Wilf Malcolm Institute of Educational Research
Te Pūtahi Rangahau Mātauranga o Wilf Malcolm
THE UNIVERSITY OF WAIKATO

Parents' perceptions of global citizenship education in rural Aotearoa New Zealand
Victoria Beckwith

Editors: Kerry Earl & David Taufui Mikato Fa'ava

Parents' perceptions of global citizenship education in rural Aotearoa New Zealand

Victoria Beckwith
University of Waikato
New Zealand

Abstract

This article explores parents' understanding of global citizenship and their contribution to global citizenship education in Aotearoa New Zealand. This qualitative instrumental case study utilised semi-structured interviews with three parents of children in Year 5 from a rural Aotearoa New Zealand school context. The discussion surrounding global citizenship, and the lack of consensus for its definition, continues but is tempered by arguing that parents demonstrate clarity when identifying the skills required to become a global citizen. The findings revealed that there was a lack of consensus among parents on what it means to be a global citizen and the skills required to be a global citizen. The research also shows that parents hold aspirations for their children to develop relational skills, intercultural awareness and awareness of local and global issues. The development of these skills is actively supported through role modelling, involvement in communities and providing opportunities to gain experience via travel, discussions and sports. The focus of parents' perceptions of global citizenship education contributes to the emerging debates on global citizenship and global citizenship education, and strongly advocates for the inclusion of parents' voices.

Keywords

Global citizenship education; global citizenship; parental voices

Introduction

Global citizenship is a contested notion, generating interest and discussion as the field develops (Dill, 2018). Global citizenship education (GCED) supports the development of global citizenship, which can be developed through a cultural perspective, an appreciation of diversity and inclusion, sustainable development, conflict and peace, and an understanding of global challenges and social justice issues. A global citizen, in this research, is considered to have the qualities of being responsible, caring and committed to "address[ing] world problems" (Clifford & Montgomery, 2017, p. 1139) within local contexts, alongside being engaged and creative, and aware "of the interdependence of all our lives" (p. 1138). From the basis of this definition, GCED is defined as education that encourages us to be

objective, curious, empathetic, engaged and problem-solving global citizens, working collaboratively and being aware of our tūrangawaewae, our standing place, our identity and foundations, in global society, and how these are woven into the lives of others.

In recent years there has been a rise of interest in GCED as the United Nations' Sustainable Development Goals (SDGs) increased their focus on mainstreaming GCED. The SDGs are the first to include GCED in international targets, with SDG Indicator 4.7.1 specifically focusing on GCED, by encouraging the world's governments to promote and engage with GCED. By 2030, SDG Indicator 4.7.1 aims to recognise the "extent to which (i) global citizenship education … [is] mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment" (United Nations Sustainable Development Goals Knowledge Platform, 2016).

Parents' perceptions are important in curricular development, as they offer alternative perspectives and lived experiences for educators to engage with and draw upon. Parents are major stakeholders in their children's development, with Koch (2020) highlighting the importance of parent-school connections and collaboration. The purpose of this article is to report on parents' perceptions of GCED. It also aims to examine the contribution that parents can make to developing global citizenship in their children and the reasons why they feel it's important to do so.

Literature review

Global citizenship emerged during the 20th century, as the two world wars saw an increase in the awareness of mass migration and conflict, and how these events impacted global communities and countries around the world. Homes were filled with images from overseas via the media of the day, connecting people through shared experiences (Gaertner, 2016) and a shared sense of humanity (Deardoff et al., 2018). Technological developments in travel and film drew the globe into an increasingly smaller frame as peace and relationships were re-built through post-war collaboration (Kefauver, 1944). Learning opportunities expanded through the acceleration of access to information via digital and social media (Baek, 2018).

Towards the end of the 20th century, the global environment became increasingly complex, requiring innovation, coordination and the ability to navigate the interdependent challenges faced by interconnected and intertwined nations (OECD-World Trade Organization, 2017), highlighting the importance of GCED-related skills, for example, interconnectedness and intercultural relationships. Environmental and natural disasters, as well as pandemic and epidemic diseases, affected multiple nations, which further blurred national boundaries, prompting countries to work collaboratively and in partnership to seek solutions (Robinson et al., 2017). Nations have since referred to international laws, treaties and targets, such as the SDGs (UNESCO, 2018). Recognition of global identities, increasing interconnectivity and the ease of access to information on mobile devices has redefined engagement with education and learning (UNESCO, 2015).

