Environmental education concerns include:

- Ecological Interdependence (linking of the systems and materials cycles) - Alexander (1996)
- Economic and political relations. Determination by human actions (see, for example, economic and historical processes of globalization as a process of societal
- Economic and historical processes of globalization as a process of societal
- Economic and historical processes of globalization as a process of societal change, which are embedded in the social, political, cultural, and economic processes of globalization. (Tindale, 1997), which have shaped the regional and global
- Understanding of material relationships between core, regional, and global education points. Environmental education is concerned with the development
- With respect to globalization, EE and DE can be seen as having rather different

**Educaton for Sustainability: Local and Global**

Overlaps between these educations in relation to the local and global
- This chapter considers some of the possible reasons for
- Phenomena related in the UK, the development of the EE and DE
- And one of these reasons that community Development Education (DE) has been especially successful in teaching and learning about environmental education, and its role in developing
- And understanding of the community of the local and global
- Concept of the community of the local and global
- Concept of the community of the local and global

**Introduction**

Johann Parkes, Ross Wade and Hugh Atkinson

**Citizenship Approach to Higher Education of a Global Local to Global: Implications For Community and Citizenship from**

**Chapter 5**
to these different communities. They have different ways of life and cultural practices, as well as different languages and traditions. The experiences of each community are unique and complex, and it is important to respect and understand these differences.

As a British and Asian Muslim, I can relate to the colour of my hair, which is a shade of black, and the fact that I am wearing a traditional dress. However, I also have a passion for music and enjoy playing the guitar. I can also feel the music in my heart, as the colour of my hair suggests.

The complexity of community, citizenship, and identity in today's world.

These issues are important and deserve further exploration.

Identity, Community, and Citizenship

In today's complex world, issues of identity are of particular concern to us. It is important to explore the relationships between these concepts and to understand how they intersect and influence each other.

The issue of identity is complex and multifaceted. It is influenced by factors such as race, ethnicity, culture, and religion. These factors interact with each other, creating a dynamic landscape of identity in our society.

The problem of identity and citizenship is well explored in the work of philosophers such as John Locke and John Stuart Mill. However, contemporary thinkers such as Jürgen Habermas and Charles Taylor have expanded on these ideas, providing new perspectives on identity and citizenship.

There are numerous interrelated issues between these two concepts, such as cultural identity, national identity, and legal identity. These issues are often intertwined, and understanding them is essential for a comprehensive understanding of identity and citizenship.

In conclusion, the issue of identity is a complex and dynamic one, and it is important for us to explore it in depth. By doing so, we can better understand our own identities and the identities of others, and work towards a more inclusive and equitable society.
Global citizenship approaches can offer a way forward. However, some approaches, especially those developed by the West, are imposed on communities without understanding their context. In order to develop meaningful education and develop a sense of global citizenship, it is important to recognize the issues of colonialism and the power dynamics that have shaped our understanding of the global economy. Therefore, it is crucial to develop education that addresses these issues, with a focus on empowering communities and understanding their unique perspectives. In this way, we can move beyond a Eurocentric approach to education and develop a more inclusive and equitable form of global citizenship education.
Oxford's Curriculum for Global Citizenship

Oxford's Curriculum for Global Citizenship (OCG, 1997) was an attempt to provide a clear and coherent definition of what constitutes a global citizen and how that definition should be translated into practice. The curriculum was designed to be used in schools and universities around the world, and it sought to promote a sense of global citizenship among its students.

The curriculum was based on the idea that global citizenship is not just about understanding the world as a whole, but also about taking action to make it a better place. It was therefore divided into two main parts:

1. Knowledge and understanding
   - An awareness of the different cultures and societies that make up the world
   - An understanding of the political, economic, and social systems that shape the world

2. Skills
   - The ability to think critically and analytically
   - The ability to communicate effectively
   - The ability to work collaboratively with others

The curriculum was designed to be flexible, allowing schools and universities to adapt it to their own needs and circumstances. It also included a range of resources, such as lesson plans, case studies, and activities, to help educators implement the curriculum in their classrooms.

Overall, Oxford's Curriculum for Global Citizenship was an ambitious and innovative approach to educating students about the world and their role in it.
The section considers implications for HE in terms of curriculum and of HE institutions and programmes as part of local and regional action.

PROPOSED GLOBAL CITIZENSHIP MODEL

IMPLICATIONS FOR HIGHER EDUCATION OF THE

The curriculum into education of all levels (UNCE, 1992, 2004) and its goal is to take a lead in the area of local Agenda 21. Local government showed the importance of local Agenda 21. The importance of local Agenda 21 to integrating Government and youth and women's issues. During the 1990s, Agenda 21 highlighted the importance of local Agenda 21 to integrating Government and youth and women's issues. During the 1990s, Agenda 21 highlighted the importance of local Agenda 21 to integrating Government and the empowerment of the powerful. This paper contributes to the empowerment of the powerful. This paper contributes to the empowerment of the powerful. This paper contributes to the empowerment of the powerful. This paper contributes to the empowerment of the powerful. This paper contributes to the empowerment of the powerful.

Meet the needs of today's learners

Empowers are actually looking for skills and critical thinking and self-esteem and it is critical that we help develop the knowledge and skills that learners have.
Developing GC approaches in HE

### SWOT analysis: developing GC approaches in HE

**Opportunities**
- Some institutions have a strong commitment to access and inclusion, with well-developed strategies and policies.
- GC approaches are increasingly recognized as beneficial for students and the wider community.
- GC approaches can enhance employability and match the skills required by employers.
- GC approaches can contribute to the development of students' soft skills.

**Threats**
- The perception that GC approaches are not academically rigorous or not recognized by employers.
- GC approaches may be seen as a substitute for more rigorous academic work.
- GC approaches can lead to a dilution of the academic standards.
- GC approaches may be perceived as less challenging or less prestigious.

**Strengths**
- GC approaches can provide a more flexible and inclusive learning environment.
- GC approaches can accommodate different learning styles and needs.
- GC approaches can be used to support students with diverse backgrounds.
- GC approaches can be used to support students with diverse learning needs.

**Weaknesses**
- GC approaches may not provide the same level of academic challenge as traditional modules.
- GC approaches may not be recognized by employers or other institutions.
- GC approaches may not be well-supported by the institutional infrastructure.
- GC approaches may not be well-supported by the teaching staff.

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Open access for creatives...
shown by the DEF projects - opportunities can be created.

is not to minimize the difficulties in institutional change.

we choose to dedicate time and space for dialogue can be found. That

when we talk, we do not talk about the material. In a sense, some change needs

understanding of the competing interests of the university, within which these are

and our own attitudes. We have shown a sense of ownership and NCE

Institutional change is evident in many of the blocks already seen to come from within universities.

is not share ones of equals and aspirations, do

difficulty to make the connection that do the university, where we feel comfortable

Barriers to the blocks, with university

experts focus on one area of subject

Table 2.5: Blocks to change

In Table 2.5, the blocks that represent the nature of the real experience talked about in the previous section. These are presented in the form of a table.

In analysing the reasons for the DEF projects, we have identified a number of structural barriers that we need to address. These barriers are in the form of a table.
CONCLUSION AND RECOMMENDATIONS

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