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Building the child citizen in Algeria kindergarten engineering and promoting linguistic and value identity in the era of digital globalization

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ABSTRACT:

This study explores the possibility of designing an Algerian kindergarten model aimed at developing global citizenship values among young children, in response to contemporary social, cultural, and digital transformations. Recognizing early childhood institutions as essential spaces for character building, the research emphasizes balancing the reinforcement of national identity with openness to universal human values. Adopting a descriptive-analytical approach, the study reviewed relevant educational literature and international reports. The findings conclude that building an effective model requires a comprehensive educational vision based on active pedagogical approaches centered on play, dialogue, and interaction. Additionally, it highlights the necessity of improving teacher training, integrating digital and environmental education into curricula, and fostering strong collaboration between families, educational institutions, and society. Ultimately, this integration aims to provide a modern learning environment capable of nurturing children who are proud of their local culture yet consciously and responsibly engaged with the world.

KEYWORDS **Global citizenship; early childhood; values education; digital citizenship; language.**

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بناء الطفل المواطن في الجزائر: هندسة رياض الأطفال وتعزيز الهوية اللغوية والقيمية في عصر العولمة الرقمية

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ملخص البحث

تستكشف هذه الدراسة إمكانية تصميم نموذج جزائري لرياض الأطفال يهدف إلى تعزيز هويتهم اللغوية وتنمية قيم المواطنة العالمية لدى الأطفال الصغار، استجابة للتحولات الاجتماعية والثقافية والرقمية المعاصرة. وإدراكا منها بأن مؤسسات الطفولة المبكرة تُعد فضاءات أساسية لبناء الشخصية، تؤكد الدراسة على أهمية الموازنة بين تعزيز الهوية الوطنية والانفتاح على القيم الإنسانية العالمية. وباستخدام المنهج الوصفي التحليلي، تمت مراجعة الأدبيات التربوية والتقارير الدولية ذات الصلة. وخلصت النتائج إلى أن بناء نموذج فعال يتطلب رؤية تعليمية شاملة تقوم على مقاربات بيداغوجية نشطة ترتكز على اللعب والحوار والتفاعل. كما سلطت الضوء على ضرورة تحسين تكوين المعلمين، وإدراج التربية الرقمية والبيئية في المناهج الدراسية، وتعزيز التعاون بين الأسر والمؤسسات التعليمية والمجتمع. ويهدف هذا التكامل في النهاية إلى توفير بيئة تعليمية حديثة قادرة على تنشئة أطفال يعتزون بهويتهم ويفتخرون بثقافتهم المحلية، ومنفتحين بوعي ومسؤولية على العالم.

الكلمات المفتاحية: المواطنة العالمية، الطفولة المبكرة، التربية على القيم، المواطنة الرقمية، اللغة.

1. Introduction:

In recent decades, early childhood has become one of the most critical stages attracting the attention of researchers and educational policymakers. It is regarded as the phase in which the foundational structures of the human personality are formed, and the attitudes, values, and behavioral patterns that accompany an individual throughout their life are determined. Numerous psychological and educational studies have confirmed that the first years of a child's life represent a critical period in cognitive, social, and emotional development, during which the child is highly receptive to acquiring social norms, values, and perceptions (Piaget, 1969).

In light of the rapid transformations witnessing the contemporary world due to globalization, the digital revolution, and cultural openness, traditional educational institutions are no longer capable on their own of preparing children for life within a changing, multicultural society. Instead, it has become imperative to develop new educational models capable of balancing the preservation of national identity with the cultivation of universal human values.

Within this context, the concept of global citizenship has emerged as one of the modern educational concepts that seek to prepare individuals to interact positively with the world by anchoring the values of tolerance, respect for cultural diversity, social justice, human rights, and active civic participation. UNESCO has emphasized that Global Citizenship Education (GCED) has become one of the most significant stakes in modern education, as it empowers children to understand global issues and engage with them in a humane and responsible spirit (UNESCO, 2015). Similarly, UNICEF has indicated that investing in early childhood represents a strategic investment in the future of societies, given the long-term impacts this stage has on a child's personality, values, and behaviors (UNICEF, 2019).