These events and collaborative practices have encouraged interest in global citizenship (Grimwood, 2018). GCED has been driven to the fore by the Education For All (EFA) agenda in 1990, the Millennium Development Goals (MDG) in 2000 and, more recently, the seventeen SDGs that have set specific targets for GCED from 2015 to 2030. However, this has also resulted in a diverse range of meanings being attributed to global citizenship (Gardner-McTaggart & Palmer, 2018; Pashby, 2018; Robinson & Levac, 2018; VanderDussen Toukan, 2018), particularly as the concept is complex and applied differently in different contexts (Dill, 2018). For example, citizenship has different meanings depending on whether it is viewed in the national or global sense (Grimwood, 2018). Fukuyama (2018) identifies a national citizen as one who defers to the nation for decisions and accepts the opinion of the national governing establishments, whereas a global citizen looks beyond the national and sees their identity within a global context (Schattle, 2009). GCED acts as the link between citizen and global

(Moon & Koo, 2011). This link has its own complexities, as GCED is drawn from experiences, perceptions and contexts (Berk & Winsler, 1995). The notion of global citizenship remains contested, as its foundation and identity are situated in the subjective perceptions of organisations and nations, giving rise to multiple interpretations on how to define and use it when interacting with others (Hammond & Keating, 2018). This complex and subjective foundation perpetuates the subjectivity and multiplicity surrounding the interpretation of GCED (Shephard et al., 2017). Findings from research into students' perspectives in Norway and Aotearoa New Zealand demonstrated diversity within the student groups (Hayward et al., 2015). Norwegian students were more community-focused, whilst students from Aotearoa New Zealand were predominantly interested in their individual responsibility. However, those who were part of cohesive communities or collectives, for example, those in Te Reo Māori programmes, held views that were closer to the Norwegian perspective. Diversity of perspectives amongst students was also seen in Yemini and Furstenburg's (2018) research at an international school and a local school, in Israel. International school students placed more importance on physical mobility, and, similarly to Aotearoa New Zealand, individual responsibility came before the group. Alternatively, local school students placed importance on the diversity within their community, valued their global identity and perceived responsibility was with the group and individual equally.

Lack of consensus surrounding the term 'global citizenship' often hinders the integration and progress of GCED (Goren & Yemini, 2018). In Aotearoa New Zealand, GCED is not explicitly recognised as a teaching subject nor a compulsory primary education curricular focus. There are no references to GCED in the New Zealand curriculum (Ministry of Education, 2007) and there is no consensus on how it is taught (Grimwood, 2018). However, in the secondary sector, global citizenship implicitly underlies one of the Level 7 Social Studies achievement objectives: "Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts" (Ministry of Education, 2007, p. 61).

Little is known about how GCED is conceptualised by key stakeholders, and further research is needed to determine how GCED could be integrated into the curriculum. Although Yemini and Maxwell (2021) are currently investigating parents' roles within GCED, parents' voices have been largely obscured from the debates and understandings surrounding GCED, both in Aotearoa New Zealand and internationally.

Parents' perspectives of global competence education

Research shows the sacrifices parents make to help their children to be successful in gaining a quality education (Fang et al., 2017). Home, school and community partnerships further strengthen children's education when all parties work together (Pstross et al., 2016).

Research also suggests that parents who had emigrated to the United States of America from Latino countries have aspirations for their children to find success by playing a role in society and developing well-rounded skills through sport, extracurricular activities, volunteering or working part-time (Pstross et al., 2016). This skill set is enhanced with other qualities, such as "honesty, caring, and diligence" (Fang et al., 2017, p. 366). Parents believe these qualities are important for future interactions and connections with others (Fang et al., 2017). A strong motivation for parental involvement in their child's education is that accessible and affordable education can bring greater employment opportunities. Somalian parents of children at primary school in South Africa believe that this offers a more successful future and better quality of life for their children (Daniels, 2017). In addition, research shows that parents often see themselves as their "child's first teacher, as well as their advocate" (Pstross et al., 2016, p. 663). Using their experiences, parents engage and motivate their children to take advantage of the opportunities available to them (Fang et al., 2017). This demonstrates the importance of parents' perspectives and recognises the important role that parents play as educators.

Globally, while parents' voices and perspectives are sought on intercultural issues such as migration (Lee & Keown, 2018), resettlement (Kate et al., 2019) and refugee education (Humpage et al., 2020), in GCED, perceptions of parent involvement are poor. Parents' voices are often overlooked, as Fennimore (2017) identifies in her research into parents' experiences of advocating for their children by challenging injustice and inequity in government funded schools. Fennimore (2017) reviewed material about the relationships of dominant and non-dominant parents, activism and the United States of America's public schools and found that voices of non-dominant parents were often overtaken by the more dominant voices of other parents or schools, therefore limiting choices for those who are under-represented. To encourage breadth and diversity, all stakeholder voices should be considered. Importantly, there is limited research highlighting parents' perspectives of GCED globally (Yemini & Maxwell, 2021), as the majority of research is viewed through a teacher's or student's lens. Critically, there is a dearth of evidence from parents in Aotearoa New Zealand. This article aims to address this gap in GCED awareness by examining parents' perspectives of GCED. It does so by presenting findings from research that investigates parents' experiences and contributions to supporting the development of global citizenship in their children and considers how parents contribute to their children's development in GCED.

