Global Citizenship: challenges and opportunities*(**)

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* Main contents of this presentation are from L. Moccia, "Global Citizenship: How to Approach Identity Issues from an Intercultural Point of View," available at: **https://papers.ssrn.com/sol3/papers. cfm?abstract_id=3458239**.

(**) Revised and updated version following the *Seminário Internacional "Cidadania Global Desafios e Oportunidades*. Homenagem ao Prof. Dr. Luigi Moccia (webinar 29/10/2020: Debatadores: Prof. Dr. Ricardo Mauricio Freire Soares; Prof. Dr. Dirley da Cunha Jr.).

Global Citizenship: what's about?

Luigi Moccia

Global Citizenship:
an utopia, a necessity...
or what ?

Introduction

- The story I'm going to tell is a four steps story.

- It begins by posing the issue of the difficult and complex relationship between **unity and diversity** as a characterising feature of the other complex and difficult relationship between **global and local**, and it concludes that **we live in a "dangerous world,"** but **we can have some chance to survive it and even to change it for the better, hopefully**.

Introduction

- It goes on, trying to understand the meaning of "global," and it concludes that what is global is essentially "glocal."

- Further, it comes closer to the very issue at stake, resulting from previous steps, and it concludes that such issue is fundamentally about the sustainable complementarity between unity/diversity at planetary level.

Introduction

- The story has no end, in the sense that it is by definition "endless."

- Indeed, its fourth and last step, while acknowledging the issue of sustainable planetary diversity and the resulting challenge on how to live together as equals in dignity and rights, it concludes for a pledge in favour of an idea of "global citizenship" as balancing/connecting point between global & local, unity & diversity, with a final warning that the world as it is (has been and will be for ever) is a dangerous and risky world... dependent on us all and on generations to come, i.e., on the capability and willingness of the human beings to make it better (a 'kinder world').
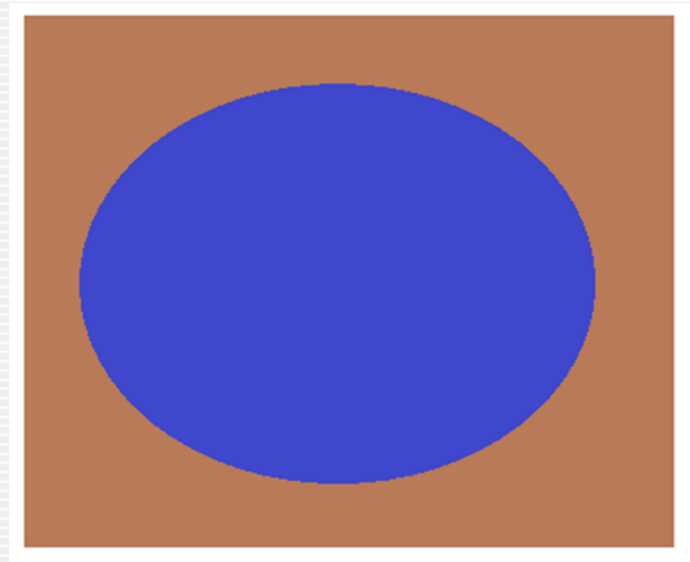
Global Citizenship

I
What world would you like to live in?
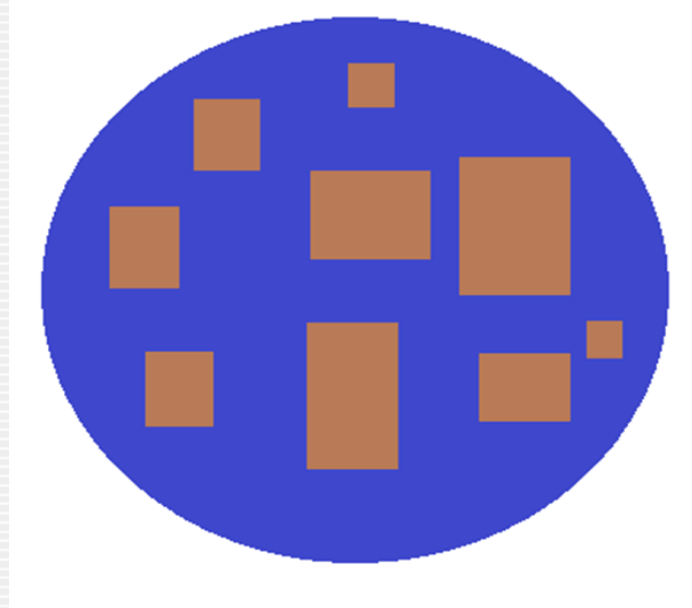
One size fits all

like this

▪ a flat world, where one size fits all, under one world government, something like a world in a cage...

