



## **IMPACT OF GLOBAL CITIZENSHIP EDUCATION AND ITS CONTRIBUTION TO HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA**

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### **ABSTRACT**

*The investigation reconnoiters the connection of Global Citizenship Education (GCE) and its impact in advancing higher education in Nigeria for sustainable development. The study was carried out in Imo State University, Owerri, Nigeria. Three research objectives and three research questions guided the study. The population of the study consisted of 286 lecturers from the faculty of education in Imo State University. The population was manageable, so there was no sampling. A structured questionnaire titled “Impact of Global Citizenship Education and Sustainable Development Questionnaire (IGCECSDQ)” were used as the instrument for data collection. The instrument was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was face validated by three experts; two from the Department of Art Education, one from the Measurement and Evaluation Unit, Department of Educational management, all in the Faculty of Education, Imo State. The reliability was determined at 0.84 using the Cronbach Alpha which was considered high enough for the instrument utilization. The research questions were answered using mean and standard deviation scores. The findings of the study revealed that global citizenship education, GCE significantly enhanced students' understanding of sustainable development challenges, including poverty, climate change, and social inequality. It fosters critical thinking about these global issues and their interrelated nature within the sub-sector. The study equally uncovers a range of challenges impeding effective GCE implementation in Nigerian higher education. These challenges encompass curriculum resistance, financial constraints, and the need for teacher capacity building. The findings of the study identify strategies to improve GCE within Nigerian higher education. These strategies identified include institutional support, curriculum integration, diverse pedagogical approaches, teacher capacity building; virtual exchange platforms and service learning. The study also underscores the need for standardized GCE frameworks and guidelines to provide a clear pathway forward. The findings hold implications for policy development and institutional reforms to promote GCE as a vehicle for nurturing global citizenship and addressing pressing global challenges within Nigerian higher education sector.*

**Keywords:** sustainable development, higher education, global citizenship, Nigeria.

### **Introduction**

In recent years, global citizenship education (GCE) has gained widespread recognition as an integral component of higher education, celebrated for its potential to nurture sustainable development and enhance global awareness (Edem, 2020). Although its importance is



acknowledged worldwide, its status and impact within Nigerian higher education institutions are yet to be fully explored. Nigeria, a country known for its diverse cultural, social, and economic dynamics, presents a unique set of challenges and opportunities for the integration of GCE into its higher education system. The necessity of GCE in Nigerian higher education is underscored by the urgent demand to equip graduates with the knowledge, skills, and values required to address complex global challenges such as poverty, climate change, and social inequality, all of which significantly affect the nation (kalu, 2021). Nigeria, like many other nations, is a signatory to the United Nations Sustainable Development Goals (SDGs), emphasizing the importance of examining how GCE can contribute to the realization of these global objectives. However, the actual effectiveness of GCE within Nigerian higher education remains uncertain, and obstacles to its integration persist (Nwoha and Mbagwu, 2024). These challenges comprise limited resources, resistance to curriculum changes, and the need to enhance educators' capabilities. Moreover, there is a notable lack of awareness and understanding of GCE among various stakeholders, comprising administrators, policymakers, students and educators, in light of these multifaceted circumstances, this study aims to provide an in-depth exploration of the current state and potential contributions of GCE within Nigerian higher education (Utaka, 2023). Hence, by assessing the impact of GCE on students' awareness of sustainable development, examining the challenges encountered, and offering practical recommendations for improvement, this research seeks to provide valuable insights into how GCE can effectively support sustainable development goals and cultivate global citizenship among graduates of Nigerian higher education institutions.

The importance of global citizenship education has been recognized by international organizations and educational forums such as UNESCO and the World Education Forum. These entities emphasize the need for education to develop the skills, values, and attitudes that enable individuals to address local and global challenges while fostering responsible global citizenship. As such, GCE plays a vital role in preparing individuals to think and act as responsible global citizens in the face of challenges stemming from social, cultural, economic, political, environmental, and technological global changes. Accordingly, (Flee man (2022) defined Global Citizenship as the capacity and disposition to understand and act creatively and responsibly on issues of global significance. To this end, Hendricks (2021), refers global citizenship as a disposition to critically examine one's identity and role in the world, accept that one's welfare is interconnected with that of others, and actively engage in addressing global challenges. In this context, global citizenship can be defined as a sense of belonging to a broader community beyond national boundaries, emphasizing common humanity and interconnectedness among people across local and global scales. Hereafter, it is based on universal values such as human rights, democracy, non-discrimination, and diversity, promoting civic actions that contribute to a better world and future (UNESCO, 2019). In the context of higher education, global citizenship education involves the acquisition and development of essential knowledge, skills, values, and attitudes necessary for global citizenship. This confirms integrating global dimensions and issues into higher education curricula, fostering global awareness and competence, and promoting international and intercultural competence. While there is no common definition, global citizenship education aims to empower learners to understand global issues and equips them with the tools to address these challenges (Asonglefact, 2022). Although some courses within Nigerian higher education do