Methodology

An interpretivist lens was used to gain a deeper insight into parents' perceptions of GCED, drawing meaning from, and valuing, their subjective experiences (Smith & Swift, 2014). Qualitative inquiry was used to describe and interpret parents' perspectives by engaging with experiences of parents (Terrell, 2016) and, therefore, attempting to view GCED through their lens, seeking to understand how their perceptions shaped their perspectives. The parents may have shared rural, local, national and global perspectives, but these evolved through the parents' individual perceptions of their unique life stories and experiences.

The case

An instrumental case study design was used to explore the phenomenon of parents' perceptions of GCED, within the bounded parameters of the case, one school context in rural Aotearoa New Zealand. Concentrating on the phenomenon of parents' perceptions enabled a rich description of this phenomenon (Stake, 2006). Additionally, it explored parents' sociocultural context, which helped to bring greater awareness to parents' aspirations and ideas (Johnson & Jones, 2018).

A primary school, using the pseudonym Tamar School, in the Manawatū-Rangitīkei area was selected as a case study school for this research. The setting is rural, with a strong affiliation to agriculture. The school and local community collaborate, with a high representation of children's participation in local events and sporting teams. The Manawatū-Rangitīkei area has a history of farming, remaining a region of farming communities interlinked by shared experiences, work, family relationships and commitment to their region.

After gaining consent to approach parents from the principal and Board of Trustees, participants were recruited by invitation, through an information letter and consent form. Three parents responded to the invitation to participate in semi-structured telephone, Skype or face-to-face interviews of approximately 60 minutes in length. With permission from the parents, interviews were audio-recorded and transcribed. The parents were sent the interview scripts for approval and a summary of the key findings was sent to them on completion of the research.

There were difficulties in attracting participants, possibly due to unsuitable timings for parents due to the imminent school holidays or if information letters sent home with the children were not received

by the parents. Other reasons for the low level of response could have been a disinterest in, or lack of understanding of, the subject matter, not knowing the researcher, oversight, forgetfulness, or thinking that other people would participate so their response would not be required or that their experiences were not relevant.

The purpose of the interviews was to explore the phenomenon of parents' perceptions of GCED. Semi-structured interviews enabled the focus on GCED to be maintained and offered the opportunity to develop the questions and conversations (Terrell, 2016). This flexibility enabled rich data to be gathered on parents' life stories, their understanding of GCED, their experiences of supporting the development of global citizenship in their children and the sociocultural context driving aspirations and ideas (Johnson & Jones, 2018).

The parents who were interviewed presented diverse backgrounds, with a mix of gender (two female, one male). Two parents from Aotearoa New Zealand had both lived and travelled in the Southern Hemisphere, with one having spent several months in Europe. One parent from Europe had lived and worked across the Northern Hemisphere.

Familiarity with the data was gained through checking the transcripts, confirming with the participants that they were an accurate representation of what was said and checking and re-reading them (Terrell, 2016). Relevant themes across the transcripts were identified and compared (Kvale, 1996) by examining the transcripts to identify common threads and repeating patterns of meanings within the data (Clarke & Braun, 2017). Once phrases that were relevant to these themes were identified and clustered together, the themes were reviewed to see if sub themes had emerged (Cormack et al., 2018). The themes were further analysed by placing them within the global narrative to triangulate the meaning with wider documentation and research, validating the parental stakeholder voice and increasing its credibility.

Ethical processes were followed, and informed consent was obtained from the school and invited volunteer participants. Pseudonyms were used for both the school (Tamar School) and the parents (Ash, Blake and Drew) to maintain anonymity as far as possible.

Findings

The following section reports on the findings from these interviews. It begins by demonstrating how interpretations of what it means to be a global citizen differ between the three parents. It then considers these parents' perceptions of GCED in the curriculum and how the parents support GCED, the importance of children's location for GCED, conscious and unconscious bias and the parents' aspirations for their children.

Parents' definition of global citizenship

The findings from this study revealed that parents have differing understandings and interpretations of what it means to be a global citizen. For example, Ash referred to a global citizen as somebody who has prominence within their local community: "[A global citizen is] somebody that is well respected in the community, that gives a lot to others." On the other hand, Blake referred to global citizenship being an awareness of both their local and global communities: "Someone that is aware of things going on around them and not just in their own community but the wider community in the world." Whereas Drew placed greater emphasis on intercultural awareness and understandings: "Somebody who's prepared to embrace other cultures, other traditions, other values."

These findings show that parents have different understandings and interpretations of what it means to be a global citizen, indicating the potential difficulty in focusing on how global citizenship and GCED should be defined in the curriculum.

GCED in the curriculum

In addition, the findings from this study show that parents did not have a clear understanding of GCED or how GCED is taught. Parents were unclear about GCED as a subject and noted that they were not aware that it was included in the school report: "Global citizenship education … I don't know. No" (Ash). "It's not [reported on]" (Blake). "I don't actually remember seeing anything about it" (Drew).

