R. Abazov

MDP Programme at Earth Institute at Columbia University, USA, New York,
e-mail: r.abazov@yahoo.com

REDEFINING GLOBAL CITIZENSHIP EDUCATION: A CASE STUDY OF KAZAKHSTAN

One of the most important challenges in the educational system is effectively engaging young people to become educated and concerned citizens actively working on finding solutions to today's pressing issues, from Sustainable Development Goals (SDGs), climate change and environmental pollution, to maintaining peace and security through development and communication. Recent work (UNESCO, 2015) suggests that global citizenship education (GCE) is increasingly becoming one of the tools not only for educating youth on global challenges, but also for involving them in implementation of SDGs, volunteership, and civil society activities.

The purpose of this article is to analyze the evolving approaches in conceptualizing GCE, and incorporating it into curricula and extracurricular activities, using the example of Kazakhstan. The article addresses three research questions: First, how are researchers and educators conceptually redefining GCE in the learning environment of national higher education institutions (HEIs), educating youth on globalization and global challenges, and harmonizing the concepts and perceptions of national and global citizenship? Second, how do educators perceive the place of GCE in the traditional education programs within universities, and define the conceptual focus of different aspects of globalization and GCE within their teaching practice? And third, how do educators in the developing world integrate GCE into the existing traditional educational programs within universities, specifically in the case of Kazakhstan? This research offers a nuanced approach to the introduction of GCE in higher education institutions in the context of developing countries.

Key words: Global Citizenship Education, Sustainable Development Goals (SDGs), Higher Education Institutions (HEI), Kazakhstan.

Р. Абазов

MDP программасы, Колумбия университетіндегі Жер институты, АҚШ, Нью-Йорк қ.
e-mail: r.abazov@yahoo.com

Дүниежүзілік азаматтық білім: Қазақстанның мысалы

Бүгінгі таңда білім беру жүйесіндегі ең маңызды міндеттердің бірі — тұрақты даму мақсаттарынан (ТДМ), климаттың өзгеруінен, қоршаған ортаның ластануынан бастап, даму және қарым-қатынас арқылы бейбітшілік пен қауіпсіздікті сақтау қажеттілігіне дейін бүгінгі проблемалардың шешімдерін іздестіруде белсенді жұмыс істейтін мүдделі азаматтарды білім беруге және тәрбиелеуге жастарды тиімді тарту қажеттілігі. Жақында жүргізілген кейбір зерттеулер (ЮНЕСКО, 2019) жаһандық азаматтық білім беру (GCE) жастарды жаһандық қиындықтар мен проблемалар туралы ғана емес, сонымен қатар оларды ТДМ, еріктілік және азаматтық қоғам қызметіне тарту құралдарының бірі болып табылады.

Осы мақаланың мақсаты GCE концептуализация көзқарастарының эволюциясын талдау және GCE-ді Қазақстанның мысалында оқу бағдарламаларына енгізу болып табылады. Мақалада келесі зерттеу сұрақтары қарастырылады: зерттеушілер мен оқытушылар GCE-ді ұлттық жоғары оқу орындарының (университеттердің) оқу ортасы тұрғысынан және жастарды жаһандануға, жаһандық мәселелерге және ұлттық және жаһандық азаматтық тұжырымдамалар мен идеяларды үйлестіруге үйрету үшін қалай концептуалды түрде қайта қарастырады? Оқытушылар GCE-дің университеттердегі дәстүрлі білім беру бағдарламаларындағы орнын қалай қабылдайды және жаһандану мен GCE-нің әртүрлі аспектілерінің концептуалды бағытын өздерінің педагогикалық тәжірибесінде қалай анықтайды? Дамушы елдердегі оқытушылар GCE-ді жалпы және Қазақстан жағдайында университеттердегі дәстүрлі білім беру бағдарламаларына қалай біріктіреді?

Бұл зерттеу GCE-ді жоғары оқу орындарына енгізудің егжей-тегжейлі тәсілін ұсынады.

Түйін сөздер: жаһандық азаматтық рухында білім беру, Тұрақты даму мақсаттары (ТДМ), жоғары оқу орындары (ЖОО), Қазақстан.

