

CIVIC EDUCATION AND CITIZENSHIP CONCEPTUALIZATIONS AND ITS EMERGING THEORIES: IMPACTS ON YOUNG LEARNERS EFFECTIVE CITIZENSHIP DEVELOPMENT

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Abstract

Nigeria's national interest realization is based on adopting educational policies/programmes in line with global realities and best practice; for this civic education reemerged as a potent citizenship mechanism to mediate learners' knowledge, value and attitude dispositions as well as lifelong skills on Nigeria's socio-civic and political process via interactive citizenship participation; in community activities. Inbuilt in Nigerian civic education are citizenship issues making it pertinent to conceptualize citizenship with the goal of ideological reorientation guiding classroom implementation to develop effective citizenship as stated in education policy. So this paper goal is to discuss relevant theoretical citizenship stance to underpin Nigeria's civic education to direct civic teachers on prevalent citizenship theories as school civic mission for learners 'to know, care and act' as citizens made and not born via knowledge, values, attitudes dispositions and lifelong skills for learners to effectively articulate and engage in citizenship practices at local, national and global levels. So, theories of Hahn's cognitive development of citizenship culture and socialization; Barr et al social studies taxonomy: Gifford UK's citizenship trends for national and global citizenship; Benavot's political identity creation via modernization and institutionalization and civic republican, communitarian and liberal democracy citizenship theories were fused to evolve ethno-nationalistic, critical and global citizenship for Nigerian civic education. So, this paper offers theories to underpin civic education conceptualization and curriculum implementation to fill Nigeria's citizenship ideological lacuna. By this, it revises literature on civic education, citizenship theories, explains globalization, human rights, social justice and ecological sustainability impacts as well proposes civic education programme rethink

Keywords: Civic Education, Citizenship, Effective Citizenship Development, Citizenship Theories, Ethno-Nationalistic, Critical and Global Citizenship

Introduction

Educational policies and programmes have been a major mechanism of post-independent Nigeria for the attainment of national goals. This led to school civic education resurgence in 2006 to develop effective citizenship using participatory and interactive curriculum guided by civic teachers as expert. However, in line with global realities, isolating school civic education to achieve this is polemical as the colossal concerns of the school system entail taking over moral/ethical duty of other socializing agents. To this end, school civic education needs to be assessed *pari-pasu* other socializing agents, societal practices because school acquired knowledge may conflict with learners' daily experiences in its interactions with other socializing agents. That's why this paper's attention is mainly on the school civic education as a potent citizenship tool to impart knowledge, skills values, and attitude dispositions which boosts learners' interaction and participation as hallmark of developing effective citizenship community. This paper views civic education as a conceptual issue of concern to overhaul learners' knowledge, values, attitudinal dispositions and lifelong skills on Nigeria's socio-civic and political process. It is noteworthy that Nigerian civic education encompasses citizenship issues which

emerged from integrated Social studies and so in this paper civic education discuss will entail the link between the two subjects in the Nigeria context. However, in this paper, issues involving definitions, rationale and impacts on learners' knowledge, dispositions and skills in civic education will be discussed.

Since the totality of civic education is made up of citizenship issues and as such forms its content, makes it inevitable and pertinent to conceptualize citizenship. Besides, citizenship impugned trait makes it intricately linked to effective citizenship (development) ideological goal in Nigeria's education policy. Thus, it's imperative to discuss citizenship in relation to relevant theories in this paper. Moreover, this paper will discuss citizenship theories as Nigeria's civic education conceptualization should be back up by theoretical citizenship stance which, expediently, helps Nigeria to evolve citizenship theoretical ideology to guide civic education implementation towards effective citizenship development. Citizenship theories are relevant to civic education to guide classroom implementation and Nigeria's citizenship ideological stance. Civic teacher ascertains prevalent citizenship theory in the school civic mission as designed in the state school curriculum. In Nigerian context, civic missions mostly entail developing effective citizenship for learners 'to know, care and act' showing that citizens are made and not born (Bank, 2001; Levine, 2005).

