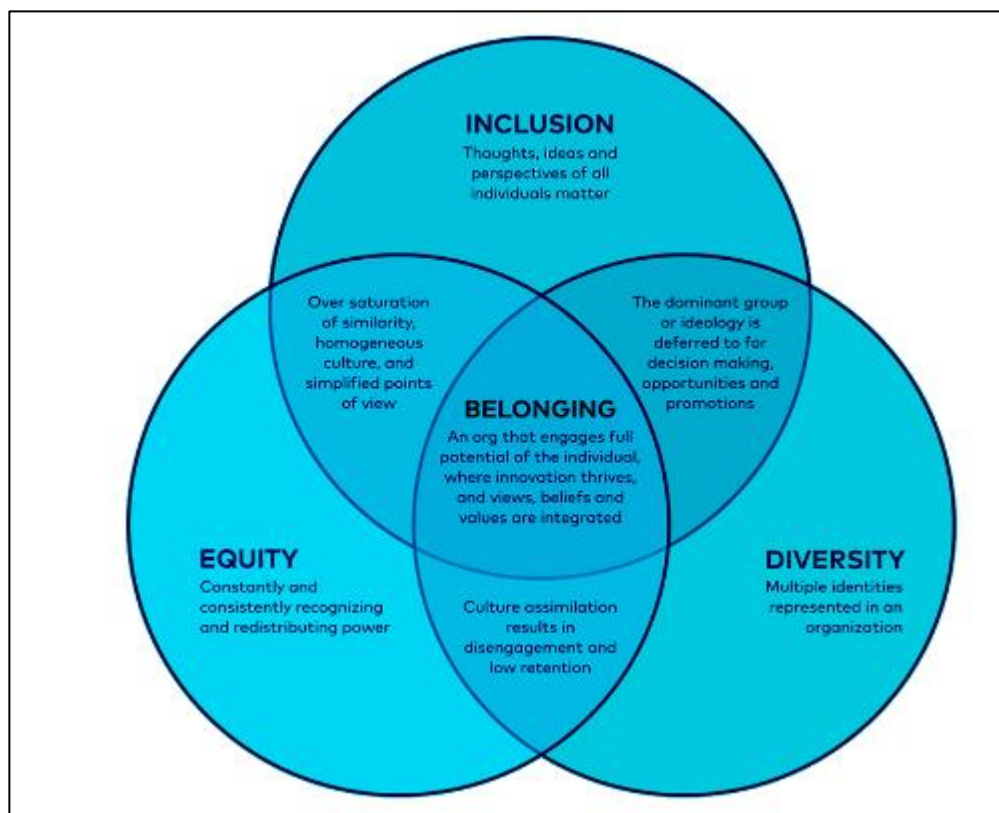


Figure 6.5: Challenges in Developing Cross-Cultural Competence
(Source: successive.tech)

A. Diversity within Cultures:

It is critical to recognize that civilizations are not homogeneous and that each culture contains variations. Implementing approaches that take into account subcultures and local characteristics is crucial for proper cross-cultural competence and inclusive customer experience.

B. Language Barriers:

Language is an important aspect of subculture, and overcoming language barriers is usually a major challenge. Global businesses should invest in language skills and translation services to ensure effective verbal communication with clients from various linguistic origins.

C. Stereotyping:

Cultural stereotypes can lead to a lack of cross-cultural competency. Businesses should avoid making assumptions about people based solely on their cultural background and instead focus on understanding each client's unique alternatives and behaviors.

D. Training and Education:

Cross-cultural competence demands continuous education and training. Many organizations strive to provide comprehensive education programs that address the cultural contexts in which they operate. [13]

6.7 Conclusion:

Global citizenship education (GCED) has gained traction in academic and popular circles as a means of fostering a more peaceful and sustainable world. Global citizenship promotes people to comprehend and accept cultural variety, to be aware of global challenges, and to take action to improve the world. Learning about global

citizenship can provide youngsters, particularly those from marginalized communities, with new perspectives and opportunities.

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