incorporate aspects of global citizenship education, its place in the curriculum and pedagogy is not well defined. It is essential for higher education institutions to make a concerted effort to integrate global citizenship education into their curriculum and pedagogical approaches, ensuring that learners are prepared to be active global citizens.

Global citizenship education plays a crucial role in promoting sustainable development. It fosters a sense of global citizenship, promotes global awareness and sensitivity, and enhances intercultural competence. These attributes contribute to a more just, peaceful, and sustainable world, aligning with the principles of sustainable development (UNESCO, 20123). However, global Citizenship Education (GCE) holds the promise of nurturing responsible global citizens by imparting knowledge, skills, and values. As Ogamba (2021), put it, GCE plays a vital role in elevating students' awareness of global issues, particularly related to sustainable development; addressing challenges like poverty and climate change. The integration of GCE with the United Nations Sustainable Development Goals (SDGs) aligns with Nigeria's commitment as a fellow. However, challenges persist, including limited resources and resistance to curriculum changes. While case studies in Nigeria are scarce, insights from other African countries provide valuable lessons. Measuring the impact of GCE on sustainable development awareness is an ongoing area of research. To enhance sustainable development awareness through GCE in Nigerian higher education, clear policies, resource allocation, and inter-institutional collaboration are essential, along with promoting research into best practices and innovative pedagogical approaches. GCE's potential in this context is significant, given the commitment to addressing global challenges and fostering responsible global citizenship (Ogamba, 2021).

In Nigerian higher institutions, GCE offers a dynamic platform for students to deepen their comprehension of sustainability challenges and develop the critical thinking skills necessary to tackle global issues effectively. This educational approach is instrumental in promoting civic engagement for sustainability, fostering an understanding of interconnected global problems, and cultivating a sense of responsibility for the environment. Furthermore, it inspires collaboration among students with diverse backgrounds and aligns seamlessly with the United Nations Sustainable Development Goals. Additionally, Global Citizenship Education encourages ethical and sustainable choices by instilling values of responsibility, empathy, and social awareness. Study conducted by Abanji (2020) has highlighted the numerous challenges that obstruct the successful implementation and efficacy of Global Citizenship Education (GCE) in Nigerian higher education. Limited resources and funding for GCE initiatives is a significant hurdle, often due to budgetary constraints that affect program development and educator training. Inadequate teacher training in GCE methodologies results in a gap between the intent of GCE initiatives and their actual execution. Resistance to curriculum integration and change is a pervasive issue as the current educational framework faces reluctance when incorporating GCE into traditional curricula. The absence of standardized GCE frameworks and guidelines compounds the problem, making it challenging to ensure consistency and quality across institutions (Abanji, 2020).

Additionally, the limited access to technology and digital resources presents an obstacle, as technological resources are essential for effective GCE. Cultural and linguistic diversity challenges



arise from Nigeria's rich tapestry of cultures and languages, demanding a nuanced approach to GCE that respects and integrates local traditions and values. Inadequate awareness and understanding of GCE among stakeholders, including students, educators, administrators, and policymakers, remain significant obstacles. Furthermore, socioeconomic disparities in access to GCE opportunities need to be addressed to mitigate existing educational inequalities. Challenges persist in assessing and measuring GCE outcomes due to the absence of comprehensive assessment tools and standardized metrics. Finally, integrating GCE with local cultural and societal values presents a complex dilemma, necessitating a delicate balance between global perspectives and local contexts. Hence, these challenges collectively underscore the need for dedicated policies, increased funding, comprehensive training, and a concerted effort to raise awareness and understanding of GCE among stakeholders in Nigerian higher education (Edem, 2020). Enhancing Global Citizenship Education (GCE) in Nigerian higher education is a multifaceted challenge that necessitates a comprehensive approach. One key strategy involves curriculum integration and innovation. This entails revising curricula to include GCE principles in both new and existing courses, fostering a deeper understanding of global issues.