This paper further contends that as civic education overarching goal is developing effective citizenship; mediated through knowledge, insight, lifelong skills, values and attitudes dispositions requisite to articulate citizenship issues for diverse participations. Then, effective citizenship is discussed as knowledge, values, attitudes dispositions and lifelong skills learners accrued to engage in citizenship programmes within/outside the school at local, national and global levels. This involves learning and practicing those intellectual and participatory citizenship lifelong skills into real interest in state political process as well as environmental, community service and activism (Okeahialam, 2013; Andrews et al, 2008; Lipset, 1959; Almond & Verba, 1963; Bowles & Gintis, 1976).

Indeed, civic education which encompasses citizenship issues emerged to impact on Nigerian learners' knowledge construction, develop dispositions and skills to guide effective citizenship development. In discussing this paper review literature derived from theses (Idowu, 2017), national and international articles were integrated. Also, the paper examines civic education conceptualization, justification, and its emergence from social studies. Also, the paper discusses citizenship conceptualization in the context of literature to develop what constitutes effective citizenship in the citizenship theories. Also, effective citizenship, as the overall civic education goal is explored and as well discusses the impact on learners' knowledge, dispositions and skills.

Civic Education: Origin, Definitions and Rationale

Civic education is a conceptual issue of concern initiated to engage learners in constructing knowledge, values, attitudinal dispositions and lifelong skills on Nigeria's socio-civic and political process. Thus, It is noteworthy that Nigerian civic education embraces citizenship issues disarticulated from Social studies; there is a foundational nexus between the two subjects in the Nigeria context. Prior to discussing this synergy, it is vital to conceptualize the subject and justify its resurgence in the Nigerian school system.

However, its conceptualization is more insightful when discussed from its origin or traditional root from which ab initio called civics coined from civitas which refers to a citizen and city-state. Civic education is an altruistic and moralistic terms which raises citizenship (socio-civic and political)

discourse in the state public (polis) domain. In the classical Greek era, it was an instrument to instill socio-civic and political culture of imbibing patriotism/loyalty for collective interests in participating in state issues as hallmarks of effective citizenship. Later civic education emerged in the United States of America early 20th century due to the effect of religious/spiritual thought of that time, it was initiated to develop an ideal citizen. However, the concern of evolving the subject grew after the World War II as a result of thinking of building peace. As CE originated and developed in countries with a democratic political system as it stresses democratic values as it should be adopted by all citizens

Civic education entails insights into political traditions, principles, institutions and engaging in state's socio-civic and political process. Also, it is the knowledge construct that is in turn put into practice to acquire lifelong skills about rights and obligations to effectively engage in public life of a society. As a school based subject, it become an structured body of governmental and nongovernmental knowledge involving agencies, individuals, group membership rights, duties, institutions, practices and actions linked with state citizenship. On the Whole, civic education is an academic field of study initiated to impart learners with citizenship intellectual and participatory that synergizes young learners with the extant state political practices. Learners engage in constructing knowledge, values, attitudinal dispositions and lifelong skills on Nigeria's socio-civic and political practices. It is conceptualized as developing citizenship/ civic values, dispositions and skills appropriate to the society; also developing citizenship competence on obligation and virtue in Nigerian society. (Aroge, 2012; Gelaneh, 2012; Waldschmitt, 2010; Lewis, 2007; Gold in Meron, 2006; Burkingham, 2006; Galston 2004; Po, 2004; Gleiber, 2003; Shah, et al, 2002; Kanaev 2000).

Civic education is the penchant to develop students' skills, attitudes, beliefs and values to prepare, equip and empower learners to perpetually engage in Nigeria's socio-civic, culture, politics and governance process. Civic education is about mediating integrating the narrowly confined focus of offering information to raise awareness and the critical disposition which raise awareness to evolve effective citizenship. It is argued that the subject entails a thick and thin approaches in which the term, 'thick' patterns involve promoting or encouraging learners' socio-civic and political activism and participation. Conversely, the 'thin' attitudes underline relatively passive learners' engagement in the immediate society and this is mostly stressed via teacher-led didactic notion that robust democracy focus on knowledge based citizenship on socio-civic and political structures and processes. So civic immersion extent in for of advocacy, activism and /or voluntary community service required in the community differentiate between 'thick' and 'thin' approaches to civics Education (Heggart & Flower, 2019; Runhare & Muvirimi, 2017; Peterson & Tudball, 2017).