Р. Абазов

Программа MDP, Институт Земли Колумбийского университета, США, г. Нью-Йорк
e-mail: r.abazov@yahoo.com

Глобальное гражданское образование: на примере Казахстана

Одна из наиболее важных задач в системе образования сегодня — это необходимость эффективного вовлечения молодых людей в образование и воспитание заинтересованных граждан, активно работающих над поиском решений сегодняшних проблем, начиная с Целей устойчивого развития (ЦУР), изменения климата, загрязнения окружающей среды и заканчивая необходимостью сохранять мир и безопасность посредством развития и общения. Некоторые недавние исследования (ЮНЕСКО, 2019) показывают, что образование в области глобальной гражданственности (GCE) все чаще становится одним из инструментов не только обучения молодежи о глобальных вызовах и проблемах, но и вовлечения их в реализацию ЦУР, волонтерство и деятельность гражданского общества.

Целью данной статьи является анализ эволюции подходов к концептуализации GCE и включения GCE в учебные программы на примере Казахстана. В статье рассматриваются следующие исследовательские вопросы: Как исследователи и преподаватели концептуально переосмысливают GCE в контексте учебной среды национальных высших учебных заведений (ВУЗов) и для обучения молодежи глобализации, глобальных проблем и гармонизации концепций и представлений о национальном и глобальном гражданстве? Как преподаватели воспринимают место GCE в традиционных образовательных программах в университетах и определяют концептуальную направленность различных аспектов глобализации и GCE в своей педагогической практике? Как преподаватели в развивающихся странах интегрируют GCE в существующие традиционные образовательные программы в университетах в целом и в случае Казахстана в частности? Это исследование предлагает детальный подход к внедрению GCE в вузах.

Ключевые слова: образование в духе глобальной гражданственности, цели в области устойчивого развития (ЦУР), высшие учебные заведения (вузы), Казахстан.

Introduction

Over the past three decades, globalization has shaped many aspects of life for citizens, communities, and societies in different parts of the world and higher education institutions (HEIs) are no exception to this trend. Globalization has brought an unprecedented level of internationalization to higher education. Students and educators from many places have opportunities to participate in short- and long-term study-abroad programs, travel to campuses of foreign universities to study, or participate in research projects and conferences. Altogether, this development has led to cultural and social diversity not only in many campuses but also in many communities and in many businesses. In turn, universities from around the world have begun reflecting these changes in their educational programs in various ways, in order to respond to the new educational environment and corresponding challenges (Abazov, R., 2015). Such responses can involve changing curricula and introducing new subjects, courses, or even entirely new programs.One specific response to the internationalization of education and the powerful forces of globalization has been the introduction of global citizenship education (GCE). GCE has been delivered in different formats: as standalone courses, integrated into various programs, offered in a modular format as a specialization (often as a "minor" in bachelor-level education), and "employed" as a concept (UNESCO, 2015). Right from the beginning, the introduction of GCE entailed a number of difficult decisions, from defining its place in the traditional curriculum, to finding it a home among the various faculty and programs (from the faculty of international relations and the political sciences to law and pedagogy) (Abazov, R., 2020). In addition, educators themselves faced difficulties in developing syllabus and structuring GCE as a course. Scholars and educators still debate the meaning of GCE and sometimes even disagree with each other on the definition of the term (Andreotti, V., 2012). And then comes the problem of cultural relevance of GCE in the specific contexts of national educational systems and national universities (Davies, I., et al., 2018), especially taking into consideration significant differences between the developed and developing world in perception of globalization in general and subsequently the understanding of GCE in particular (Seidikenova, A., et al., 2020).

The purpose of this article is to discuss the perception of GCE and especially its integration into

the conceptual framework of national educational programs in the developing world, using the example of Kazakhstan. This article addresses three research questions as follows:

- How are researchers and educators conceptually redefining GCE in the learning environment of national HEIs, educating youth on globalization and global challenges, and harmonizing the concepts and perceptions of national and global citizenship?

- How do educators perceive the place of GCE in the traditional education programs within universities, and define the conceptual focus of different aspects of globalization and GCE within their teaching practice?

- How do educators in the developing world integrate GCE into the existing traditional educational programs within universities, specifically in the case of Kazakhstan?

Research methodology

Research methodology used in the study includes the assessment of literature on GCE with a focus on the specific case of Kazakhstan. In addition to the author uses a semi-structured questionnaire-based survey of educators and researchers at Al Farabi Kazakh National University (al Farabi KazNU). Given its research objectives, the study maximized the diversity of respondents within the university in an attempt to capture the differences and similarities between representatives of different faculties and programs. Therefore, representatives of at least four different faculties were selected for the interviews, and varied in terms of demographic, educational, and cultural composition, educational tracks, and regional backgrounds.