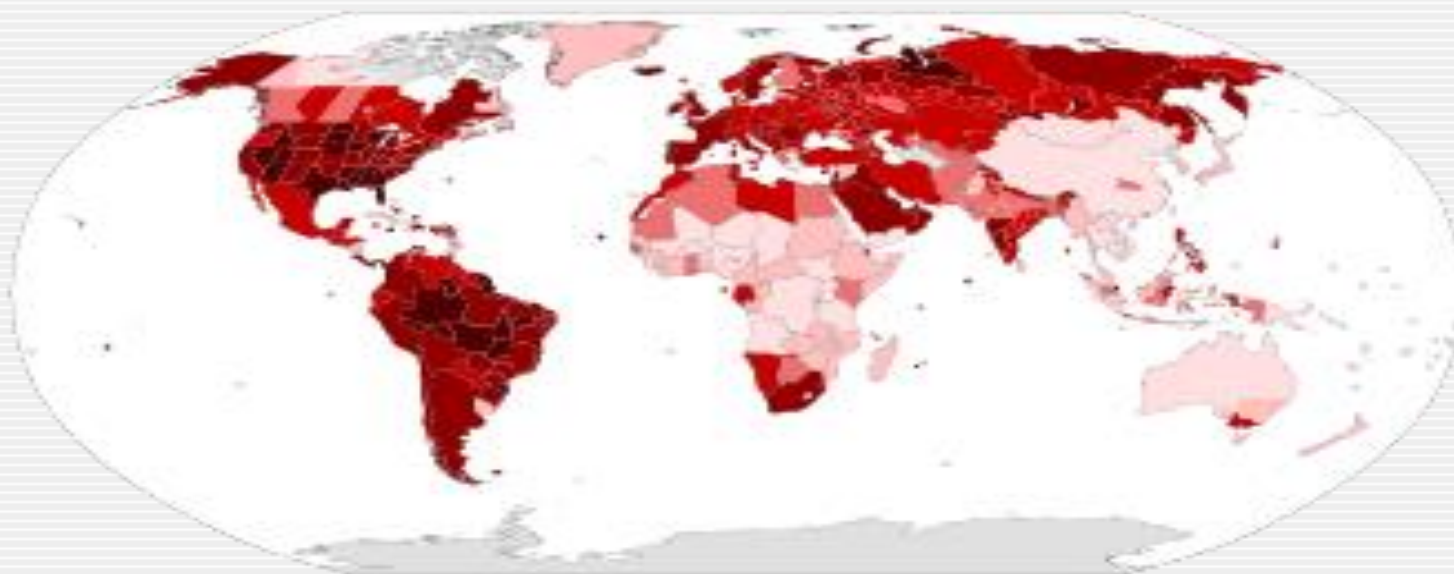# A world of secluded nations & cultures

or like this

▪ a fragmented world, where people live within seemingly closed borders, each nation and culture "secluded" from each other…

The world as it is

COVID-19 pandemic

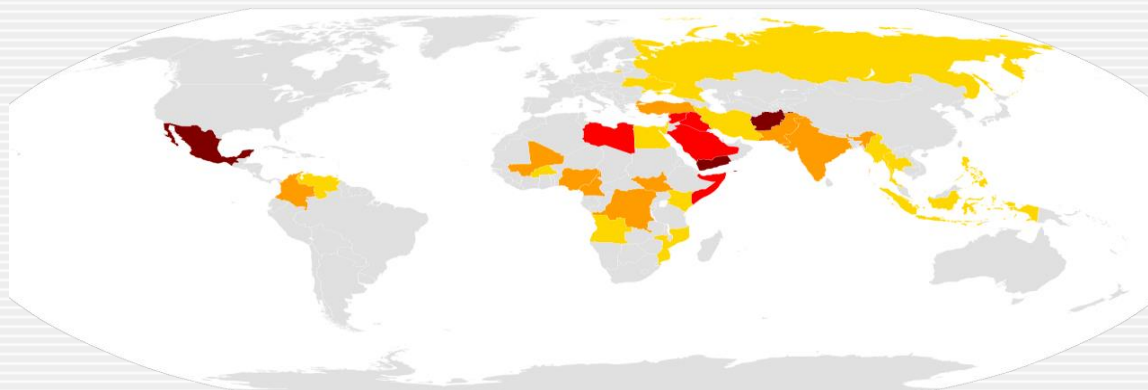Confirmed cases per 100,000 population as of 25 October 2020

