Teachers' Perceptions of How Global Citizenship Education Promotes Problem-Solving Skills and Conflict Resolution in Nigeria

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Abstract: This paper explores the perceptions of teachers on how GCE promotes problem-solving skills and conflict resolution in Nigeria. The paper adopted a qualitative research approach of phenomenological design. The purposive sampling technique was used to select 18 participants across the 6 geo-political zones of Nigeria. A semi-structured video conferencing interview was used as a dialogic forum about how GCE promotes problem-solving skills and conflict resolution. The findings revealed that the best approach to use in balancing perceptions on any issues about peace, conflict and social justice is the development of positive values and attitudes by engaging students with transformational pedagogies. National curriculum content needs to be relative to the needs of the learning environment in Nigeria. A national Continuous Professional Teacher Development Programme (CPTD) is required to create a community of Teachers with global skills. This will enable the development of peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. The paper concludes that the knowledge of GCE can go a long way in promoting the non-cognitive domain to make students more skilled to live and work in a globalised world.

Keywords: Conflict Resolution, Global Learning, Pedagogy, Values, Problem-solving Skills, Social Justice, Sustainable Development

1. Introduction

Globalisation is democratising learning environments at an alarming rate and governments in the global South are finding it difficult to keep up, especially in the area of the provision of skilled teachers. This has resulted in widening the quality of learning disparities between the global North and the global South (Adu & Olowu, 2022). This is caused by the far-reaching effects of advancement in technology on the one hand and the risks that global health issues pose on the other. The impact of the COVID-19 pandemic on the quality of learning has shown that education is more than just becoming a graduate. Education in the 21st Century has become critical in developing values and attitudes that generate balanced opinions about our

roles in solving local and global problems.

According to Bourn (2017, p. 23), any acquisition of knowledge and information about global themes can raise wider questions that could be perceived as 'controversial'', including the influence of power relations and causes of inequality. How knowledge is shared transforms the way we reflect and react to problems and conflict. These local and global issues include social injustice, gender bias, unequal access to quality education, cultural diversity and conflict (Bamber, 2020). This research acknowledges that GCE is effective when practised by teachers who have developed a global mindset. They become global citizens skilled in the delivery of pedagogical approaches that promote learner-centred critical thinking, dialogue and problem-solving (Adu, & Olowu, 2022, p. 506). So, who is a global citizen? The Global Citizen is a changemaker schooled and trained to be an agent of peace and conflict resolution. In this research, we explore GCE in the context of its impact on the individual as a tool for making learners ''more conscious of the realities of our globalised world'' (Allen, 2020, p. 440).

The requirement for global-minded teachers has become urgent in Nigeria due to issues of conflict of cultural diversity plaguing the nation for more than a decade. The situation is making it more difficult to achieve the targets of UNESCO's Sustainable Development Goals (SDGs) by 2030. According to Dunn (2018), security in the country can be described as precarious due to the nefarious activities of the Boko Haram sect (Boko Haram means 'any education other than Islamic education is bad'). The activities of this sect have disrupted family life and education with the kidnapping of students instilling fear in parents about sending their children to school. In April 2014, more than 200 schoolgirls were kidnapped from a Federal Government Secondary School in Chibok Borno State and up to date not all the kidnapped students have been released (Internal Displacement Monitoring Council, 2013; Dunn, 2018). This paper is written to suggest that education in Nigeria requires the embedding of GCE across all disciplines to equip teachers and learners with skills and competence to develop global citizens in such a volatile and culturally diverse environment. The research involves 18 professional teachers drawn from the 6 geopolitical zones of Nigeria. Using a sample of teachers in Nigeria, (see Table 2) this research posits GCE as a transformative learning tool to develop positive characters, values and attitudes of both teachers and learners.

According to the study by Adu and Olowu (2022), this research promotes a need for educational policy and planning in Africa to adopt GCE as a cross-curricula CPTD course in the training of teachers. The objective is to embed sustainable development values in the teacher training system from where teachers can emerge with skills and competence in problem-solving linked to thematic areas of SDG No 16; peace, justice and strong institutions.

1.1 Research Questions

- What pedagogical approaches are needed to make students form a balanced opinion about peace, conflict and social justice?

- How can problem-solving skills be promoted among students through the teaching of Global Citizenship Education?

2. Literature Review

The following areas are reviewed based on the research questions posed in this paper.

