

R.E.- P.L.A.C.E. Global Citizenship

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Charity, Cameras, Action?

We would like all schools to be models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world ...

... Schools, through their curriculum, campus and community, have an important role to play in helping pupils to make sense of the complexity of our world and their place in it (DCSF 2008, p.1)



<http://www.volunteerics.org/gallery>



Changing public imaginaries of poverty, development and action

“How we can possibly be giving £1bn a month, when we're in this sort of debt, to Bongo Bongo Land is completely beyond me ... To buy Ray-Ban sunglasses, apartments in Paris, Ferraris and all the rest of it that goes with most of the foreign aid. F18s for Pakistan. We need a new squadron of F18s. Who's got the squadrons? Pakistan, where we send the money.” Godfrey Bloom, MEP, July 2013



Save the Children
Fund, 2013



“After years of headlines about Africa's poverty, its emerging middle class is now grabbing attention as a driver of growth and democracy and an expanding pool of consumers for market-hungry retailers.” Pascal Fletcher, *Reuters*, May 10th 2013

Conceptualising global citizenship

- [a global citizen] is a member of the wider community of all humanity, the world or similar whole that is wider than that of that of a nation-state or other political community of which we are normally thought to be citizens. This membership is important in the sense that it involves (or would involve if people accept that they are global citizens) a significant identity, loyalty or commitment beyond the nation-state (Dower, 2002: 1)
- ‘citizenship is not the either/or proposition of liberal theory (either one is a citizen or not) but a process that evolves towards equality’ (Arneil, 2007: 314)
- “unsettled ambivalence and reflexivity” that is “perhaps the basis for a responsible attitude in a complex postcolonial world” (Noxolo, 2011, p. 227).

Revisiting solidarity?



- “Human fraternity” (Durkheim, 1964: 405 – 6)
- “A feeling of sympathy shared by subjects within and between groups, impelling supportive action and supporting social inclusion” (Wilde, 2013: 1).
- Solidarity requires both “a shared sense of values and relevant facts and dispositions to act in certain ways” as well as “social relationships across difference, the shared appreciation of material risks and benefits that are unevenly distributed and yet experienced as of common concern to the group” (Nash 2008, p.176).
- “Transformative political relations ... worked through and constructed in and between different sites” (Featherstone, 2013; 31)

'Fixing' citizenship and solidarity

The screenshot shows the Oxfam Unwrapped website interface. At the top, there's a navigation bar with a home icon, 'Shop > Oxfam Unwrapped', and a search bar. Below this is a sidebar with 'Shop by category' and 'Shop by price' sections. The main content area features a large green banner titled 'HOW IT WORKS GIVE A LIFE-CHANGING GIFT'. The banner includes a three-step process: 1. You choose a gift (image of a goat), 2. You send a card to your friend, relative or co-worker (image of a gift box with the text 'NO IFS OR BUTTS... THIS IS A GREAT GIFT'), and 3. Your donation goes to those who need it most (image of people with a goat). Below the banner are three columns of gift categories: 'GIFTS FOR ANIMAL LOVERS', 'GIFTS FOR FOODIES', and 'GIFTS FOR TEACHERS'. Each category lists specific gifts with their descriptions and prices. At the bottom of each category is a 'View all' button.

Shop by category

- Shop all categories
- Oxfam Unwrapped
 - Animal lovers (6)
 - Bestsellers (11)
 - The business minded (4)
 - DIYers (4)
 - Eco warriors (7)
 - Foodies (7)
 - Gardeners (5)
 - Gift sets (5)
 - Parents and carers (9)
 - New gifts (5)
 - Old faves (13)
 - Teachers (7)
 - Online exclusives (6)

Shop by price

- Gifts from £5-£25
- Gifts from £25-£50
- Gifts from £50+

More to explore

- Little extras
- Oxfam Unwrapped

Oxfam Unwrapped

HOW IT WORKS

GIVE A LIFE-CHANGING GIFT

- 1** You choose a gift
- 2** You send a card to your friend, relative or co-worker
- 3** Your donation goes to those who need it most

Optional FREE delivery | eCards | Little extras

GIFTS FOR ANIMAL LOVERS	GIFTS FOR FOODIES	GIFTS FOR TEACHERS
Chickens Eggstraordinary £10.00	Chocolate Help cocoa farmers £19.00	School supplies Kit for school kids £8.00
Goat Help a family £25.00	Feed a family Emergency edibles £7.00	Educate a child Getting results £19.00
Share in a farmyard Life changing livestock £5.00	Nicer rice Helping rice farmers £15.00	Give girls a head start Get girls learning £17.00

[View all](#) [View all](#) [View all](#)

Should education and learning be about 'unfixing' dominant ideas of global citizenship?