Source: *https://en.wikipedia.org/wiki/COVID-19_pandemic_by_country_and_territory*

The world as it is

List of ongoing armed conflicts

Ongoing armed conflicts in September 2019. ■ Major wars, 10,000 or more deaths in current or past year ■ Wars, 1,000–9,999 deaths in current or past year ■ Minor conflicts, 100–999 deaths in current or past year ■ Skirmishes and clashes, fewer than 100 deaths in current or past year

Source: *https://en.wikipedia.org/wiki/List_of_ongoing_armed_conflicts*

The world as it is

EARTH'S TEMPERATURE CHANGES
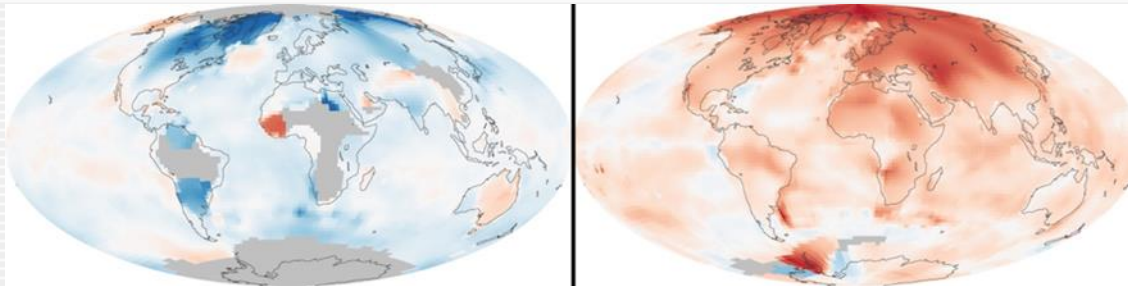
"These striking images compare temperatures in each region of the world over 100 years apart. The left image shows Earth's temperatures from 1880–1889 and the right image shows temperature from 2000–2009."

Source: NASA: https://www.climaterealityproject.org/blog/striking-nasa-selfies-show-earth-changing

The world as it is and will continue to be, may be for the worst

Towards the 6th mass extinction, but the 1st due to human causes

The "CCC World"
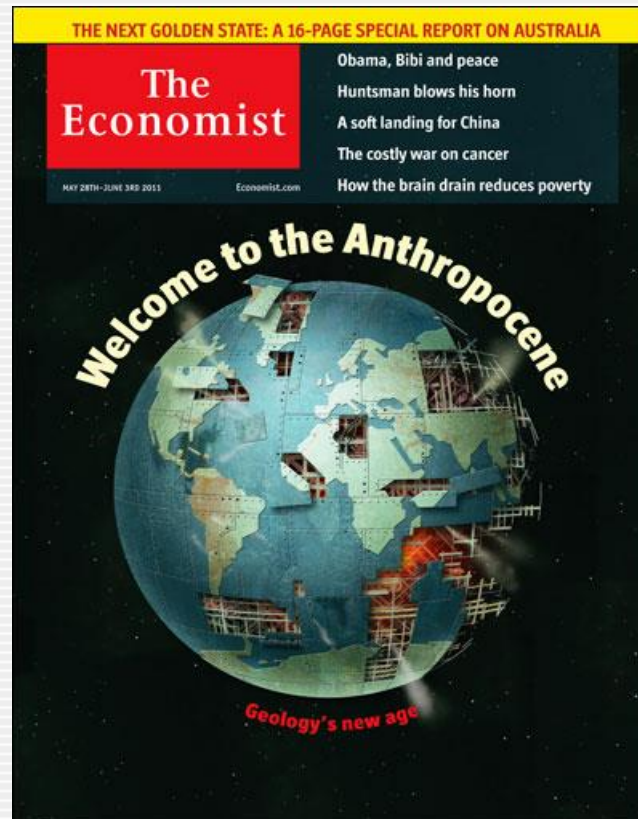
We live in a "global" world:

