



Algerian Higher Education Teachers Attitudes towards the Integration of Global Citizenship Education in EFL Classrooms.

اتجاه الأساتذة الجزائريين الجامعيين نحو إدماج التعليم من أجل المواطنة العالمية في أقسام اللغة الإنجليزية كلغة أجنبية

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Received: 20/05/2025

published: 15/09/2025

تاريخ النشر: 2025/09/15

تاريخ الاستلام: 2025/05/20

Abstract:

The present study seeks to investigate EFL teachers' attitudes towards the integration of GCE in their classrooms. To achieve this aim, a questionnaire was administered to 34 Algerian EFL teachers from nine different universities. The study's findings revealed teachers awareness of the concept of GCE. It also showed that while half of the teachers considered preparing global citizens as their responsibility, the other half believed it is the duty of international organisations and specialists. Despite this negative attitude and the Algerian EFL curriculum's neglect of global issues, teachers declared that they discuss GCE related content in their EFL classrooms.

Keywords: Awareness; Global Citizenship Education; Teachers' Attitudes; EFL Classrooms

الملخص:

تهدف هاته الدراسة إلى تقصي اتجاه أساتذة اللغة الإنجليزية كلغة أجنبية نحو إدماج تدريس المواطنة العالمية في أقسامهم. لبلوغ هذا الهدف، تم توجيه استبيان لثلاثة وأربعين أستاذ ينتمون لتسع جامعات مختلفة. بينت نتائج الدراسة وعي الأساتذة بمفهوم المواطنة العالمية. كما أظهرت النتائج أيضا تباينا في آراء الأساتذة بشأن مسؤولية إعداد مواطنين عالميين، إذ يعتبر نصفهم أن ذلك من صميم مسؤولياتهم، في حين يرى النصف الآخر أن هذا من مهام المنظمات العالمية والأخصائيين. بالرغم من مواقف الأساتذة السلبية وإهمال مناهج اللغة الإنجليزية المسطرة من طرف الوزارة للمواضيع العالمية، صرح الأساتذة أنهم يناقشون المواضيع المتعلقة بالمواطنة العالمية في أقسامهم.

كلمات مفتاحية: الوعي; التربية على المواطنة العالمية; مواقف الأساتذة; أقسام اللغة الإنجليزية كلغة أجنبية

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Introduction

The complex political, economic, social, and environmental problems the globe is facing require education that promotes a sense of shared human identity and responsibility to address these issues (Mochizuki, 2019). According to Mochizuki (2019), teachers, schools, and universities worldwide are incorporating GCE into their curricula with the main purpose of enhancing the interconnectedness of the world.

The old concept of citizenship has recently changed as a result of the emergence of the notion of Global Citizenship (GC) on the educational scene. Traditional notions of citizenship, within the borders of a nation state, are critically discussed and have changed in the context of globalization. Scholars (Clifford & Montgomery, 2017; Deardorff, 2019) stressed the role universities play in preparing global citizens who are able keep up with the pace of the changing world. Thus, the university should equip students with the skills they need to achieve their aims and overcome the challenges of the world (Mochizuki, 2019).

Indeed, schools and universities should work to cultivate global citizens- individuals who possess not only knowledge, but also cultural competence, civic engagement, and the skills required to actively take part in today's interconnected world. Nevertheless, the incorporation of GCE education into Algerian EFL classrooms is limited and underexplored. Furthermore, studies targeting Algerian university EFL teachers' attitudes, perceptions, and classroom practices are scarce. Therefore, this study aims to investigate Algerian teachers' attitudes towards the incorporation of GCE into their EFL classrooms.

More specifically, this research seeks to answer these questions:

1. What is EFL Algerian teachers understanding of GCE?
2. Do participants believe Algerian English teachers have a role to play in citizenship education?
3. What are the teachers' attitudes and related practices regarding the inclusion of GCE into their EFL classrooms?
4. What are the main challenges they encounter as to the integration of GCE into EFL classrooms?