Diverse literature reviewed reveals inconsistency on the broadly agreed subject import and consensus deficit on the diverse ideas practice (Cohen, 2019). The great bad of mixing things which should be kept distinct makes the extant state of civic education confusing as Dewey advised (Dewey, 1927 in Cohen, 2019 cited in Muleya, 2019). Indeed, Civic Education needs to be firmly established to avoid the "great bad" in view of the diverse notions translated into diverse curriculum practices which are contrary to the other. This vague state of various Civic Education ideas incline to guide classroom practice is truly similar to social studies situation in the USA which was seen as a whole confusing chaos facing identity crisis (Barr et al., 1977 cited in Cohen, 2019).

From above analysis, this paper affirms Muleya's advocacy for school civic education that is progressive/ activist/maximal based process to engage learners in social justice agitation,

cosmopolitanism, critical scrutiny, socio-civic, political and multicultural practice as well as holistic insight into duties in society, among other societal transformation. Such Civic Education mediates learners' valuable, nationalistic and critical citizenship input in state's socio-civic and political issues. This aligns with constructivist learning view of mediating learners' knowledge construction as against [just] depositing it; and instruction as a process of evolving creative and not [just] imparting knowledge (Duffy & Cunningham 1996 cited in Davies, 2018). Civic learners should be rooted in extant socio-civic, cultural, political, through a more robust conceptual insight on the inbuilt nexus between issues of access, equity, and participation. Civic learners should be able to construct civic education real meaning as the dynamic interplay of knowledge, skills, and attitudes experiences and practiced daily for socio-civic and political engagements (Winston, 2007; Dadvand, 2018 cited in Muleya 2019).

Also, Civic Education needs to evolve learners' participatory skills for immediate and remote community activities. This entails major "whole-school," "total curriculum" approach in which attitudes and values are imbibed and not taught. This whole-school style is in recognition of globalization tasks which oblige schools averting civic education division purposely to develop realistic; value based interactive, participatory, relational young learners. Civic Education is conceptualized to expose learners to relevant lifelong skills, principles and practices to tackle diverse socio-civic and political tasks inducing socializing agencies (school & family) and the larger community (Gopinathan, 2018 cited in Muleya, 2019).

Civic Education import is to help learners for constructive learning participate process as against mere receivers of teachers' knowledge repository rather learners participate in the learning process through immersing in the facts in issue. The spirit of participation requires the task school civic teachers evolve creative and innovative pedagogy responsive to school environment and through which learners engage with issues. Just as democracy mandatory requires citizenship participation, so also Civic Education deserve learners' effective participation in schools Deth (in Print & Lange, 2013: 12). Truly, Civic Education should be a school subject which offer young learners citizenship conceptions of rights, duties, politics and governance; participation prospects from a broader perspective for socio-civic and political engagement in the state. It is a form of authentic Citizenship which equips learners with critical skills to discuss issues based on proof, look for other options and imbibing dispositions and skills to act based on other prospects. By this learners critical thinking roles to analyses socio-civic and political issues in preparation to be accountable as part of the tasks and ambiguity of life. In view of this, Civic Education should integrate narrow nationalistic as well as broad critical citizenship ideas based on learners' insight of rights and resultant duties, governance, politics and participation prospects aided via school system as against mere knowledge deposit in learners (Hedtke & Zimenkova, 2013 in Muleya, 2019).