In Algeria, the education sector has witnessed multiple reforms in recent years aimed at improving the quality of education and developing educational curricula. However, the kindergarten sector continues to face challenges related to the absence of a unified national educational model, the weak integration of civic and human values within educational programs, and the dominance of the cognitive dimension at the expense of the value-based and emotional dimensions. Furthermore, the social and cultural transformations currently experienced by Algerian society necessitate rethinking the nature of the roles that kindergartens should play. They must transition from mere spaces for childcare and rote learning into institutions that build the child citizen—one who is capable of coexistence, openness, and positive participation within both the local and global communities.

Numerous studies have addressed the topic of citizenship education in early childhood. John Dewey emphasized that the school represents a microcosm of society where children learn the values of democracy, participation, and cooperation (Dewey, 1916). Meanwhile, Lev Vygotsky focused on the importance of social interaction in constructing a child's knowledge and values (Vygotsky, 1978). James A. Banks also clarified that modern education is required to prepare children capable of interacting with a multicultural world without losing their national identity (Banks, 2008). In the same context, Martha Nussbaum argues that building global citizenship begins with teaching children to respect human dignity and accept cultural differences (Nussbaum, 2010).

Despite the significance of these studies, most have addressed global citizenship within Western contexts or focused primarily on school-based education. Meanwhile, Arabic and Algerian studies examining how to engineer a national kindergarten model grounded in global citizenship values remain relatively limited. Hence, the importance of this study emerges, as it seeks to provide a theoretical and educational framework for engineering an Algerian kindergarten model capable of achieving a balance between national identity and global openness.based on this, the study poses the

following problem statement: How can an Algerian kindergarten model be engineered to contribute to developing global citizenship values in children while preserving national cultural specificity?

2. The concept of global citizenship and its educational dimensions

The concept of citizenship has undergone a remarkable evolution. It is no longer confined to the legal and political relationship binding the individual to the state; rather, it has expanded to encompass cultural, human, and ethical dimensions that transcend geographical borders. Within this framework, the concept of global citizenship has emerged, referring to an individual's sense of belonging to a global human community built on the values of justice, tolerance, solidarity, and respect for human rights. UNESCO views global citizenship as an educational framework that helps individuals understand the interconnectedness of societies and cultures, and enhances their capacity to participate in resolving global issues such as poverty, climate change, violence, and discrimination (UNESCO, 2015).

Scholar James A. Banks emphasizes that global citizenship does not imply the erasure of national identity. Instead, it aims to enable the individual to balance local belonging with global openness, thereby becoming capable of respecting cultural diversity and interacting positively with the "Other" (Banks, 2008). Similarly, Oxfam posits that education for global citizenship seeks to prepare learners who possess a critical awareness of humanitarian issues, believe in equality and social justice, and actively participate in building a more peaceful and cooperative world (Oxfam, 2015).

In early childhood, global citizenship takes on distinct educational dimensions tailored to the child's developmental characteristics. While a child cannot grasp abstract political concepts, they can internalize the values of cooperation, sharing, and respect for others through educational activities and daily social interactions. Jean Piaget argues that the child progresses through gradual stages in understanding social relations and moral standards, and that early education plays a decisive role in their transition from egocentrism to recognizing the importance of collective rules and cooperation (Piaget, 1969). Furthermore, Vygotsky indicates that values are constructed through social and cultural interaction, and that an educational environment rich in dialogue and participation helps the child acquire positive civic behavior (Vygotsky, 1978).

From this perspective, kindergartens today are required to provide an educational environment that allows children to learn the principles of coexistence, openness, and tolerance through activities incorporating group play, dialogue, collaborative work, and engagement with cultural diversity. Moreover, global citizenship education at this stage should be linked to the child's daily life, enabling them to translate values into actual practices within the family, the kindergarten, and the community.