The present study used a questionnaire to enquire about EFL teachers' attitudes towards the integration of GCE, their understanding of its core concepts, their perceived role as to its teaching, and the challenges they encounter while integrating it in their EFL classrooms.

Considering the above, this paper is divided into three main sections. Section one, the review of the literature, clarifies the concepts of GC and GCE and stresses the importance of incorporating GCE into the EFL classroom since it is an optimal place for discussing and promoting students awareness of global issues. Section two is concerned with the study's methodology as it sheds light on the tool used and the sample of the study. As for section three, it presents the results and their interpretation. The last section restates the main findings and answers the study's main questions.

1. Literature Review

1.1 Global Citizenship:

The word ‘citizenship’ involves more than just the legal relationship between the citizen and the state, which encompasses rights and duties, but diverse forms of social participation. Modern societal changes due to globalization have made it important for the concept of active citizenship to go beyond national boundaries. The notion GC is not new. In 450 BC, Socrates described his country as the “world”, a feeling echoed by Diogenes who referred to himself as “citizen of the world” (Carabain, Keulemans, Spitz & Van Gent, 2012).

GC is the feeling of being part of the wider global community. It stresses “political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global” (UNESCO, 2015, p. 14). Schattle (2008) stated that GC means that individuals and communities have a sense of connection and responsibility to the broader world extending beyond their own local and national contexts. It is rooted in the belief that we all share a common humanity and have a joint responsibility to strive for a more prosperous and peaceful world. Hartung (2017) added that GC is about acknowledging the other as a member of a global community that knows no borders. Torres (2017) confirmed that GC entails not only comprehending global challenges, but also developing the critical awareness and agency to take part in efforts for a fairer and more inclusive world. Oxfam (n.d.) defined GC as the social, environmental, and economic efforts and initiatives made by every person and society who believe that everyone is a member of the global world. It also means that an act done in one part of the world can influence individuals living in another part.

1.2 Global Citizenship Education:

The UNESCO played a significant role in defining the concept of Global Citizenship Education (GCE), particularly after launching the Global Education First Initiative in 2012, which considered the promotion of GC as one of its main educational priorities (Calle Díaz, 2017). GCE is an extension of citizenship education given the shift from the local to the global due to globalisation (Saperstein, 2023). It was defined as an educational approach that seeks to teach students the values, knowledge, skills and attitudes necessary for navigating the rapidly changing and interconnected world. This approach enables individuals as well to take part in the establishment and development of societies, whether in their surroundings or across international borders (UNESCO & APCEIU, 2021). UNESCO added that GCE is composed of three learning domains: cognitive (knowledge of local and global issues), socio-emotional (values fostering global belonging), and behavioural (active engagement in national and international issues) (UNESCO, 2015).

1.3. GCE in the Algerian Context

Discussions on citizenship education in Algeria are recent given the country’s colonial history and political conflicts, namely the black decade. Despite some attempts to include CE in Algerian schools, all the emphasis was placed on building a national identity. The term “GCE” appeared in Algerian textbooks only in 2014. Today, however, following a series of reforms, the current curriculum and particularly EFL textbooks tackle topics like human rights, peace, sustainability, and equality (El Hadi & Kamel, 2024; Mami, 2020).

1.4. Citizenship Education in EFL Classrooms:

In the past few years, the themes and issues associated with GCE have gained momentum in EFL classrooms and international discourse, with a large body of research devoted to the topic.

Many countries have started incorporating GCE into their curricula through various ways like inserting it into subjects, teaching it as a separate module, embedding it across the curriculum, or adopting a whole-school strategy (Lourenço & Simões, 2021).

