



DVV International

Education for Everyone. Worldwide.  
Lifelong.

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# **CONFINTEA VII Sub-regional Consultation for Eastern and Southern Africa**

**21<sup>st</sup> June, 2021**

## Citizenship Education and Global Citizenship

- Malawi National workshop: 11<sup>th</sup> May, 2021
- What is *citizenship education* in the national context?
- Can there be an understanding of *citizenship education* that crosses national borders?



## Malawi National workshop: 11<sup>th</sup> May, 2021

***Citizenship Education can be defined differently depending on the nationality/regional context. What does Citizenship Education mean in the Malawian context?***

Acceptable norms, active participation, social improvement, informed population, participation, productive decision-making and lifestyles, must address corruption, food security, nutrition, infrastructure, misinformation

## Malawi National workshop: 11<sup>th</sup> May, 2021

*What are some of the key thematic areas that should be part of citizenship education?*

Governance, entrepreneurship, development, culture, human rights, gender, environmental awareness and stewardship, vocational skills, economics, STEM, poverty, corruption ...

## Citizenship Education and Global Citizenship

- Malawi National workshop: 11<sup>th</sup> May, 2021
- Challenge of *separation* and *integration* of *citizenship education* with existing understandings of ALE



## Malawi National workshop: 11<sup>th</sup> May, 2021

### Can there be a universal definition of citizenship education?

No, every country is different. Global protocols are domesticated differently in each country. Political and economic landscapes are different. It is different for wealthier and poorer countries. Some countries are more affected by the side-effects of poverty (e.g., corruption, weak governance, education challenges)

Yes, to some extent, as we live in a *global village* with common guiding policies (e.g., SDGs)

## ***Citizenship Education in the context of globalisation***

*Education systems worldwide have organised to respond to the demands of global markets, macro-finance and technological developments – the Knowledge Economy.*

***Does this serve the needs of citizens?***

***Whose interests are being most served?***

***What are the implications for citizens of this paradigm of education?***





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