However, the parents in this study had clear ideas about what GCED should look like in the curriculum:

> Leadership … help[ing] each other … environmental [ideas] … attitude … communication … relationships. (Ash)

> Current events … interactions … visits to places within the community. (Blake)

> Bring in … people that have got different experiences and, in some way, move away from the academics of school, and move into the other side of it—the knowledge about people and cultures, and even the technology that's evolving. (Blake)

> Learn about other places, not just New Zealand, but the rest of the world. (Drew)

Ash considered that the reported skills of literacy, reading and physical activity were connected to the development of a global citizen and saw global citizenship as integrated throughout the curriculum. Blake was aware of the potential of the New Zealand curriculum's flexibility, allowing schools to adapt GCED for local contexts:

> You really just get an overview of where they're at physically, and literacy and reading, but I suppose they need all that to be a global citizen. (Ash)

> [There is a] push for schools to generate their own curriculum and … take on board what their community wants … (Blake)

Being able to lead the way and move forward in a direction that encourages participation in GCED from a local perspective was seen as a strength. However, it could also mean that less attention would be given to GCED as it is not explicitly addressed in the curriculum. A lack of understanding of how GCED is taught could reflect a lack of coherency and understanding in how GCED is recognised within education. In saying this, all three parents were able to identify educational areas that would develop global citizenship skills. This insight may be useful in supporting the integration of GCED in school curricular and developing collaborative partnerships with parents.

Parents' support for GCED

The findings suggest that parents strongly support GCED, despite their differing understandings of what it means to be a global citizen. The parents in this study lead by example, becoming actively involved in community activities and discussions with their children:

> Encouraging the kids to participate and do things together … it makes you able to work alongside people, and I'm … [a] big believer in relationships. (Ash)

> Be involved … see that there were different things … discussions and talking at home … because in some ways it's hands on. They're in, they're seeing it in real life … taking responsibility. (Blake)

Blake talked about discussing the news together as a family and playing sport, and Ash committed to involvement in community activities as a family, demonstrating how both parents were developing critical thinking, communication skills and collaborative actions, aligning with their ideas surrounding GCED:

> We watch the news together and discuss that … sports … the interests of other members within our family and how that relates to what they do locally or in the wider community. (Blake)

> We fundraise … [go to] Anzac Day … parades … things in the community. (Ash)

Some of these events were linked to global events, for example Anzac Day, where global awareness and issues could be discussed. Alternatively, Drew actively engaged through answering questions responsibly and providing opportunities to develop confidence and raise questions about other people or global concerns: "Making sure that [my child] is aware that there are differences … and if [my child] has any questions about 'why are they different?' then answering them."

The parents in this study were committed to supporting their children in gaining experiences and discussing issues. These activities provided their children with skills reflecting those seen in GCED, which would also enhance future positive interactions with others.

Is location an important consideration for GCED?

Parents highlighted issues with developing global citizenship while living in an Aotearoa New Zealand rural location and talked about limited local career options and exposure to diverse experiences:

> In a small rural setting, you can be a bit limited on what you get exposed to and that probably relates to their experiences or the expertise you've got within your community or school … we've got relations in Auckland, and when they talk about all the things that their kids have got on offer to them it's quite mind blowing what is out there for them. (Blake)

> If you sent them off to school in Wellington, they would see a whole heap [of] different [opportunities]—career-wise and all sorts of things. (Ash)

Blake and Drew talked about gaining insights and experience of other cultures by travelling, noting travelling costs as an inhibiting factor:

> If you had all the money in the world … going to different countries, and exposing [my child] to different cultures … different traditions and food … travelling because that's the way to see that there's differences and learn that … not everybody's the same. (Drew)

> It's important that they learn the value of getting to those places themselves instead of doing things for them. (Blake)

To address the inhibiting factor of cost, Blake suggested hearing experiences and narratives from people within their community:

> I think it's invaluable for them [people] to come in and there's so many skills that people have out there. By having that global [element], and seeing there's other things out there, that can certainly help kids that sometimes are struggling [with] confidence.

There is a perception that location and cost could limit GCED, projecting the parents' shared rural perspective. However, utilising narratives within communities is viewed as a positive solution. Further

research, including interviewing parents from urban areas, could highlight useful comparative perspectives.

Conscious and unconscious bias

Parents also raised concern about parents' own conscious and unconscious bias towards global issues and how GCED was important for addressing this. Blake suggested that narrower mindsets can be part of communities with minimal exposure to diversity, but education offers opportunities to increase exposure and awareness: "To broaden their [the children's] horizons and get them to think outside the box and see the bigger picture."

Another parent, Drew, argued that schools provide a safe environment to discuss issues objectively, developing awareness and tolerance: "Outside of school there's more variables because you then get down to the bias of the person that you're talking to … hopefully in schools that bias isn't there. It's a more level approach …"

Blake continued by suggesting that children should be equipped with awareness of when to challenge and speak out: "They have that ability to say that's not right … they're prepared to speak out but then they also have to be aware of when it wouldn't be appropriate to speak out for safety reasons."