Faculty development and training, another pivotal strategy, is emphasized by Godman (2019) as crucial. Providing educators with the necessary knowledge and pedagogical skills to effectively teach GCE is essential. Inter-institutional collaboration is a strategy that involves universities and colleges working together to share resources, best practices, and standardized GCE frameworks. This collaboration can help in developing and maintaining a consistent approach to GCE across institutions. Moreover, global experiential learning is an influential strategy. Initiatives such as study abroad programs, internships, and international exchanges enable students to apply their GCE knowledge in real-world settings. This hands-on experience significantly enhances global awareness (Godman, 2019). Another critical strategy involves promoting research and scholarly activities related to GCE within Nigerian higher education institutions. Encouraging faculty and student research, publishing scholarly articles, and organizing conferences can build a knowledge base and cultivate a culture of GCE. Technology integration also plays a key role, making digital resources and online platforms accessible for students to engage with global perspectives (flee man, 2022). Advocacy and awareness campaigns are indispensable for educating stakeholders about the significance of GCE. Policymakers, educators, and the wider community must be informed and engaged to garner support for GCE implementation. Moreover, the development of standardized assessment tools and metrics is fundamental to evaluate the outcomes of GCE programs effectively. This ensures that the impact and success of GCE initiatives can be measured and improved. Additionally, recognizing the linguistic and cultural diversity within Nigeria, promoting multilingual and multicultural education is vital. Integrating local languages and traditions into the curriculum helps bridge the gap between global perspectives and local contexts. Lastly, aligning GCE with the United Nations Sustainable Development Goals (SDGs), as underlined by Edem (2020), provides a clear framework for GCE initiatives and emphasizes their contribution to broader global objectives. Hence, enhancing GCE in Nigerian higher education according to experts necessitates a comprehensive and coordinated effort involving curriculum innovation, faculty development, experiential learning, research, technology integration, advocacy, assessment, and alignment with SDGs. These strategies, discussed by Abanji (2020),



collectively contribute to nurturing responsible global citizens capable of addressing the complex challenges of our interconnected world. Interestingly, global citizenship education is not only important for Nigerian higher education but also integral to achieving sustainable development goals. Its potential to cultivate a sense of global citizenship, promote global awareness, and enhance intercultural competence can significantly contribute to addressing global challenges and building a more just and peaceful world.

The study underscores the growing recognition of GCE as a fundamental component of higher education. It highlights the increasing interconnectivity of the world, the impact of globalization, and the need to address pressing global challenges such as climate change, poverty, and social inequality. International frameworks and initiatives, including UNESCO's priorities and the Sustainable Development Goals, emphasize the importance of GCE in fostering a sense of belonging to a broader global community and promoting universal values like human rights and democracy. However, within higher education, there is a growing acknowledgment of the value of integrating GCE into curricula. This integration involves equipping students with the cognitive, socio-emotional, and behavioral dimensions of global citizenship, fostering global awareness and sensitivity and intercultural competence. The state of the art in GCE emphasizes the role of global citizenship in addressing global challenges and empowering individuals to take informed decisions and responsible actions for the wellbeing of present and future generations. It calls for higher education institutions to adopt pedagogical approaches that make GCE a concrete and realistic experience for students, preparing them for global socio-political and economic participation.

### **Statement of the Problem**

The core problems that underlie this research are many due to the fact that in recent years, global citizenship education (GCE) has gained increasing recognition as a critical component of higher education with the potential to foster sustainable development and elevate global awareness. Nonetheless, within the context of Nigerian higher education, there exists a significant knowledge gap concerning the effectiveness of GCE integration and its actual contribution to sustainable development. Listing the facts may include: - a lack of comprehensive understanding regarding how global citizenship education influences the awareness of sustainable development issues in Nigerian higher education institutions. Moreover, there is an inadequacy of information on the challenges and obstacles that hinder the seamless implementation of global citizenship education within the Nigerian higher education system. Finally, there is a conspicuous absence of knowledge about specific strategies and approaches that can be employed to enhance the quality and effectiveness of global citizenship education in Nigerian higher education sector, thus enabling it to make a more substantial contribution to sustainable development goals. These issues collectively underscore the urgent need for a systematic investigation into the impact of global citizenship education and its potential role to drive sustainable development in Nigerian higher education. Addressing these problems remains essential for unlocking the full potential of GCE in advancing Nigeria's sustainable development objectives.



