



UNESCO's Vision to Promote the dimensions of Global Citizenship in Education "Analytical Study in Light of the 2030 Agenda for Sustainable Development"

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Abstract

The current research aimed to recognize UNESCO's vision to promote the dimensions of global citizenship in education as outlined in the 2030 Agenda for Sustainable Development, and to highlight the goals of quality education as a method for promoting the dimensions of global citizenship. The research used the method of philosophical analysis in addition to the descriptive approach, explaining the method of content analysis in its qualitative dimension. The research found that the education of citizenship in its global dimension in a diverse and interdependent world achieves the social and political function by making a sense of common destiny among Nations, as it lives in an interdependent world facing the same fate.

Keywords

Global Citizenship- The 2030 Agenda- UNESCO.

Introduction

Global citizenship education aims to build a new generation characterized by openness to and tolerance of other cultures of peoples within the framework of meaningful positive interaction, which contributes to the preparation of the global citizen who feels his place from the universe around him and the role he must play, through a deep understanding of rights and duties, constructive interaction and positive participation in all events and practices that take place through this universe from the view of belonging to and preserving it, taking into

account the preservation of the original culture and non-compliance with threats of national identity.

Education is one of the most important means of guiding the lives of individuals, a responsibility that governments must adhere to ensure that opportunities are given and realized to all individuals, in order to benefit from it in a variety of ways, and it is also central to society's concerns to rely on education to make any progress it sees in social and economic development (UNESCO, 2003, 5).

Education also plays a crucial role in consolidating the culture and philosophy of society that aims to shape minds in line with this philosophy, and since education is one of the most important tools in achieving the goals of education on global citizenship, the efforts of the UNESCO have focused on promoting the dimensions of global citizenship through the educational institution, as these dimensions are stipulated in the "2030 Agenda for Sustainable Development", within the fourth goal of this agenda in the so-called "Education 2030". Therefore, the justifications for the current research are as follows:

1. Global changes that have led to a greater convergence between the different countries of the world and the individuals who live in it.
2. Global citizenship is an urgent issue at the present time when there are constant and emergency developments, which pose enormous challenges facing the world.
3. Education is the main and effective mean in building man, shaping his consciousness and knowledge, expanding his perceptions and developing his abilities and vision of the world.
4. Participate in global decision-making and integrate into all practices related to various international issues.

5. Considering the human as an effective element in sustainable development, as it is the main means of exploiting resources, investing them in a beneficial way and using them optimally.

The problem of research

In light of the transformations and changes taking place in the world, and respect for the pluralism that characterizes humanity, which is represented in the multiplicity of different visions, ideas and orientations, political, cultural and social, which necessitates the building of an intellectual system that believes in diversity, peaceful coexistence and harmony among all the owners of diverse intellectual currents, gender, religion and race, and its interaction aimed at constructive participation in the reconstruction and preservation of the universe, through the adoption of concepts that establish the idea of "global citizenship", and the building of the global human being coexisting with those around him from others.

By extrapolating the results of previous studies that have been concerned with the issue of global citizenship and its relationship to education, which showed that there is a deficiency in enhancing the skills of global citizenship among students due to some obstacles such as the lack of linking education programs to the requirements of the global labor market and the lack of programs and activities provided to enhance the skills of global citizenship and belonging to global citizenship is the result of challenges such as class and ideological struggle, increased insecurity, visa restrictions, environmental degradation and globalization. Accordingly, the problem of research was the following key question:

What is UNESCO's vision to promote the dimensions of global citizenship in education as outlined in the 2030 Agenda?

To discuss this question, the following sub-questions should be answered:

1. What is the concept of global citizenship education and what are its most important dimensions?
2. What are the objectives of quality education as a method of global citizenship education in light of the 2030Agenda?
3. What are the most important mechanisms necessary to apply the dimensions of global citizenship in education?

The objective of research

The current research aimed to identify UNESCO's vision to enhance the dimensions of global citizenship in education as contained in the 2030Agenda for Sustainable Development, and to highlight the goals of quality education as an entry point to enhance the dimensions of global citizenship.

The importance of research

The importance of current research lies in the following points:

1. Develop awareness of the private public rights that citizens have towards their country and the world at large.
2. Feeding the sense of belonging to the great world and the role of man towards this surrounding world.
3. Positive openness to and interaction with the cultures and opinions of others within the framework of positive participation in the Great Universe.
4. Exclude arbitrary discrimination at the expense of religion, gender, color or race, and adopt ideas that integrate individuals in this world.

5. Develop concepts related to issues of global citizenship and a sense of belonging to the wider world through participation in it and integration into all practices concerned with international affairs.