Education was highlighted as an objective space, due to the perception that bias was consciously questioned by the teachers, and that it should be a safe environment for children's development. It is this space where GCED could have the greatest impact for skill development and cultural awareness, regardless of location and ability to travel.

Parental aspirations

When looking at the reasons parents choose to contribute to the development of global citizens in Aotearoa New Zealand, it is important to refer to the definition of a global citizen used in this study as someone who is considered to be responsible, caring, committed, engaged, creative and aware of our interconnectivity, whilst being prepared to actively engage with global challenges. Two of the parents' aspirations for their children aligned with this. For Ash it was participating in society and relationality: "You want to create children … that can participate in society, help future generations." And Blake highlighted empathy and being aware of others: "Accepting of their cultures."

Ash felt it was important to recognise qualities and talents in other people, regardless of location. If people's skills were recognised it could open up more opportunities to gain experience and provide employment, offering choices and removing potential limitations. This is reflected in Ash's aspiration for recognition of children's potential: "You hope that other people actually know them and their strengths … [you] hope they shine."

The importance of being aware of the need for education to recognise and enhance the strengths of their children was highlighted by the parents in this study and is part of the growth of a global citizen. This should develop self-confidence in the children, allowing them to connect more firmly with their tūrangawaewae and enable them to navigate future roles within community and employment.

The findings highlight how the three parents support and share the ideals of GCED, with similar aspirations for their children. However, these shared values are drawn from individual perspectives, based on individual life experiences and sociocultural contexts. The discussion surrounding location and travel particularly drew upon lived experiences when parents talked about the perceptions of the limitations of rural settings, the differences between rural and urban and the value of travel.

Discussion

As the findings reveal, the parents in this study lacked consensus on what it means to be a global citizen, confirming Hammond and Keating's (2018) research findings, highlighting a multiplicity of perceptions, interpretations and definitions about global citizenship. Although the parents in this study have different ideas about global citizenship's definition, their understandings are consistent with other definitions. For example, Ash maintained that global citizenship refers to an individual's service to the local community, aligning with both Pashby's (2018) and VanderDussen Toukan's (2018) definitions, who talk about global citizenship being based on shared humanity and interconnectedness. Blake's definition of global citizenship relates more to Robinson and Levac's (2018) explanation where identity and place within our global networks are prioritised. Finally, Drew's definition of global citizenship refers to intercultural relationships, and this aligns more with Gardner-McTaggart and Palmer's (2018) definition, which considers global citizenship as an appreciation of differences and values. The findings from this study show that, while parents have differing views, their understandings align with some of these broader conceptualisations of global citizenship, highlighting how multifaceted and complex the concept is (Dill, 2018).

The findings suggest that parents bring their own perspective to the notion of global citizenship, recognising the participants' social and cultural engagement (Berk & Winsler, 1995) and arguing that this has shaped the way they view and define GCED. The direct, even targeted, focus of their GCED expectations for their own children are possibly extensions of their own values and perceptions, gained from experiences overseas, involvement in different communities and living and working in rural areas. Parents' ideas about GCED consider cognitive development, social and emotional development and raising children's awareness of local, national and global issues and places. The findings suggest that parents' understandings of GCED do not incorporate the idea of empowering children to become active in local and global society (UNESCO, 2019), although their aspirations do, including engagement with others and development of skills reflecting an increasingly intercultural society. Parents' understandings of GCED suggest it should encompass a shared sense of humanity (Deardoff et al., 2018), raising awareness of others (UNESCO, 2016) and setting foundations for positive learning experiences with transformative and transferrable outcomes (Truong-White & McLean, 2015), whilst developing relational interconnectedness. These ideas are relevant to current debates on GCED and are part of discussions on the importance of collaboration and actively working together on humanitarian and future global issues (Deardoff et al., 2018; UNESCO, 2016). Pashby (2018) highlighted how relationships and connections develop at local and global levels, whilst Dutt (2009) argued that people, groups and organisations are united by working collaboratively and finding shared spaces and interconnected areas. These are key aspects of what it means to be a global citizen. Ash commented that working with others is part of being involved in society and develops skills for future careers and relationships. This is supported by Hayward et al. (2015) who suggest that participation in communities engages citizens and develops their skills, whereas Moon and Koo (2011) see the individual being directly linked to the wider world through GCED and how GCED empowers children. This resonated with the parents in this research who felt that these types of skills were more important than academic ability.

The strength of home, school and community partnerships was discussed in Pstross et al.'s (2016) research, as was the importance of sport, extracurricular activities, volunteering or working part-time. Additionally, Fang et al. (2017) argued that "honesty, caring, and diligence" (p. 366) were valuable skills for future interactions with others. Engagement in extracurricular activities, sports, fundraising for charities and involvement in community events are activities that parents believed would develop skills for global citizenship. Parents valued the importance of these activities in developing relationships, interacting with others, increasing participation and raising awareness of other children in different countries. Blake stated that taking part in different extracurricular activities was important for raising global awareness and building confidence. Blake also identified how a child's responsibility would grow when involved in practical activities or taking part in discussion. Learning to work alongside others and develop relationships was important for Ash. As a result of these activities, the transferable skills of

being able to work in a team, problem solve and make decisions are developed, alongside effective communication and listening skills and the ability to empathise. Encouraging children to participate in different experiences, to raise awareness of others and become inquisitive about their own place in the world supports the building of values and skills highlighted by the parents for the development of GCED in the curriculum.