2.1 From Global Learning to Global Citizenship Education

Development Education began to be transformed in the late 1960s and 1970s in Europe and North America in response to a de-colonisation process and the emergence of development education as a specific feature of government and Non-Government organisations, especially in the work of OXFAM, (Bourn 2014:9). However, at the beginning of the 21st Century, the term development education became replaced by terms such as global learning, global citizenship or learning in a global dimension. Between 2013 and 2018 the Global Learning Programme GLP) was implemented in the UK, The GLP built a national network of like-minded schools committed to equipping their students to make a positive contribution to a globalised world. The programme was managed separately in each UK nation to reflect devolved education policy, and in England (GLP-E) was managed by a consortium of partners: Pearson, Geographical Association, UCL Institute of Education, Oxfam UK, Royal Geographical Society (with IBG), SSAT and Think Global, (GLP 2013). Continuous Professional Development training known as twilight sessions were organised nationwide under the concept of learning in a global dimension. Eight axioms were developed to guide teachers in their pedagogical approaches. See Table 1. "The GLP is much more than just learning about global and development issues. It aims to support teachers to develop their knowledge skills and values base," (Bourn, 2014. P. 7).

Table 1: Axioms of Learning in a Global Dimension (Adapted from GLP– E 2013)

Axiom	Description
Axiom 1	Principles and Perspectives
Axiom 2	Integrity
Axiom 3	Balance
Axiom 4	Attitudes and Values
Axiom 5	Knowledge and Skills
Axiom 6	User Centred approach
Axiom 7	Needs Analysis
Axiom 8	Resource development

2.2 The Educational Philosophy of Paulo Freire

This literature review throws a spotlight on the values of both teachers and learners in creating a community of global citizens. Supporting this school of thought is the philosophy of Paulo Freire, a teacher from Recife in Brazil. He perceived education as a tool of liberation from ''pedagogical approaches that

undermine the freedom of the learner,'' (Nweke, & Owoh, 2017 cited in Adu, & Olowu, 2022). In the Pedagogy of the Oppressed 2000, Freire presents his banking and libertarian models of education. In the context of GCE, the banking model relates to the traditional methods of learning by rote where knowledge sharing is didactic and teacher centred with passive students. The Libertarian model refers to the opposite of the banking system and is an enabler of the acquisition of values and attitudes needed to manage local and global issues. (Lugton, 2015). In the same vein GCE ''aims at promoting critical thinking and creativity as it raises consciousness about the formation of values within cultural norms and prevailing policies which participants are to examine together'' (Ramalho, 2020, p. 54).

Teachers play a critical role in the crossover from the subject-based, teacher-centred cognitive skills-based method of learning to a value-based, non-cognitive transformative learner-centred method of learning. To do so, teachers need to have strong subject and pedagogic content knowledge, possess effective classroom management skills, readily adopt new technologies, and be inclusive and sensitive to the diverse needs of their students. (UNESCO, 2017, p. 5) The British Council is working in Nigeria to promote a Global learning programme titled Connecting Classrooms for Global Learning (CCGL). The objective of the programme is to introduce GCE to the local curricula and encourage links with international schools. (British Council Nigeria, 2022)

2.2.1 Skills for the Global Teacher

In Nigeria, CPTD opportunities exist through workplace training, off-the-job training, and conversion training where teachers are required to 'engage with a new range of unfamiliar subject areas' (Olowu, Oyekan, & Awolalu, 2020, p. 372). The outcome of Global Learning is to develop citizens skilled in critical thinking, dialogue and reflective action aligning with Freire's transformative learning model. Obanya (2017) contributes to the discourse with his reference to the REIT Model in Fig 3. Obanya posits transformation in learning as eventually having a cumulative effect of enthusiasm aroused by what the teacher radiates and the influence of the teacher's creative/transformational pedagogy.
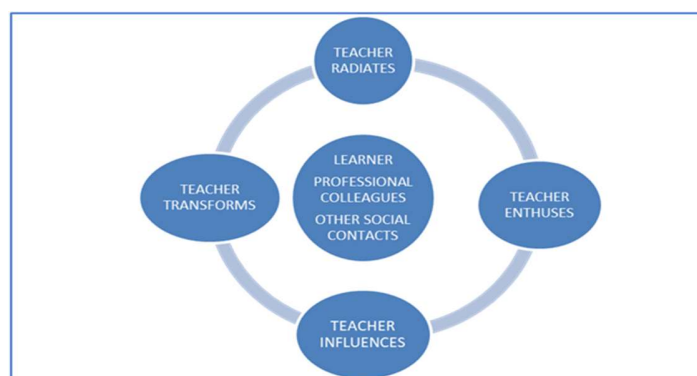