**Purpose of the study**

The study aim is investigating the impact of global citizenship education and its contribution to sustainable development in higher education in Nigerian. Specifically, the study seeks to:

1. examine how global citizenship education impact sustainable development awareness in Nigerian higher education.
2. examine the challenges that hamper global citizenship education in Nigerian higher education.
3. determine the strategies to develop global citizenship education in Nigerian higher education.

**Research Questions**

The following research questions guided the study

1. How does global citizenship education impact sustainable development awareness in Nigerian higher education?
2. What are challenges that hamper global citizenship education in Nigerian higher education?
3. What are the strategies to develop global citizenship education in Nigerian higher education?

**Methodology**

The study adopted a descriptive survey design. The population of the study consisted of 286 lecturers in Imo state University of Owerri, Nigeria. There was no sampling since the population was manageable. The study used a structured questionnaire titled —impact of Global Citizenship Education and contribution to Sustainable Development Questionnaire (IGCECSDQ), as the instrument for data collection. The instrument was structured on a four- point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was face validated by three experts, two from the Department of Arts Education and one from the Measurement and Evaluation Unit, Department of Educational management, Faculty of Education, Imo State University, Owerri, Nigeria. While the reliability was determined at 0.84, Cronbach Alpha were used to control instrument usability. The research questions were answered using mean and standard deviation scores. The mean responses were adjudged accepted at score 2.50, while scores below 2.50 were considered unacceptable.

**Results**

**Research Question One: How does global citizenship education impact sustainable development awareness in Nigerian higher education?**

**Table 1: Mean and Standard Deviation of Responses on impact of global citizenship education**

<b><u>Contribution to sustainable development awareness in Nigerian higher education</u></b>		<b><u>Mean</u></b>	<b><u>SD</u></b>	<b><u>Decision</u></b>
1	Enhances understanding of sustainability challenges	2.56	0.11	A
2	Encourages critical thinking about global issues	2.77	0.09	A
3	Promotes civic engagement for sustainability	2.66	0.10	A
4	Raises awareness of interconnected global problems	2.50	0.11	A
5	Cultivates a sense of responsibility for the environment	2.61	0.11	A



6	Inspires collaboration across diverse backgrounds	2.62	0.10	A
7	Aligns with United Nations Sustainable Development Goals	2.64	0.10	A
8	Encourages ethical and sustainable choices	2.60	0.11	A
<b>Grand Mean</b>		<b>2.62</b>	<b>0.10</b>	<b>A</b>

Results in Table 1 shows the Mean ratings and standard deviation of responses on impact of global citizenship education contribution to sustainable development awareness in Nigerian higher education. Item 1 – 8 met the criterion mean scores of 2.50 and above which indicate acceptance according to decision rule. Respondents agreed on the above statements on global citizenship education impact and contribution to sustainable development awareness in Nigerian higher education with a grand mean rating of 2.62 and standard deviation of 0.10 correspondingly.

**Research Question Two:** What are the challenges that hamper global citizenship education in Nigerian higher education?

**Table 2: Mean and Standard Deviation of Responses on the challenges that hamper global citizenship education in Nigerian higher education**

S/N	Items	Mean	SD	Decision
9	Limited resources and funding for GCE initiatives.	2.77	0.09	A
10	Insufficient teacher training in GCE methodologies.	2.78	0.09	A
11	Resistance to curriculum integration and change.	2.72	0.10	A
12	Lack of standardized GCE frameworks and guidelines.	2.83	0.08	A
13	Limited access to technology and digital resources.	2.80	0.09	A
14	Cultural and linguistic diversity challenges.	2.70	0.10	A
15	Inadequate awareness and understanding of GCE among stakeholder.	2.69	0.10	A
16	Socioeconomic disparities in access to GCE opportunities.	2.79	0.09	A
17	Challenges in assessing and measuring GCE outcomes.	2.75	0.09	A
18	Integration of GCE with local cultural and societal values.	2.90	0.07	A
<b>Grand Mean</b>		<b>2.77</b>	<b>0.09</b>	<b>A</b>