Children being equipped with these skills aligns with UNESCO's aim to empower learners through GCED (UNESCO, 2019). These qualities of GCED are reflected in Daniels' (2017) suggestion that increased involvement in activities, such as presenting information at home or sharing stories of experiences, develops engagement with education and invests in children's futures. Engaging with, and being motivated by, parents' experiences was also discussed by Fang et al. (2017). This idea of being a role model was explained by Blake, one of the parents in this study, who stated, "Parents are the first teachers that kids have." This affirms Pstross et al.'s (2016) research, which suggests that parents are their "child's first teacher, as well as their advocate" (p. 663) and that there is strong parental support.

Grimwood (2018) suggests that there is a need to view different perspectives of GCED in order to gain an understanding of what is being taught in Aotearoa New Zealand, where it is being taught and how it is being taught. Previous research suggests that students and teachers have different perspectives about GCED (Hayward et al., 2015). GCED is a platform that develops these critical thinking skills whilst raising awareness of global relational connectedness. The connection, between possible pre-existing bias and the objectivity that GCED can bring to curricula, appears to be lacking in the literature; however, this research has raised the importance of listening to parents' voices as a source of rich, intelligent and practical ideas for GCED. Through their diversity of experience, reflections and interactions with their children, parents also bring a unique perspective of GCED which could strengthen the way GCED is taught. Their insights and perspectives could be utilised to enrich curriculum development and delivery. This study has identified that three parents, with diverse experiences, share similar thoughts about GCED and how it should be encouraged in their children's education. Continued research may highlight further collective ideas through parents' shared perspective of empowering their own children for the future, driven by parents' perceptions. The cognisance and perspectives gained from parents' insights could help to eliminate the confusion of how GCED is defined and address the complexity of GCED within the curriculum.

Some parents perceived that their rural location could be a barrier to developing global citizenship. This is supported by parents' comments in Fang et al.'s (2017) research that state parents perceived rural schools to have fewer learning opportunities and were not as well equipped as their urban counterparts. In addition, Fang et al.'s (2017) study found that urban contexts would provide "more [economic] opportunities" (p. 366). However, other parents argued that internet, social media and news gave them opportunities to engage their children and access local and global issues. In this regard, GCED could be taught inclusively regardless of location, as accessible media and the internet have increased learning opportunities and global participation (Baek, 2018), providing exposure to global issues to a wider audience, including people in rural areas. There is an importance in highlighting how local and global are interconnected and Deardoff et al. (2018) discuss how the awareness of local-global relationality encourages the development of trust and support. The New Zealand curriculum has a strong focus on connecting learning to people in the community (Ministry of Education, 2007). Schools have worked with community expertise to strengthen awareness and understanding of global issues. The 2019 climate strikes were examples of how communities could come together in civic demonstrations in response to global issues (Warren, 2019).

Overall, the findings show that parents aspire for their children to develop skills, attitudes and values that will support them to make an active contribution to their local and global communities. Parents' aspirations also appear to offer balance and opportunities to focus on GCED. Further research into parents' aspirations for global citizenship could identify if these ideals are reflected by parents in

other contexts. Dutt (2009) suggests this is possible and argues that shared interests could potentially unite parents from different cultural contexts and countries.

While the New Zealand curriculum encourages all parents to be engaged and actively involved in their child's learning, in reality, it is not always clear that parents are involved in GCED. The identification of what 'involvement' looks like is based on someone else's perspective, and is, therefore, subjective. Parents may be unaware of how important their viewpoint is to understanding how GCED can be developed in communities and schools. However, this study seeks to address this imbalance, accentuating the importance of parents' involvement in GCED by valuing their insights, perspectives and ideas.

Conclusion

This research has contributed to the discussion surrounding global citizenship and GCED by highlighting parents' perspectives, which are currently lacking in the literature. The important insights into how parents define global citizenship and GCED indicate potential for parents to meaningfully contribute to GCED, both formally and informally. Schools may be able to utilise the experience and expertise of parents to strengthen the way they teach GCED by working collaboratively with them to raise awareness of the diversity within their own communities and to gain additional perspectives of GCED. Future research could examine how parents could contribute within the school context or support the integration of GCED in school curricular.