▪ ever more Connected, Complex and Conflictual (CCC) world;

▪ facing global challenges in many fields such as: peace; human security, environment; sustainability; migration flows; human rights, population growth, etc.;

▪ where interdependence on a global scale, being a common feature of all such challenges, is the most widespread human condition affecting both states/governments and individuals/ societies, influencing in turn both public policies as well as behaviors and life-styles.

Which alternative?

To live in a flat world: ideally without no boundaries at all, but under one world ruling power.

To stay in secluded nation-states: hypothetically safe within their own fenced territories.

To leave things going their way, as it is: armed conflicts, trans-border risks, discrimination, hate speech, violence, and evils of any kind, all around the world.

Is there any alternative to try to change things? Along with some better option?

Let's take some inspirations, first!

Some 'inspiring' thoughts

Nelson Mandela : "Education is the most powerful weapon we can use to change the world;"

Albert Einstein: "The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing;"

Dalai Lama: "Responsibility does not only lie with the leaders of our countries… It lies with each of us individually;"

Pope Francis: "We have realized that we are on the same boat… all of us called to row together."

▪ There is an 'encrypted' message contained in the combination of these sentences…

Here the message

Education can change the world, which is a dangerous place because of those who look on the evil and do nothing, but just because of that it is our responsibility (not only of the political leaders, but) of each of us individually to do something... to become aware that we're all on the same boat... to row together!

Global Citizenship

II
"Global" what?

What is "global"

Recalling the three "C" world, what is global is:

Connected (*i.e.*, interconnected, crossborder, sovrana-tional, cosmopolitan);

Complex (*i.e.*, plural, multilevel, interdependent);

Conflictual (*i.e.*, diverse, challenging, troubled, destabilized and destabilizing, never static, but ever evolving and transforming).

To the extent that the terms "connected, complex, conflictual" relate to each other, these basic features make up the conceptual framework of globalisation.

What is "global"

Given such framework, what is global is:

— constantly in tension between unity and diversity; and

— leading to two opposite, yet complementary scenarios, in a relationship of mutual implication, which can be synthesized, respectively, with a dual formula that works in a double way:

Unity in Diversity and Diversity in Unity.

What is "global"

Consequently, what is global is:

– bi-directional, moving between <u>unity as a rule</u>, a goal to be achieved in areas where greater and more urgent are the risks that the whole of humanity is and will be called to face with; and <u>diversity as a rule</u>, a value to be preserved that means, in turn, diversity as necessity, both in nature as well as in culture*.

* "*cultural diversity is as necessary for humankind as biodiversity is for nature*" (2001 Unesco Universal Declaration on Cultural Diversity, Art. 1).

What is "global"

Along this double direction, what is global:

— on one hand, it accelerates the process of homogenisation, bringing about an ever greater uniformity of places & peoples, but at the risk of reducing if not destroying local cultural, social and economic realities;

— on the other, it sets in motion counter-dynamics leading, not without tension, to the emergence of people (individual and group) identities related to traditional, religious and cultural values.

What is "global"

In its true essence, therefore, what is global is "glocal", because:

– the "unity in diversity" alone is not enough to balance the world vital biodiversity, without its complementary opposite represented by the formula of "diversity in unity", leading instead to a multipolar world, in terms of a variety and plurality of peoples, societies, traditions, religions, cultures, and power centers.

Then, what is global is, properly understood, the complementarity of its universal and local components, intertwined in a relationship of mutual implication.

III

What the issue at stake?

Global Citizenship

To give an answer we can look at a series of official positions or reflections that are now widely shared at the level of international organizations...

Earth Identity & Earth Citizenship

"Earth identity

The future of the human genre is now situated on a planetary scale … Knowledge of current planetary developments that will undoubtedly accelerate in the 21st century, and recognition of our earth citizenship, will be indispensable for all of us."