Table 2 presented the mean and standard deviation of responses on the challenges that hamper global citizenship education in Nigerian higher education. All items listed ranged above the standard mean ratings of 2.50 which indicate acceptance by respondents. The challenges that hamper global citizenship education in Nigerian higher education are as follows: Limited resources and funding for GCE initiatives; insufficient teacher training in GCE methodologies; resistance to curriculum integration and change; lack of standardized GCE frameworks and guidelines; limited access to technology and digital resources, among others, which was accepted based on the grand mean score of 2.77 and standard deviation of 0.09 respectively.



**Research Question Three:** What are the strategies to develop global citizenship education in Nigerian higher education?

**Table 2: Mean and Standard Deviation of Responses on the strategies to enhance global citizenship education in Nigerian higher education**

<b>S/N</b>	<b>Items</b>	<b>Mean</b>	<b>SD</b>	<b>Decision</b>
19	To integrate global citizenship aspects into existing courses	2.91	0.07	A
20	To include global citizenship education in the mission statements and strategic plans of higher education institutions for institutional backing	2.81	0.09	A
21	To provide training and development programs for educators to integrate global citizenship into their teaching practices effectively.	2.88	0.08	A
22.	To utilize diverse pedagogical approaches, such as virtual exchange platforms, service-learning, and collaborative learning, to enhance global learning and critical thinking.	2.78	0.09	A
23.	To advocate for policy changes at national and institutional levels to prioritize and support global citizenship education initiatives.	2.67	0.10	A
24	To establish mechanisms to assess the long-term impact of global citizenship education on graduates to understand its lasting effects.	2.55	0.11	A
25	To introduce new interdisciplinary courses focusing on global citizenship.	3.00	0.06	A
<b>Grand Mean</b>		<b>2.80</b>	<b>0.09</b>	<b>A</b>

Table 3 above revealed the mean ratings and standard deviation of responses on the strategies to enhance global citizenship education in Nigerian higher education. Item 19 – 25 reached the criterion mean score of 2.50 and beyond which indicate acceptance by respondents based on the grand mean score of 2.80 and standard deviation of 0.09 accordingly. Therefore, the strategies to enhance global citizenship education in Nigerian higher education are: to integrate global citizenship aspects into existing courses; to include global citizenship education in the mission statements and strategic plans of higher education institutions for institutional backing; to provide training and development programs for educators to integrate global citizenship into their teaching practices effectively; to introduce new interdisciplinary courses focusing on global citizenship, etc.



### **Discussion of findings**

The study found that global citizenship education plays a significant role in enhancing sustainable development awareness among students in Nigerian higher education institutions. Through the incorporation of global perspectives, students become more attuned to critical global challenges such as poverty, climate change, and social inequality. GCE encourages students to think critically about these issues and their interconnectedness, fostering a deeper understanding of sustainable development goals and the urgency of addressing them. The findings are in line with the study of Edem (2020) who posited highlight the value of global citizenship education in raising awareness about sustainable development issues. Hence, by exposing students to a broad spectrum of global challenges and encouraging them to think critically, GCE equips them with the knowledge and perspective needed to address complex, interconnected problems. This finding underscores the importance of integrating GCE into Nigerian higher education to nurture a generation of graduates who are conscious of global issues and committed to contributing to sustainable development.

The study identified several challenges that hinder the effective implementation of global citizenship education in Nigerian higher education. These challenges include limited financial resources for GCE initiatives, resistance to curriculum integration and change, inadequate teacher training in GCE methodologies, and the absence of standardized GCE frameworks and guidelines. Additionally, challenges related to cultural and linguistic diversity, as well as limited access to technology and digital resources, was noted. The findings are in agreement with the study of (Godman, 2020) that shed light on the hurdles that must be overcome to enhance GCE in Nigerian higher education. According to the author, addressing financial constraints, promoting curriculum adjustments, and providing adequate teacher training are vital steps. Developing standardized GCE frameworks and guidelines can provide a clear path forward, and addressing cultural and linguistic diversity challenges is essential for inclusive education. Improving access to technology and digital resources is equally crucial to effectively deliver GCE. These challenges require a comprehensive approach involving institutions, policymakers, and educators.