3. The reality of kindergartens in Algeria and the challenges of building global citizenship

The preparatory education stage (preschool) in Algeria has witnessed significant development since the educational reforms implemented by the Ministry of National Education, particularly following the policy toward universalizing preparatory education and integrating it into the formal school system. The Algerian state has sought to expand early schooling and improve early childhood care conditions, recognizing the vital importance of this stage in shaping the child's personality and developing their cognitive and social readiness. However, the reality of kindergartens in Algeria still faces multiple challenges that limit their ability to fully perform their role in fostering global citizenship values.

The most prominent of these challenges is the absence of a unified national educational model that clearly defines the value-based and cultural goals of kindergartens. Educational programs and practices vary significantly between public and private institutions. Additionally, many

kindergartens focus heavily on teaching early academic skills—such as reading, writing, and arithmetic—at the expense of civic and value education. UNICEF reports have indicated that the quality of early childhood education is measured not only by cognitive gains but also by the extent to which institutions can develop the child's social, emotional, and moral dimensions (UNICEF, 2019).

Algerian kindergartens also face challenges related to teacher training. There is a noticeable shortage of specialized training in modern pedagogy, citizenship education, and navigating digital media. Philippe Perrenoud argues that the success of any educational reform is fundamentally linked to the teacher's competence and their ability to employ modern pedagogical approaches that make the child an active agent in constructing their own learning and values (Perrenoud, 1999). In the Algerian context, many practices within kindergartens still rely on rote learning and traditional discipline rather than active learning based on dialogue, play, and experimentation.

On the other hand, digital and cultural transformations have imposed new challenges on both the family and the kindergarten. From an early age, children are exposed to diverse media and cultural content that can influence their value system. This requires kindergartens to develop programs that help children acquire critical thinking skills and interact positively with technology, thereby reinforcing the concept of digital citizenship as an integral part of global citizenship.

4. Educational foundations for engineering an Algerian kindergarten model

Building a modern Algerian model for kindergartens requires launching from clear educational and philosophical foundations that account for the specificities of Algerian society on one hand, and the requirements of contemporary education on the other. An educational model cannot be reduced to a mere set of instructional activities or curricula; rather, it represents a comprehensive vision that defines the archetype of the child the educational institution seeks to build, the values to be instilled, and the appropriate pedagogical methods to achieve this. John Dewey emphasized that education is not merely preparation for life, but is life itself, and that the school is required to prepare the child for positive integration into society through practice, interaction, and daily experience (Dewey, 1916).

The identity dimension is one of the most vital pillars upon which the Algerian kindergarten model must stand, as balanced global citizenship cannot be constructed without firmly anchoring national and cultural belonging in the child. National identity represents the reference framework that grants the child a sense of security, belonging, and civilizational continuity. Amin Maalouf contends that openness to the world is achieved not by abandoning identity, but by building a personality capable of interacting with the Other without losing its cultural roots (Maalouf, 1998). Consequently, the Algerian model must incorporate elements of national identity—such as the Arabic and Tamazight languages, national symbols, religious and social values, and Algerian cultural heritage—while presenting them through modern educational methods that cultivate national pride and openness to other cultures simultaneously.

The proposed model is also based on a modern pedagogical foundation that relies on active learning, play, and interaction, rather than limiting instruction to rote memorization. Educational studies have proven that children learn best when they actively participate in educational activities and discover knowledge firsthand. Maria Montessori posits that the child possesses natural capacities for learning and exploration, and that the educator's role is to provide a stimulating environment that aids self-growth and the acquisition of values through experience and practice (Montessori, 1964). Therefore, Algerian kindergartens should rely on educational play, teamwork, micro-projects, and interactive storytelling, allowing children to build values of cooperation, dialogue, and respect for rules in a practical manner.

The digital dimension is another essential foundation. The digital world has become a fundamental part of the contemporary child's life, and education can no longer be isolated from technology. UNESCO reports indicate that modern education is tasked with preparing children to live in a changing digital society while promoting the safe and responsible use of technology (UNESCO, 2019). Therefore, the Algerian model should deliberately integrate educational digital media, allowing the child to interact, learn, and discover, while teaching them the principles of digital responsibility and respect for others within cyberspace.

