

Value-Based Education for Global Citizenship: Integrity, Self-Discipline & Environmental Responsibility

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Abstract

In this accelerating 21st century of an interconnected world with pervading complex problems, like climate change, structural inequality and fast technological change, the purpose of education must be broader than only academic achievement and transmission of knowledge. Globalization and in-depth cross-cultural engagement are demanding a contemporary model of education that develops responsible, social and global individuals who can cope effectively in a dynamic society. It is our belief that value education is not simply an add on but rather a fundamental basis on which to construct true global citizens. Ethical development, respect for difference, empathy, cooperation, and social responsibility, all have a significant part to play in preparing young people for responsible, compassionate citizenship in an increasingly intertwined world. In this paper, we concluded that global citizenship cannot be merely confined to knowing about global affairs. The definition of a global citizen is “a person who recognizes the inseparable and indissoluble ties which bind together all peoples, countries and cultures; a sense of obligation to make a positive contribution to this world”. We thus create a three-step pedagogic stance which would guide students towards that engaged perspective, defining these as Integrity, Self-Discipline and Environmental Responsibility, the three pillars that guide active, conscious action. Through the fusion of cognitive awareness, moral and aspirational capacities, the tripartite perspective of this research assumes that value-based education is the basis of genuine global citizenship. The concluding section of this paper will take the discussion of each principle and outline what kind of policies or practices an institution might take to make them a reality. It will aim to describe the kinds of human beings who would thrive in our complex, globally integrated world and whose purpose and motivation would be the creation of an ever more peaceful and just global community.

Keywords: *1C Schools, AI-Based Learning, Slow Learners, Virtual Reality (VR)*

Introduction

We are living in the era that is the era of utmost contradictions; it is the era when mankind is the richest (technologically, scientifically, and materially) and the poorest at the same time (with regards to ecology; in respect of democracy (destroyed through post-truth manipulation) and sense (in the context of the materially rich universe)). Throughout human history, education (in the form of literacy, learning of knowledge and career preparation) has been a primary catalyst of progress of individuals and humanity, driving individual development, social progress and national development. Today's intricate and sophisticated issues of corruption, violence, systematic hate and devastating global warming show us one fundamental fact: the individual academic brilliance and

intellectualism can neither maintain nor advance a humanity that works; the individual profit has to give way to the good of all humanity.

Review of Related Literature

The world problems, belonging to the SDGs, which encompass anything from global warming to damage to the bio-diversity to the gross inequity of the world economy, are indeed technical and technical in nature. The capabilities of satellites will show the illegal cutting down of trees and algorithms can expose the money laundering; none of which can bring an end to moral reluctance or courage not to take a bribe; they are a crisis of not only spirit, but of the self, as defined by Vaclav Havel. These technical capacities go hand in hand with a global process that is seeing ever-increasing materialistic and egotistical forms of thinking embraced across the planet; ruthless competition for worldly success is marginalizing morals, leading to ever-increasing social injustice, daily deception, prejudice, and environmental destruction. Thus, what we require is a form of education that directly and deliberately fosters thinking and virtue together.

Such a profound diagnosis involves not changing the goal of the system, which is still largely determined by the industrial model, and by the neo-liberal discourse. Now Education is a system that provides human capital, that is men and women who can be successful and competitive in a global economy, producing brilliant accountants, expert engineers, shrewd marketers, and it is entirely insensitive to the clamorous silence regarding whether it can claim the right to educate individuals to whom one might hope that they will behave with honesty and authenticity. T.S. Eliot could indeed lament, 'Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?' but we now seem compelled to ask, 'Where is the character we have lost in skill?'. It is precisely to answer that question, to make education a conscious construction of an individual person rather than a passive acquiescence to the system, that a value oriented system proposes itself: in an explicit or implicit way it suggests the individual the behaviour that he must assume, how he must act toward others and toward the community, promoting all those attitudes that can define and mold a person entirely. To favour the growth of emotional maturity, empathy, temperance, authenticity, gentleness, not seems to be an optional supplement, but the core element that can justify education as such.

Objectives

The paper argues for a moral triad of integrity, self-discipline and environmentalism upon which global citizenship based value education can rest. The triad is not picked arbitrarily from a list of virtue but derived logically on the basis that each corresponds with one of the three essential relationalities with which any global citizen has to deal with; that of one's relation to the self (which requires unwavering integrity), that of one's relation to one's drives and to the physical world (which requires disciplined self-control) and one's relation to the ecosphere of the planet, without which no life would be possible (which demands considerable care for the planet). A global citizen lacking such basic values would indeed be a paradox – a sailor without a compass, a warrior without a heart. And it is precisely in such a globalized world where technology, communication, trade, and travel have bridged the gaps of distances to unprecedented speeds that the argument for such a moral underpinning becomes more pressing than ever. Because people of varying culture, religions and traditions now meet with one another, interact with one another, live with one another, on a regular basis it is a highly connected global world that demands new sorts of people and citizens with a moral compass to live with one another peaceably,

transcend all boundaries and to work as partners in tackling our common complex global problems.

