Assessing the Components of Global CitizenshipEducation from the Perspective of Graduate Students

Sakineh Jafari
Semnan University
Iran

Abstract

The purpose of this study was to evaluate the components of global citizenship education from the perspective of graduate students of Semnan and Shiraz universities, which is applied in terms of purpose and descriptive-correlational in terms of method. The statistical population of the study was all graduate students of the faculties of educational sciences and psychology of Semnan and Shiraz universities who were selected as a sample using stratified random sampling method of 194 people. Jafari (2019) Global Citizenship Education Questionnaire was used to collect information. Confirmatory factor analysis was used to assess the validity of the questionnaire and Cronbach's alpha coefficient was used to calculate the reliability. Findings show that the average components of global citizenship education (education of moral citizen, education of citizen committed to participation and civic responsibility, education of citizen committed to peace and peace, education of citizen committed to the environment, citizen education with global identity, citizen education with global competence, citizen education with scientific-practical ability) were evaluated from an acceptable lower level. The ranking of items related to global citizenship education also indicates that from the students' point of view, items committed to peace and reconciliation; sensitivity to the suffering of people all over the world; support for humanitarian activities ranks first to third, respectively. But, the items of skills training necessary for individual and collective life among different cultures and nations of the world; the formation of global thinking and the ability to change global problems are in the last ranks.

Keywords: Global Citizenship Education, Graduate Students, University

Introduction

Today, understanding the phenomenon of globalization as a phenomenon that has affected all aspects of human life today (Bozyk, 2019: 1), is more possible than ever. Globalization as a process of integrating international, intercultural and global dimensions into the goals, functions and mode of education has had a profound effect on all aspects of human life, including culture and higher education (Knight, 2004; Robertson, Novelli, Dale, Tikly, Dachi & Ndebela, 2007; Zhan Yu, 2010; Jafari and Zolfagharian, 2019).According to Robertson (2001), globalization implies the fragmentation of the world and the accumulation of knowledge about the world, and is a process in which the geographical constraints that have overshadowed social and cultural relations are removed and people are increasingly aware of the reduction in these restrictions.As a result of globalization, in the field of education in general, a new image of the concept of citizenship called global citizenship is being formed and evolved, and education systems have prompted countries to reconsider their plans to prepare manpower for effective functioning in the age of globalization and teach learners values and skills so that they can play an effective role in the local, national and international dimensions. Because in a rapidly changing world, education can help young people meet future challenges, and because people's lives are drastically transformed by what is happening in other parts of the world, education should impart to them the knowledge, understanding, skills and values needed to fully participate in ensuring the well-being of themselves and others and to build constructive participation locally and globally(Oxfam, 2004).

Increasing global cohesion and complex problems pose particular challenges to higher education institutions, and this changing reality requires solutions on a global scale (Sklad, Friedman, Park & Oomen, 2016).In other words, in the new situation of what is known as the World Village, the need for new literacy as global literacy becomes more urgent than ever (Tye, 2014).In this regard, the issue of citizenship, which is one of the most important issues and its history goes back to the city government of ancient Greece, has been affected by this phenomenon (Sim & Chua, 2017).

As Osler (2010), director of the Center for Citizenship and Human Rights Education at the University of Leeds, emphasizes, education for living together in this world is not an additional choice, but a necessary principle.On the other hand, the issue of globalization and the education of global citizenship is a very important issue that originated from the ideas of the great prophets of God and great philosophers, educators and important experts in education have also paid special attention to this issue. International organizations such as UNESCO and UNICEF have also paid attention to this issue and have pursued and implemented programs in this regard in different countries (Sklad, Friedman, Park, & Oomen, 2016).

A global citizen is a person who is sufficiently aware of the current world and is familiar with his or her role as a citizen and actively participates in all matters, from the national to the global level, while respecting values and diversity.Such a citizen considers this world and its inhabitants to be interdependent and acts to develop capacity to advance both their personal interests and the interests of people in other parts of the world (Hanson, 2010).Brigham (2011) argues that the global citizen is a way of understanding how the world works and the interconnectedness of the people of the world, a way of looking at equality and social justice, existing realities, differences and ways that can change the status quo. Finally, critical thinking is about challenging injustice and practicing citizenship.In this regard, the global citizenship arrangement is considered as a tool to prepare for participation in various aspects of the world.This type of education requires special competencies such as having knowledge about other countries and languages and a kind of borderless mobility that is necessary to increase individual success in the world.Therefore, given the role of higher education institutions in preparing knowledgeable and capable citizens to participate in today's complex world of globalization or globalizing, higher education institutions are required to design their programs to educate students for the global citizen (Sklad et al., 2016).