- Source: Unesco report, *Seven complex lessons in education for the future*, by Edgar Morin [1999], Foreword: *http://www.ideassonline.org/ public/ pdf/ Sevencomplexlessonsineducation. pdf*

Universal Responsibility & Global Citizenship

"We must decide to live with a sense of universal responsibility identifying ourselves with the whole Earth community as well as our local communities. We are at once citizens of different nations and of one world in which the local and global are linked*."

* i.e., mutually linked, as two sides of one world.

Source: *The "Earth Charter"* [2000], Preamble: *www.earthcharter.org*

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Sustainable development & Global Citizenship

"New awareness of global risks such as climate warming or the erosion of cultural diversity, together with the advances made by the concept of sustainable development, point to the emergence of a global citizenship."

Source: Unesco World Report, "*Towards Knowledge Societies*", 2005

Intercultural dialogue & Global Citizenship

"We pledge to foster intercultural understanding, tolerance, mutual respect and an ethic of global citizenship and shared responsibility. We acknowledge the natural and cultural diversity of the world and recognize that all cultures and civilizations can contribute to, and are crucial enablers of sustainable development."

Source: United Nations, "*Transforming our world: the 2030 Agenda for Sustainable Development*", Declaration, at n. 36

Cultural diversity & Global Citizenship

"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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Source: *New Millennium Goals*, Sec. "Sustainable Development Goals", Goal 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", at n. 4.7

The issue at stake

The junction of **global citizenship** with:

→ *the indispensable recognition of our common belonging to the Earth as fellow citizens (Earth citizenship)*

→ *the universal responsibility that weighs on humanity and therefore on each of us;*

→ *new awareness of global risks and sustainable development;*

→ *intercultural dialogue;*

→ *natural/cultural diversity and the appreciation of them both as foundational value;*

it points altogether to **only one and the same issue**:

the "**sustainable complementarity of planetary unity/diversity**"

Global Citizenship

IV
Sustainable Unity/Diversity Complementarity

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The challenge: how to live together

We are born equal by nature, in "dignity and rights," **but** ... we are diverse by culture, in our individual and/or group 'identity' (tradition, religion, nationality ...), therefore :

living together as equals in dignity and rights
also means
living together as equals in cultural/identity diversity

This the challenge ahead!

Luigi Moccia

The balance between unity and diversity

This comprehensive global challenge, to reach unity without flat uniformity, and at the same time to preserve and value diversity without fragmentation and marginalization of peoples/individuals ("no one be left behind"), is the foundational goal ahead of us and future generations.

But: where to strike the balance between unity in diversity and diversity in unity?

Global citizenship: a balancing point

A connecting and balancing point between local (national community) and global (human family), can be found in the idea (and the practice) of "global citizenship," understood as an educational effort on the part of civil society, based on shared values, cultural diversity, mutual respect, sense of awareness/responsibility of each of us as regards world's evils (wars, environmental risks, social challenges and injustices) that put peace and peaceful coexistence among peoples at risk.

Education to global citizenship: key aims

Education to global citizenship means, to give some examples (among others):

- to become aware of issues that matter seriously for the future of humanity and our planet (by getting engaged in sciences & humanities alliance: Citizens science, Responsible research and innovation);

- to become responsive to peace & human security, environment & intergenerational justice, human rights & international humanitarian law, intercultural dialogue & inclusive society (by getting engaged in civil society empowerment at local and global level);

- to think global and act local as well as to think local and act global (by getting engaged into practices of global citizenship wherever and whenever needed in our daily life at home as abroad).

Global citizenship: key features

Global citizenship

is not (and mostly likely will never be) a "passport citizenship" (linked to a kind of "global nation," a new Babylon destined, where ever built with all its hi-tech devices, to fall into ruin as the ancient one)

but it could/should be …

Global citizenship: key features

an educational effort and living practice featuring a cultural attitude aimed to let everyone, individually and as communities members, to become aware (to some degree, at least) of the challenges as well as the opportunities that give shape to a complex world of multiple societies, identities and governance levels.

Global citizenship: a meaning

Global citizenship is not the end but the means towards what may be utopia, yet a necessary utopia…

how to live together as equals in dignity and rights, in mutual respect of cultural diversity, as well as in safety and health, on a planet whose prospect of survival as a sustainable and fair global society depends more than ever on the capability and willingness of each one to feel like being 'citizen of the world!'