Although GCE can be integrated into various subjects, the Foreign Language (FL) classroom has been described as the optimal place to implement the objectives and themes of GCE (Birch, 2009; Guilherme, 2002; Norman, 2021). This is due to many reasons. First, the English language curriculum is rich with GCE related themes, and students in EFL classrooms often have the opportunity to discuss such issues as peace, diversity, identity, culture, etc. Furthermore, GCE allows the promotion of a global identity. Finally, English language teachers often have the opportunity of a global training (Norman, 2021). Indeed, teaching English through the lens of GCE can help learners develop their awareness of their role in the world. It also enhances their sympathy and potential to establish positive relations with others, which is the main objective of foreign language education.

2. Methodology

2.1 Sample:

The participants of this study, selected using a convenience sampling method, are (34) EFL teachers who work at nine (9) different Algerian universities. Fourteen (14) teachers are from Oum El Bouaghi University, nine (9) from the teachers' training school of Constantine, three (3) from Mascara University, two (2) from Constantine University, two (2) others from Souk Ahras University, and one (1) from each of the universities of Blida, Guelma, Batna, and Sétif. The teachers have a teaching experience that ranges from one (1) to 25 years with a mean of (10.29) years. This mean shows that these teachers are more open to accept new educational concepts like GCE as they could still be in the process of shaping their teaching philosophy. As for their major, most teachers (24) who represent (70.60 %) revealed that their specialty is applied linguistics. Six teachers (17.64 %) majored in literature and four others (11.76 %) in civilisation. Regardless of their major, all these teachers taught core subjects like the four skills, grammar, and research methodology.

2.2 Data Collection Instrument:

Since this study seeks to collect data about teachers' attitudes towards the integration of GCE into EFL classrooms, a descriptive quantitative research approach was opted for. A questionnaire-made up of nineteen (19) closed and open-ended questions- was constructed by the researcher based on the literature review and was delivered online during the academic year 2024-2025. The closed questions were analysed using descriptive statistics, percentages, and the open-ended questions were analysed qualitatively to gain a deeper understanding of teachers' attitudes.

3. Results and Discussion

Question 4: Which of the following best defines global citizenship education?

This question aims to check teachers' awareness of the concept of GCE. Table 1 below illustrates the obtained results.

Table 1. Definition of Global Citizenship Education

Definition of GCE	Frequency	Percentage
a. It is a way to know more about international relations.	0	0%
b. It is a way to become a diplomat.	0	0%
c. It is teaching students about the different countries and encouraging them to travel abroad	0	0%
d. It is a way to understand the world and to connect, relate and share with other cultures and peoples.	32	94.11%
e. C+ d	1	2.94 %
f. B+ d	1	2.94%
Total	34	100%

Source: Made by the researcher

The majority, which represents (94.11%), stated that GCE means a way to understand the world and to connect, relate and share with other cultures and peoples. Only two teachers gave answers that are partly wrong since GCE is not about training diplomat nor about travelling abroad. One teacher (2.94 %) said it is a way to become a diplomat and a way to understand the world and to connect and share with other cultures and peoples. Another one (2.94 %) stated it is teaching students about the different countries and encouraging them to travel abroad and a way to understand the world and to connect with other cultures and peoples. These results show that most teachers are aware about what GCE signifies.

Question 5: In your opinion, who is a global citizen?

This question is related to the previous one and it seeks to further check teachers' comprehension of global citizenship. Nearly all teachers agreed that a global citizen is an individual who is aware of the broad world around him, respects other cultures, has empathy for others, has duties towards the global community, and one who takes an active role locally and globally.

Question 6: Select the features of a global citizen.

In question six, the participants were asked to select the features that characterise a global citizen.

Table 2. Features of GCE

Features of GCE
a. They are indifferent to global issues like climate change, human rights, and social justice.
b. They are open- minded and receptive to new ideas and different views.
c. They prioritize national issues over the well-being of the global community.
d. They are actively engaged in their communities and in the world at large.
e. They take responsibility for their actions and their impact on the world
f. They are critical thinkers

Source: Made by the researcher

Most teachers (26) which accounts for (76.47%) selected the correct options which are b+d+e+f. This means that the majority understands the notion of a global citizen. Five teachers (14.70%) chose only options d+e+f and ignored option b, a correct option. One teacher chose all the options, another one chose options b+e, and another one opted for a+d. These teachers may not fully comprehend the complexity of the concept of a global citizen, especially its concern with openness and active engagement. Those who focused on national issues may think that global ones are less

important, which could explain their choice of features that totally contradict the principles of GC. As for the teacher who chose all the options, he might have a fuzzy image about the precise definition of global citizen.

