

or detect within them a threat. All of these responses are possible. What is not possible is to escape from these facts. In the twentieth century to be human is to be a citizen in a global context.

But if the global character of citizenship is a constant, the quality displayed in the exercise of citizenship is a variable. One can be a good or bad—or more accurately, a better or worse—citizen within a global context just as one can within the context of a family, a workplace, a local community, or a nation. The quality of citizenship in any context depends upon the compe-

tencies individuals bring to the exercise of citizenship. Thus, it is appropriate to ask what competencies are relevant to the exercise of citizenship in a global age.

Here Dr. Anderson explicates the underlying capacities and abilities involved in the competencies to perceive one's involvement in a global society, and then to make decisions, reach judgements, and exert influences that benefit humankind in a global society. He next turns to discussing the changes in education that must occur if such competencies are to be developed. Ed.

Educational Change and the Development of Citizen Competence in a Global Age

Historically, the nation's schools have been charged with the responsibility of preparing children and adolescents for citizenship. Schools continue to bear this responsibility, but under changing circumstances. As was argued previously, the advent of a global age has altered the nature of citizenship, and the changing character of citizenship calls for the development within the citizenry of competencies that schools have not traditionally emphasized. This chapter is concerned with types of educational changes that are required if schools are to become more effective institutions in developing a citizenry evidencing the competencies examined previously. I will be arguing that: Certain changes must take place in the content, in the methods, and in the social context of education if schools are to become more effective agents of citizen education in a global age.

More specifically, I shall argue that

the task of citizen education in a global era confronts the educational profession and the larger society with three major challenges. These may be summarily characterized as:

The challenge of globalizing the content of education.

The challenge of personalizing the methods of education.

The challenge of internationalizing the social context of education.

Let me emphasize from the onset that these three challenges are not new. They have been with us for some time, and even more important, many teachers, school administrators, curriculum developers, teacher educators, and educational policy-makers have been constructively responding to these challenges over the course of the past few decades. Hence, to talk of the educational changes that need to occur in order to make schools more effective institutions of citizen education in a global age is not to talk of changes that have no history. Quite to the contrary, the three challenges I shall be discussing are challenges to our ingenuity and perseverance in supporting, encouraging, and extending certain changes that are already under way in many American schools as well as in the schools of other nations.

At the close of his extensive analysis of these challenges, Dr. Anderson summarizes as follows. Ed.

I argued that American education has been constructively responding to each of these challenges over the past few decades. The problem now confronting us is a problem in sustaining and extending changes that are already under way. We might usefully picture the situation this way. Imagine a set of continua along which education is moving in respect to content, methods, and social context.

The entire contents of this publication are copyright 2001 by The American Forum for Global Education ISSN: 1088-8365. Articles appearing in *Issues in Global Education (Issues)* represent the opinion of the authors and are not necessarily those of the sponsoring organization. The intent is to encourage dialogue throughout the global education community. Although the editor believes that materials mentioned in *Issues* to be of interest to its readers, it does not reflect an endorsement. We have sought permission to reprint as required. If we have erred, please advise.

Comment on *Issues* articles, announcements, ideas and information about global education should be sent to the editor.

President: Andrew F. Smith

Editor: Don Bragaw < dhb@prodigy.net >

Managing Editor: Ria Boemi

Design: The Seymour Design Group

URL: <http://www.globaled.org>

Issues in Global Education

The American Forum for Global Education
120 Wall Street • Suite 2600 • New York, NY 10005
212-624-1300 • FX: 212-624-1412
email: globed120@aol.com