This paper argues that a "moral tripod of integrity, self-discipline, and responsibility for the environment" is needed to sustain global citizenship, that is, a global ethic of recognized human solidarity. If you remove one leg, the legs are all incapable of supporting the entire structure of morally oriented global action: integrity without self-discipline remains "an idle or even deceptive commitment" that will not last when put to the test; self-discipline without integrity "is an instrumental and therefore in itself neither good nor bad but extremely powerful capacity which will carry out a bad end just as efficiently as a good end;" and both, in the absence of responsibility for the environment, are "anthropocentrically constrained" constructions that construct a just social order on a poisoned planet. Value education and global citizenship, therefore, are ultimately inseparable, because this triadic core fosters the "morally strong, socially conscious and environmentally minded citizens that support solidarity, recognize diversity, advance social justice and respect the planet." In this paper, I will show how it is possible to implement this vision, in which I elaborate on each of the values both conceptually and practically, offer a pedagogical approach to their development, and discuss the necessary conditions for this kind of education to prosper in our increasingly interdependent world.

Methodology

Significance of Value Based Education

Value based education is the consciousness of humanity; the awakening to the realization that education is not just about books and examination but the awakening of the moral, ethical, social and emotional seeds within. Education not only moulds minds but also sculpts characters. Values such as honesty, truthfulness, tolerance, compassion, honesty and discipline help mould personalities into good human beings which serve as the bedrock of an individual's attitude in all aspects of his life. In this world which is being polluted by corruption, violence and ecological pollution, such education is a source of great hope to the student. It teaches students to value morality and social order. It helps create an all-round person with not only academic skills but also empathy, resilience, a strong sense of responsibility towards the society, nation and the world. These fundamental values in education transform individuals into responsible citizens, to nurture harmony and understanding towards mankind, equality in social order and justice in society. Value-based education is indeed an awakening for every human being.

Value based education is what we have in common on our human journey remembering whatever is worth remembering of the past while striving toward a more noble future. It sends us back to ourselves, demands of us to account. It keeps us in touch with who we are, where we come from and what we are going to be. Modern education is pre-occupied and obsessed with the present, utterly consumed by trends and technologies and by immediate needs. In times like these, when the world itself is falling apart because of a crisis which, ultimately, is a crisis of the human heart, this quiet, gradual, obstinate labour of waking what can yet be woken in us our ethical, social, emotional and moral underpinnings is not simply one possible way among several, but is the essential and untouchable ground of a human future. At the same time, it cultivates no vivid, palpable obligation to the future; the heirs to whom that future is bequeathed and whose world is now being defined do not appear as actual, embodied moral subjects of responsibility, whose future we are in fact deciding now. Value-based education, in the first place, is an act of reintegration with time. It brings the student into dialog with the great sages,

prophets, philosophers and moral exemplars of the past and elicits those timeless teachings to inform their present tasks. It insists, in the second place, and through the principle of intergenerational justice, that the yet-born already hold a claim on us, and that we are not masters of this world but momentary custodians who are committed to leaving it intact. This twin re-anchoring dissolves the loneliness and hubris of the contemporary and places the individual in the larger currents of a story that far transcends a single human life.

In conclusion, value based education is not merely some sort of appendix of ethical instruction attached to an otherwise conventional curriculum; it is rather a radical rethinking of the entire educational endeavor, turning it away from producing efficient gears of the economic engine toward nurturing human beings in their full moral, emotional, social, and spiritual dimensions. It is in a very fundamental sense, a revolt against the de-humanizing reduction of a person to a credential and consumer and a declaration of an alternative path to flourishing, a path that is relational, responsible, reverent, and rooted. In an age when the world is teetering under the burden of crises that are, at heart, crises of the human heart, this silent, slow, stubborn work of awakening that in us which may yet be awakened our moral, ethical, social, and emotional foundations is not one option among many but rather the fundamental, inviolable basis of any future worthy of the name 'humane.'

Analysis

Global Citizenship in the Modern World

The very concept of global citizenship embraces the idea that we are all human beings interconnected and have certain duties to our fellow man and to the Earth. The pace of global affairs means that any act done by one person or one nation could affect a vast number of other people and other nations. Global problems such as climate change, poverty, pandemics, and social inequity can only be solved if there are efforts made, as well as the knowledge of understanding and responsibility for one another. Global consciousness forces us to look beyond ourselves and beyond our own country and see that we are responsible for the well-being of others and for our planet.