Question 7: Define global citizenship education in your own words.

This question required teachers to define GCE. Apart from one teacher who did not provide a response to this question, all teachers defined GCE as an approach which seeks to equip learners with the knowledge, skills, values, and attitudes which help them comprehend and engage with global issues, a definition that corroborates that of the UNESCO.

Question 8: Did you receive any form of training on GCE?

All teachers (100%) indicated they received no training on GCE. This response suggests that GCE might not be a priority in teacher training programs in Algeria, and that it might not be widely incorporated into the professional development of EFL teachers. The absence of training could hamper teachers' ability to implement GCE in their classrooms.

Item 9: It is the EFL teachers' responsibility to prepare global citizens.

This item aims to see if teachers believe it is their duty to prepare students to be global citizens. Half of the participants (6.80 % strongly agreed and 44.11% agreed) believe it is the teacher's duty to prepare global citizens. This view shows these teachers awareness of the importance of integrating GCE into their classrooms. A considerable number (32.35%) expressed their neutrality. This view might stem from the fuzzy image they could have on GCE or from the absence of any training on the subject as indicated earlier. Six teachers (17.64%) said it is not their responsibility to prepare global citizens. This could be ascribed to their view that GCE is outside the scope of their teaching duties. No teacher strongly disagreed with the item.

Item 10. The EFL curriculum university teachers follow encourages the integration of GCE.

This item aims to check if teachers believe Algerian higher education curricula encourage the incorporation of GCE into EFL classrooms. Some respondents (32.35%) agreed that the Algerian EFL curriculum encourages the integration of GCE. This means that GCE might be present only in certain universities. The majority (41.17%) expressed their neutrality with this item, which indicates that GCE may not be explicitly addressed or stressed in the curriculum of their university. This attitude suggests these teachers' insufficient knowledge or limited exposure to GCE. Nine (26.46%) teachers reported that the EFL curriculum followed does not encourage the integration of GCE. These respondents may feel that the curriculum adopted in higher education is more concerned with language teaching instead of GC.

Item 11: How often do you incorporate GCE topics into your classes?

This item intended to check if teachers are aware of the importance of GCE and whether it is part of their teaching agenda. Three (8.82%) teachers indicated they never included GCE topics while six others (17.64%) said they rarely do. These teachers view might either stem from their belief-as stated earlier- that it is not their responsibility to prepare global citizens or from their unawareness or lack of training on how to incorporate such topics in their EFL classrooms. The majority (52.94%) reported they sometimes include GCE topics. These teachers have some awareness of GCE and try to find ways to include it, though it is not a consistent part of their teaching agenda. Seven teachers (20.58%) stated they often integrate GCE topics into their classrooms, demonstrating a strong belief in the essential role such topics play in the preparation of global citizens. None of the participants claimed to always embed GCE topics, which reveals that GCE is not consistently embedded in the EFL higher education curriculum.

Question 12: What themes or topics do you usually tackle in your EFL class?

This question aimed at checking the content students are exposed to and the teachers' pedagogical preferences and priorities. Participants could select many options and add their own. Teachers who reported they sometimes embed GCE topics in their classes chose almost all the options (human rights, environment, social justice, cultural diversity, and peace and conflict resolution) and commented they include also gender issues, climate change, and education. One of them said that the choice of topic he discusses depends on the subject he teaches. The flexibility of these teachers in tackling various GC topics shows their understanding of the relevance of global issues in language learning. Regarding those who mentioned they often include them, the majority opted for human rights, social justice, and peace and conflict resolution. Two of them reported that they also incorporate topics like sustainable development, global health, technological advancement, and educational systems. The choice of these teachers may suggest that they see these themes as highly relevant to their students. Those who said they rarely do, chose cultural diversity. This choice stems from these teachers belief that culture is the most familiar topic within the GCE framework, possibly because of its direct relation to English language teaching. As for those who claimed they never teach GCE, one of them selected no option while unexpectedly two of them said they include cultural diversity. These two teachers seem to contradict themselves since they claimed before they never discuss GCE with their students. This shows their unawareness or misunderstanding of GCE topics.