The article is organized as follows. The first section overviews the theoretical background: discussing different approaches to GCE, conceptualizing GCE in the higher education environment of the developing world, and looking at distinctive aspects of the discussion of GCE in Kazakhstan. The second section presents the results of the semi-structured questionnaire-based survey of individual educators from different faculties at al Farabi KazNU focusing on the perception of the place of GCE in the traditional educational programs. The third section evaluates the major findings on the introduction and conceptualizing of GCE, and offers discussion of the results of the study. The conclusion summarizes the main findings of this research on GCE within the context of the developing world, using the example of Kazakhstan.

1. Redefining GCE in the educational environment of national HEIs

This section provides a concise review of the different approaches to global citizenship education, discusses the different classifications of global citizenship and global citizenship education, and suggests redefining the classification of GCE taking into consideration the educational environment in developing countries.

Many universities around the world perceive GCE to be an important response to the challenges of globalization. Through offering GCE in its many formats, they seek to educate students to think critically about diverse aspects of development in modern society: from globalization to glocalization, and from the internationalization of higher education to growing connectivity through ICT (Abazov, R., and Aliev, U., 2016). The conceptualization of GCE has been hindered by a number of factors including the lack of a universally agreed definition of the term as well as the existence of different theoretical approaches to explaining GCE. UNESCO made a significant contribution to the field by supporting lively intellectual discourse on GCE, organizing numerous conferences, workshops and projects on this subject, and ultimately bringing together scholars and practitioners in an attempt to define GCE within the context of global educational (for additional details please visit: https://en.unesco.org/themes/gced (accessed on February 02, 2021). In fact, UNESCO ultimately offered its own definition of GCE, which has become a major reference point even as some scholars continue to discuss various aspects in defining and redefining GCE (for the full texts of the documents please visit: https://www.gcedclearinghouse.org/). The UNESCO definition of global citizenship is as follows:

Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. (UNESCO, 2015: 14)

Subsequently, UNESCO defined global citizenship education as follows:

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. Global citizenship education takes 'a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international

understanding' and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both "formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation." (UNESCO, 2015: 15).

The introduction of this definition of GCE sparked additional discussion on the content of such education, offering multi-dimensional interpretations and even criticism of GCE especially from the developing world point of view (Andreotti, V., 2012). Many scholars from the developing world question GCE as an abstraction that reflects only a single dimension of global development – globalization, formation of global culture and drift towards the formation of global citizenship – by "reproducing (neo)liberal Western values" (Woods, O., and Kong, L., 2020) without reflecting the plurality of views in the developing world. For example, some scholars point out that in the case of the Arab world, views on globalization and GCE vary from intellectual rejection and "caution and prudence" to welcoming globalization and attempts at "finding an appropriate form of globalization consistent with interests and aspirations of the Arab countries" (Jarrar, A. G., 2012).In an attempt to reconcile different views and definitions of GCE some scholars have suggested developing a classification of approaches culminating in a comprehensive "model" (Goren, H., and Yemini, M., 2017: 170-180). Goren and Yemini suggested to distinguish between "types of global citizenship based on cosmopolitan and advocacy approaches" (Goren, Heela and Miri Yemini, 2017: pp. 170-180). According to these scholars, cosmopolitan global citizenship could be divided into four categories: political, moral, economic, and cultural global citizenship. (Goren, Heela and Miri Yemini, 2017: 170-180). However, the most interesting aspect in this approach to classification is defining an "advocacy type of global citizenship ... whose presence in curriculum requires a more critical, action-based approach" (Goren, H., and Yemini, Y., 2017: 170-180).

Heela Goren and Miri Yemini also suggested four categories of global citizenship with a "more critical, action-based approach" (Goren, Heela and Miri Yemini, 2017: 170-180):What would this "critical, action-based approach" look like when applied to each of the categories of global citizenship? The authors explicate as follows:

- Social global citizenship focuses on ideas such as global civil society and advocacy for the 'people's voice' even when those people are abroad in other parts of the world;
- Critical global citizenship focuses on inequality and oppression, critiquing the role current power relations and economic agendas play in these issues through what Oxley and Morris call a post-colonial agenda;
- Environmental global citizenship encourages advocating for environmental sustainability and preservation through striving to change the negative impacts of humanity on the environment;

Spiritual global citizenship concentrates on connections between humans based on spiritual aspects including religion. (Goren, H., and Yemini, Y., 2017: 170-180)

While this classification of GCE goes a long way towards fleshing out the multiple aspects of global citizenship education, it does miss one important aspect in the categorization of GCE – the need to reconcile the national concept of citizenship (rooted in national cultural traditions) with the global concept of citizenship (internationalization). Therefore, in order to reflect this dimension of global citizenship education, this study contributes the suggestion of a fifth category:

- Reconciling global citizenship focuses on reconciling and integrating the national concept of citizenship with the global concept of citizenship, by accepting both national and global values and norms.