The model must be grounded in a humanistic foundation that places the child at the center of the educational process and recognizes their psychological, social, and emotional needs. Carl Rogers confirmed that effective learning occurs when the child feels safe, respected, and valued within the educational environment (Rogers, 1983). This necessitates providing an educational climate built on dialogue, trust, and encouragement, far removed from violence, authoritarianism, or excessive punishment, so that the child can express themselves and develop a balanced personality.

Engineering an Algerian kindergarten model requires blending authenticity with modernization, national identity with global openness, and value-based education with digital development, thus preparing a child capable of living within a changing society without losing connection to their culture and nation.

5. The role of kindergartens in developing global citizenship values

Kindergartens play a pivotal role in developing global citizenship values in children, given that they are the first educational institution the child transitions to after the family. It is here that they begin to discover the outside world, interact with others, and acquire the social rules that govern collective life. Educational studies indicate that values are not acquired through direct instruction alone, but through the daily experiences and social interactions the child encounters within the educational environment (Vygotsky, 1978). From this perspective, the kindergarten becomes a real space for building civic behavior and fostering belonging, tolerance, and respect for diversity.

The importance of kindergartens in developing values of coexistence and tolerance manifests through group activities where children learn how to cooperate with others and respect their opinions and feelings. When children participate in collective games, shared art projects, or dialogue-based activities, they gradually acquire communication, conflict-resolution, and teamwork skills. Albert Bandura states that children learn social behavior through observation and imitation; therefore, an educational environment dominated by respect and cooperation helps the child adopt these values in their daily behavior (Bandura, 2001).

Furthermore, kindergartens contribute to reinforcing values of justice and equality by treating children fairly and encouraging them to respect shared rules. A child who learns within the kindergarten to respect their turn in play, wait, or participate collectively gradually acquires foundational concepts regarding rights, duties, and social responsibility. Lawrence Kohlberg argues that moral development in children progresses through exposure to social situations that require moral decision-making and respect for collective standards (Kohlberg, 1984).

Storytelling activities also play an important role in instilling global citizenship values. Stories allow children to learn about different cultures, diverse characters, and humanitarian situations that enhance empathy, tolerance, and acceptance of the Other. Martha Nussbaum asserts that literature and stories help children develop the "moral imagination"—the ability to understand the feelings of others and view the world from different angles (Nussbaum, 2010). Therefore, integrating stories with humanitarian and cultural dimensions into kindergarten programs contributes to raising a more open-minded and empathetic child.

Environmental education has also become an essential component of global citizenship, given the ecological challenges facing the world today. Kindergartens can cultivate environmental awareness in children through simple activities such as planting, maintaining the cleanliness of their surroundings, and rationalizing water and energy consumption. UNESCO has emphasized that education for sustainable development should begin in early childhood so that children acquire positive environmental behaviors at an early age (UNESCO, 2017).

In light of the digital transition, it has also become necessary to develop "Digital Citizenship" values within kindergartens by teaching children the safe and ethical use of technology, respect for others' privacy, and the avoidance of negative behaviors within the digital space. UNICEF reports indicate that children interact with digital media from their earliest years, making digital literacy a core necessity to protect them and develop their civic awareness (UNICEF, 2017).

Accordingly, the kindergarten is not merely an institution for teaching letters and numbers, but a space for building the human citizen who is capable of positive interaction with themselves, their society, and the world around them.

6. The role of the teacher and the family in building global citizenship in the child

The early childhood teacher is one of the most critical actors in the social and value-based socialization process, owing to the emotional and educational relationship that binds her to the child within the kindergarten. At this stage, the child does not acquire values solely through direct instruction, but by observing, imitating, and interacting daily with adult behaviors. Therefore, the teacher's personality and her method of dealing with children constitute a decisive factor in building their global citizenship values. Albert Bandura, within the framework of Social Learning Theory, confirmed that children acquire behaviors and values through observation and imitation, especially when the model possesses a strong psychological and emotional influence (Bandura, 2001). From this perspective, the teacher becomes a living model of the values the kindergarten seeks to instill, such as respect, tolerance, cooperation, and dialogue.