This small-scale study highlights the rich contributions and insights that parents make to this field. The study also suggests a lack of consensus surrounding global citizenship. Due to the limitation of participant numbers, the findings cannot be generalised to a larger scale. Future research could be carried out with a larger group of parents to explore parents' perspectives and experiences, to build a richer awareness of the connection between parents and GCED. Ascertaining the impact of sociocultural perspectives on parents' motivations to support GCED skill development could also illustrate gaps, or areas of bias, impacting on GCED or detracting from UNESCO's 2030 goals. It would also be interesting to investigate urban communities to explore what their involvement in GCED looks like, again looking at the impact of sociocultural perspectives within a community.

In conclusion, there are few studies that have examined GCED within an Aotearoa New Zealand context and through a parent's lens. This research brings fresh insight to global citizenship and GCED, providing an important basis for future research to build on.

References

Baek, K. (2018). The geographic dimension of citizenship in digital activism: Analysis of the relationships among local and global citizenship, the use of social networking sites, and participation in the occupy movement. *American Behavioral Scientist, 62*(8), 1138–1156. https://doi.org/10.1177/0002764218764242

Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education.* National Association for the Education of Young Children.

Clarke, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology, 12*(3), 297–298. https://doi.org/10.1080/17439760.2016.1262613

Clifford, V., & Montgomery, C. (2017). Designing an internationalised curriculum for higher education: Embracing the local and the global citizen*. Higher Education Research & Development, 36*(6), 1138–1151. https://doi.org/10.1080/07294360.2017.1296413

Cormack, J., Postăvaru, G.-I., & Basten, G. (2018). *Analyzing qualitative minigroup data using thematic analysis.* SAGE. https://doi.org/10.4135/9781526444875

Daniels, D. (2017). Initiating a different story about immigrant Somali parents' support of their primary school children's education. *South African Journal of Childhood Education, 7*(1). https://doi.org/10.4102/sajce.v7i1.461

Deardoff, D. K., Kirwan, D., & Pak, S.-Y. (2018). *Global citizenship education: Taking it local.* UNESCO. https://unesdoc.unesco.org

Dill, J. (2018). Global citizenship education: A critical introduction to key concepts and debates. *British Journal of Educational Studies, 66*(4), 559–560. https://doi.org/10.1080/00071005.2018.1529954

Dutt, S. (2009). Striving to promote shared values: UNESCO in the troubled world of the twenty-first century. *India Quarterly, 65*(1), 83–95. https://doi.org/10.1177/097492840906500107

Fang, L., Sun, R., & Yuen, M. (2017). "Be useful to society": Parental academic involvement in rural to urban migrant children's education in China. *Asia Pacific Education Review, 18*(3), 361–371. https://doi.org/10.1007/s12564-017-9491-8

Fennimore, B. S. (2017). Permission not required: The power of parents to disrupt educational hypocrisy. *Review of Research in Education, 41*(1), 159–181. https://doi.org/10.3102/0091732x16687974

Fukuyama, F. (2018). Why national identity matters. *Journal of Democracy, 29*(4), 5–15. https://doi.org/10.1353/jod.2018.0058

Gaertner, D. (2016). World War II in American movie theatres from 1942–45: On images of civilian and military casualties and the negotiation of a shared experience. *Mediaesthetics—Journal of Poetics of Audiovisual Images, 1.* https://doi.org/http://dx.doi.org/10.17169/mae.2016.50

Gardner-McTaggart, A., & Palmer, N. (2018). Global citizenship education, technology, and being. *Globalisation, Societies and Education, 16*(2), 268–281. https://doi.org/10.1080/14767724.2017.1405342

Goren, H., & Yemini, M. (2018). Obstacles and opportunities for global citizenship education under intractable conflict: The case of Israel. *Compare: A Journal of Comparative and International Education, 48*(3), 397–413. https://doi.org/10.1080/03057925.2016.1273096

Grimwood, R. (2018). Producing global citizens?: How New Zealand universities implement the concept of global citizenship. *New Zealand Sociology, 33*(1), 97–120.

Hammond, C. D., & Keating, A. (2018). Global citizens or global workers? Comparing university programmes for global citizenship education in Japan and the UK. *Compare: A Journal of Comparative and International Education, 48*(6), 915–934. https://doi.org/10.1080/03057925.2017.1369393

Hayward, B., Selboe, E., & Plew, E. (2015). Citizenship for a changing global climate: Learning from New Zealand and Norway. *Citizenship, Social and Economics Education, 14*(1), 19–27. https://doi.org/10.1177/2047173415577506

Humpage, L., Marlowe, J., Grava, G., West, K., Yor, A., Chaol, G., Karabadogomba, J.-P., Pau, J., & Sivanathan, S. (2020). Doing family and fathering in Aotearoa/New Zealand: A community-based study with refugee-background men. *Women's Studies Journal, 34*(1/2), 5–21.