In the context of Kazakhstan, GCE is a relatively new phenomenon and discourses around GCE have begun relatively recently – around 2011 and 2012. Institutionally, the great impetus for the discourse around GCE was provided by three institutions: MDP Program on Sustainability (Abazov, R., 2020), the regional office of UNESCO in Kazakhstan (with support of UNESCO chairs at KazNU), and the United Nations Academic Impact (UNAI) program in Kazakhstan. Since 2012 and 2013, the UNESCO Regional Cluster in Almaty has been conducting a series of projects promoting GCE at the national and regional levels by bringing together experts and educational practitioners in a series of conferences, roundtable discussions. and consultations (see an example of the discourses: http://en.unesco.kz/sub-regional-workshop-on-global-citizenship-education-in-central-asia). Since 2011, the UNAI has been instrumental in the integration of universities from across Kazakhstan into the global UNAI network of universities by stimulating and supporting their participation in internationalization initia-

tives and GCE, such as the work of Ban Ki-moon Centre for Global Citizens and GCE programs in South Korea. In fact, collaboration with the UNAI, the United Nations Information Office (UNIC) in Almaty, the UNESCO Regional Cluster Office, and other international partners was instrumental in capacity building at Al Farabi Kazakh National University in developing and introducing its very own pilot course on GCE in 2018 (for additional details please visit: http://en.unesco.kz/new-course-on-globalization-and-global-citizenship-was-launched-at-al-farabi-kazakh (accessed on February 2, 2021).

Educational context of the study and institutional setting

This section provides a brief background on the evolving approaches to establishing an institutional setting for the introduction of GCE at al Farabi KazNU. In fact, the introduction of a pilot GCE course at al Farabi KazNU is an interesting case study on organizing interdisciplinary collaboration within the educational institution and on the impact of the institutional setting on the integration of national and global views on GCE in a developing country context.

Like many countries around the world, Kazakhstan has had to redefine and reconceptualize the existing educational programs and courses in order to reflect the changing internal and external academic environment. On the one side, HEIs have been changing their programs and curricular requirements to align with the changing labor market and national educational environment, interacting with numerous national players and stakeholders in the field of higher education. On the other side, the universities in Kazakhstan have been increasingly engaged in the process of internationalization. They have gradually introduced many international standards and requirements and established quite extensive academic exchange programs for both educators and students. However, the introduction of new courses and programs and changes to the curriculum has required the institutionalization of these changes through establishing coordination mechanisms (Brown, Michael and Galiya Ibrayeva, 2019).

The experience of Al Farabi KazNU illustrates that two factors were important in the process of conceptualizing, establishing, and realizing GCE. One was an external push factor and external support. The other was an internal institutionalization of the process and mobilizing internal support and capacity building by effectively mobilizing resources and experts.

External factors. One of such external institution was the MDP Program for Sustainability established in 2011 in collaboration with the MDP Global

Network initiated by Earth Institute at Columbia University (Abazov, R., 2020). The MDP Program brought in expertise on the work of an inter-department educational entity promoting inter-faculty and inter-disciplinary collaboration on establishing and running new academic programs and student-led capstone projects at al Farabi KazNU (eventually, the MDP Program experimented with accepting students from other universities around Almaty city). In addition, the MDP Program for Sustainability contributed to an important new initiative, the UNAI Global Hub on Sustainability; al Farabi KazNU was designated as one out of 10 Global Hubs of UNAI in 2014 (professor Mukhametkali Burkitbayev became a key-point coordinator of the UNAI Global Hub on Sustainability, Prof. Galiya Ibraeva became its first executive director, and Dr. Rafis Abazov was assigned as a member of Executive Board and Executive Academic Director of the Hub). In order to better coordinate the research activities of MDP Program and UNAI, KazNU management established the Institute for Sustainable Development Studies at Al Farabi KazNU with the status of interdisciplinary coordination entity. In 2018, during the visit of Eighth UN Secretary General Mr. Ban Ki-Moon to Astana City, al Farabi KazNU signed a Memorandum of Understanding (MoU) renaming the Institute for Sustainable Development Studies as Ban Ki-Moon Institute for Sustainability at Farabi KazNU with a special status of the inter-disciplinary academic research institution within the University. This initiative brought important expertise and collaboration opportunities with Centers for Global Citizens (see for example: https://bankimooncentre.org/?s=kazakhstan).