The success of the proposed Algerian kindergarten model requires a re-examination of teacher training, ensuring it is not restricted to cognitive or technical aspects, but also encompasses value education, communication skills, and psychological training. The contemporary teacher is required to be capable of managing diversity within the classroom, encouraging children to express their opinions, resolving conflicts peacefully, and employing interactive activities that foster participation and openness. Philippe Meirieu argues that modern education is based on the principle of "constructing the self through the relationship with the Other," which requires the teacher or educator to shift from a mere transmitter of knowledge to a facilitator and guide who helps the child construct their personality independently and harmoniously (Meirieu, 1991).

The teacher plays a pivotal role in fostering national identity in an open and non-exclusionary manner, by introducing the child to Algerian culture, language, history, and social customs, while simultaneously instilling respect for other cultures. A child who learns to take pride in their identity from an early age is more capable of accepting diversity and opening up to the world without feeling culturally threatened. In this context, Amin Maalouf points out that a healthy human identity is one that allows an individual to belong to their specific culture without turning it into an instrument for insularity or rejection of the Other (Maalouf, 1998).

In parallel with the teacher's role, the family remains the primary institution in building the child's personality and developing their values and attitudes. Within the family, the child acquires their first communication patterns and learns how to interact with others, respect rules, and express feelings, in his Ecological Systems Theory, emphasized that a child's development is directly influenced by the surrounding social systems, foremost among which is the family, which represents

the most influential environment in shaping personality (Bronfenbrenner, 1979). Therefore, any project to build global citizenship within kindergartens remains incomplete unless a genuine partnership is achieved between the kindergarten and the family.

The family's importance is manifested in its ability to either reinforce or weaken the values the child learns within the kindergarten. If the kindergarten encourages dialogue and tolerance while the child lives within a family environment based on violence, authoritarianism, or discrimination, this leads to a disruption in their value structure. For this reason, modern educational literature stresses the necessity of involving the family in educational and awareness activities related to citizenship and human values. Joyce Epstein argues that collaboration between the family and the educational institution contributes to improving the child's social and emotional development and enhances their psychological and behavioral stability (Epstein, 2001).

The family is also required today to keep pace with the digital transformations the child experiences, especially given the widespread availability of smart devices and electronic media. Many children are exposed from their early years to various media contents that may carry positive or negative values. Hence, the importance of parental guidance emerges in teaching the child the responsible use of technology and developing their ability to distinguish between appropriate and inappropriate content. UNICEF reports have indicated that digital parenting has become an essential part of modern upbringing due to its role in protecting the child and enhancing their digital citizenship (UNICEF, 2017).

The success of engineering an Algerian kindergarten model based on global citizenship requires an integration of roles between the teacher and the family, so that both institutions work together to provide a homogenous educational environment that helps the child acquire human and national values in a balanced and sustainable manner.

7. Digital Media and Its Role in Developing Global Citizenship within Kindergartens

The digital revolution has brought profound transformations to the world of childhood, as children interact from their earliest years with smart devices and digital media, leading to changes in patterns of learning, communication, and socialization. Knowledge is no longer the exclusive monopoly of the school or the family; digital technology has become a primary source for acquiring information, values, and behaviors. In this context, digital media has emerged as an educational tool capable of contributing to the development of global citizenship values in children, provided it is properly utilized within the learning environment.

The importance of digital media lies in its capacity to provide interactive learning environments that allow the child to participate, discover, and experiment rather than merely being a passive recipient. Henry Jenkins argues that modern digital culture is based on a "participatory culture," where the child becomes a producer and interactor with content, rather than a mere consumer of it (Jenkins, 2006). Through educational applications, digital games, and interactive stories, children can learn values of cooperation, dialogue, and respect for difference in an entertaining way appropriate to their developmental characteristics.