The limits of research

The limits of the current research were as follows:

1. *Institutional limits*: represented by the UNESCO and its efforts in education.
2. *Objective limits*: to discuss and analyze the fourth goal of the 2030 Agenda under the title (Quality Education)⁽¹⁾ and how to enhance the dimensions of global citizenship in education as stated in this agenda.

The methodology of research

The researcher used the method of philosophical analysis in analyzing the items that came in the Global Agenda for Sustainable Development 2030, and extracted the most important goals of the educational field and the educational contents it contained that work to consolidate global citizenship in education, the researcher also used the descriptive approach activating the method of analyzing the content in its qualitative dimension, in order to analyze and study the main issues, ideas and concepts related to the field of education, by shedding light on the objectives of quality education and how to promote global citizenship in it, and benefit from them in building the global citizen.

⁽¹⁾United Nations A/RES/70/1: The 2030 Agenda for Sustainable Development, Resolution adopted by the General Assembly on 25 September 2015.

Background

The current research dealt with a number of previous studies, which are presented in chronology from the newest to the oldest, as follows:

The study of (Jad 2021) aimed to identify the role of universities in the development of global citizenship for students, and touched on the discussion of the concept of global citizenship, its types and the role of the university in its development through its programs. The study used the descriptive approach and the results of the study showed that the issue of global "citizenship" is one of the issues that is imposing itself strongly nowadays, and in all developed and developing societies – albeit to varying degrees – due to many changes and developments that have a profound impact on global citizenship.

While the study of (Abdullatif 2019) sought to identify the role of the university in enhancing the global citizenship skills of its students in light of the requirements of the labor market from the point of view of faculty members. The study adopted the descriptive approach, and the results found that there are shortcomings in the role of the university in enhancing those skills in students due to some obstacles such as the lack of linking education programs to the requirements of the global labor market and the lack of programs and activities provided to enhance the skills of global citizenship.

The study of (Al-Meslemani 2019) also tried to define the concept of education for global citizenship and its importance and to present the challenges that forced the adoption of this concept. The study used the descriptive approach and a questionnaire was made for teachers of general secondary education, and the results of the study confirmed the inclusion of global citizenship in the teacher preparation programs in the faculties of education and the introduction of a comprehensive school culture that is based on respect for diversity and

difference, and the study ended with a proposed vision of how to enhance the skills of global citizenship among secondary school students in Egypt.

The study of (Abdul Wahab 2018) aimed to develop a proposed constructive vision to localize the concepts imported in Arab educational thought in the light of the approach of rebuilding concepts with application to the concept of global citizenship. The study used the critical approach, and the results of the study showed that education should strike a balance between the introduction of the concept and the promotion of national identity, so that the main goal is to ensure that the concept of national citizenship is first established and then to invest this educational balance in the orientation towards global citizenship.

The study of (Aktas et al. 2017) attempted to learn how universities institutionalize global citizenship in their curriculum, by analyzing data, goals, materials, and curricula, and discussing their implications for social justice and equity at the theoretical and programmatic levels. Global citizenship is not only something that can be learned but must be gained as well.

The study of (Ahmed 2013) also sought to reveal the increasing activity of the global citizen in the twenty-first century. It explained that he must be faithful to the local laws of the place he visits. Although it is a great challenge for the global citizen, he also gets the opportunity to interact with other cultures. This cultural exchange is a real asset for the global citizen. The study used a comparative and qualitative approach, and the results of the study showed that belonging to global citizenship came as a result of some challenges such as class struggle and chauvinism, Ideology, increasing insecurity, visa restrictions, environmental degradation and globalization.

The study of (Reade et al., 2013) aimed to identify the SJSU Salzburg Program for Global Citizen Education in the Twenty-first Century – a campus-level effort at San Jose State

University (SJSU), which stimulates a more conscious and cohesive approach to global citizenship, aimed at educating globally competent citizens, regardless of their studies or jobs. Globally competent citizens of the twenty-first century, people who are aware of pressing issues and participate in addressing those issues, people who can exercise responsible leadership to promote positive change and build a sustainable world.

Commentary

The current research discussed a number of previous studies that dealt with the issue of global citizenship and the consolidation of this issue in educational institutions, where some addressed the role of universities in promoting the dimensions of global citizenship among their students, others discussed how to promote the values of global citizenship in secondary education, while some sought to discuss the application of programs that achieve the dimensions of this issue, the current research agreed with previous studies in its treatment of the issue of global citizenship and how to enhance its dimensions in education, but the current research differed from previous studies in terms of discussing the dimensions of global citizenship and consolidating its dimensions in education in light of the "2030 Agenda for Sustainable Development" issued by the United Nations, as previous studies did not address this global agenda, so the current research was unique in studying it and analyzing its content.