Internal (institutional) factors. The management of KazNU and MDP Program on Sustainability in collaboration with UNESCO chairs at KazNU and UNAI experimented with two different approaches to mobilizing internal resources for introducing and running new courses on sustainable development and globalization. One was collaboration with individual faculties, which were seen as academic cornerstones in delivering the new educational programs, where new curricula were integrated as a part of elective modules at the faculty level. The second was running the courses on sustainable development and globalization as interdisciplinary and inter-faculty courses, with students and young faculty members from different faculties coming together to participate in courses on sustainable development and globalization (Kenyon, Elizabeth and Andrea Christoff., 2020)

In order to set up and effectively work on introduction of GCE, KazNU established an internal

team, which included the representatives of faculties, Global Hub of UNAI on Sustainability (for additional details, please visit: https://academicimpact.un.org/content/al-farabi-kazakh-national-university-reinforces-commitment-towards-global-citizenship (accessed on February 2, 2021), MDP Program, UNESCO Chairs, etc. In turn, the team collaborated with the United Nations Information Office in Almaty (for additional details: https://unic.un.org/directoryweb/Office.aspx?id=4 (accessed on February 2, 2021), the UNESCO Regional Cluster in Kazakhstan (for additional details please visit: http://en.unesco.kz/ (accessed on February 2, 2021), as well other international partners. As a first step, the team worked on the national component of GCE by studying and analyzing local educational programs and requirements for the introduction of GCE. As a second step, the team integrated global views on GCE by studying best practices from around the world and participating in several international workshops. As a result, "Globalization and GCE" was introduced at KazNU in 2018 as one of the first inter-disciplinary courses in Kazakhstan fully dedicated to GCE (see Appendix 1) (the case study of inter-faculty and inter-disciplinary work on the introduction of GCE was presented at the UNESCO Office and partner universities in South Korea (2018), the MDP Submit in Portugal (2018), a special workshop at UNAI Headquarters in New York, and workshops at KazNU).

2. Study, findings, and discussion

This section provides a short overview of the different approaches to the introduction and running of global citizenship education, as different faculty members and administrators at Al Farabi KazNU perceived differently both the content of the GCE course and the institutional arrangements for incorporating GCE into educational programs at the University.

Respondent

The researcher prepared a short questionnaire for semi-structured interviews and randomly invited lecturers and teaching PhD students from four faculties at Al Farabi KazNU to participate in the research project. The research team developed a process of selecting educators from four different faculties to make sure the respondents varied by cultural, social, and regional representation and belonged to different educational tracks. There was also an additional criterion: all selected faculty members should be involved in implementation of international programs and/or teaching tracks, such as international relations (or journalism, etc.), globalization (and related subjects), MDP Program, and/or the introduction of GCE over the past few years, and/or have research experience on related subjects at their faculties. This approach was designed to make sure the respondents were familiar with the activities of universities in Kazakhstan in general and in KazNU in particular on internationalization, development of international academic exchanges, and/or introducing new international initiatives either directly through their own activities or indirectly (e.g., participating/attending workshops, conferences, trainings and/or seminars on related topics).

Data collection

Data collection was initially designed for face-to-face (F2F) semi-structured interviews. However, due to COVID19 restrictions and a series of close-outs at universities as well as other considerations, the research team decided to opt for a different approach – a questionnaire-based survey with a set of open-ended questions.

The research team contacted faculties within the University that were involved in and collaborated with various programs and initiatives on internationalization and/or globalization (such as the MDP Program, Model UN New Silk Way, the Institute for Sustainable Development, etc.) or running various courses on sustainable development, globalization, and GCE over the past few years. The questionnaires were emailed to coordinators at the faculties who randomly selected respondents for completing the questionnaires. Three selected respondents from each faculty received a survey consisting of three questions. All questionnaires were returned and anonymously indexed, for a total of 15 questionnaires.

