ENGAGING IN CROSS-CULTURAL SERVICES – A JOURNEY TO GLOBAL CITIZENSHIP

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PRESENTATION IN TWO PARTS

- Concepts and perspectives
- Key outcomes on Journey to Global Citizenship through cross-cultural service programmes
CONCEPTS AND PERSPECTIVES

A. National Citizenship and Global Citizenship
B. Legal Citizenship and Moral Citizenship
C. Global Citizenship Education and Cross Cultural Service-Learning
A. NATIONAL CITIZENSHIP AND GLOBAL CITIZENSHIP
A1. NATIONAL CITIZENSHIP

1. Civil society perspective
2. Patriotism perspective
3. Hong Kong characteristics
a) Rights, duties and responsibilities of citizens
b) Democratic participation
c) Government leaders to meet expectations of the citizens
d) Political culture: to protect citizens from the government by democratic procedures and constitutions
A.1 National Citizenship

2. Patriotism Perspective

a) National loyalty from victimization narrative, resistance identity, and ethnocentric positioning

b) Collective identity vs individual identity affecting concepts of rights and justice

c) Patriotism vs cosmopolitanism??
A.1 NATIONAL CITIZENSHIP

3. HONG KONG CHARACTERISTICS

a) “One country two systems”
b) Not under Chinese Education Law
c) Globalization vs nationalism
d) Flexible identity in globalized city
e) Multiple citizenship
f) Legal status vs moral values
g) Increasing active civic engagement
h) Mixed sentiments of civil society and patriotism perspectives
A.2 GLOBAL CITIZENSHIP

1. Global civil society perspective (emphasis on human rights and social justice)
2. Global economy and globalization perspective (emphasis on capitalism)
3. Legal citizenship (emphasis on identity by law)
4. Moral citizenship (emphasis on identity by common ethical values)
A2. GLOBAL CITIZENSHIP

1. GLOBAL CIVIL SOCIETY PERSPECTIVE

a) Human rights
b) Democratic participation
c) Civil engagement
d) Protect individual freedom and social justice from authority or authoritarian powers
1. GLOBAL CIVIL SOCIETY PERSPECTIVE

e) Awareness of power structures
f) Intention of changing the world
g) Challenge existing systems and act for social justice
2. GLOBAL ECONOMY AND
GLOBALIZATION PERSPECTIVE

1. Rapid growth of world production and trade
2. Gap between the rich and the poor widened
3. Free flow of large amount of international capital flow
4. Loans from IMF and World Bank to countries with stringent conditions
5. Uneven global competition dominates the world

6. Transnational corporations more powerful than some nation state

7. Huge profits for corporations but inequality, poverty and social injustice in the less developed countries

8. They call themselves “global citizens”
CRITICISM ON GLOBAL ECONOMY OR GLOBALIZATION PERSPECTIVE

“The Corporation” by Joel Bakan:
1. elevate their own interests above those of others
2. without regard for legal rules or moral limits.
3. freed from legal constraints through deregulation
4. power over society through privatization
B. LEGAL CITIZENSHIP AND MORAL CITIZENSHIP
B1. LEGAL CITIZENSHIP

- Legal link between a person and a state
- By place of birth, or naturalization
- Identity by legal documentation
- Right of abode, employment, social welfare, participation in political life (e.g., voting)
B.2 MORAL CITIZENSHIP

Examples of reference sources

2. United States Declaration of Independence
3. Universal Declaration of Human Rights
4. Oxfam International

1. Chinese traditional writing—

“The World of Great Harmony”

禮運大同篇

- Shared equally and justly
- Elects wise and capable persons as leaders
- Trust and cultivate good neighborhoods
- Provisions for the aged
- All are well taken care of.
B2. MORAL CITIZENSHIP

2. UNITED STATES DECLARATION OF INDEPENDENCE

- All men are created equal,
- Rights endowed by Creator
- Life, Liberty, and Pursuit of Happiness
- Government powers from the consent of the governed
B2. MORAL CITIZENSHIP

3. UNIVERSAL DECLARATION OF HUMAN RIGHTS OF UN

- Born free and equal
- Brotherhood
- Without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
4. OXFAM INTERNATIONAL

- Responsibilities to each other
- Responsibilities to Earth
- Tackle injustice and inequality
- Safeguarding future for those coming after us
C. GLOBAL CITIZENSHIP EDUCATION AND CROSS CULTURAL SERVICE-LEARNING
C1. GLOBAL CITIZENSHIP EDUCATION

1. Social Change perspective
2. Unified system perspective
3. Holistic understanding perspective
4. Critical and Transformative perspective
C1. Global Citizenship Education

1. Social Change perspective

- Leaders of positive social change
- A better world with a heart
- Not to dominate but to care for the disadvantaged
C1. Global Citizenship Education

2. UNIFIED SYSTEM PERSPECTIVE

- Worldmindedness
- the world as one unified system
- Overall needs of the planet in mind.
C1. GLOBAL CITIZENSHIP EDUCATION

3. HOLISTIC UNDERSTANDING PERSPECTIVE

- Understanding self in relation to the global community
- Curriculum attending to human values and beliefs, global systems/issues/history
- Cross cultural understandings
- Analytical and evaluative skills
C1. GLOBAL CITIZENSHIP EDUCATION

4. CRITICAL AND TRANSFORMATIVE PERSPECTIVE

Students learn by

1. Thinking
2. Feeling
3. Doing

Students will be

1. Politically critical
2. Personally transformative
C2. CROSS-CULTURAL SERVICE-LEARNING

1. Learning
2. Experience through Service
3. Networking
C2. CROSS-CULTURAL SERVICE-LEARNING

Learning:

1. Global trends, issues and problems
2. Recognize inter-connectedness and interdependence
3. Acquire global knowledge and problem-solving skills
4. Examine local culture and personal values in light of global principles
C2. CROSS-CULTURAL SERVICE-LEARNING

Experience through Service:
1. Experience the potential tensions between global and local cultures.
2. Demonstrate moral citizenship for a global civil society
3. Promote humanistic values and social justice
4. Become social change agents for a better world
Networking:
1. Work with a diverse group
2. Connect to local and global voluntary associations
3. Powerful alternative to big government and large corporations
4. Build identity on global morals
5. Gain skills for social change
KEY OUTCOMES ON JOURNEY TO GLOBAL CITIZENSHIP THROUGH CROSS-CULTURAL SERVICE PROGRAMMES
Integrating different objectives of Global Citizenship Education

a) Leaders of positive social change
b) A better world with a heart
c) Not to dominate but to care for the disadvantaged
d) Worldmindedness - one planet in mind
e) Cross cultural understandings
f) Analytical and evaluative skills
g) Students learn by thinking, feeling and doing
EXAMPLES OF CROSS-CULTURAL SERVICE PROGRAMMES IN HONG KONG BAPTIST UNIVERSITY

1. Bangladesh (Food Crisis)
2. Laos (Poverty @ World)
3. Vietnam (Fighting for Fair Trade)
4. Indonesia (Mission for Youth)
5. Madagascar (Mission for Youth)
6. Chiang Mai, Thailand (Aid the AIDS)
EXAMPLES OF CROSS-CULTURAL SERVICE PROGRAMMES IN HONG KONG BAPTIST UNIVERSITY

7. Cambodia (Orphans with Aids)
8. India (Racial Harmony)
9. Laos (Mission for Youth)
10. Nepal (Childhood Catcher)
KEY COMPONENTS OF THE PROGRAMMES

1. Student leadership training for student organizers
2. Student organizers initiating issues and problems in both local and global contexts
3. Recruitment of student volunteers
4. Pre-programme rubric assessment
5. Research on relevant themes
6. Seminars and workshops on the issues identified
6. Collaboration with local and international NGOs
7. Pre-trip service project in local community
8. Study and service abroad
9. Reflective journals from members
10. Post-trip local projects
11. Post-programme rubric assessment
12. Reflection and report
13. Programme evaluation exercise
To identify key-words and characteristics of the Journey by

- Interview with student participants of the Cross-cultural Service Programmes
- Study their written replies and reflective journals
- Identify the outcomes indicating their development of global citizenship
1. Mindset and Attitude Change
2. Development of Global Identity
3. Vision for Caring and Serving beyond Cultural and Racial Boundaries
4. Impact on Behaviour and Action
OUTCOMES IDENTIFIED

1. **Mindset and Attitude Change**

1. “Expand the horizon; Not limit to HK”
2. “Started to understand and think more about other cultures in the world”
3. “I don’t have any perception or a clear image about global citizenship before....(now) try to understand the reason and culture before I judge others’ actions.”
4. “Became aware of my role as a global citizen”
5. “I can learn more and make more friends around the world. I love to exchange opinions about different topics with those have different cultural backgrounds.”

6. “Yes, I do consider myself as a global citizen. Because I think the world will be better and more peaceful if we live in a global village, where every race and culture can have their own place and be understood by others.”
OUTCOMES IDENTIFIED

2. GLOBAL IDENTITY

1. “Respect people with different cultures”
2. “(Enhance) my global awareness, identity and responsibility as a global citizen”
3. “The world as one, regardless of race, gender, age, social status”
OUTCOMES IDENTIFIED

2. GLOBAL IDENTITY

4. “(concern about) world peace, poverty problem, environmental problem, inequality, injustice, international conflicts.”

5. “My experience ....has shaped me into a person with a global vision.”
OUTCOMES IDENTIFIED

3. VISION FOR CARING AND SERVING BEYOND CULTURAL AND RACIAL BOUNDARIES

1. “Capable of loving people with other nationalities and races”
2. “Can do voluntary work in other countries”
3. “Willing to serve in international NGOs.”
4. “Growth in terms of compassion, empathy and humanity”
OUTCOMES IDENTIFIED

3. VISION FOR CARING AND SERVING BEYOND CULTURAL AND RACIAL BOUNDARIES

5. “The drive to continue contributing my efforts in social/world issues and community services

6. “When I was in Cambodia, I feel there is a need for us to care and understand their life and what they have been through”
1. “Take more care of news from other countries – economic, political, social”
2. “Ideas and values relating to global citizenship should be conveyed to students before start working in the society.”
3. “Acknowledged my influence in a global issue.”
4. “How to apply in a local context, Hong Kong.”
5. “I become very interested about other cultures and want to learn more, experience more. That’s why I went to exchange for a year and chose to defer my graduation.”

6. “I tried to take more courses about international cultures and communication, and management during my exchange year.”
7. “I am interested about languages...my scope of learning becomes wider and wider.”
8. “There is a need to learn more about everything global.”
9. “I tried to interview other Chinese people in the foreign countries and understand their stories.”
Global citizenship education should:

1. Cultivate a sense of moral values; not promote uneven global competition
2. Develop ways and skills to live with diversified neighbours
3. Collaboration with mutual respect
CONCLUSION

Global citizenship education via cross-cultural service-learning:

1. Learning by thinking, feeling and doing
   Well received by students

2. A life-changing experience with strong impact

3. Collaboration with voluntary associations
CONCLUSION

Outcomes of the Journey identified

1. Mindset and attitude change
2. Global identity
3. Vision for caring and serving beyond cultural and racial boundaries
4. Behaviour and action
INDIA - RACIAL HARMONY
LAOS - POVERTY@WORLD
INDONESIA – MISSION FOR YOUTH
THANK YOU