The terms of research

The current research adopted the following terms:

1. Global Citizenship Education: The current research has defined it as: the set of practices, programs and activities concerned with building the human being who belongs to the larger world, in terms of his vision of issues related to global affairs

and integration into it, and openness to the culture of others while retaining identity and authentic culture.

2. The 2030 Agenda: It is an international development plan issued by the United Nations, aimed at achieving sustainable development around the world, and included the goals on which the overall vision of sustainable development is built, in terms of education, health, the environment and the investment of resources... etc.

The plan of research

The current research proceeded according to the following:

- *Preface*: includes the introduction, the problem of the research, its limitations and the approach used in it, in addition to the importance and previous studies relevant to the research topic.
- *The first theme*: global citizenship – concept and dimensions.
- *The second theme*: the objectives of quality education as an entry point for education on global citizenship in the light of the 2030 Agenda.
- *The third theme*: the mechanisms necessary to apply the dimensions of global citizenship in education.
- *Conclusion*: includes the results and recommendations of the research.

These themes are discussed and clarified below:

The first theme: Global Citizenship – Concept and Dimensions

Many studies and literature, educational, political and cultural, have addressed the issue of global citizenship, which has strongly presented itself on the international scene as a result of developments and developments that have posed a great challenge to the international community, hence the current research discussed the issue of global citizenship and the

strengthening of its dimensions in education and the discussion of its concept, by presenting and addressing its definitions to clarify the issue of global citizenship and highlight its effects at the national and international levels.

1. The concept of global citizenship

Citizenship means giving the legal individual/citizen who was born in a country and acquired his nationality the right to benefit from the privileges and rights that the membership of that country gives its citizens. In its political sense, citizenship refers to the rights guaranteed by the State to its national and the obligations it imposes on it, or it may mean the participation of the individual in the affairs of his homeland and what he feels belonging to. From a socio-economic perspective, citizenship means satisfying the basic needs of individuals, so that they are not distracted by the concerns of oneself from the public interest. It also means the common interest and purpose among the citizens of the State, in order to achieve cooperation, integration and joint collective action (Alawneh, 2020, 9).

Global citizenship is defined as: the ability to coexist in a democratic society of pluralism and openness to the world, and to participate in building a just and equitable global society that reconciles respect for privacy with the sharing of common values (Aline, 2010, 10). Global citizenship also 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, 2014a, 14).

Therefore, global citizenship is not based on the idea that everyone is imprinted with one character, but on the basis of the diversity that can be composed between the individual and other members of the world, the aim is to prepare a citizen with a high degree of understanding and awareness of the course of things at the global level, and his awareness of world events and their effects on the state from the political, economic and social aspects,

trying to understand the political relations between the members of the state on the one hand, and the countries that try to influence them, as well as to know the political systems of other countries (Anani, 2008, 79-80).

The idea of global citizenship came as a reaction to conflicts that represented a great challenge and obstacle to achieving international peace and security, so came the education on global citizenship and its inclusion in the education curricula to promote the process of peace and prosperity and achieve sustainable development at all local and international levels and consolidate the process of social communication and moral responsibility.

Global Citizenship Education

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, aimed at forming a transformative force, building the knowledge, skills, values and behaviors that learners need to be able to contribute to a just and peaceful world (UNESCO, 2014b, 46). Since peace is a universal and wide-ranging value, which occurs through human fraternity involving thinking, knowledge, understanding and beliefs, leading to interaction with humanity, adaptation in society, enhancing of international security and convergence of different cultures, peace is the main goal of human life, as everyone in the world wants it because it is related to saving humanity from everything that threatens its stability (Kaur, 2021, 51).

Global citizenship education also refers to providing individuals with the knowledge, skills and values that enable them to deal in an international context, to participate positively in the growth of human knowledge through the interests and specialties of individuals, in addition to respecting the rights and freedom of others, raising awareness of contemporary global

issues and problems such as cooperation, promoting international peace, rejecting wars between countries, and contributing to solving environmental problems prevalent in the contemporary world, and also benefit from the achievements of scientific and technological development. Develop communication and dialogue skills with others, and instill a sense of responsibility (Baraida and Al Harbi, 2019, 105).

2. Dimensions of Global Citizenship Education:

Education is the mean that achieves the global citizen preparation, as it contributes to peace and sustainable development, and therefore global citizenship education is a holistic because it pushes the pursuit of a world in which everyone enjoys greater justice, equality and human rights, and global citizenship education includes education for human rights awareness, sustainability, peace, avoiding conflicts and communication between cultures, and together forms the pillars of the global dimension of citizenship education(Abo Eliwa, 2017, 118).