More specifically in the field of higher education, globalization is dynamically affecting the field by expanding, deepening and accelerating worldwide interaction and growing interdependence (Van der wende, 2007), and this necessitates the adequate preparation of students to face emerging global challenges (Bok, 2006).In such a situation, universities and higher education institutions are expected to provide students with knowledge (creating the understanding needed to make connections between abstract systems, cultures, and structure sordisciplines), attitudes (developing students' intercultural sensitivity to being comfortable in global settings) andprepare the required skills (real application of knowledge and enabling students to think, work and act across borders) to act as effective global citizens and manage international work and meet the needs of globalization (Olson & Evans, 2007).Thus, learners in the 21st century need knowledge, skills, and attitudes that enable themselves to function both in cultural societies and beyond their cultural boundaries (Banks, 2004).

In fact, this knowledge will enable learners to be able to understand the deep divisions that exist in relation to race, gender, class, religion, and nationality and prepare for life in a rapidly changing and globalizing world (Xing, 2015).Accordingly, in the field of higher education, the training of a global citizen should aim at changing students and equipping them with the necessary tools to build a better world and turn themintoaglobalcitizen(United,2013;Horey,Fortune,Nicolacopoulos,Kashima&Mathisen,2018).However,glob alcitizenshipeducation helps learners to develop their intellectual horizons and potential identities in relation to other people of all diversity and in relation to all living things on earth (Haigh, 2016).

The concept of global citizenship reveals new expectations from education, especially higher education, to meet individual and social needs in various fields.The main goal of higher education is to train efficient human resources for the needs of a society whose labor market, institutions and institutions are being affected by the changing currents of globalization day by day; this depends on the skills and expertise required to respond logically and optimally to these requirements.Therefore, in the present study, the components of global citizenship will be identified and explained from the perspective of experts in order to identify the basic components of global citizenship education and provide dynamic suggestions so that higher education can take its place in the present world as centers and to maintain the knowledge, research and development bases for educating the global citizen and to be able to lead the society towards development and sustainability based on its mission.

Jones and Killick (2008) have reviewed research on the globalization of higher education curricula and identified the following as values in such curricula:Tolerance of a common moral foundation, cultural and environmental sensitivity, global citizenship, cultural pluralism and social cohesion (Haigh, 2002); Understanding and respecting other people and cultures, values and ways of life, understanding the nature of racism (Nilsson, 2003); and, Respect and value other cultures, openness and acceptance without prejudice,

Curiosity and discovery and tolerance (Eitzen & Baca Zinn, 2006). The results of Takkac and Akdemir (2012) research show that globalization in the modern sense requires the education of global citizens that in the process of education, national values, virtues, behaviors, traditions and ideals should be aligned to global expectations.In Gordon (2014), a study entitled "International Relations and Integration in Global Citizenship Education for Students Who Go Abroad" was studied.The results of this study showed that in many faculties that have international relations, it is possible to create a greater amount of group and group discussions that disseminate foreign experiences, and to some extent to achieve the specific learning goals of global citizenship education.

Navarro and Fernandez (2015) in their research showed that a global citizen is someone who is aware of global issues, has social responsibility and has a political vision.In their study, Cho and Chi (2015) compared the perceptions of Korean students educated in Korea and the United States about global citizenship, and the results showed that both groups were equally aware of global issues and equality. But Korean students who studied at home had higher participation and social responsibility than Korean students who studied in the United States.Sklarwitz (2017) assessedstudents'attitudestowardsocialresponsibility,global competence, and global student civic participation.The results of Harshman (2018) research indicated that higher education should teach students global responsibility in their education.Klein and Wikan (2019) also reported in their research that intercultural competence and global awareness of learners are a professional approach to global citizenship.

Based on the results of the existing background in the country, which emphasizes the status of global citizen education, as well as the results of the existing background abroad, which emphasize the importance and development of the citizenship education program; the present study can play an important role in the development and advancement of the global citizenship education program in the country's education system. Therefore, the main issue of this article is to evaluate the components of global citizenship education from the perspective of graduate students of Semnan and Shiraz universities.

Methodology

Considering that the aim of the present study was to evaluate the components of global citizen education from the perspective of graduate students, a descriptive-survey method was used.

Statistical population

Graduate students of the faculties of psychology and educational sciences of Semnan and Shiraz universities formed the statistical population and using stratified random sampling according to the university (Shiraz and Semnan) and degree (master and doctorate) 194 people were selected as a sample using Cochran's formula.Of these, 143 were about 73.7% female students and 51 were about 26.3% male students; 118 people were about 60.8% of master's degree students and 76 people were about 39.2% of doctoral students and 97 people were equal to 50% of Semnan University and 97 people were equal to 50% of Shiraz University.

