

Toward policy frameworks for rethinking citizenship education in transnationalising spaces: Canada, Australia, and India

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Rationale:

Rizvi (2011) has argued, “cultural diversity is now experienced in ‘deterritorialized’ spaces, which are increasingly shaped by contradictions, dilemmas and risks affected by multiple, dynamic, flexible and networked affiliations. This new understanding of the experiences of cultural diversity, I suggest, poses new challenges for policy in education” (p. 180).

Emerging transnationalising spaces

The relations of power and knowledge that govern our conduct and interaction as individuals, groups, classes, peoples and supranational communities in oppressive and exploitive ways are complex: multiplex, overlapping, criss-crossing and constantly changing. ... To understand these diverse practices of governance, criticize them, and bring them under the shared democratic authority of those subject to them in culturally sensitive ways that do not engender new forms of oppression is an endless series of contextual tasks of citizenship tailored to the specific forms of unfree practices of governance by the people who are governed by them (Tully, 2005, p.11).

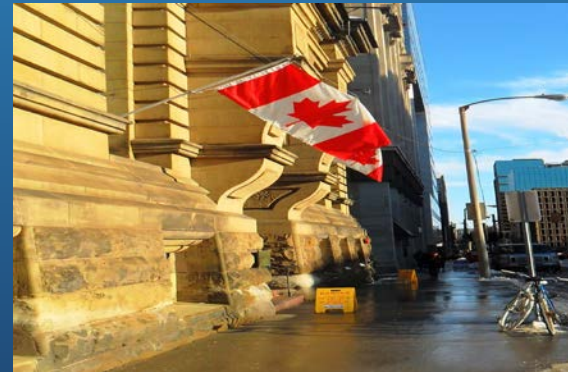
Overview of study

- **Goal:** Preliminary study to investigate if and how issues of citizenship and education in transnationalising spaces are approached in Canada, Australia and India.
- **Methodology:** Use an analytical metaphor of the policy web to undertake a comparative examination of debates surrounding citizenship and education

Traditional approaches to citizenship



- Define citizenship as relationship between one individual citizen and the state based on construct of educated, middle-class, White male.
- Emphasizes loyalty and obedience to the nation
- Traditional patriotism



Social cohesion and citizenship

Approaches to citizenship related to social cohesion - linked to national security agendas that promote a vision of certain groups as actual or potential threats to security, and thus in need of a kind of remedial citizenship education that emphasize national values at the expense of concepts of global interdependence and ecological citizenship (Joshee & Sinfield, 2010).



About Global Citizenship

- Gives space to think of belonging that goes beyond nation-state (Nussbaum, 1997; Dower and Williams, 2002).
- Going beyond formal, legalistic definitions of citizenship as between a single citizen and a state to allow citizen membership in multiple layers of (Heater 2002; Held, 1999; Osler, 2003)
- Notion of citizenship as being from nowhere and being from everywhere at the same time - with no global legal framework (Davies, 2006; Isin & Wood, 1999).
- Often emphasizes notions of global interdependence, belonging, global social justice (Evans et al, 2012)



Rethinking Citizenship in Transnationalising spaces

- Emphasizes membership, belonging and/or formal political citizenship in two or more separate nations at the same time: “identified with global struggles for a multiplicity of *forms* of citizenship and a multiplicity of practices of governance in which it is exercised” (Tully, 2005, p.2).
- From the perspective of individuals ‘[t]ransnationalism is a process by which migrants, through their daily life activities . . . create social fields that cross national boundaries’ (Basch, Glick Schiller and Szanton Blanc, 1994: 22)
- From the literature and our current understanding of the policy documents we see that ordinary everyday informal transnational practices are getting ahead of government policies, and their capacity to understand and even name them, let alone manage and control them