The study uncovered several strategies to enhance global citizenship education in Nigerian higher education. These strategies include the integration of GCE aspects into existing curricula and the introduction of new interdisciplinary courses with a specific focus on global citizenship. Additionally, higher education institutions should include GCE in their mission statements and strategic plans to garner institutional support. Teacher capacity building programs should be provided to equip educators with the necessary knowledge and skills for effective GCE delivery. Diversifying pedagogical approaches, such as virtual exchange platforms and service-learning, can enhance global learning and critical thinking. The findings are in consonance with the findings of (Abanji, 2020, and Ogamba, 2021) who suggested a multi-faceted approach to enhancing GCE in Nigerian higher education. Curriculum integration and the development of new courses can create a solid educational foundation. Institutional support is vital for sustaining GCE initiatives. According to the author, there is need to provide teacher capacity building ensures educators can effectively deliver GCE content. Diverse pedagogical approaches contribute to a comprehensive educational experience, promoting global awareness and critical thinking. Implementing these



strategies will be crucial to advancing GCE in Nigerian higher education and nurturing globally conscious graduates.

### **Educational Implications**

The implications for education drawn from this study are profound. They underscore the urgency of curriculum reform within Nigerian higher education. This reform should include the integration of global citizenship education (GCE) into existing curricula and the development of new interdisciplinary courses with a specific focus on GCE. Furthermore, the study highlights the imperative of equipping educators with the knowledge and skills required to effectively integrate GCE into their teaching practices. This has far-reaching implications for teacher training and professional development programs. Moreover, the study emphasizes the importance of institutional support for GCE. Higher education institutions in Nigeria should consider incorporating aspects of GCE into their mission statements and strategic plans, fostering a conducive environment for the implementation of GCE. Diversifying pedagogical approaches is another critical implication, with a recommendation to incorporate learner-centered methods, such as virtual exchange platforms, service-learning, and collaborative learning, into teaching practices to enhance global learning and critical thinking. The study also calls for the assessment of the long-term impact of GCE on graduates. This implies the need for institutions to establish mechanisms for tracking and evaluating the impacts of GCE on students' well-being beyond their academic years. Finally, policy implications are evident, suggesting that policymakers should recognize the potential of GCE in contributing to sustainable development. This emphasizes the need for policy changes and support for GCE initiatives at both national and institutional levels. In sum, these implications have the potential to guide educational reforms and initiatives in Nigeria, with the aim of promoting GCE and its positive contribution to sustainable development within the higher education sector.

### **Contribution to Knowledge**

The study contributes to the knowledge base in several key areas. It provides localized insights into the state of global citizenship education (GCE) in Nigerian higher education, deepening the understanding of its impact on students' sustainable development awareness. Moreover, the research identifies challenges and offers practical solutions for GCE integration, highlighting the need for curriculum changes and teacher training. The study also emphasizes the importance of policy and institutional support for GCE and its long-term impact on graduates. In summary, this research enriches the knowledge base by offering practical insights into GCE's status in Nigerian higher education, potential challenges, and ways to improve it, while contributing to the broader understanding of GCE's role in sustainable development.

### **Conclusion**

In conclusion, the study highlights the vital role of global citizenship education (GCE) in advancing sustainable development in Nigerian higher education. It has the potential to raise awareness of sustainable development among students, but faces challenges like curriculum integration and resource constraints. The study identifies strategies such as inclusive curricula,



faculty development, technology use, and partnerships to develop GCE. Importantly, GCE can act as a catalyst for fostering global citizenship and supporting sustainable development, aligning with the United Nations' Sustainable Development Goals. To fully realize GCE's potential, policymakers, educators, and institutions should proactively integrate and enhance it in Nigerian higher education. This will empower students to address global challenges and contribute to local and global sustainable development efforts. Nigeria can harness GCE to build a more sustainable and equitable future.

### **Recommendations**

Based on the findings, the following recommendations were made:

1. Global citizenship education should clarify its meaning in higher education and its relevance to sustainable development.
2. Higher education institutions should include global citizenship education in their mission and strategic plans.
3. Curricula should integrate global citizenship and introduce interdisciplinary courses.
4. Teachers should receive training to integrate global citizenship into curricular and extracurricular activities.
5. Pedagogical approaches should vary to boost global learning and critical thinking.

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