Digital media also contributes to expanding the child's horizons and introducing them to different cultures and peoples, thereby fostering a sense of belonging to a shared human world. A child who views educational content addressing cultural diversity, the environment, or human rights gradually develops a broader understanding of the world and its issues. UNESCO has confirmed that digital technology can be an effective means to promote global citizenship education if utilized within a purposeful educational vision (UNESCO, 2015).

Digital media allows for the development of critical thinking skills, especially when deployed in activities that rely on problem-solving, exploration, and dialogue. David Buckingham

argues that media literacy has become a necessity in the digital age because it helps children understand and analyze media messages rather than receiving them passively (Buckingham, 2003). Therefore, the Algerian kindergarten model should include digital activities that help children acquire media awareness at an early stage.

The use of digital media in early childhood also poses a set of challenges and risks, such as exposure to violent or inappropriate content, digital addiction, or a decline in real-world social interaction. UNICEF reports indicate that the unguided use of technology can negatively affect children's psychological and social development (UNICEF, 2017). For this reason, integrating digital media into kindergartens must be carried out according to clear educational guidelines that respect the child's age and their psychological and cognitive needs.

This requires training teachers to use educational technology effectively and safely, while designing local digital content that reflects Algerian culture and human values simultaneously. Many applications and digital contents directed at children carry foreign cultural dimensions that may not always align with the specificities of Algerian society.

It becomes necessary to develop Algerian educational digital production capable of combining authenticity with openness, and promoting global citizenship values within the framework of national identity.

Digital media represents a real opportunity to develop Algerian kindergartens and make them more capable of keeping pace with contemporary transformations, provided they are utilized within an integrated educational project that places the child's interest and human values first.

8. The proposed conceptual framework for engineering an Algerian kindergarten model based on global citizenship

Discussing the engineering of an Algerian model for kindergartens does not mean merely preparing new instructional programs; rather, it concerns constructing an integrated educational vision that defines the philosophy, goals, curricula, and mechanisms of early childhood education. This ensures the preparation of a child possessing a balanced personality that combines national belonging with human openness. The need for this model has become more urgent in light of the social, cultural, and digital transformations experienced by Algerian society and the world at large, where the child is no longer isolated from global influences but has become part of a vast digital and cultural space with which they interact daily. Edgar Morin argues that contemporary education is tasked with preparing individuals capable of understanding complexity, coexisting with difference, and engaging in a world of intertwined interests and cultures (Morin, 1999).

The proposed framework for the Algerian model is based on a set of core principles that form the reference framework for educational work within kindergartens. The first of these is the principle of integration between national identity and global citizenship, where the child should learn to take pride in their national culture, language, and history, in parallel with learning values of openness, tolerance, and respect for the Other. Global citizenship does not mean dissolving into a uniform universal culture; rather, it means the ability to interact positively with cultural and human diversity without losing national specificity. In this regard, James A. Banks emphasizes that multicultural education should help the child achieve a balance between local belonging and global awareness (Banks, 2008).

The model is also based on the principle of active education, which places the child at the center of the instructional process. The child should not be a passive recipient of knowledge and values, but an active participant who acquires them through experience, play, dialogue, and social interaction. John Dewey argues that real learning is achieved when the child experiences things

firsthand and participates in activities that link knowledge to daily life (Dewey, 1916). Therefore, the model proposes adopting educational activities based on micro-projects, group games, interactive situations, and environmental and artistic activities that help the child practice values of cooperation, responsibility, and tolerance pragmatically.

The linguistic and cultural dimension is a pivotal element in the proposed model. Arabic and Tamazight should be utilized as vehicles for national identity and culture, while integrating activities that introduce the child to other cultures in a simplified manner suitable for their age. Language is not merely a tool for communication; it is an instrument for building awareness and cultural belonging. Vygotsky indicated that language plays an essential role in the child's cognitive and social development because it enables them to understand the world, organize their experiences, and interact with others (Vygotsky, 1978).