Research tools

In order to evaluate the components of global citizen education, Jafari (2019) Global Citizen Education Questionnaire has been used. The Questionnaire consists of 7 components and 47 items.Accordingly, the subscale of educating a moral citizen includes 5 items, training a citizen committed to participation and civic responsibility includes 5 items, training a citizen committed to peace and peace-seeking includes 5 items, training a citizen committed to the environment includes 7 items, citizen education with global identity included 8 items, citizen education with global competence included 7 items, citizen training with scientific-practical ability included 10 items, which according to the Likert scale had seven options from very low (1) to very high (7) points were posted.The total number of questionnaires distributed in this study was 230, which after the collection and review of the questionnaires by researchers, 194 were usable. Cronbach's alpha test was used to determine the reliability of each component of the questionnaire.Cronbach's alpha coefficient for each of the components, including training of moral citizen (0.904), training of citizen committed to participation and civic responsibility (0.847), training of citizen committed to peace and peace (858) 0.), education of citizens committed to the environment (0.904), education of citizens with global identity (0.916), education of citizens with global competence (0.896), education of citizens with scientific-practical ability (0.934) It was estimated.The value of these coefficients indicates that the components of the questionnaire have good reliability. Also, in order to check the validity of the questionnaire constructs, confirmatory factor analysis was used using LISREL software version 8.5.

Table 1. Factor load results for first-order factors

Components	Items	Factor loadings	Cronbach's alpha
Educate the moral-orientedcitizen	Respect for others on the basis of equality	0.72	
	Strengthen loving relationships with all human beings around the world	0.79	0.904
	Committed to social justice	0.87	
	Committed to peace and reconciliation	0.80	
	Have a sense of responsibility for improving the world	0.72	
Educate the citizen committed to civic participation and responsibility	Awareness of one's identity and responsibility as a member of the local and international community	0.60	
	Understand the interdependence and interconnectedness of all the people of the world	0.66	0.847
	Participation in civil and humanitarian organizations	0.76	
	Supporting humanitarian activities	0.74	
	Awareness of social justice and equality	0.70	
Educate citizens committed to peace and tranquility	Understanding human rights issues	0.78	
	The desire to be sensitive to and defend human rights	0.72	0.858
	Commitment to universal social justice	0.78	
	Sensitivity to the suffering of people all over the world	0.82	
	Respect for others on the basis of equality	0.72	
Educate the citizen committed to the environment	Understanding the relationship between humans and the environment	0.88	
	Tendency to change life and consumption habits in order to preserve the environment	0.85	
	Commitment to sustainable development and environmental care	0.89	0.904
	Concern for the global environment	0.81	
	Participation in environmental programs	0.69	
	Promote environmental friendliness	0.78	
	Attention and concern for the environment	0.82	
Educate the citizen with a global identity	Social responsibility and commitment to participation	0.74	
	Ability to understand, accept and tolerate cultural differences	0.67	
	Having the capacity to tolerate differences and resolve conflicts through dialogue	0.75	
	Teaching the skills necessary for individual and collective life among different cultures and nations of the world	0.74	0.916

	The ability to express oneself and communicate effectively with others	0.81	
	Benefit from the spirit of responsibility and communication skills in social life at local to international levels	0.77	
	Respect for different races, religions and cultures	0.76	
	A sense of responsibility for global problems and injustices	0.82	
Educate a citizen with universal competence	The desire to resolve their conflicts with others peacefully	0.71	0.896
	Information on current issues in international relations	0.67	
	Expressing his views on local inequalities in a local media	0.71	
	Ability to change global dilemmas	0.79	
	Awareness of its role in the global community	0.86	
	Ability to draw people's attention to global issues and problems	0.80	
	Preparing to live in a global community	0.79	
	The desire to resolve their conflicts with others peacefully	0.71	
Educate the citizen with scientific-practical ability	Awareness of the role of the United Nations in solving global problems	0.75	0.934
	The ability to see issues and how to deal with them as a global citizen	0.75	
	Ability to think critically and creatively	0.75	
	Solve problems through exploration and problem solving	0.80	
	Learning to live together in a different cultural situation	0.73	
	Accountability and responsibility	0.76	
	The formation of global thinking	0.77	
	Educate people to think globally and act locally	0.70	
	Ability to do teamwork and communicate effectively	0.74	
	Ability to discuss and argue effectively	0.76	

The results of the first-order confirmatory factor analysis indicate that, in terms of educating the moral-oriented citizen, the item (committed to social justice) with a coefficient of 0.87 is a stronger indicator compared to other indicators.In the factor of educating the citizen committed to civic participation and responsibility, the item (participation in civil and humanitarian organizations) with a factor loading (0.76) is considered a strong indicator.In the factor of educating the citizen committed to peace and tranquility, the item (sensitivity to the suffering of people all over the world) with the factor loading (0.82) is the strongest structural indicator.In the factor of educating the citizen committed to the environment, the item (commitment and commitment to sustainable development and environmental care) with the factor loading (0.89) has the strongest indicator; in the factor of educating the citizen with universal competence, the item (awareness of its role in the world community) with the factor loading (0.86) have the strongest indicators.