Table 1 – Responses to the questionnaire-based survey study*

Respondents from faculty:	Question 1	Question 2	Question 3
Journalism 1	B	C	C
Journalism 2	A	B	B
Journalism 3	C	B	A

Respondents from faculty:	*Question 1*	*Question 2*	*Question 3*
International Relations 1	B	B	B
International Relations 2	A	B	A
International Relations 3	C	C	B
Political Sciences 1	C	B	C
Political Sciences 2	C	C	C
Political Sciences 3	A	A	B
Economics 1	B	B	C
Economics 2	B	A	A
Economics 3	C	B	B
Philology 1	A	B	A
Philology 3	C	B	C
Philology 3	C	B	A
Top Value selected among the answers for each question (Q1, Q2 and Q3)	C1 – integration 7	B2 – interdisciplinary 10	B3 – Global 5

* For the better visualization of presentation, the researcher coded the answers for each question in the questionnaire (please see the questionnaire in the Appendix 2) as follows: A, B, and C.
C1 – "Integrate global and national themes (explain why) …"
B2 – "As an interdisciplinary subject (explain why) …"
B3 – "Intercultural communication based on knowledge of the norms of globalization and global society (explain why) …"

This Table 1 is designed to make it easy to cross-check corresponding answers with the questions on the questionnaire.

Data analysis

All questionnaires were collected into single database, which was coded and analyzed according to the research agenda. In the first stage, the researchers analyzed the literature on GCE and globalization, identifying the key research problems and developing a questionnaire with three questions to identify the major trends and views of faculty members on GCE. In the second stage, the data was systematized in a table (see Table 1), identifying key categories and approaches that emerged from the collected data. In the third stage, the researchers analyzed the results of the questionnaire-based survey study and summarized the findings.

The research relies on "educated opinions" as most of the respondents have been involved in research or teaching activities and initiatives on internationalization and/or globalization (such as international relations, globalization, sustainable development, GCE, etc.). The findings of the questionnaire-based research survey study illustrate that the respondents could be divided into three major categories according to their views and perceptions of GCE and globalization.

One group supported the internationalization of educational process and GCE as a way to involve students and faculty members in internationalization of programs and activities. The detailed answers to each question included explanations and some detailed suggestions for how to move forward on teaching and/or research activities (such as globalization, international relations, academic capstone project, etc.). Alternatively, respondents suggested engaging in various other activities – from accepting foreign students and faculty to join KazNU to sending students and faculty from KazNU to foreign partner universities.

Example of an answer from the survey:
"Now the world is rapidly globalizing, and at the same time, new problems and challenges, such as ecology, the pandemic, and resource depletion, are growing. The development of a global consciousness is necessary in order for humanity to survive in the future." Respondent X

A second group of respondents clearly highlighted the need for taking into consideration the national aspects of cultural and educational development, including national values and traditions.

This group also viewed that there should be better understanding of (and priority on promoting) the national concept of citizenship within the national framework (educational, intellectual, institutional, etc.) before discussing globalization and global citizenship education.

Example of an answer from the survey:

"Because, first, we should consider the features of the development of civil society in Kazakhstan. During the course, conduct an analysis of the advantages and disadvantages of the development of civil society and its institutions [for Kazakhstan]. Also, [second] it is necessary to develop the recommendations for the prospects for the development of civil society in the regions of Kazakhstan." Respondent Y

A third group suggested that there should be an integration of both globalization and/or internationalization on the one hand, and the national and local on the other hand in order to make GCE more effective. In their view the work on introduction and/or development of courses and programs on globalization and/or GCE should not just reconcile international/global values and concepts with the national educational system and national educational process at the university level, but should also be interconnected in comprehensive and balanced ways.

Example of an answer from the survey

"Integrate global and national themes [explain why] ... Because studying this subject within the walls of the university will give students knowledge and skills in the field of global problems and challenges, sustainable development, possible solutions, etc., and their [global issues] integration with national themes more and more actualizes their significance. After all, almost any national problem can grow to a global level ..."

Conclusion and discussion

This chapter summarizes the findings of the research and provides concluding thoughts about redefining the concept of GCE in the educational context of the developing world, using the example of Kazakhstan.

Assessment of the existing literature on globalization and especially on global citizenship education indicates that educators at the university level are very much aware of the current trends in internationalization of the educational process, but they have their very own understandings and interpretations of these trends and developments (Sara Perritonb D. and Brent Edwards Jr., 2021). Issues related to globalization and/or internationalization shape an important part of intellectual discourse in academic communities around the world as a whole, and in developing countries in particular.