As a result of advances in communication and technology, different cultures and nations are much closer together and now it is obvious that there are many problems that we face that are not ones we can tackle individually. Global citizens accept and admire cultural differences and believe that it can enrich us all and it can contribute to learning rather than causing division. They fight discrimination and oppression and stand up for equality, peace and human rights. By developing a global attitude, you can achieve mutual understanding and working together, creating unity between different people to build a better future.

A sense of environmental responsibility is essential to being a global citizen. Knowing the planet's limited resources and climate change crises prompts people to live a green lifestyle and to conserve resources. Educating oneself can influence the development of such an attitude. This involves not only knowledge, but also awareness of the ethical and societal responsibilities we hold and the necessity of ethical consumption and practice. Global citizens understand that environmental preservation is a responsibility-an individual undertaking toward a greener future. By embracing this value, we call ourselves to live and act with consideration on a world-wide basis.

Findings and Discussion

Integrity

The Essence of Integrity

Integrity is one of the most important human values which influence our personality and relationships. It represents honesty, truthfully telling or admitting the truth, moral strength to carry on doing things as right even if it means not being liked and the synchronization between our words and deeds. One with integrity adheres to ethical values and beliefs regardless of being observed or not. It influences an individual and strengthens the core for a truthful relationship and well ordered society. If not, people would not be able to be trusted and would tend to corruption, falsehood and injustice in society.

Building Trust and Preventing Corruption

Trust is built by the practice of integrity in all life aspects; in personal life, in work life and in social life. People who adhere to integrity help to make fair and transparent institutions while it is not followed may lead to abuse of power, injustice and exploitation. Teaching integrity to children at an early age can be a way of instilling values of moral responsibility and ethical behaviour. Children need to learn that they are responsible and honest as it is fundamental when they are making decisions.

The Role of Leadership and Responsibility

Integrity is arguably of even greater importance when it comes to leadership as the decisions leaders take have widespread effects on society. Leaders with integrity place the common good before themselves and serve as role models of morality and honesty. Such leaders endeavour to foster honest organizations, fight corruption, and ensure social trust; the integrity of such leaders inspires those they lead to behave similarly thus leading to an increased level of ethical behaviour in society. Through ethical leadership it becomes clear that true power comes from morality and morality from integrity in leadership.

Educational Strategies to Cultivate Integrity

Institutions like school or college also have a great responsibility in cultivating integrity in students. This is possible through classroom discussions, sharing moral stories and conducting role plays and group activities on integrity. Teachers also become role models, who have a great influence on students. School has a greater duty in setting honesty during exams and other assignments and daily routines so that students learn that sincerity leads to true happiness and integrity leads to a noble life.

Self Discipline:

Shaping Character in a World of Distractions

Self-discipline can be defined as one's ability to voluntarily control his own thoughts, feelings and actions. One requires a certain level of self control and ability to be accountable to oneself in order to have this ability. Examples of characteristics that are covered by the term self discipline are; patience, responsibility, punctuality, perseverance and attentiveness. One can not stress the importance of this trait enough in the world today with so many instant gratifications and enjoyable experiences in proximity.

Navigating Modern Challenges with Inner Control

In today's world, new difficulties arise for self-control, like the addictive nature of the internet and social media, as well as our unhealthy eating habits and the decrease in our

ability to focus. Having self-control assists people in planning, prioritizing and also following through on projects. Inner self-control helps not only in school and on the job, but also emotional well-being. By controlling our bad feelings like anger and resentment, disciplined people are better able to build relationships with others and promote social order.

Fostering Responsibility and Respect Through Discipline

A responsible individual knows the value of responsibility and accepts what he does. Respect towards the rules, laws, regulations and the society as a whole means an individual knows how to be ethical and for what a particular system works for the society as a whole. In a school, routines and rules inculcate these values within the individual. By means of sports, extracurricular activities and regulated routines in school and college life students learn about these qualities, values like co-operation, patience, and team work by and through each and every moment.

Nurturing Self Discipline for a Better Society

This sense of self discipline is fostered in both parents and teachers by use of support, motivation and positive reinforcement rather than force and punishment. Self-discipline that develops naturally is internalized. If this develops from infancy it will guide us in our daily choices for life. It would appear that self-discipline is not simply an individual value but a societal requirement. Those that are disciplined will become good members of society and have a more just, stable and compassionate world.

Environmental Responsibility:

The Imperative of Environmental Responsibilities

Fundamentally, environmental responsibility involves us acknowledging that we have a moral responsibility to protect the natural environment and use its resources responsibly. With growing issues such as climate change, pollution, deforestation, lack of water and human contribution to these issues such as industrial growth and plastic waste, it is no longer possible to avoid accepting the fact that humanity is harming our environment in such significant and potentially irreversible ways and thus accepting our responsibilities.