In the second factor, educating the citizen with a global identity with the factor loading (0.95) is a stronger dimension than the other dimensions.In this factor, the statement (sense of responsibility for global problems and injustices) with the factor loading (0.82) is the strongest indicator of this structure.In the factor of educating the citizen with scientific-practical ability, the item (problem solving through exploration and problem solving) with the factor loading (0.80) is the strongest indicator of this structure.
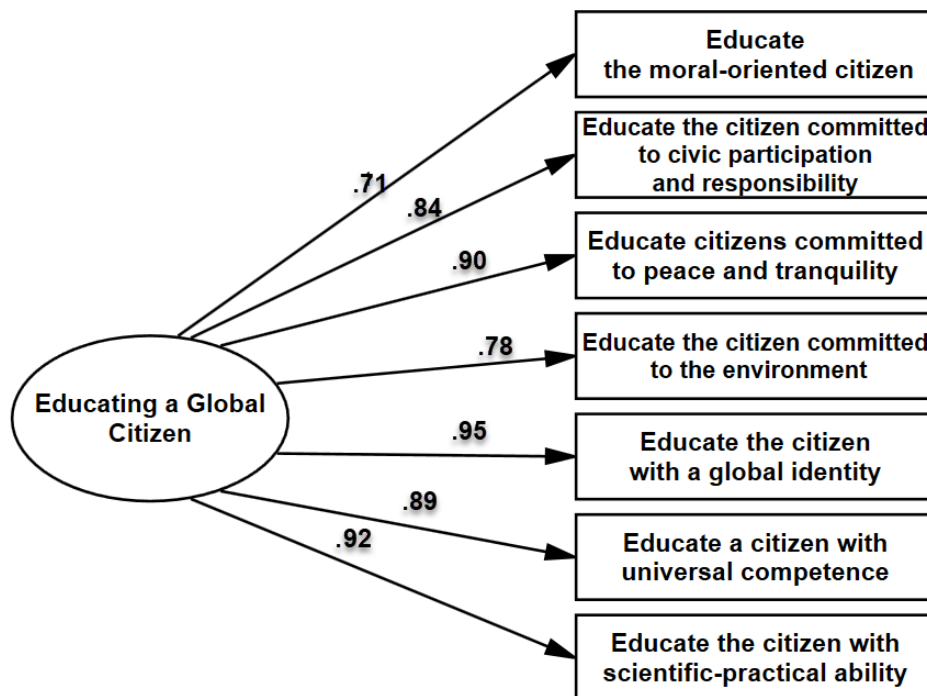
Chi-Square=2035.50, df=963, P-value=0.0000, RMSEA=0.076

Figure 1. The second model of measuring global citizen education in standard estimation mode

The results of the second-order factor analysis (Figure 1) indicate that amongthesevencomponentsofglobalcitizeneducation,two components of citizen education with global identity with a standard coefficient (0.95) and citizen education with scientific-practical ability with a coefficient standards (0.92) have a greater share in explaining the education of global citizens.Also, the fitting indices of the global citizen education tool show that the calculated chi-square to the degree of freedom (X2 / df) is equal to 2.11. The value of the root mean square error of approximation(RMSEA) is equal to 0.076.the Goodness of fit index (GFI) equal to (0.91); the adjusted goodness of fit index (AGFI) equal to (0.87); the *Bentler*-Bonett *Index* or Normed *FitIndex*(NFI) is (0.95); The adaptive fit index (CFI) was equal to (0.97) and the incremental fit index (IFI) was equal to (0.95). Based on this, it can be concluded that the tools of educating the global citizen has a very good fit.

Findings

1) Assessing the level of education of educated people in the country's education system based on the components of global citizen education
In order to evaluate the level of education of educated people in the country's education system based on the components of global citizen education, a one-sample t-test was used, the results of which are reported in Table (2).