Another fundamental aspect of the model is the integration of environmental education and digital citizenship within the kindergarten's daily activities. The contemporary child needs to learn how to deal responsibly with the environment and technology from their early years. This can be achieved through simple activities such as planting, keeping the surroundings clean, and rationalizing water and energy consumption, in addition to teaching the child the basic principles of safe technology use. UNESCO has confirmed that education for sustainable development and digital education have become integral parts of global citizenship education (UNESCO, 2017).

The proposed model also requires reorganizing the educational space within kindergartens so that it becomes a stimulating space for free learning and social interaction. The physical environment directly influences the child's behavior and their psychological and social development. Maria Montessori argues that the design of the educational space should allow the child freedom of movement, independence, and exploration, because children learn better within a flexible, safe, and stimulus-rich environment (Montessori, 1964). Therefore, Algerian kindergartens should include diverse corners for play, reading, arts, digital activities, and environmental activities.

The success of this model also necessitates developing the teacher training system, because any educational reform remains limited in effectiveness if it is not accompanied by proper preparation of the human element. The teacher today is required to master communication skills, value education, handling modern technology, and managing diversity within the classroom. Philippe Perrenoud argues that the contemporary teacher should possess multiple competencies that transcend the transmission of knowledge to the capacity to organize learning and construct the learner's personality (Perrenoud, 1999). teacher training programs in Algeria are required to integrate specific modules on global citizenship, digital education, child psychology, and interactive pedagogy.

Additionally, the proposed model is based on the principle of educational partnership between the kindergarten, the family, and the local community, because building values is not achieved within the educational institution alone. The child needs an integrated social environment that reinforces the same positive behaviors at home, in the kindergarten, and in the social space. Joyce Epstein confirmed that collaboration between the family and the educational institution represents a fundamental factor in the success of the educational process and the achievement of balanced child development (Epstein, 2001). Therefore, parents should be involved in educational and awareness-raising activities, and periodic meetings should be organized to help unify socialization methods and reinforce citizenship education.

Engineering an Algerian kindergarten model based on global citizenship requires adopting a holistic vision that places the child at the center of the educational process, combining value education, national identity, global openness, and modern technology, to prepare a generation capable of positive interaction with contemporary transformations without losing its cultural roots.

9. Challenges facing the implementation of the proposed model

Despite the significant importance of constructing an Algerian kindergarten model based on developing global citizenship, implementing this model on the ground faces a set of educational, social, economic, and cultural challenges that may limit its effectiveness if not addressed within a comprehensive reform vision. The first of these challenges is the absence of a unified and clear national policy specifically for early childhood, as kindergartens in Algeria still suffer from disparities in organization, curricula, and methods of operation between public and private institutions. UNICEF reports have indicated that the lack of strategic planning for the early childhood stage leads to weak quality in the educational services provided to children (UNICEF, 2019).

The deficiency in teacher training is one of the most prominent obstacles facing the development of Algerian kindergartens. Many teachers have not received specialized training in modern pedagogy or global citizenship education, which leads to the persistence of traditional practices based on rote learning and strict discipline. Philippe Meirieu argues that the success of any educational project is fundamentally linked to the teachers' and educators' ability to understand its philosophy and apply it practically within the classroom (Meirieu, 1991). the absence of continuous training and pedagogical qualification constitutes a real barrier to transitioning toward a modern educational model.

Another significant challenge is the lack of physical resources and equipment within many kindergartens, especially in rural and remote areas, where some institutions suffer from a shortage of educational tools, suitable spaces, and digital media. In light of the digital transition the world is witnessing, technology has become an essential element in the educational process; however, weak infrastructure may deprive children of benefiting from the educational potentials offered by modern media. UNESCO has emphasized that equity in access to digital education has become one of the major challenges facing contemporary educational systems (UNESCO, 2021).