In this context, the **first** important observation is that GCE is gradually becoming a recognized and important tool for promoting diversity through contacts with learning communities about other cultures and concepts. The second observation is that educators still stress the importance of the national social and cultural domain, e.g., dealing with the various aspects of national cultures, norms, and traditions. In addition, they suggest a need for understanding the sensitivity around the national component due to the unique characteristics of the cultural setting at the national level. The third observation is that despite the wide diversity of views and comments of respondents, most of them positively viewed the forces of globalization and welcomed GCE, although they put some conditionality into the introduction of educational programs for GCE. The fourth observation is that the introduction of GCE should be institutionalized and rooted in careful and nuanced programmatic activities taking into consideration local educational conditions, perceptions of the faculty, as well as institutional aspects involving regulation of the educational process. The fifth observation is that there is a need for further in-depth qualitative and quantitative studies and critical assessments taking into consideration the rapidly changing global educational market and the specificities of national educational systems.

Overall, the results of the study indicate that the views of respondents varied from a full acceptance of the global forces of globalization to a quite exclusive approach to globalization and internationalization, where respondents see future development in preserving national traditions and values. In between, there is a large group of educators who highlight that the educational process should be more nuanced and should reconcile and integrate the national concept of citizenship with the global concept of citizenship by incorporating both into the new curriculum for GCE. Probably, the emergence of this approach is related to the multicultural nature of Kazakh society and the integration of multiculturalism into the educational process, as educators talk to the students about globalization, and global and national values and norms, in careful and balanced ways. Some written answers in response to the survey questions suggest that educators highlight social skills and skills in cross-cultural communication as an important part of equipping students with competencies for dealing with the forces of globalization.

Appendix 1: Globalization and Global Citizenship Syllabus

	Class topic	Dates	Notes
1	Introduction: Course overview and themes		
2	Short History of Globalization, Global Citizenship, and Globalization Paradigm		
3	Theme: What Is "Global Citizenship," Anyway? The national versus the global (global vis-à-vis local).		
4	Challenges and Opportunities of Economic Globalization: Capitalism, Crisis, Response, and Resistance		
5	Globalization 2.0: Forging Global Civil Society		
6	Globalization and Global Governance: the UN system in the 21st century		
7	Globalization, Innovations and Global Information Communication Technologies (ICT) Revolution: New Culture of Communication, Mass Media & New Media		
8	Globalization and Rise of Post-Industrial Consumer Society: Globalized Culture, Global Media & Responsible Consumption		
9	Globalization and Internationalization of Education. Global Citizenship Education and Gender		
0	How do global citizens mobilize?: Globalization, Climate Change & Sustainable Development Goals: from Rio to Paris		
11	Globalization, Urbanization & Global Mobility: Dealing with challenges and opportunities of the global population movement		
12	Globalization and a Dialogue of Civilizations: Challenges and solutions		
13	Globalization and Global Citizenship: Building Partnership for Working together on sustainable future		
14	Global Citizenship Education: Trends and Perspectives		
15	Conclusion. Final discussion and presentations		

Appendix 2. Questionnaire

These interviews are designed to explore attitudes towards the subject of Global Citizenship Education. We kindly ask you to answer in more detail, at least three sentences. The processing and presentation of data will be anonymous. Thank you very much in advance.

First question

One of the important initiatives in the higher education system is the vision of the subject "global citizenship education." Do you think this subject at the university should focus on the development of knowledge:

A) Civil society in Kazakhstan (explain why) ...

B) Issues of globalization and global society (explain why) ...

C) Integrate global and national themes (explain why) ...

Second question

The subject "Global Citizenship Education" must be entered into the university program in what format:

A) As a subject at a separate faculty (explain why) ...

B) As an interdisciplinary subject (explain why) ...

C) Another option (explain why) ...

Third question

What skills and competencies the Global Citizenship Education subject should develop:

A) Intercultural communication based on knowledge of national culture (explain why) ...

B) Intercultural communication based on knowledge of the norms of globalization and global society (explain why) ...

C) Another option (explain why) ...

FACULTY:

References

Abazov, Rafis. Education for Sustainable Development and ICT: the Case of MDP Program at al-Farabi KazNU. *Herald of Journalism*, [S.l.], Volume 58, n. 4, 2020, pp. 34-43. Available at: <https://bulletin-journalism.kaznu.kz/index.php/1-journal/article/view/1334>. (accessed on February 2, 2021).

Abazov, Rafis. Higher Education Governance and Policy Change in Western Europe: international challenges to historical institutions. *Public Administration.* Volume 93, n. 4, 2015, pp. 1186-1188. Available at: https://onlinelibrary.wiley.com/doi/abs/10.1111/padm.12204. (accessed on February 12, 2021).