YOU'VE GOT TO STOP
TALKING ABOUT ME AS
IF YOU'RE NOT HERE!!



Courtesy of TIDE Global Learning

Relational – *rather than a status*

Evolving – *rather than static*

Processual – *rather than end point*

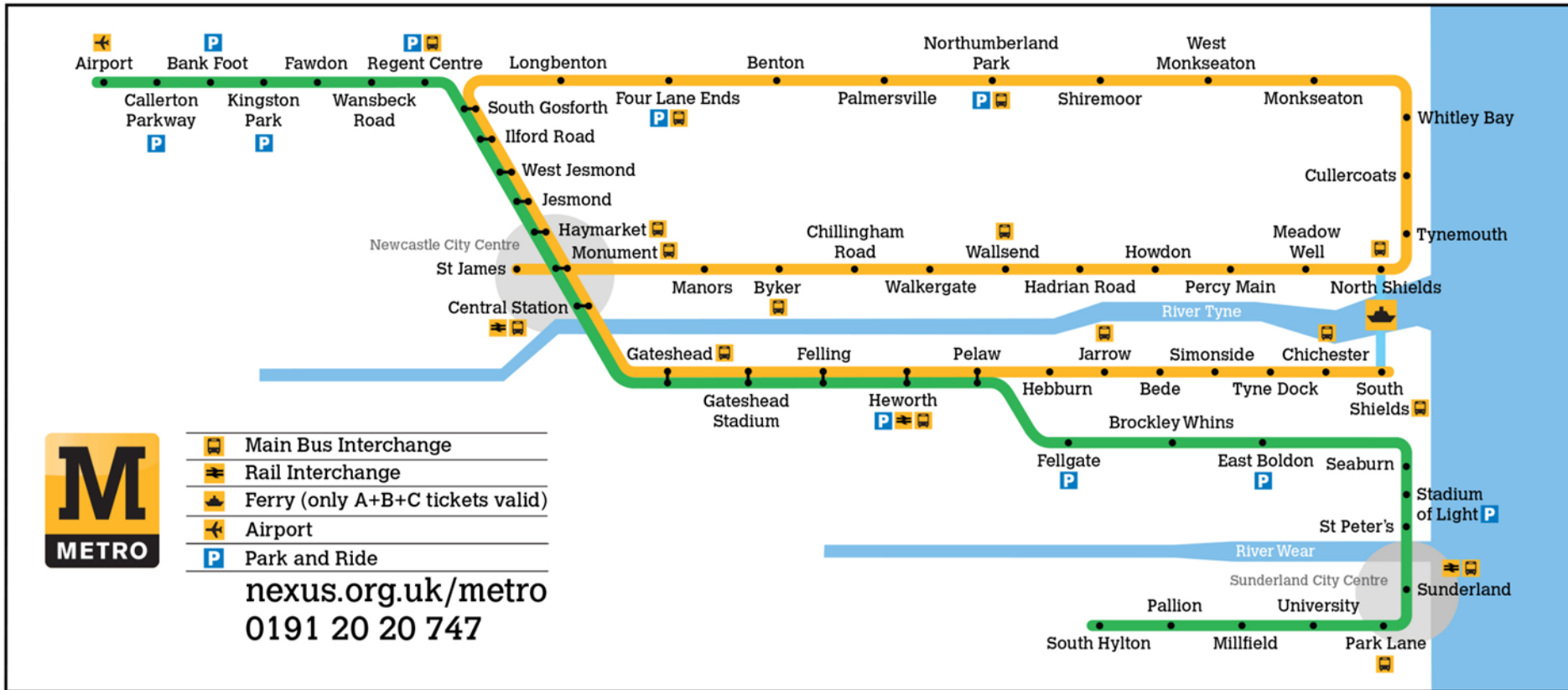
Local – *rooted in particular places*

Active – *but not a predicted ‘action’*

Co-produced – *not top down*

Everyday – *rather than exotic*

Conclusion: a new attention to place?



http://www.nexus.org.uk/sites/default/files/Zone%20Map%20TVM%20Map_2.pdf

To R.E.- P.L.A.C.E. global citizenship means paying greater attention to the various inequalities, connections and relationships that shape the places in which schools and their communities are located

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