Johnson, A., & Jones, S. J. (2018). An instrumental case study analysis of anticipatory leadership practices in community colleges. *Community College Journal of Research and Practice, 42*(6), 389–404. https://doi.org/10.1080/10668926.2017.1325418

Kate, A., Verbitsky, J., & Wilson, K. (2019). In different voices: Auckland refugee communities' engagement with conflict resolution in New Zealand. *Journal of International Migration and Integration, 20*(2), 459–477. https://doi.org/10.1007/s12134-018-0619-4

Kefauver, G. N. (1944). Education an important factor in achieving an enduring peace. *The School Review, 52*(1), 16–25. https://doi.org/10.1086/440992

Koch, K. A. (2020). "The voice of the parent cannot be undervalued": Pre-service teachers' observations after listening to the experiences of parents of students with disabilities. *Societies, 10*(3), 50. https://doi.org/10.3390/soc10030050

Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. SAGE.

Lee, B., & Keown, L. J. (2018). Challenges and changes in the parenting experiences of Korean immigrants in New Zealand. *Asian and Pacific Migration Journal: APMJ, 27*(4), 431–450. https://doi.org/10.1177/0117196818810112

Ministry of Education. (2007). *The New Zealand national curriculum*. https://nzcurriculum.tki.org.nz

Moon, R. J., & Koo, J.-W. (2011). Global citizenship and human rights: A longitudinal analysis of social studies and ethics textbooks in the Republic of Korea. *Comparative Education Review, 55*(4), 574–599. https://doi.org/10.1086/660796

OECD-World Trade Organization. (2017). *Aid for trade at a glance 2017: Promoting trade, inclusiveness and connectivity for sustainable development*. Geneva/OECD. https://doi.org/10.1787/aid_glance-2017-en

Pashby, K. (2018). Identity, belonging and diversity in education for global citizenship: Multiplying, intersecting, transforming, and engaging lived realities. In I. Davies, L.-C. Ho, D. Kiwan, C. L. Peck, A. Peterson, E. Sant, & Y. Waghid (Eds.), *The Palgrave handbook of global citizenship and education* (pp. 277–293). Palgrave Macmillan. https://doi.org/10.1057/978-1-137-59733-5_18

Pstross, M., Rodríguez, A., Knopf, R. C., & Paris, C. M. (2016). Empowering Latino parents to transform the education of their children. *Education and Urban Society, 48*(7), 650–671. https://doi.org/10.1177/0013124514541464

Robinson, A. A., & Levac, L. (2018). Transformative learning in developing as an engaged global citizen. *Journal of Transformative Education, 16*(2), 108–129. https://doi.org/10.1177/1541344617722634

Robinson, T. D., Oliveira, T. M., & Kayden, S. (2017). Factors affecting the United Nations' response to natural disasters: What determines the allocation of the Central Emergency Response Fund? *Disasters, 41*(4), 631648. https://doi.org/10.1111/disa.12226

Schattle, H. (2009). The handbook of practice and research in study abroad: Higher education and the quest for global citizenship. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 3–20). Routledge. https://doi.org/10.4324/9780203876640

Shephard, K., Bourk, M., Mirosa, M., & Dulgar, P. (2017). What global perspective does our university foster in our students? *Environmental Education Research, 23*(3), 398–414. https://doi.org/10.1080/13504622.2015.1126806

Smith, A., & Swift, D. (2014). Exploring the language of learning within further education. *Journal of Further and Higher Education, 38*(2), 249–267. https://doi.org/10.1080/0309877X.2012.722195

Stake, R. E. (2006). *Multiple case study analysis*. The Guilford Press.

Terrell, S. R. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. The Guilford Press.

Truong-White, H., & McLean, L. (2015). Digital storytelling for transformative global citizenship education. *Canadian Journal of Education, 38*(2). https://doi.org/10.2307/canajeducrevucan.38.2.11

UNESCO. (2015*). Rethinking education: Towards a global common good?* http://www.unesco.org

UNESCO. (2016). *Unpacking sustainable development goal 4: Education 2030, 36.* https://unesdoc.unesco.org

UNESCO. (2018). *UNESCO and sustainable development goals.* https://en.unesco.org

UNESCO. (2019). *What is global citizenship education?* https://en.unesco.org

United Nations Sustainable Development Goals Knowledge Platform. (2016). *Sustainable development goal 4: Targets and Indicators*. https://sustainabledevelopment.un.org

VanderDussen Toukan, E. (2018). Educating citizens of 'the global': Mapping textual constructs of UNESCO's global citizenship education 2012–2015. *Education, Citizenship and Social Justice, 13*(1), 51–64. https://doi.org/10.1177/1746197917700909

Warren, M. (2019). Thousands of scientists back kids' climate strike. *Nature, 567*(7748), 291–292. https://doi.org/10.1038/d41586-019-00861-z

Yemini, M., & Furstenburg, S. (2018). Students' perceptions of global citizenship at a local and an international school in Israel. *Cambridge Journal of Education, 48*(6), 715–733. https://doi.org/10.1080/0305764X.2017.1418835

Yemini, M., & Maxwell, C. (2021). Alternative modes of family travel: Middle-class parental 'exit' strategies as a different orientation towards global citizenship education. *Globalisation, Societies and Education*, 1–12. https://doi.org/10.1080/14767724.2021.1889993