Figure 1: The REIT Model of a Teaching Personality (Source: Obanya, 2017)

Teaching practice in environments of violence will be affected by a barrage of news reports in the media with violent images to which both teachers and learners will be exposed. In addition, seeing families were displaced living in camps in very hapless conditions combined with the spread of beggars and the increase

of out-of-school children. More than 10 million school-age children are out-of-school making Nigeria account for one in every five out-of-school children worldwide. (World Bank, 2022:63). Teachers in Nigeria are faced with the need to acquire skills to practice pedagogical approaches relative to the learning space in which they operate. However, in GCE conflict resolution goes beyond conflicts of war and violence. It is the acquisition of skills to manage conflicts in normal life and work, where opinions perceptions, ideas and cultures differ.

The Global Dimension's Axiom No. 4, on Values and Attitudes, is a guide to knowing more about handling conflict, identifying values and engaging with positive attitudes locally and globally. GCE provides knowledge about different types of conflict and common causes of values, needs and resources. GCE promotes knowledge sharing about arbitration, mediation and negotiation. Conflict resolution skills are developed by engaging in critical thinking, effective communication and exploring alternatives.

3. Methodology

According to Creswell (2014), research work is performed in a method that involves the selection, reflection and analysing of information gathered. This section, therefore, focuses on the methods adopted for the study such as; the research paradigm, approach, design, instrument for data collection and trustworthiness of the instrument are discussed.

3.1 Research Paradigm

This paper focused on the transformative. According to Creswell (2014), a transformative paradigm centres on the experiences of people when marginalization is noticed. The global North and South disparity warrants this paradigm. The transformative paradigm assumes that people socially and symbolically construct their organizational realities especially when the world is being understood in different ways (Myers, 2013). This paradigm is appropriate for this research because the result is on promoting global citizenship specially to use as bridging the gap between the global North and South dichotomy

3.2 Research Approach

The paper adopted a qualitative research approach because it shows in-depth research about human behaviour and involves the interaction with selected persons in their settings (Lichtman, 2013). Also, the study involves the collection of data that are not numerical and non-probability sample techniques are used.

3.3 Research Design

The phenomenological research design was adopted in this paper. The phenomenological investigation is concerned with what people experience and how they interpret their experiences about a phenomenon (Lichtman, 2013) The researchers used phenomenological design because it tends to understand the promotion of problem-solving skills through the teaching of global citizenship education.

3.4 Sampling and Instrumentation

The sampling techniques used for this paper were purposive and judgement sampling techniques to select eighteen (18) teachers across six (6) geo-political zones in Nigeria; three (3) from each zone based on the existing professional knowledge of the researchers. The instrument used to elicit information from the respondents are an open-ended interview guide and video conferencing interviews due to the wide range of coverage.

3.5 Trustworthiness

The trustworthiness of credibility, transferability, dependability and confirmability are ensured when participants are given opportunities to gain access to the findings put together by the researcher and also give their approval (Brynard, Hanekom, & Brynard, 2014). The researchers endeavoured to guide against any form of data manipulation and be very objective in presenting the views of the research participants as reflected in the data collected.

3.6 Data Analysis

The data were analysed using a thematic method that includes familiarization with the data, generating code, searching for the theme, and transcription. The theme was derived from the research questions and the sub-themes emanate from the responses of the respondents

4. Data Analysis and Discussion

The method of collecting data was open-ended video conferencing interviews. The sample consisted of eighteen (18) teachers from six (6) Geo-political zone in Nigeria. (See Table 2).

Table 2: Demographic characteristics of participants (Adapted from Adu, & Olowu, 2022, p. 505)

Career Level	Subject Area	Learning Level	Gender	In Service (yrs)	Qualification
Principal	Agriculture	Primary	Female	22	BA Ed
Early Years Ed	SEN	Pre-Primary	Female	5	BSc Ed
Teacher	Physical Ed	Secondary	Male	8	MSc Ed
Principal	Islamic Ed	Primary	Female	29	BA Ed
Teacher	Physical Ed	Secondary	Male	5	BSc Ed
Teacher	Economics	Secondary	Male	15	BA Ed
Vice Principal	Agric Science	Secondary	Female	21	MSc Ed
Teacher	Government	Secondary	Male	12	BA Ed
Teacher	Social Sciences	Teacher Training.	Female	15	BA Ed
Lecturer	Computer Sc.	Polytechnic	Female	10	MSc Ed
Principal	English Literature	Secondary	Female	28	BA Ed
Dean	Theology	Theological Seminary	Male	12	PhD. Ed
Lecturer	Science Ed	College of Education	Female	13	PGCE
Teacher	Chemistry	Primary	Male	3	BSc Ed
Lecturer	English Language	Theological Seminary	Female	12	MA Ed
Teacher	Biology	Secondary	Male	3	BA Ed
Consultant	Education	University	Female	30	PhD