Abazov, Rafis and Ulukbek Aliev. Upravlenie vysshim obrazovaniem i naukoi: opyt, problemy, perspektivy [Management of higher education and science: experience, problems, perspectives]. *Europe-Asia Studies*, Volume 68, n. 7, 2016, pp. 1264-1265. Available at: https://www.tandfonline.com/doi/full/10.1080/09668136.2016.1218163. (accessed on February 12, 2021).

Andreotti, Vanessa, *Postcolonial Perspectives on Global Citizenship Education* (Routledge Research in Education Book 68). First Edition, New York: Routledge, 2012.

Brown, Michael and Galiya Ibrayeva, Why Study Journalism: Motivation of Future Kazakh Journalists. *Central Asian Journal of Social Sciences and Humanities.* Volume 1, No. 1, 2019, pp 35-45.

Chabal P., Baizakova K., Utegenova A. and R. Alipkyzy. Potential of Cultural Heritage Sites for Introduction of Global Citizenship Education in Kazakhstan. *International Relations and International Law Journal*. Volume 84, No. 4, 2018. Pp. 1-18.

Chiba, Mina, Sara Perritonb D. and Brent Edwards Jr. Investigating effective teaching and learning for sustainable development and global citizenship: implications from a systematic review of the literature. *International Journal of Educational Development.* March 2021.

Davies, Ian, Li-Ching Ho, Dina Kiwan, Carla L. Peck, et al. *The Palgrave Handbook of Global Citizenship and Education*. First edition. New York: Palgrave Macmillan, 2018.

Goren, Heela and Global citizenship education redefined – a systematic review of empirical studies on global citizenship education. *International Journal of Educational Research.* Volume 82, 2017, pp. 170-183.

Ghebru, Bethel and Mark Lloyd. From civic to citizenship education: toward a stronger citizenship orientation in the Ethiopian CEE curriculum. *International Journal of Educational Development*, Volume 72, 2020, pp. 102-143.

Harper, Helen and Judith Dunkerly. Educating the world: teachers and their work as defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO). *Current Issues in Comparative Education,* Volume 12, n. 1, 2009, pp. 56-65.

Harshman, J. R. *et al.* Fostering global citizenship education for teachers through online research. *The Educational Forum*. Volume 77, n. 4, 2013, pp. 450-463.

Işıl, Sincer, Sabine Severiens and Monique Volman, Teaching diversity in citizenship education: context-related teacher understandings and practices. *Teaching and Teacher Education*, Volume 78, 2019, pp. 183-192,

Jarrar, Amani Ghazi. Global citizenship education in Jordanian universities. *Procedia – Social and Behavioral Sciences*. Volume 47, 2012, pp. 1922-1926.

Kenyon, Elizabeth and Andrea Christoff. Global citizenship education through global children's literature: an analysis of the NCSS Notable Trade Books. *The Journal of Social Studies Research.* Volume 44, n. 4, October 2020, pp. 397-408.

Klein, Jørgen and Gerd Wikan. Teacher education and international practice programmes: reflections on transformative learning and global citizenship. *Teaching and Teacher Education.* Volume 79, March 2019, pp. 93-100.

Myers, John P. and Keith Rivero. Challenging preservice teachers' understandings of globalization: critical knowledge for global citizenship education. *The Journal of Social Studies Research.* Volume 44, n. 4, October 2020, pp. 383-396.

Seidikenova, Almash, Abdeljalil Akkari and Aitkali Bakitov. The construction of citizenship in Kazakhstan between the Soviet era and globalization. In: Akkari, Abdeljalil and Kathrine Maleq (eds.), *Global citizenship education: critical and international perspectives* (pp. 57-69). Cham (Switzerland), Springer, 2020. ISBN: 978-3-030-44617-8.

Woods, Orlando and Lily Kong. The spatial subversions of global citizenship education: negotiating imagined inclusions and everyday exclusions in international schools in China. *Geoforum*, Volume 112, 2020, pp. 139-147.

UNESCO, *Global citizenship education: topics and learning objectives*. Paris: UNESCO, 2015. Online: https://unesdoc.unesco.org/ark:/48223/pf0000232993 (accessed on January 21, 2021).

UNESCO, *Global citizenship education: preparing learners for the challenges of the 21st century.* Paris: UNESCO, 2014. Online: https://www.gcedclearinghouse.org/resources/global-citizenship-education-preparing-learners-challenges-21st-century (accessed on January 21, 2021).