Question 13: What materials do you use to teach GCE?

Again, this question is related to the previous ones -11 and 12- and it seeks to check if teachers have access to diverse materials mainly the modern ones like videos, podcasts, and Apps which allow for a more dynamic and real world learning. Most respondents opted for options a+b+c; textbooks, news articles, videos and podcasts, and project-based materials (research tasks on global issues), which shows that the majority relies on both traditional and modern resources to provide dynamic and engaging content.

Question 14: What strategies do you use to teach GCE in your EFL class?

The aim of this question is to see how GCE is practically applied in the classroom and whether teachers focus on such strategies as debates, discussions, and role-playing that help students to communicate ideas, think critically, and consider the others' perspectives. Most respondents (28) stated they use debates and discussions, projects, and role-playing. The use of these strategies encourages students to critically engage with GCE topics, share opinions, and develop essential skills like communication, collaboration, and empathy which aligns with the objectives of GCE. Four teachers said they integrate GCE topics into reading texts. These teachers may prefer traditional ways of learning. Though this strategy may not be as interactive as debates and role-playing, it can expose learners to global issues and encourage reflection via the texts students read. In addition to using debates and role-playing, two teachers reported using other strategies like presentations, storytelling, and interviews. These teachers may want to make their teaching more diversified and engaging.

Item 15: GCE should be part of the Algerian higher education EFL curriculum.

This question sought to find out if teachers support the incorporation of GCE into the Algerian Curriculum. The utmost majority (88.22%) is in favour of the incorporation of GCE into the EFL curriculum. Two teachers (5.88%), those who stated earlier they never included GCE topics in their classes, showed their neutrality, and two (2) others (5.88%) expressed their disagreement with the item. The majority's support for incorporating GCE indicates a great awareness among teachers,

regardless of their practices, that GCE is essential to the 21st century digital student as this latter is his weapon against modern global challenges.

Question 16: What do you think are the benefits of integrating GCE into EFL classes?

This question aims to see whether teachers have a clear understanding of the role GCE plays in developing students who can be active and positive global citizens. All teachers listed a plethora of benefits for GCE, and these are the main points they mentioned:

- GCE opens students' eyes on the global issues and their consequences on the local communities.
- It widens students' horizon because they will learn that the world is interconnected.
- It fosters students' communication abilities, problem solving and critical thinking skills, and cultural awareness.
- It nurtures the sense of responsibility, cooperation, engagement with local and global issues.
- It connects language learning to real-world global topics.

Question 17: What are the challenges EFL teachers face in integrating GCE into their classes?

This question seeks to gain a deep understanding of the difficulties teachers face when they integrate GCE in their classrooms. Teachers answers revolved around the following:

- Teachers lack of training on how to teach GCE.
- Students lack of awareness and interest in global issues.
- The unavailability of resources and materials necessary for the integration of GCE.
- The large class size that hampers engagement in discussions about global issues.
- The belief that GCE is a threat to one's own identity.
- Insufficient time.
- Unclear assessment; should teachers assess knowledge or attitudes?
- Teachers' tendency to focus more on the subject assigned to them.

As can be seen from the above answers, the challenges that may hamper the incorporation of GCE in EFL classrooms can be related to students, teachers or the institution. One teacher, for example, argued, "Many challenges can be faced when integrating GCE into EFL classes including, limited resources, rigid curricula, and lack of teacher training. Time constraints often force teachers to prioritize language skills over global issues, while limited student interest can affect engagement. Additionally, insufficient institutional support and difficulty in assessing GCE outcomes further complicate the integration of GCE themes into EFL curricula".