Table 3 below shows the coding and sorting of the participants in 6 Geo-Political zones in Nigeria, TrNC means teacher in the North Central Geo-political zone, TrNE means teacher in the North East Geopolitical zone, TrNW means teacher in the North West Geo-political zone, TrSE means teacher in the South East Geo-political zone, TrSS means teacher in the South-South Geo-political zone, and TrSW means teacher in the South West Geo-political zone.

Table 3: Coding, Sorting and Categorization of Participants

Code and sorting, ID	Geopolitical Zones in Nigeria
TrNC 1,2 & 3	Teachers in North Central Geo-Political Zone
TrNE 1,2 & 3	Teachers in North East Geo-Political Zone
TrNW 1,2 & 3	Teachers in North West Zone
TrSE 1,2 & 3	Teachers in South East Geo-Political Zone
TrSS 1,2 & 3	Teachers in South-South Geo-Political Zone
TrSW 1,2 & 3	Teachers in South West Geo-Political Zone

Research Question 1

What pedagogical approaches do you use to make your students form a balanced opinion about peace, conflicts and social justice?

The following are the theme and sub-themes from the first sub-research question

Table 4: Themes and sub-themes concerning the approaches used to make students form a balanced opinion about peace, conflicts and social justice

Theme	Sub-themes	Activities
Approaches used to make students form a balanced opinion	Student-centred and research approaches	Teaching social justice as the right to universal knowledge for all genders information, and skill acquisition Recognition of student's opinion
	Stories telling and students' inferences	Widening student's imagination Singing songs that teach morals and equity. Students express their judgement on the stories and songs they heard.
	Debates, Dialogue role-playing and drama	Freedom of expression during debate and role-playing. Bringing God and humanity into the discussion.

Theme 1: Approaches used to make students form a balanced opinion about peace, conflicts and social justice

On the aspect of balance opinion of students on peace, conflicts and social justice. The majority of the participants agreed that the student-centred, research approach, story-telling, students' inferences, debate, role-playing and drama allow students to form personal opinions and make proper decisions. However, some participants enunciated the following

TrNW2: Pedagogy is a method used to teach young children, to be a little more intentional in choosing their topics for reading. I will make sure I expose my pupils to different exposures. let them eat foreign foods from other countries and allow them to play with different toys from different countries. I must let them know that no culture is superior to another so they should try to embrace the culture of other people.

TrSE1: To form a balanced opinion about social justice there must be equity in the distribution of the global commonwealth. Whether a country is developed, underdeveloped or developing they should be able to relate with one another to avoid conflict. I will always teach them peacebuilding and conflict

resolution. As they are playing with foreign toys, none of them should see them as personal belongings but for all of them to play with. I will be more intentional in doing this for me to be able to achieve my goal

TrSW2: Helping students see each other as co-learners rather than adversaries. Creating awareness of existing local and global injustices and engaging in discussions on how they can be addressed. Thinking global acting local

Other teachers have this to say

TrSS2: I am using cooperative learning explicit instructions which enhance thinking skills, students need this skill to make a valuable judgment

TrNE1: By providing students with frequent opportunities to engage in meaningful interactions with each other and with other school members, both in and outside of the classroom. I also use role-playing to discuss some of the societal injustices currently happening in the country

TrNC1: Cooperative learning (jigsaw) is where students are divided into 5-6 people per group and each is diverse in terms of gender, ethnicity and ability. Assign a group leader and share the content into segments each segment to each group member, students are given time to read the segment, now each segment forms sub-groups to discuss what is learnt before returning to their mother groups then they present their segments individually and encourage others to ask questions while the teacher facilitates this process. After which a quiz or test is scheduled.

TrNW3: Through club activities and appointments; before I take students out for any competition, two to three pairs of the student group of 5 or fewer (diverse students) are given tasks to achieve if it is a quiz or debate they are all coached, they work as a team and on the selection of the best group they are all evaluated and the best team is picked to represent the school. By this method, we can give a probability of equal opportunity and the chance of being selected based on performance and evaluation from judges.