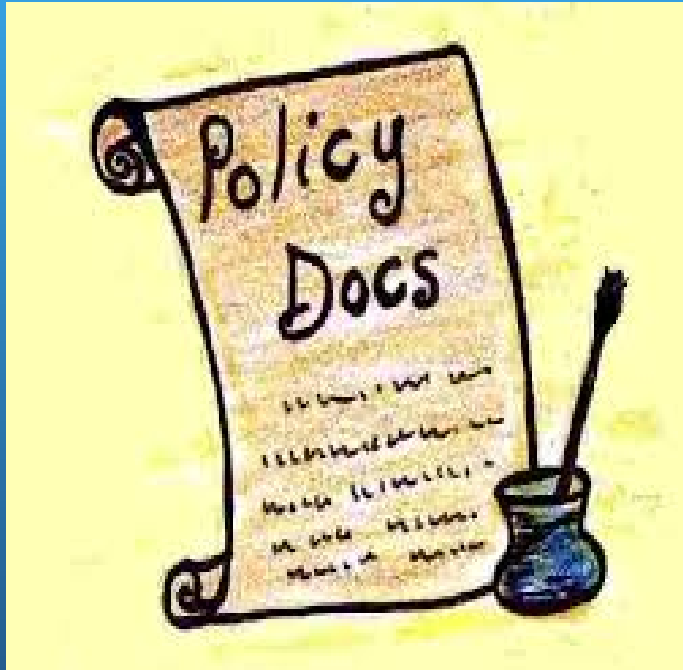


Policy

At the best of times policy is an ongoing conversation about the things that matter to a society or community. That conversation includes but is not limited to official legislation and pronouncements.



Policy documents



Any documents produced by policy actors that contribute to the policy conversation, including :

- Bills and Acts
- Discussion papers
- submissions to legislatures or special committees
- Committee reports
- position papers
- curriculum documents
- News releases
- media coverage of relevant events



Policy actors

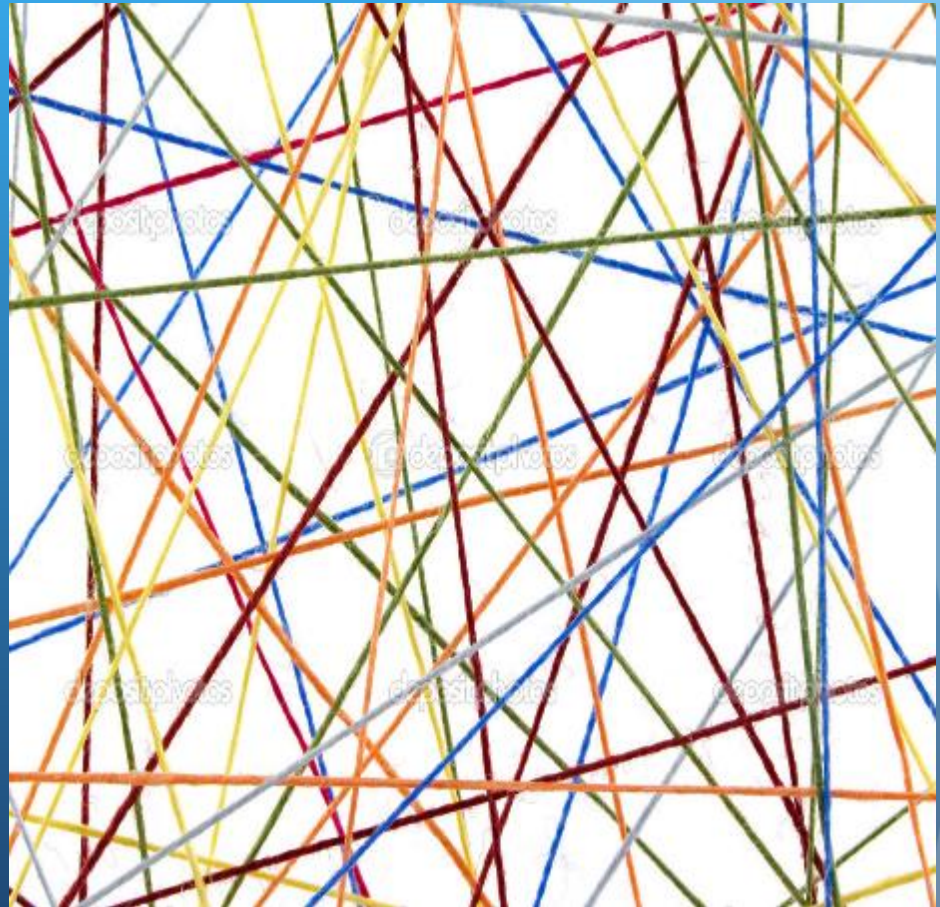
State-based, non-state based, individuals, organizations

Policy Web



Threads in the Web

- Economic development, particularly international trade and investment
- Higher education, particularly internationalization
- Citizenship
- Citizenship education
- Global education
- Immigration
- Security
- Multiculturalism (Canada)
- Asia Literacy (Australia)
- Diaspora (India)



Key observation

The general policy position of all three governments towards organic and ubiquitous transnational connectivities, is ambivalent, but in ways that are different. On the one hand they all perceive enormous economic benefits from dual, multiple and flexible citizenship, and yet on the other hand they are deeply distrustful of flexibility and loss of political fixity -- and of non-state controlled notions of citizenship that transcend national borders.