Table 2. Sample t-test results to compare the components of global citizenship education with the average criterion

Variable	Components	Mean	St.d	Acceptable level of adequacy (Q2)	t	df	Sig.
Global a	Educate the moral-oriented citizen	3.64	1.25		-3.90		

Educate the citizen committed to civic participation	3.51	1.12		-6.12		
Educate citizens committed to peace and tranquility	3.50	1.24	4	-5.60	193	.001
Educate the citizen committed to the environment	3.24	1.18		-8.83		
Educate the citizen with a global identity	3.31	1.09		-8.72		
Educate a citizen with universal competence	2.90	1.08		-13.98		
Educate the citizen with scientific-practical ability	3.05	1.06		-12.30		

Table (2) shows the average components of global citizenship education for graduate students of Shiraz and Semnan universities and also compares it with the acceptable adequacy criterion (Q2).It is observed that the components of global citizen education (moral education, civil rights education, human rights education, environmental education, socio-cultural education, universal competency education, scientific-practical education) have been evaluated below the acceptable level (Q2).Therefore, it can be said that the sample students of the research believe that the programs of the educational system have not been able to lead the learners in the direction of educating the global citizen.

2) A review of the ranking of global citizen education items from the perspective of graduate students
In order to examine the ranking and the importance of each of the items of global citizenship education from the perspective of master and doctoral students, the Friedman test has been used, the results of which are reported in Table (3) below.

variable	Priority	Items	Average rating
Educating a Global Citizen	1	Committed to peace and reconciliation	33.93
	2	Sensitivity to the suffering of people all over the world	33.28
	3	Supporting humanitarian activities	30.78
	4	Understanding the relationship between humans and the environment	29.43
	5	The ability to express oneself and communicate effectively with others	28.98
	6	Awareness of social justice and equality	28.06
	7	The desire to resolve their conflicts with others peacefully	27.98
	8	The tendency to change life and consumption habits in order to preserve the environment	27.88
	9	Strengthen loving relationships with all human beings around the world	27.74
	10	Respect for the human rights of people regardless of religion	27.57
	11	Understand the interdependence of all the people of the world	27.39
	12	Committed to social justice	26.88
	13	Respect for different races, religions and cultures	26.85
	14	Ability to understand, accept and tolerate cultural differences	26.82
	15	Respect for others on the basis of equality	26.24

16	Commitment to sustainable development and environmental care	25.60
17	Social responsibility and commitment to participation	25.58
18	Awareness of one's identity and responsibility as a member of the local and international community	25.04
19	The desire to be sensitive to and defend human rights	22.49
20	Accountability and responsibility	24.96
21	Commitment to universal social justice	24.73
22	Benefit from the spirit of responsibility and communication skills in social life at local to international levels	24.29
23	A sense of responsibility for global problems and injustices	24.28
24	Ability to do teamwork and communicate effectively	24.21
25	Understanding human rights issues	21.10
26	Ability to discuss and argue effectively	24.09
27	Have a sense of responsibility for improving the world	23.62
28	Learning to live together in a different cultural situation	23.48
29	Information on current issues in international relations	23.30
30	Having the capacity to tolerate differences and resolve conflicts through dialogue	23.05
31	Ability to think critically and creatively	22.89
32	Participation in civil and humanitarian organizations	22.76
33	Concern for the global environment	22.76
34	Attention and concern for the environment	21.56
35	Solve problems through exploration and problem solving	21.09
36	Promote environmental compatibility	20.68
37	Ability to draw people's attention to global issues and problems	19.91
38	The ability to see issues and how to deal with them as a global citizen	19.52
39	Awareness of the role of the United Nations in solving global problems	19.07
40	Participation in environmental programs	18.88
41	Expressing his views on local inequalities in a local media	18.77
42	Awareness of its role in the global community	18.57
43	Preparing to live in a global community	18.45
44	Educate people to think globally and act locally	18.35
45	Teaching the skills necessary for individual and collective life among different cultures and nations of the world	18.21
46	The formation of global thinking	18.12
47	Ability to change global dilemmas	13.30
X^2		969.905
df		46

	Sig.	.001

The results presented in Table (3) show that the result of Friedman test with $X^2 = 969.905$ at the level of 0.001 was statistically significant.According to the results, among the items of global citizenship education, committed to peace and seeking peace (M = 33.93) in the first place, sensitivity to the suffering of people around the world (M = 33.28) in the second rank is the support of humanitarian activities (M = 30.78) were in the third rank.This finding means that the country's education system is in a better position than other aspects of global citizenship education in teaching issues such as peace, sensitivity to people's problems, and humanitarian action; but, teaching the skills necessary for individual and collective life among different cultures and nations of the world (M = 18.21); The formation of global thinking (M = 18.12) and the ability to change global problems (M = 13.30) are in the last ranks.This finding means that the country's education system has not been able to succeed in preparing learners for the skills needed to live with the rest of the world, think in a global style, and make a difference in the world. In other words, it has performed poorly in these areas.