Question 18: What do you suggest to overcome these challenges?

Question (18) is related to the previous question and it asked teachers to offer suggestions that can help overcome the difficulties they encounter when incorporating GCE into their classrooms. Teachers offered different responses to this question, and these are the most pertinent suggestions:

- Addressing these challenges requires a concerted effort from educators, institutions, and policy makers to create an environment where GCE can effectively be integrated into EFL classrooms.
- Introducing GCE since an early age in the primary and middle schools.
- Arranging students into small groups to help them gain confidence and interest to talk about subjects related to GCE.
- Assigning project-based tasks that tackle GCE issues.
- Adopting methods that stimulate students' interest towards GCE and selecting subjects that attract them.
- Teaching global issues through the different subjects like reading, literature, civilization, etc.

- Revising the existing curricula to make them more flexible and open to adaptation by teachers.
- Offering teachers much freedom over the curricula they teach.
- Offering teachers the chance to benefit from scholarships and training programs and encouraging collaboration among them, which permits the sharing of practices and resources.

Item 19: Feel free to add any suggestions or comments.

Out of (34) participants, only eight teachers provided comments and suggestions regarding GCE. Almost all of these comments were about the integration of GCE and teacher training. One suggestion warned against the integration of GCE without taking time to reflect on the effects it may have on the Algerian identity. Some of these suggestions and comments are presented below:

- Integrate GCE through project-based learning which stresses the implementation of global focused projects that encourage students to research and solve real world problems.
- Insert GCE across different subjects and in different contexts.
- Train teachers on how to integrate GCE in their teaching.
- Make GCE a mandatory subject along with critical thinking and problem solving.
- Engage students in real-life experiences like joining social organisations.
- Involve students in the creation of GC projects or discussions.
- Consider integrating GCE into assessments to better measure its impact on students development as global citizens.

Conclusion

The present study sought to examine Algerian university teachers' attitudes towards the integration of GCE into EFL classrooms. More specifically, it aimed to check higher education EFL teachers understanding of GCE, their role in its teaching and in preparing future global citizens, their practices and the challenges they face when embedding it in their classrooms. The findings revealed that teachers are knowledgeable enough about the concepts of global citizen and GCE as most of them pointed out that this latter is concerned with the teaching of the necessary knowledge, skills, and values that enable students to become effective local and global citizens. Concerning their responsibility in preparing global citizens, half of the teachers believed it is their duty to do so. These teachers stated that EFL classrooms are more appropriate for the discussion of GC-related topics, unlike other classrooms. The other half expressed their neutrality or disagreement. They argued that preparing global citizens is the responsibility of specialised people, international organisations, and the media. These teachers stance stems mainly from the absence of any training as revealed by all respondents and their belief that GCE can only be taught through certain subjects. Concerning GCE integration in the higher education curriculum, most teachers expressed their neutrality or disagreement that it does embed GCE. This reaction indicates that the EFL curriculum adopted in Algerian universities does not give importance to global issues, which is also reflected in the absence of teachers training in GCE. Regarding the frequency of incorporating GCE-related topics into their classrooms, most teachers reported they occasionally embed them. Therefore, despite the curriculum's limited focus on global issues, most teachers proved their awareness of the importance of discussing GCE topics in their classrooms though it is not part of the curriculum they are supposed to teach. As for the challenges they face when incorporating GCE into the curriculum, teachers listed many obstacles among which are time constraints, unclear assessment methods,

absence of training programs, unavailability of resources and materials, students' disinterest in global issues, large class sizes, and students fear that GCE may threaten their own identity. It is believed that EFL university teachers are expected to play a pivotal role in educating learners to be global citizens to enable them address today's global challenges. However, it is important that these teachers receive training on how to integrate GCE into their classes.

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