Educational institutions bear a great responsibility in the field of global citizenship education, as the talk of transcontinental citizenship and the global citizen has increased, meaning that there are new stakes being put forward on Arab educational systems, whose tasks are no longer limited to raising generations according to the requirements of citizenship limited to the national framework only, but positive citizenship requires openness to global citizenship as a new culture aimed at consolidating an international education based on acceptance of difference, dialogue, peaceful coexistence and non-violence(Al-Jizawi, 2017, 163).

If this new cosmic given has raised many questions before the intellect, it has become required to possess a clear educational vision and an open and capable civilizational attitude in order to absorb the transformations of the current civilizational moment, and to highlight

the bright Islamic civilizational models in the fields of peace, tolerance, dialogue and multiculturalism, with the aim of developing awareness of the universality of these values on the one hand, and giving education on the values of global citizenship legitimacy and educational and social benefit on the other, so that they become an important entry point for our societies to support the various paths of modernist transformation. What is required, is to establish a culture of pluralism and difference, consciousness and civilizational practice (Jaidori, 2012, 78).

Global citizenship education entails three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education. These core conceptual dimensions draw on a review of literature, conceptual frameworks, approaches and curricula on global citizenship education, as well as they can serve as the basis for defining global citizenship education goals, These core conceptual dimensions are based on, and include, aspects from all three domains of learning: cognitive, socio-emotional and behavioral. These are interrelated and are presented below, each indicating the domain of learning they focus on most in the learning process, as follows(UNESCO, 2015a, 14-15):

- *Cognitive:* to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- *Socio-emotional:* to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- *Behavioral:* To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Since the concept of global citizenship came to include education on democracy, pluralism and collective commitment, acceptance of cultural differences and addressing problems from

a global perspective, which aims to serve all human societies and not just individuals, the role of global citizenship education emerges as a fundamental means, concept and model that highlights the basic functions of education associated with shaping citizenship from its global perspective, and the values to be imparted to citizens so that they can participate in the dimensions of community development associated with local and universal levels, as well as contributing to the preparation of children and young people to deal with the challenges of today's world, which has become more interconnected and interconnected(Jad, 2021, 335-336).

Thus, global citizenship education derives its dimensions from the sum of the dimensions and practices that the cause of global citizenship entails, such as world peace, human rights, the environment, multiculturalism, interdependence, diversity, moral responsibility and sustainable development, where they are all issues of international affairs that have implications for all countries of the world.

The second theme: The Objectives of Quality Education as a Method of Global Citizenship Education in The light of The 2030 Agenda.

Education has always been one of the most important means in preparing the human being well in line with societal philosophy, and since education is responsible for qualifying human cadres, enhancing their knowledge and developing their skills in various aspects, the "2030 Agenda for Sustainable Development" has adopted education as a key entry point to achieve the principles of global citizenship and enhance its dimensions, in order to prepare the global citizen who has a holistic vision of the various issues that concern the world around him and is aware of their effects on his or her indigenous society, to this end, the current research discussed the goals of quality education in light of the "2030 Agenda for Sustainable Development", which it described as "Education 2030", as follows:

First: Providing quality education with its various levels to all in a free and equitable manner.

The 2030 Agenda for Sustainable Development stated in the first Target of the fourth goal " By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes", The provision of 12 years of free, publicly-funded, inclusive, equitable, quality primary and secondary education – of which at least nine years are compulsory, leading to relevant learning outcomes – should be ensured for all, without discrimination.(UNESCO, 2016, 11).

Achieving equity and inclusion requires adequate funding reaching schools and students according to need. Countries pursue policies of varying form and intensity to mitigate the education impact of vulnerabilities such as poverty, ethnicity, disability and remoteness. In general, three funding levers are important in analyzing financing for equity and inclusion in education, as follows (UNESCO, 2020a, 99):

1. Governments pursue an overall policy of financing local authorities or schools. Such policies range from those aimed at ensuring that every authority or school receives the same level of resources per student (equality) to those meant to take characteristics of areas or schools (or their student populations) into account (equity).
2. Education financing policies and programs may target students and their families rather than authorities and schools. These may be in the form of cash (e.g. scholarships) or exemptions from payment (e.g. of fees), or in kind (e.g. school meals).
3. Financing policies and programs, also targeting students and families that are not education-specific but may affect equity and inclusion in education. These tend to be social protection programs, such as conditional cash transfers or child grants with an

education component that aim to address poverty. Targeting mechanisms tend to be well articulated and regularly evaluated.

Education is a human right, guaranteed by all national and international constitutions with a view to ensuring that everyone has access to quality education free of charge, in order to prepare it in a good way aimed at building his knowledge and qualifying him to face all challenges, Education for all is also a reason for the elimination of discrimination, as it is a key means of rapprochement between peoples of different cultures and intellectual orientations, and it is also a means of qualifying for the building of active citizens in society in accordance with the requirements of the era.

