

## Definitions of Citizenship

How you define citizenship influences how you approach the process of engagement.

“Citizenship” in many societies is understood as being patriotic, and upholding the good name of the country, its government and historical myths.

The following collection of definitions offer a different perspective:

“Citizenship requires both legal rights and the ability to exercise those rights in practice. In international law there is no ‘world citizenship’, only citizens of sovereign states. In this respect, individuals are recognised only in terms of their group identity. As in South Africa, there is a hierarchy of group rights:

1. citizens of the USA, UK and France, with veto powers in the Security Council, NATO and IMF, World Bank and global economic regimes;
2. OECD and Western Alliance, who have the vote, access to courts and Western solidarity;
3. other independent states represented on a regional basis and party to human rights conventions
4. independent states which do not adhere to human rights conventions;
5. occupied territories and peoples without states;
6. refugees, asylum-seekers and stateless person.

“Although not explicitly classified by race, this hierarchy is banded by colour. ... Nationality laws of most countries, and the European Union, explicitly enshrine this ‘classification’.”

*From Unravelling Global Apartheid, Polity Press, 1996*

Citizenship can be defined in terms of nine distinct but interdependent elements:

1. **Membership** - of a state, society and the world
2. A **sense of personal power**, self-esteem and confidence to take part.
3. **Democratic values**, eg freedom, fairness, social justice, respect for democracy and diversity.
4. **Political and human rights** including enshrined in law and UN Conventions
5. **Civic involvement and responsibility** (‘active citizenship’). Rights create obligations on others and ‘duties to the community’ are part of the Universal Declaration (Article 29).
6. **Accountability** means those responsible for decisions are answerable for their actions.
7. **Knowledge and skills** needed to take part
8. **Participation in democratic decision-making**
9. **A constitution**, written and unwritten rules governing the place of citizens in society.

*From Titus Alexander, Citizenship Schools, UNICEF-UK/Campaign for Learning, 2001*

“The proprietor of stock is properly a citizen of the world,  
and is not necessarily attached to any particular country,” Adam Smith, 1776.

### UK Foreign Office

“Global Citizenship initiatives [in business] tend to focus on five main issues:

1. Human rights and labour standards
2. The Environment
3. Corruption
4. Conflict prevention
5. Supply chains and global sourcing

*Global Citizenship: Business and society in a changing world, March 2001, Ref: 0176D*

### **Global Citizenship at Chevron**

Being welcome in its host communities is an essential part of Chevron's corporate vision. To earn trust, Chevron knows its methods and motives must be based on respect for its neighbors.

Chevron's community investments include direct or in-kind financial support and donations by employees who volunteer their time and expertise. Generally, these efforts focus on health, education, environmental protection and local economic growth. Among the most dramatic results are those seen in Chevron's international operations.

No economic activity exists in isolation; Chevron is only as strong as the communities around it. That's why each community investment is designed to put tools in the hands of people, and each reflects the belief that, working as partners, the company and its neighbors can achieve mutual goals for financial, personal and social progress.

### **Oxfam sees the Global Citizen as someone who:**

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- is willing to act to make the world a more equitable and sustainable place;
- takes responsibility for their actions.

### **DEA's vision of global citizenship**

"Young people are growing up in an increasingly global context. Many of us have family origins or family members in other countries. Many of us live, work and study alongside people from all over the world. More and more people are traveling for work or for leisure. All forms of culture are shaped by global influences. Each decision we make as consumers or electors has an impact on global society.

"To understand the nature of citizenship, young people need to learn about their position and role in relation to the world in which they live. They also need to develop the skills that will enable them to participate fully in society at a local, national and international level.

"The global dimension to citizenship is more than learning about 'global issues' such as sustainable development or international trade. ... It is also about understanding the global factors to local issues which are present in all our lives, localities and communities.

It is part of the jobs we do, the clothes we wear, the food we eat, the music we listen to, the people and faiths in our communities, the pupils in our schools.

It affects the decisions we have to make about our everyday lives from what to buy to where to go on holiday.

Furthermore the processes at work at a local level are also at work all over the world and at many different levels, highlighting the similarities and ties that exist globally.

DEA: [www.citizenship-global.org.uk](http://www.citizenship-global.org.uk)

### **Global Citizenship in the Michigan MBA**

Central to the Leadership Development Programme is "Global Citizenship," the highly innovative core to a highly innovative pre-session. The global citizenship day is spent coming face-to-face with the very tangible need for corporate citizenship--by doing project work alongside invited corporate executives in places like homes for at-risk adolescents, homeless shelters, or inner-city job retraining centers. It's also about intense development of team skills and understanding what it takes to lead others.

For a global citizenship certificate at graduation, students will study:

- "Enacting Democracy," on the challenges facing the establishment, evolution and operation of democratic forms of government;
- "Global Community," on similarities and differences across communities and highlight local and individual issues and community responses; and
- "Transnational Issues," on the transnational forces shaping global actions, such as technology, environmental degradation, population growth and migration, the arms trade and international human rights standards.

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**Titus Alexander**

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**Robert Muller** [Chancellor of the University of Peace, Costa Rico] suggests that teaching-learning requirements for global community include four important areas:

- 1) developing an understanding of the biospheres, or the earth as a system that is totally alive, of which we are a part;
- 2) learning our role in the social sphere of an emerging global community with its diverse cultures, perspectives, and views;
- 3) understanding our place in time, that is, our connectedness to the deep past and the further evolution to come; and
- 4) attending to the moral-spiritual-personal growth of each individual, with responsibility for others in the whole earth community.

Education for Global Citizenship, [www.globaleduc.org/edglobcit.htm](http://www.globaleduc.org/edglobcit.htm)