Discussion on the approach used to balance opinion on peace, conflict and social justice.

All the participants agreed that the best approach to use in balancing opinion on any issues apart from peace, conflict and social justice is student-centred and research approaches that enable students to act and have first-hand information. This is called learning-by-doing (Adu, & Olowu, 2022). The research approach will lead to an excursion where students will see things themselves. Seeing things make students claim ownership. Negotiation is another factor that promotes peace. Similarly, according to Akudolu, Ugochukwu, & Olibie (2017), the project method fosters collaboration and modelling of peace. Projects whether students are forming a social activist group or producing goods and services, will all contribute to solving problems.

Research question 2:

How do you promote problem-solving skills in your students while teaching Global Citizenship Education?

The following are the theme and sub-themes from the first sub-research question

Table 5: Themes and sub-themes concerning the promotion of problem-solving skills through the teaching of Global Citizenship Education

Theme	Sub-themes	Activities
Promoting problem-solving skills through the teaching of Global Citizenship Education	Unpacking global-related problems	Tasking students to relate their responses to global issues by applying principles to universal challenges. Recognition of student's opinion Watching films and analysing them
	Relevant class discussion	Giving group assignments Group presentation Encourage practical participation in any group project
	Organise Excursions and Field Trips	Teach culture through music Organise pen pals for your class Organise an international week for an excursion

Theme 2: The promotion of problem-solving skills through the teaching of Global Citizenship Education

Under this theme, the sub-themes from the participants showed that the promotion of problem-solving skills through the teaching of Global Citizenship Education is to unpack global-related problems, use relevant class discussion with the active participation of the students in form of a group project and the organisation of field trip with excursions. However, some participants indicated the following during the face-to-face interview.

TrNC2: By restructuring my curriculum, I will capture global stories by also taking field trips and by asking students to reflect on the world around them like the issue of the COVID 19 saga

TrNE3: Encouraging them to be patriotic and nationalistic both in words and deeds emphasises the need to be law-abiding which will help them to keep a peaceful nation. Identifying issues in the community and engaging them in actions to address the issues like keeping the environment clean.

TrSS1: Understand the question before answering Reflect on the possible answers Choose the best answer that solves the problem Double check to be certain of their answer

TrSW3: By using guided instruction in the class. I pose a question/problem to be solved in the class, group the students and give students time to attempt to try solving this problem. After which I evaluate their attempts before I teach the actual content or solve the problem this way learners are more curious to learn and see their mistakes. Afterwards, I present another problem to assess what students have learnt. This raises their curiosity and makes them hypothesize, analyse and try to come up with a solution to the problem at hand. This is in line with Vygotsky's theory of constructivism.

TrSE2: Debate on issues of the country, 'who is to blame debate: Teachers or politicians etc. We tell students that the problem is not only out there with Boko Haram or corrupt leaders but also every citizen has a responsibility, an obligation. Essay writing asks for students' ideas on what may be the solution to some of the problems in the country. Movie analysis: Watching movies where individuals displayed great problem-solving skills are shown. One of the movies we recently showed to student teachers in training was the movie "Hichki". It demonstrated how a teacher through patient and innovative teaching changed the story of a set of problematic students into some of the best students the school ever had.

Discussion on the promotion of problem-solving skills through the teaching of Global Citizenship Education

Promoting problem-solving skills through the teaching of GCE, there is a need for the content of the curriculum to speak to the needs of the environment, students should be encouraged to relate their responses to global issues by applying principles to universal challenges. Recognition of students' opinions by watching films and analysing the films critically can also promote problem-solving skills. Giving group assignments and encouraging group presentations give the students independent skills (Obanya, 2017). Encouraging practical participation in any group project, the teaching of culture through music and the organisation of excursions can as well promote many other skills apart from problem-solving skills. GCE constitutes two distinct elements; 'Global consciousness which relates to how the individual understands self in the world and becomes aware of the perspectives of others and Global competencies which relate to the skills and knowledge needed to be a global citizen (Dill, 2013).

The dialogic engagement with teachers in Nigeria touches on the cardinal points of value-based learning the GCE represents. It was possible to have meaningful interactions with them using the various formats of communication that globalisation offers; emails, video conferencing, and social media messaging. The many options to interact barring distance posits globalisation as the driving force of the democratization of education. Some of the participants were based in areas where war and conflict were threatening the existence of their schools, but due to their passion for their profession and their students' participants from those areas saw that they took part to share their experiences.