Second: Provide early childhood development and care and make it available to all.

Early intervention programs in raising a child have long-term positive effects, that the experiences of the child in his early life years provide the basis on which to build his cognitive formations, skills and values, that the fertile educational environment increases the ability to think, and that the provision of early opportunities for sensory, physical and motor experiences positively affects the abilities of life learning, early childhood education also has an impact on the later stages of education, with studies showing that the achievement of children at the primary level who had a previous education in kindergarten was clearly higher than that of their peers who did not, and showed that early education leads to a decrease in the number of dropouts and failures in subsequent stages of education(Ministry of Education, 2005, 7-8).

Therefore, the "2030Agenda" focused on early childhood development, attention to it and work to provide it for all, stating in the second target of the fourth goal: " By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education", so the provision of at least

one year of free and compulsory quality pre-primary education is encouraged, to be delivered by well-trained educators, as well as that of early childhood development and care.(UNESCO, 2016, 11).

Early childhood care and education improve the well-being of young children and contribute to the achievement of other EFA goals, including improved performance in the early years of primary education and in the achievement of development goals, in particular the overall goal of poverty reduction, as well as to the achievement of the goals related to education and health(UNESCO, 2007, 3), it also provides the necessary support to parents, especially those on the job, and reduces the proportion of Delinquency in adolescence, in addition to raising the rate of performance for children and their level of progress in education, especially the next stages in the educational process and the quality of the educational output as a result of the acquisition and development of various skills in early childhood, which confirms the impact of these skills on the level of students.

Third: Achieving the principle of equal opportunities for women and men to access education of all kinds (technical, vocational and university).

It is necessary to reduce barriers to skills development and technical and vocational education and training (TVET), starting from the secondary level, as well as to tertiary education, including university, and to provide lifelong learning opportunities for youth and adults. The provision of tertiary education should be made progressively free, in line with existing international agreements, therefore, The 2030 Agenda mentioned in the third target of the fourth goal: " By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university"(UNESCO, 2016, 12).

This target is a broad objective covering various types of ongoing education. Some, such as technical and vocational secondary education, may be compulsory, but most take place after compulsory education. The three indicators encompass the diversity of this target: technical and vocational, tertiary and adult education, as follows (UNESCO, 2017, 150-169):

1. The thematic indicator for technical and vocational education tries to cast the net wider to include work-related training that is designed specifically to lead to a job and is open to all youth (aged 15 to 24), not only those enrolled in secondary school.
2. A judicious mix of fees and financial aid is needed for equitable access. One approach to affordability is to make higher education free for all. However, a free tuition policy that is not accompanied by support for disadvantaged groups can be inequitable.
3. Affordability, a concept enshrined in SDG target 4.3, follows on commitments by several countries to ensure access to higher education without discriminating against disadvantaged groups.
4. Quality assurance in higher education and achievement of learning goals: quality assurance, in turn, entails monitoring and evaluating academic program design, faculty characteristics, and capacity to support learning and research, and student outcomes.
5. Governments have to develop financial assistance policies, combining grants and loans that are flexible and respond to student need.

Investing in education increases the efficiency of education systems and their ability to implement strategies that will have a high impact on the achievement of the SDGs, and governments should therefore take primary responsibility in ensuring the right to education, take special policies and develop regulations that achieve adequate educational quality, and this requires the concerted efforts and joint action of all actors, formal and informal, in fulfilling the roles assigned to improving education.

Fourth: Achieving the largest absorption rate for individuals with the appropriate skills for the work.

In the fourth target of the fourth goal, the 2030 Agenda states: “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”, and this goal is enabled through (UNESCO, 2016, 12):

1. Access: Equitable access to TVET needs to be expanded while quality is ensured. Learning opportunities should be increased and diversified, using a wide range of education and training modalities, so that all youth and adults, especially girls and women, can acquire relevant knowledge, skills and competencies for decent work and life.
2. Skills acquisition: Beyond work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferable skills, such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields.

In many countries, the youth generation is among the largest ever. These young people will become an engine of growth if countries can provide them with opportunities, as well as providing equal opportunities in schooling, while strengthening the quality of education, is an important first step to ensure that young people have the range of skills needed to improve their prospects, so they need a chance in education, as well as skills training beyond the formal school system in order to provide opportunities that provide them with decent wages and become a productive force(UNESCO, 2012, 177-179), this contributes to improving economic conditions, and the possession of these skills enables the rehabilitation of young people and preparing them for what the labor market requires, in addition to reducing the

high rates of unemployment, poverty and social disintegration among young people, achieving their potential and unleashing their creative energies.

Fifth: Emphasize gender equality in education and ensure its availability to different groups.