Discussion and Conclusion

One of the goals of creating and developing the educational system is to train effective and active citizens for the society and the future of any country depends on the level of capability, awareness and insight of its citizens about different world affairs.Citizenship education, in fact, seeks to teach individuals how to become aware, active and responsible citizens and achieve their rightful place and role in urban society and beyond, national and even global society.In other words, citizenship education in the age of globalization has the three important task of helping young people to coexist in increasingly diverse local communities, helping the national community and seeking stability and social cohesion, as well as an interconnected world (Law, 2007).On the other hand, facing global challenges requires global awareness and collective action, and the higher education system, through global citizenship education programs, encourages learners to be equipped with the knowledge, skills, attitudes, andcomplexchallengesofglobalization.Thepresentstudywas conducted to evaluate the components of global citizenship education from the perspective of graduate students.

The findings of the confirmatory factor analysis indicated the confirmation of 7 components of global citizen education and the component of citizen education with global identity was recognized as having the highest factor loading in explaining the model.Explaining this finding, it can be claimed that the sample of the study believed that by studying in the university system of the country, they were able to receive the necessary education to live in different societies with different religions and races; see the acquisition of appropriate skills for individual and collective life in different cultures and accountability and confrontation with global injustices more than other indicators.Also, the component of citizen education with scientific-practical ability is the second component that has the most factor loading. This finding is consistent with the findings of Caruana (2014).

This research showed that educational institutions should educate their students in an environment that is ready for international mobility and can understand diversity, belonging, community and solidarity, and have a global mindset and pave the way for change.Explaining this finding, it can be claimed that the country's education system is better to provide the necessary and desirable training in the fields of preparing learners for the necessary skills to live with other people in the world, think in a global style and make a difference in the world.It can also be pointed out that the programs of our educational system at the level of higher education are better focused on skills training and reduce the teaching of theoretical matters.Because to become a global citizen, learners of the education system must be able to live peacefully with other peoples of the world and think in a global way, or be able to make a difference on a global scale.Another finding showed that the least factor loading belongs to the component of educating the moral citizen.Accordingly, it is better for the country's university system to place more emphasis on marker education, such as respecting others on the basis of equality, strengtheninglovingrelationshipswithallhumanbeingsaroundthe world; committed to social justice; committed to peace and reconciliation; have a sense of responsibility for improving the world.The results of Tye (2003) and Santos (2012) research has also shown that in the program of the global citizen education system, have goals such as attention to peace and human rights and humanitarian activities are in the center of attention.

Another finding of the research in the quantitative part showed that the components of educating the global citizen (educating the moral citizen, educating the citizen committed to participation and civic responsibility, educating the citizen committed to peace and reconciliation, educating the citizen committed to the environment, citizen education with a global identity, citizen education with global competence, citizen education with scientific-practical ability) have been evaluated from an acceptable lower level. Therefore, it can be said that the sample students of the research believe that in general, the programs of the educational system have not been able to lead the learners in the direction of educating the global citizen. It is also important to note that the education of a citizen with global competence has the lowest average, while universities around the world are striving for a more peaceful global community in the dream of a patriotic world,but, our educational system has not made much effort in this regard. Accordingly, and considering the phenomenon of globalization and the necessity and need for a kind of global view of education in society and learners, as well as the emphasis of some vision documents at inside and abroad, on constructive and effective interaction with the world, the necessity and need for educating the global citizen can have a special place in the program of the educational system. Also, the results of Hancock (2015) research that considers global citizenship education as a liberating practice and also the results of Pugliese (2015) which emphasizes the necessity and need for a program in the education system in order to educate global citizenship.

Also, the ranking of items related to global citizenship education shows that among the items of global citizenship education, citizen commitment to peace and seeking peace are in the first place, and sensitivity to the suffering of people all over the world in It ranks second and support for humanitarian activities ranks third.This finding means that the higher education system is in a better position than other aspects of global citizenship education in teaching issues such as peace, sensitivity to people's problems, and humanitarian action.The results of Santos (2012) and Tye (2003) have also shown that in the program of the global citizen education system, goals such as attention to peace and human rights and humanitarian activities are in the spotlight. The final result obtained indicates that the training of skills necessary for individual and collective life among different cultures and nations of the world; the formation of global thinking and the ability to change global problems are in the last ranks.This finding is inconsistent with the finding of Caruana (2014). This research showed that educational institutions should educate their students in a space that is ready for international mobility and can understand diversity, belonging, community and solidarity, and have a global mindset and pave the way for change.Explaining this finding, it can be claimed that the country's education system has not been able to achieve the necessary success in preparing learners for the necessary skills to live with other people in the world, think in a global style and make a difference in the world, or, in other words,these areas have performed poorly.Iranian higher education programs do not have the necessary skills at the higher education level and focus more on theoretical matters, which is why the learners of the educational system believe that they cannot live peacefully with other people in the world and think globally or have the ability to make a difference on a global scale.