The Ethical Dimension of Our Choices

Man is directly interconnected to nature-our own survival relies on the well-being of this planet. By neglecting this link, the negative consequences could put into question the stability of our ecosystems and thus life itself. Companies and individuals, dedicated to preserve the environment know that, by managing our resources responsibly, we will minimize the amount of wasted matter, the necessity of protecting it is no longer a luxury, but an obligation. Our small daily efforts like saving energy and reducing our usage of plastics are building towards large-scale solutions based on sustainable development and therefore securing the present and the future.

Education as Catalyst for Change

Educational institutions hold a significant position in creating awareness and sense of responsibility toward the environment. Infusion of climate science, biodiversity, conservation, and sustainability into the curriculum shape up responsible individuals to make efficient decisions toward betterment of the environment. Afforestation programs, recycling campaigns, water conservation and other practical projects help convert the awareness into actions. Creating eco-conscious individuals through adopting practices of

minimizing waste and conserving resources will turn them into responsible environmental actors of the society.

A Collective Moral Responsibility

Environmental responsibility extends beyond self-will or practice and reflects integrity and self-control. When environmental responsibility is regarded as a universal moral obligation, the choice to fulfil it becomes a duty. When environmental responsibility becomes the joint effort of global citizens, it becomes one part of social justice. The commitment to environmental responsibility becomes part of the moral obligation to be responsible for leaving an environment and a world worthy of human existence

The Ethical Foundation

Integrity, self-discipline, and environmental responsibility are interconnected fundamental principles which lead towards becoming a responsible global citizen. The aspect of Integrity forces one to be honest and ethical in everything they do, thereby establishing a moral compass upon which responsible behavior can be based. Self-discipline will enforce integrity; ensuring that one continues responsible practices no matter what may lead to deviation. Environmental Responsibility will allow the individual to care for their natural resources with responsibility that goes beyond the self. In these senses, they can form a strong bond which is very productive.

The knowledge that all of these virtues are intertwined demonstrates how value based education needs to be an all-encompassing concept. Developing integrity, self-discipline, and respect for the environment at the same time could instill individuals with a sense of integrity, build disciplined people, and make them more responsible citizens in their community in relation to the earth and its resources. These interconnected traits in a value based curriculum help encourage cooperation, respect for others, social harmony, and cooperation with others within a community. It seems vital that the development of these intrinsic links be incorporated into the curriculum for the sake of developing well rounded people.

Challenges in Cultivating Character and Values Through Education

Value based education is still encountering many major difficulties that are responsible for lack of its widespread practice. The lack of emphasis on character and moral conscious development among pupils while giving too much importance on tests and career is one of the major ones. Learning systems seem to give more importance to academic knowledge, not to characters, as a result young pupils have less chances of internalizing values necessary for a responsible society. Another challenge includes social media and modern gadgets; negative contents of it such as the promotion of violence, selfish and unhealthy living.

Among other constraints are the inadequacy of well-trained educators who can effectively implement values education and lack of instructional time in a curriculum dedicated to values education. Family settings, in a busy life and rapidly changing social circumstances, may not serve as strong conduits of constant guidance toward morality. Different viewpoints about ethics in the context of cultural and social diversity further pose challenges to forming a common perception of morality. Despite the magnitude of challenges, value based education is a very crucial element to developing responsible persons and ensuring a sustainable and harmonious future for the whole of humanity.

Conclusion

Value Based Education for Global Citizenship: Integrity, Self -discipline, and Environmental Responsibility serve as the very foundation for the construction of a future in which mankind is able to flourish both individually and as a species, in unity and in spirit. In an era that is constantly evolving at break neck speeds and with ever increasing interconnectedness throughout the planet, the role of education must expand to do much more than simply mould one's intellect; education must also fuel the integrity to uphold morality even when unpopular, self discipline to follow one's moral convictions, and the environmental responsibility to conserve our precious earth for future generations to enjoy and benefit from as well. Such values cannot simply be considered "ideals," but instead serve as moral beacons by which individuals will navigate this world of disorder and disarray, thus helping to facilitate the spread of peace, social justice, and environmental sustainability throughout. In collaboration with parents and communities alike, schools are charged with producing educated individuals; this is only one part of the equation to create a more ideal society, as it does not address an individuals' ability to be upstanding and to have the right values to implement what they have been taught. The future prosperity of our society lies not in one person or any number of advanced technologies, but instead in the collective and individual moral responsibility, as embodied by a new emphasis on values based education.

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