Gender disparities and inequalities in education are a manifestation of exclusion in educational systems. Girls have less access, participation in and completion of education than boys in some countries, but girls, boys, women and men do not constitute homogeneous groups, as their experiences of exclusion and discrimination in education depend not only on gender but also on a range of political, economic, social and cultural factors that influence individual opportunities and collective institutions, therefore, experiences should be considered at the micro level, such as the development of personal identity and relationships with others, and factors at the macro level, such as policies and practices in education and beyond (Grant & Zwier, 2017, 26).

In the fifth target of the fourth goal, The 2030 Agenda pledged to " By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations"(UNESCO, 2016.12), this is part of the international community's commitment to achieving the fourth Sustainable Development Goal (SDG), which is "quality education", which is inclusive, equitable and provides lifelong learning opportunities for all individuals.

These goals and targets express an aspiration towards equality, equity and inclusion. Equality is a state of affairs (what): a result that can be observed in inputs, outputs or outcomes. Equity is a process (how): actions aimed at ensuring equality. The concept of inclusion, on the other hand, involves both means and ends. Inclusion is defined as a process,

relating to actions that embrace diversity and build a sense of belonging, rooted in the belief that every person has value and potential and should be respected. Yet inclusion is also a state of affairs, a result, with a multifaceted nature, so a comprehensive analysis of inclusion in education must involve equality of participation or achievement rates in various education levels and strands(UNESCO, 2020b, 5-6).

Sixth: Ensure the possession of functional skills for reading, writing and numeracy.

The principles, strategies and actions for this target are underpinned by the contemporary understanding of literacy as a continuum of proficiency levels in a given context. It goes beyond the understanding of a simple dichotomy of ‘literate’ versus ‘illiterate’. Therefore, action for this target aims at ensuring that by 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education, therefore, The 2030 Agenda mentioned in the sixth target of the fourth goal: "By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy"(UNESCO, 2016, 13).

A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community’s development. A lack of literacy is strongly correlated with poverty – both in an economic sense and in the broader sense of a deprivation of capabilities. Those skills strengthens the capabilities of individuals, families and communities to access health, educational, political, economic and cultural opportunities and services, in addition to enhancing the personal abilities of individuals, both men and women(UNESCO, 2006, 30-31). Thus, learning based on the acquisition of different skills gives additional value to the lives of the people

concerned, thus enforcing the positive impact on the development of all parties at the local and community levels and ending with the wider international level.

Seventh: All learners acquire skills to support sustainable development.

It is vital to give a central place to strengthening education's contribution to the fulfillment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health, therefore, the 2030 Agenda mentioned in the seventh target of the fourth goal: "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 nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"(UNESCO, 2016, 13-14).

Education reduces poverty and boosts jobs and growth because it is a key way of tackling poverty, and makes it more likely for men and women not just to be employed, but to hold jobs that are more secure and provide good working conditions and decent pay. It also lays the foundations for more robust and longer-term economic growth. Education's unique potential to boost wider development goals can only be fully realized if education is equitable, which means making special efforts to ensure that the marginalized can benefit equally from its transformative power (UNESCO, 2013, 143-144).

The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development and global citizenship education, which includes peace and human

rights education, as well as intercultural education and education for international understanding (UNESCO, 2016, 14).

Therefore, education needs to move beyond basic skills and enter the wider scope that includes a greater understanding of the process of sustainable development, so that in order for individuals to thrive they have to acquire the skills that make them highly responsible global citizens, as these skills include some diverse topics such as a culture of peace and environmental sustainability, in addition to appreciating diversity, communication, cooperation, problem solving, tolerance, and other core values that will build and prepare the human being in line with openness to global culture and keep pace with it to face all challenges at the international level.

The third theme: The Mechanisms Necessary to Apply the Dimensions of Global Citizenship in Education.

With the increasing calls for rapprochement among all countries of the world and the spread of concepts promoting this idea, which emphasizes that there is an urgent need for international interdependence, educational institutions, including the educational institution, have become the primary responsibility in researching this vision and developing the necessary ways and mechanisms to make it implemented and empowered, taking into account the aspects that concern the national and national cultural identity and its non-melting and fusion during its interaction with the universal values brought by different philosophies, so educational institutions bear the greatest burden in dealing with the issue of Global citizenship.