The rationale for Nigeria's Civic Education was due to the then emerging democracy faced with young people socio-civic and political apathy like voting in elections; moral deficit due to anti-social behaviours which could lead to democratic failure. The Nigerian context shows policy makers concern for youths' engagement required civic education as a school subject for young learners to develop effective citizenship traits. It was based on prioritizing theoretical stance to develop nexus amid young learners and the state. It defines state belief in initiating nationalistic reforms in young learners to construct knowledge and insights on patriotism, obedience, national identity; critical thinking about rights to question obedience and loyalty to the state which are discussed under

citizenship conceptualization and theories below (O'Sullivan, 2014; Olla, 2013; Jekayinfa, Mofoluwawo, & Oladiran, 2011; Bennett 2008; Federal Ministry of Education, 2007).

Citizenship and Citizenship Theories

Citizenship Conceptualizations

Extant literature depicts citizenship as a contested normative, descriptive and eclectic conceptual issue of concern in socio-civic and political theories. Its distinct denotations, analyses, insight and meanings in diverse states make a global consensus on its actual meaning intricate. It is a core concept in effective socio-civic and political citizenship linking past and present era for intellectual and political tradition (Shafir 1998). While its polemic traits make its use in a formal school curriculum viable for nation-states and ideological groups to embed what schools should instill as civic mission of developing effective citizenship. Though diversely conceptualized however, it connects the state and citizens on rights and ensuing duties prone to constant rethinking due to state's transformation. It is an old fixed humanist view studied to reckon with diverse extant socio-civic and political natures by which a state exercises prerogative power to confer rights and duties (Quaynor, 2012; Abdi et al, 2006; Faulks, 2000; Crick, 1998).

Citizenship origin is traced to the Greek polis and the Roman *res publica*; the old account viewed citizenship as an Athenian model of a male warrior, among others. For Aristotle, citizenship was a condition based on *jus soli* (place of a person's birth) and citizenship status based on *jus sanguinis* (parental citizenship) as well entails state's official legislative, executive or judicial participation (Pocock 1998). The old Athenian view is *stricto sensu*, a restricted division between public and private lives, and requires that citizens should participate in decision making (to rule and be ruled): Nowadays these are not the preconditions of citizenship. Prehistoric Athenian citizenship view is *stricto sensu*, a distinct partition of public and private domains in which the public domain is diverse sectors of participation in state's socio-civic and political decision making (to rule and be ruled) as active and moral being detached from those in the private domain. Participate requires a male citizen, of known genealogy, a patriarch, a warrior, and a master of the labor of others and by this basic most of the people lacked access. Though citizenship was, *ab initio*, branded exclusive in public participation, later it extended from political rights to conferring socio-civic rights (Kartal, 2002; Pocock 1998).

Thus, citizenship is a legal status conferring membership rights and duties; socio-civic and political ability to conduct set roles obliging making choices in the socio-civic and political field to display effective citizenship values. These include exercising formal socio-civic membership attracting set of *de facto* (political) and *de jure* (legal) rights and duties. That is, political and legal provisions to promote equality in exercise of rights and duties conferred. Rights equality was due to political community membership endowing discrete identity to show the link between rights, equality and identity. These combined traits depicts effective citizenship as applying rights which defines the degree of socio-civic and political activities based on citizenship identity (Bellamy, 2013; Faulks, 2006a; Kymlicka & Norman 2000; Carens 2000; Carens 2000).

Citizenship rights and duties cognizance steadily evolved from civil to political and ultimately extended to socio-civic rights and these entail education, health, welfare, security and customary access. Civic rights include rights against discrimination, free speech, press, assembly. Political rights entail the right to vote democratically (Bellamy, 2013; Marshall, 1992, 1965, 1950).

Citizenship, though global, is more of a model due to distinct evolution along social class and ethnic formation among states. These rights evolved via diverse process of positivist (and not natural) laws. Holistically, citizenship theoretical traits include socio-civic, political and legal rights, identity (moral views) for effective public life engagement skills (Cogan, 2000; Porter, 1996; Heater, 1990). Offering diverse conceptualizations above justifies a single consensus definition deficit due to citizenship transformation traits which are due to globalization, migration, ideological beliefs evolving citizenship conceptual transformation and steady demise of nation-state (Faulks, 2006a; Po, 2004).