The process of integrating global citizenship within kindergartens also faces cultural challenges sometimes linked to a misunderstanding of this concept, as it may be viewed as a threat to national identity or an attempt to impose foreign cultural models. However, true global citizenship does not aim to eliminate cultural specificities, but rather to enhance the capacity for coexistence and shared human interaction. Edgar Morin argues that contemporary education is required to achieve a balance between local belonging and global awareness, because humans live today within an interconnected world that cannot be understood through the logic of cultural insularity (Morin, 1999).

On the other hand, the growing influence of digital and media platforms poses an additional challenge for both the family and the kindergarten, especially with the spread of content inappropriate for children and the occasional weakness of parental supervision. Today, the child is exposed to a massive volume of cultural and value-based messages that may contradict what the educational institution seeks to instill. Therefore, media and digital literacy become an urgent necessity to protect the child and develop their critical awareness from their earliest years.

The success of the proposed Algerian model requires addressing these challenges through integrated reforms that include developing curricula, improving teacher training, reinforcing partnership with the family, and providing physical and technological resources, alongside raising community awareness about the importance of global citizenship education in building a more stable and open future.

10. CONCLUSION

The early childhood stage is the true foundation upon which the human personality is built across its various cognitive, social, and value-based dimensions. This makes kindergartens a strategic institution in building the future citizen who is capable of positive interaction with their society and the world around them. In light of the rapid transformations the world is witnessing today due to globalization, the digital revolution, and cultural openness, it is no longer possible to confine the function of kindergartens to preliminary instruction or basic care. Instead, they are required to perform deeper educational and humanitarian roles related to building civic awareness and developing global citizenship values in children from their earliest years.

This study has demonstrated that engineering an Algerian model for kindergartens should be based on a comprehensive educational vision that combines preserving national identity with openness to universal human values. This ensures that the child learns to take pride in their culture, language, and history, in parallel with acquiring values of tolerance, cooperation, and respect for cultural diversity and human rights. Furthermore, the study showed that global citizenship education is achieved not through theoretical discourses or direct instruction, but through daily practice within the educational environment—via play, group activities, dialogue, social interaction, and life experiences that allow the child to translate values into actual behavior.

The study also confirmed that the success of this model remains contingent upon developing educational curricula and programs in line with early childhood characteristics and contemporary societal requirements, in addition to the necessity of re-examining teacher training and qualifying them according to modern pedagogical approaches that place the child at the center of the educational process. The teacher is no longer a mere transmitter of knowledge, but an educational actor who contributes to building the child's personality and developing their value and social awareness. In the same context, the importance of the family emerges as the primary partner of the educational institution, as global citizenship values cannot be effectively instilled without integration between family upbringing and school socialization.

On the other hand, the study clarified that digital media has become an essential component of the contemporary child's world, which mandates its purposeful educational utilization within kindergartens, while developing awareness of digital citizenship and teaching children the responsible use of technology. However, this requires providing appropriate infrastructure and producing educational digital content that respects Algerian cultural specificity and aligns with universal human values.

Despite the great potential the proposed model holds for developing Algerian kindergartens, its implementation faces a set of challenges related to weak resources, a lack of specialized training, and the absence of a unified national policy for early childhood, in addition to some cultural and social challenges related to understanding the concept of global citizenship itself. Therefore, achieving this project requires real political and educational will, based on a comprehensive reform of the early childhood system, and the mobilization of various educational and social actors in order to build a balanced generation that combines authenticity with openness.

Based on the findings of the study, a set of recommendations can be presented, most notably:

- Formulating a unified national strategy for the development of kindergartens in Algeria.
- Integrating global citizenship education into early childhood curricula.
- Developing teacher training programs in the fields of value-based and digital education.
- Reinforcing the partnership between the kindergarten, the family, and civil society.

- Producing educational digital media directed at children that reflects Algerian identity and human values.

Supporting scientific research in the field of early childhood and global citizenship. It can be said that building an Algerian kindergarten model based on developing global citizenship values represents both an educational and a civilizational stakes. It contributes to preparing a child who is conscious of their identity, open to the world, and capable of coexistence, dialogue, and positive participation in building a more humane and stable society.

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