The dimensions of global citizenship in education can be enhanced by activating some of the necessary mechanisms, as follows:

1. Mechanisms for school administration

School administration is one of the most important means of implementing educational policy, and it is also the tool on which political decision-makers rely in guiding their philosophy through the educational institution, so school management can support the promotion of the dimensions of global citizenship in education, through:

- Provide the means, tools and capabilities necessary to practice the values of global citizenship and enable their dimensions within educational institutions.
- Holding conferences and seminars and working to equip the appropriate classrooms, in addition to holding training courses and workshops that work to spread the dimensions of global citizenship within the school environment.
- Implementation of youth-led initiatives, non-governmental organizations coalitions and cooperation with other educational institutions and online(UNESCO, 2015a, 49).
- Achieve partnership between schools and civil society actors working on global and local issues and involve these actors in school activities.
- The school administration follows the democratic method of dealing with various individuals, teachers, administrators and students, within the educational institution.
- Activating the role of meaningful and constructive dialogue and expressing opinions through the holding of conferences that address problems and issues related to societal and international affairs.
- Coordinate with other bodies, governmental and non-governmental, to prepare field visits that develop interaction and participation among students.

2. Mechanisms for teacher

Digital technologies do not replace teachers because the formidable increase in the volume of information and knowledge available requires a qualitative approach to its transmission,

dissemination and acquisition, at individual and collective levels. Given the potential of information and communication technologies, the teacher should now be a guide who enables learners to develop and advance through the constantly expanding diversity of knowledge. We must recognize that an effective teaching profession must still be considered a priority of education policies in all countries(UNESCO, 2015b, 54-55), therefore, the teacher plays a key role in promoting the dimensions of global citizenship in education, through:

- The teacher brings about the required change in the student's personality and thinking, and gives him the social standards and roles that achieve the student's knowledge of his rights and duties.
- The teacher's practice of the values of global citizenship, such as dialogue, opinion, freedom of expression and discussions, which affects the awareness of students and the development of their perceptions and the impact of this on their exercise of those values.
- Developing the teacher's awareness of issues related to local and international affairs and awareness of international issues such as world peace, human rights, the environment, democracy, and other issues that bring about effectiveness within societies.
- Holding workshops and courses to train teachers and their practice of the values of global citizenship education and multicultural education, thus contributing to the achievement of the process of social and international peace as a result of the rejection of prejudice, distance from ethnic intolerance and the achievement of social justice.

To play his role in global citizenship education, the teacher also needs core teaching and learning practices that(UNESCO, 2015a, 53):

- Nurture a respectful, inclusive and interactive classroom and school ethos (e.g. gender equality, inclusion, shared understanding of classroom norms, student voice, seating arrangements, use of space).
- Infuse learner-centred and culturally responsive independent and interactive teaching and learning approaches that align with learning goals (e.g. independent and collaborative learning, media literacy).
- Embed authentic tasks (e.g. creating displays on children's rights, creating peace building programs, creating a student newspaper addressing global issues).
- Draw on globally-oriented learning resources that help learners in understanding how they fit in the world in relation to their local circumstances (e.g. use a variety of sources and media, comparative and diverse perspectives).
- Use assessment and evaluation strategies that align with the learning goals and forms of instruction used to support learning (e.g. reflection and self-assessment, peer feedback, teacher assessment, journals, portfolios).
- Offer opportunities for learners to experience learning in varied contexts including the classroom, whole school activities and communities, from the local to the global (e.g. community participation, international e-exchanges, virtual communities).
- Emphasize the teacher/educator as a role model (e.g. up to date on current events, community involvement, practicing environmental and equity standards).
- Use learners and their families as a teaching and learning resource, especially in multicultural environments.

3. Mechanisms for Curricula

The curriculum is one of the most important elements and components of the educational process, as it is concerned with providing learners with the necessary knowledge and skills,

and therefore the curriculum plays a major role in promoting the values of global citizenship and its dimensions in education, through:

- Preparing curricula that rely on asking questions that arouse students' minds, as a pattern of encouraging respect for diversity and rejecting prejudice and exclusion.
- Building curricula in a holistic way that promotes openness to different cultures and takes into account pluralism within society, as well as balancing pluralism with inclusive values.
- The curriculum should include basic, cognitive, technical and professional skills, to prepare a generation commensurate with the skills of the twenty-first century, thus enhancing the aspect of creativity, entrepreneurship and competitiveness.
- Enriching the curriculum of thinking skills in order to develop the competencies necessary for the labor market, building individuals and qualifying them to establish social relations and communicate with others.
- Curricula must include themes that establish the general human commonality that brings together different peoples and cultures, and emphasizes the link between all those cultures and that all human beings need each other.
- Preparing curricula to achieve the general objectives of education on global citizenship and instilling its values in individuals, where the individual feels his membership in the larger world and is aware of the issues and problems that may affect his local community.
- The curricula should follow a policy of shaping the pillars of sustainable development that instills the principles of justice in all its forms, achieving equality, and developing environmental responsibility in students.
- In addition to openness to different cultures, the curricula must take into account the pillars of national identity with its culture, religion and language, and dedicate the

social preparation of students in light of the different challenges and influences, especially in light of the spread of digital media.