The participants of the research reflect the description of the 21st-century teacher (UNESCO, 2017, p. 5). Apart from the passion to serve their students these Teachers bare their minds on how they intend to raise their students to become global citizens. In doing so the transition from Freire's banking model of education to a libertarian model is at work. as an enabler of the acquisition of values and attitudes needed to manage local and global issues. (Lugton, 2015). Therefore, we find ourselves linked to values and attitudes as a core aspect of GCE promoting critical thinking (Ramalho, 2020:54). In this research values and attitudes emerge as key aspects supporting the acquisition of problem-solving and conflict-resolution skills. There is a commonality of thought and personality that comes to the fore. (See Fig. 1: The REIT Model of a Teaching Personality Obanya, 2017).

In this research, significant aspects of values and attitudes emerge. The responses of teachers working in schools close to regions where Boko Haram operates take a different but relevant approach to GCE to those working in schools far away from the dangerous areas in the southern part of Nigeria (See fig 2).
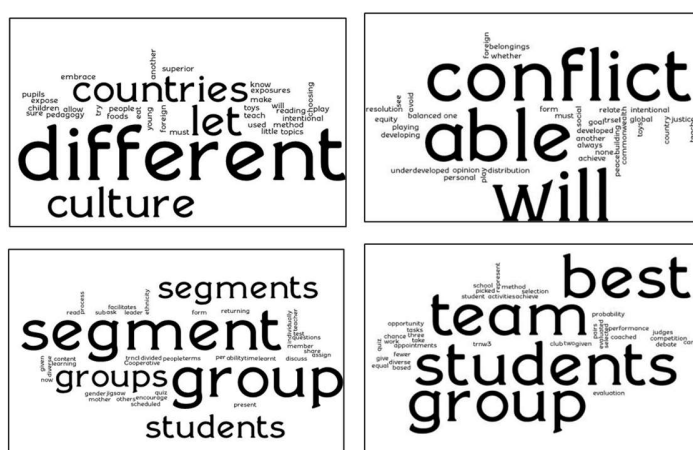

Figure 2: Fieldwork

In the two upper boxes out of the four responses of Teachers working in schools close to where Boko Haram operate in the northern parts of Nigeria have been captured. These Teachers indicate that they are working to see that their students become willing and able (skilled) to manage the cultural diversity they find themselves. The two lower boxes capture the responses of Teachers working further south away from the immediate disruptive effects of conflict. These groups of Teachers lean toward collaborative learning approaches with an emphasis on engaging groups in the process of learning. This research shows that the environment in which learning takes place has a significant bearing on what and how knowledge will be shared. According to Bourn ''Teachers in all subject areas have their interpretations and view of their discipline. Their perspectives need to be recognised, valued, and promoted with their subject teaching'' (Bourn, 2012, p. 32).

5. Conclusion

Pedagogical approaches brought into context link the process of learning to the acquisition of problem-solving and conflict-resolution skills. A clear indication of the pedagogical approaches adopted by

participants in this research is captured in the findings above. We see that this disparity of approach is reduced where pedagogy is concerned. participants working in a school away from danger shared their thoughts. Helping students see each other as co-learners rather than adversaries. Creating awareness of existing local and global injustices and engaging in discussions on how they can be addressed. From a pedagogical perspective, demographics do not prevent both groups from agreeing on the importance of thinking globally and acting locally. The process of learning in GCE engages both teachers and students in critical thinking dialogue, and reflection resulting in adopting well-founded balanced opinions on local and global issues. This is achieved by engaging transformational pedagogies to develop skills in managing cultural differences and understanding socio-economic and educational disparities in and out of practice.

6. Recommendations

A community of global teachers passionate about social justice and conflict resolution with the skills of blending themes of UNESCO 2030 SDGs without creating anarchy in the learning space is required in the teaching profession in Nigeria. Soft Contents in the UK continue to run Global Learning programmes engaging private and public school headteachers in Nigeria. However, the Ministry of Education needs to appreciate the need for a Global Learning Programme in Nigeria engaging the public and private sector in promoting GCE for the development of globally-minded teachers and students to meet the targets stated in the National Policy of Education. The contents of curricula must meet the present needs of society. CPTD should be seen as a must for teachers to be updated and become global teachers to bridge the gap between the global north and south.

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