Finally, in the age of globalization, it is vital for any country to have citizenship with global characteristics to solve global problems.In other words, in the present era, issues such as soil degradation and habitat destruction, the extinction of some animal and plant species and the destruction of forests, the spread of global poverty and human rights violations, etc. have occurred. These problems are beyond national borders, and from this perspective, the need for global citizenship education arises. Because they can be solved through the training of global citizenship, because solving global problems requires the simultaneous realization of membership, rights, duties, responsibilities and global participation, which is possible only through the institutionalization of global citizenship. Also the results of Hancock (2015) research that considers global citizenship education as a liberating practice and also the results of Pugliese(2015) which emphasizes the necessity and need for a program in the educational system in order to educate global citizenship.

Each study has different limitations, and this study is no exception. One of the limitations of the present study is that it is cross-sectional and may vary at different times. Considering the results of the research and the importance of informing students about civil rights and citizenship, duties and moral and environmental responsibilities of citizens in the international community, compiling and designing activities in the field of global citizenship education, including compiling a course in this regard, review the content studying and holding global citizenship training courses seems useful.

Also on further education in the field of global competence training, such as the desire to resolve their conflicts with others peacefully, to be informed about current issues in international relations, to express their views in a local media on global inequalities, the ability to make a difference. In global problems, awareness of its role in the global community, the ability to draw people's attention to global issues and problems, and readiness to live in society should be emphasized more. The codes extracted in this study can be a good guide for more in-depth and specialized research on the small dimensions of the global citizen education program. Finally, educational institutions can enhance students' intellectual and moral development opportunities by creating the right context.

References

Banks, J. A. (2004). Teaching for social justice, diversity, and citizenship in a global world. In *The educational forum,* 68 (4), 296-305.

Bok, D. (2006). *Our underachieving colleges*. Princeton, NJ: Princeton University Press.

Bozyk, P. (2019). *Globalization and the transformation of foreign economic policy*. Routledge.

Brigham, M. (2011). Creating a global citizen and assessing outcomes. *Journal of Global Citizenship & Equity Education*, *1*(1), 15-43.

Bs Ba, D.W. (2007). *Earth tones: How environmental journalism and environmental ethics influence environmental citizenship*. Thesis prepared for the degree of Master of Arts, University of North Texas.

Caruana, V. (2014). Re- thinking global citizenship in higher education: From cosmopolitanism and international mobility to cosmopolitanisation, resilience and resilient thinking. *Higher Education Quarterly*, *68*(1), 85-104.

Cho, Y., & Chi, E. (2015). A comparison of attitudes related to global citizenship between Korean and Us-educated Korean university students. *Asia Pacific Journal of Education*, *35*(2), 213-225.

Eitzen, S., & Baca Zinn, M. (2006). *Globalization: the transformation of social worlds*. Canada, and Thomson.

Gordon, D.R. (2014). Curriculum integration versus educating for global citizenship: A (disciplinary) view from the international relations classroom. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *24*, 59-72.

Haigh, M. (2002). Internationalization of the Curriculum: Designing Inclusive Education for a Small World. *Journal of Geography in Higher education,* 26(1), 4966.

Haigh, M. (2016). Fostering Global Citizenship–tree planting as a connective practice. *Journal of Geography in Higher Education*, *40*(4), 509-530.

Hancock, R. E. (2015). *All of this is yours: Global citizenship education as emancipatory practice for African American preschoolers* (Doctoral dissertation, Teachers College, Columbia University).

Hanson, L. (2010). Global citizenship, global health, and the internationalization of curriculum: A study of transformative potential. *Journal of Studies in International Education,* 14, 70-88.

Harshman, J. (2018). Developing global citizenship through critical media literacy in the social studies. *The Journal of Social Studies Research*, *42*(2), 107-117.

Horey, D., Fortune, T., Nicolacopoulos, T., Kashima, E., & Mathisen, B. (2018). Global citizenship and higher education: A scoping review of the empirical evidence. *Journal of Studies in International Education*, *22*(5), 472-492.