4. Mechanisms for educational activities

Global citizenship education can be integrated into educational systems and its dimensions in education can be strengthened through study activities, as follows:

- Activating educational activities that contribute to the development of various abilities and skills of students and promote their positive attitudes.
- Supporting educational activities that work to consolidate the values of global citizenship in the hearts of students, such as expressing opinions, free expression of things, dialogue, acceptance of the opinions of others, rejection of prejudice and exclusion.
- Attention to various educational activities that take into account the preparation of manpower for sustainable development, such as the acquisition of skills by students, not only basic science, but also transferable skills and technical and professional skills, in line with the skills of the twenty-first century.
- Taking into account both classroom and extra-curricular educational activities for scientific thinking skills and skills based on preparing the individual and developing his abilities to communicate with others and establish social relations.
- Promote educational activities for the objectives of the educational process in general, and the objectives of global citizenship education in particular, and achieve the objectives of educational curricula that effectively incorporate the values and dimensions of global citizenship.
- Placing educational activities as one of the main sources of learning that allow the implementation of programs for the development of the global personality, openness

to and interaction with other cultures, taking into account the indigenous and national culture of the individual.

After presenting the mechanisms necessary to enhance the dimensions of global citizenship in education, and consideration of education policy, curricula and the capacity of teachers, there are some Factors contributing to successful delivery of global citizenship education (UNESCO, 2015a, 46):

- Embedded in policy, with wide stakeholder buy-in.
- Long-term, sustainable and holistic, including the various sub-topics in a systematic way.
- Reinforced in each year of schooling and preferably in the wider society.
- Covering the local, national and global dimensions.
- Supported by pre-service and continuing in-service training of teachers.
- Developed, sustained in collaboration with local communities and scalable with maintenance of quality.
- With feedback from monitoring and evaluation processes.
- Based on collaborative arrangements that ensure expertise over the longer term with provisions for periodic review.

The current research confirms that quality education is a key entry point to achieve the Sustainable Development Goals and balance their various elements, in addition to providing individuals with real development skills by integrating the objectives of global citizenship education and enhancing its dimensions in education, where the individual becomes aware of the events and issues related to international affairs and their impact at the national and regional levels and their consequences on local communities, such as international peace, social justice, human rights and other international issues. Global citizenship education

prepares a new generation with the skills to eradicate poverty, confront climate and environmental change and achieve real sustainable development, enabling entrepreneurship and changing people's lives for the better.

Conclusion

The current research discussed the issue of global citizenship education and how to enhance its dimensions in education, by addressing the concept of global citizenship, and reviewing the objectives of quality education as a key input to achieving and integrating the goals of global citizenship education in the light of the 2030 Agenda for Sustainable Development, and the research also presented the most important mechanisms necessary to achieve the goals of global citizenship education, *the research reached the following results:*

- The research concluded that citizenship education in its global dimension in a diverse and interconnected world achieves the social and political function of this by forming a sense of common destiny among states, as they live in an interconnected world facing the same fate.
- The current research confirmed that cultural diversity is a source of wealth for societies, and its recognition is a barrier to various conflicts and conflicts that would undermine the movement for sustainable development.
- The research concluded that globalization represents a challenge to the nation-state and its culture, and an obstacle to the fulfillment of the roles assigned to the realization of the philosophy of the local community and the implementation of social cohesion among its members.
- The research concluded that education on global citizenship can achieve its objectives without compromising the national culture and indigenous identity, as it aspires to

achieve interaction, openness, knowledge of rights and duties and respect for diversity and not the melting of cultures into each other.

- The research showed that education has a crucial role in achieving the dimensions of global citizenship education through the advancement of knowledge that serves to develop individuals' sense of responsibility towards groups at the local, national and global levels, as well as an understanding of the interdependence between different patterns of change, social, economic and environmental at the national and international levels.

Based on the above, the current research recommends the following:

- Supporting and allocating material and educational resources to various disadvantaged and marginalized population groups and developing policies that ensure and implement this.
- Harnessing all available potential to benefit from education for all, such as building educational facilities that take into account gender and people with needs, in addition to upgrading existing educational facilities and creating an effective and safe educational environment.
- Include the various knowledge and skills needed to support sustainable development, such as human rights, gender equality, peace-promoting, non-violence, global citizenship, respect for cultural diversity and acceptance and appreciation of views.
- Training and qualifying teachers to practice the values of global citizenship and their interaction within the classroom in a way that guides the personality of students and develops their awareness towards these values.
- Develop a political mechanism to link national education programs with their regional and international counterparts, thus contributing effectively to learning, exchanging

experiences among States and discovering the best means towards the desired progress.

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