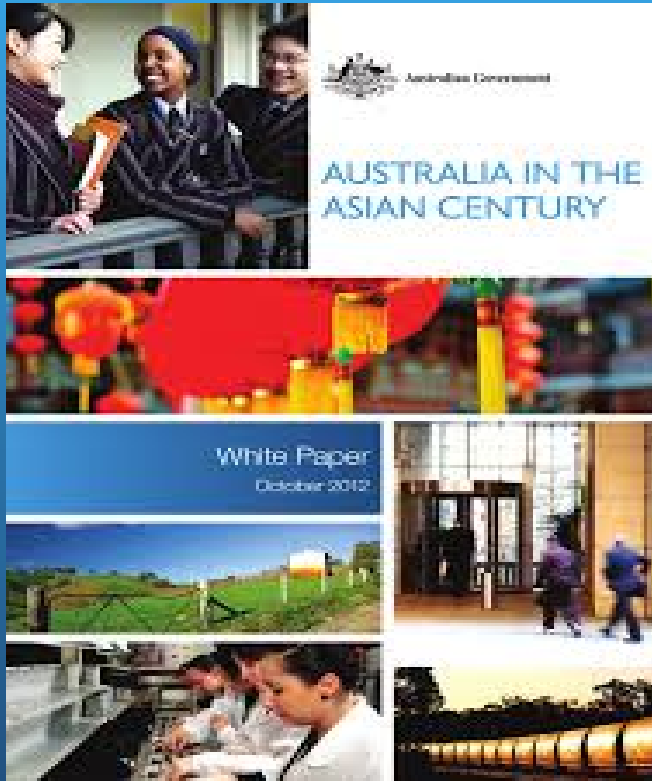


Citizenship and Security

Existing policy documents on citizenship focus mostly the national with some attention to the global. The only attention to transnational is in the area of dual or multiple citizenships. Of late this conversation is very negative, i.e. Bill C 24 in Canada which allows for the minister of citizenship to strip someone of citizenship if they hold another citizenship or could be considered to hold another citizenship; similar conversations are currently taking place in Australia.



Asia Literacy and Intercultural University in Australia



- Growing importance attached in Australia to Asia-Australia relations and a regional identity
- In education, the emergence of the idea of Asia literacy: learning about Asian cultures and Asian languages
- Asia literacy linked to intercultural understanding

Cultural Citizenship: Multiculturalism in Canada

- The documents on multicultural policy make clear distinctions between national identity and cultural identity. One can maintain a cultural identity but it needs to take root somehow in the Canadian.
- A distinction is assumed between political (fixed) and cultural citizenship (fluid)



Cultural Citizenship in India: The importance of the Diaspora

- To create conditions, partnerships and institutions that will best enable India to connect with its Diaspora comprehensively
- promote sustainable and mutually beneficial engagement between Overseas Indians and India across the economic, social and cultural space.



Toward rethinking citizenship education in transnationalising spaces

In transnational spaces we are seeing some potential benefits to thinking about a citizenship education that could recognize the value of dual or multiple citizenships. This could serve as a way to think about the relations between the two or more nations in question. It may also provide an interesting avenue to think about past and current colonial relations as in the case of First Nations in Canada.



Thinking About Citizenship

- Belonging
- Acceptance
- Rights
- Making claims
- Engagement



Informed by Feminist Ethics

(beyond the cultural-political distinction)

- Ecological model of care (Doucet & Mauthner, 2012; Mohanty, 2012; Neysmith & Zhou)
- "Ethic of Care" and "relational ontologies" (Ruddick 1989: 211).
- Daily practices as embedded in a complex web of intimate and larger social relations (Gilligan 1982)
- Interdependent rather than independent (Tronto, 1995).
- "Political responsibility in a global world requires more than just stories about spatially extensive networks of connection and entanglement...[it] emphasizes issues of power, privilege, interest and capacity" (Young, 2007)



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