Jafari, S. (2020).Identifying and evaluating the components of global citizen education in the eyes of experts: A mixed study.*Journal of Teaching and Learning Studies*, *11*(2), 174-153.

Jafari, S., & Zolfagharian, M. (2019). The Role of Enterprise Resource Planning System Usage on User Satisfaction and organizational learning capabilities. *International Journal of Schooling*, *1*(3), 1-14.

Jones, E., & Killick, D. (2008). Internationalization of the Curriculum, in Jones, E & Brown, S, *Internationalizing of Higher Education*, USA and Canada: Routledge, P109-120.

Klein, J., & Wikan, G. (2019). Teacher education and international practice programmes: Reflections on transformative learning and global citizenship. *Teaching and Teacher Education*, 79, 93-100.

Knight, J. (2004). *Internationalization of higher education practices and priorities*: 2003 IAU Survey Report.

Law, W. (2007). Globalization, city development and citizenship education in China's Shanghai. *International Journal of Educational Development*, 27, 18-38.

Lewis, F. (2014). Human Rights Education in Osler and Starkey: From Analytic Framework to Object of Analysis. *Combridge Open-Review Educational Research E-Journal*, *1*(1), 19-39.

Moore, Sh. (2012). *Climate change and environmental citizenship: transition to a postconsumerist future?* Submitted in fulfilment of the requirements for the degree of Doctor of Philosophy, University of Tasmania.

Mueller, H. (2011). *Sustainable citizenship as a key to sustainability: Establishing acommon ground on technology use in New Zealand's dairy sector*. A thesis submitted in partial fulfilment of the requirements for the degree of Master of Social Science at The University of Waikato.

Navarro, E., & Fernandez, N. (2015). Citizenship Education in the European Curricula. *Procedia-Social and Behavioral Sciences*, 197, 45-49.

Nilsson, B. (2003). Internationalization at Home from a Swedish Perspective: The Case of Malmo. *Journal of Studies in International Education, 7*(1), 27-40.

Olson, C.L., & Evans, R. (2007). *At home in the world: Bridging the gap between internationalization and multicultural education*. Washington, DC: American Council on Education.

Oxfam (2004). *A curriculum for global citizenship: A guide for teachers and education workers*. Oxford: Oxfam.

Pugliese, G. D. (2015). *Preparing students for citizenship in a global society: A case study*. Southern Connecticut State University.

Rabertson, R. (2001). *Globalization: Social theory and global culture.* Translated by K. Polladi, Tehran: Publication of Third and International Center for Discussion on Civilizations.

Reardon, B.A. (1988). *Comprehensive peace education: Educating for global responsibility*. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Robertson, S., Novelli, M., Dale, R., Tikly, L., Dachi, H.,& Ndebela, N. (2007). *Globalisation, Education and Development: Ideas, Actors and Dynamics*. Educational Papers.

Santos, A. (2012). *Social movements and sexual citizenship in Southern Europe*. Springer.

Sim, J.B.Y., & Chua, S. (2017). Riding the citizenship wagon: Citizenship conceptions of social studies teachers in Singapore. *Teaching and Teacher Education*, *63*, 92-102.

Sklad, M., Friedman, J., Park, E., & Oomen, B. (2016). Going Global: A qualitative and quantitative analysis of global citizenship education at a Dutch liberal arts and sciences college. *Higher Education*, 72, 323-340.

Sklarwitz, S. (2017). Assessing global citizenship attitudes with Q Methodology. *The Journal of Social Studies Research*, *41*(3), 171-182.

Takkac, M., & Akdemir, A. S. (2012). Training future members of the world with an understanding of global citizenship. *Procedia-Social and Behavioral Sciences*, 47,881-885.

Tye, K.A. (2003). Global education as a worldwide movement. *Phi Delta Kappan*, *85*(2), 165-168.

Tye, K. A. (2014). *Global education: A worldwide movement*. An update.

United Nations Educational, Scientific and Cultural Organization [UNESCO] (2013). Outcome document of the technical consultation on global, citizenship education: Global citizenship education: An emerging perspective. (ED/2013/PSD/PHR/PI/4). Retrieved from http://unesdoc. unesco.org/images/0022/002241/224115E.pdf.

Van der wende, M. (2007). Internationalization of higher education in the OECD countries: Challenges and opportunities for the coming decade. *Journal of Studies in International Education*, *11*(3-4), 274-289.

Xing, J. (2015). Global citizenship education in Hong Kong. *International Journal of Information and Education Technology*, *5*(2), 136.

Zhan, Yu. (2010). *Impact of international foundations on the internationalization of Chinese research universities: A case study of Peking university and the Nippon foundation group.* Columbia university.