Above diverse views shows mutual citizenship conceptualization traits fused into effective citizenship development components- citizenship knowledge, dispositions and skills. Effective citizenship entails learners constructing knowledge on their legal (status) rights and obligations as citizens, develop dispositions on their legal status through identifying moral values (which involves shared character traits as against ethical principles which involved rules of conduct within the community) engrained in citizenship, and lastly, engage in public affairs based on the competencies acquired (Habermas, 1994; Osler & Starkey, 2005; Leydet, 2006).

From the above explanations, citizenship involves a series of issues which could be subsumed into rights, with corresponding duties based on nation-state membership. Guiding learners' citizenship insight entails constructing knowledge on rights and duties the state confers on other bodies as membership proof. This indicates an extant bond (evolving via social contract) among the state and citizens. By this, the state confers socio-civic, political and legal prerogatives to uphold identity and duty. These elements branded extant citizenship theories discussed below.

Citizenship Theories

There are diverse citizenship theories underpinning civic education conceptualization and curriculum implementation which reinforce implementation patterns to attain schools' civic mission designed by the state, mainly to train learners 'to know, care and act' showing that citizens are made and not born. Based on this, civic education mediate knowledge, insight, skills and dispositions to articulate citizenship issues for diverse practices (Bank, 2001; Levine, 2005; Bowles & Gintis, 1976; Almond & Verba, 1963; Lipset, 1959).

Socio-civic education scholars have advocated diverse theories involving Hahn's cognitive development and citizenship culture and socialization (cross-national study). Barr et al taxonomy of social studies: citizenship transmission, social science and reflective enquiry. Gifford, while surveying the UK's citizenship trends proposed national and global citizenship content. Moreover, Benavot's cross-national and longitudinal study on diverse contexts of schools' impact on political identity formation proposed the modernization and institutionalization theories. Also, civic republican, communitarian and liberal democracy citizenship theories align with civic education theoretical base. For this paper, these theories are fused into three groups perceived as relevant to civic education implementation and this is line with shared traits in extant literature to evade any form of echo of theories. These involve ethno-nationalistic, critical and global citizenship theories (Olla, 2013; National Alliance of Civic Education, 2007; Zaman, 2006; Gifford, 2004; Hahn, 1998; Benavot, 1996; Barr et al, 1977).

Ethno-Nationalistic Citizenship Initiation Theory

For this theory, the school civic education mission is to mediate learners' knowledge, value, attitude dispositions and participatory skills basic to exhibiting public identity, patriotism, loyalty and sense

of belonging to the state political system. By this, effective citizenship is about infusing knowledge of Nigeria's political (constitutional) history; the founding (nationalists) fathers' roles in the agitations for political independence. Also, initiate, inter alia, knowledge of constitution, popular and political autonomy, legality, rights and duties, the federal system, government structure and function, obedience to laws. This equip learners with basic citizenship literacy for future engagement in socio-civic and political citizenship practice is consistent with the communitarians and civic republican citizenship of engaging civic education to induct and initiate learners into socio-civic and political duty of care to participate as basic virtues that citizens should possess. Citizens should be alert to their duties as well as participation as an ethical obligation and failure of which makes them unqualified for citizenship status (Idowu, 2017; O'Sullivan, 2014; Johnson, 2010).

Hence, civic education becomes a key mechanism to mediate socio-civic and political participatory skills and values for learners to imbibe state ground norm (constitution) advocated by Aristotle to evolve citizens obedient to the laws by performing their duties. Yet Rousseau echoed school civic mission is to mediate learners' constructive outlooks towards engaging learners' as basic duty to state ideology and hallmark of sound and effective citizenship (Idowu, 2017; O'Sullivan, 2014; NPE, 2004; Aristotle, 1955; Aristotle, 1948 1337aII). Though, this nationalistic knowledge evolves obligation to state but short of learners' global insights and ensuing radical inputs due to teachers' knowledge repository and transmitters and learners mere receivers which induces passive and naive citizenship. Ensuing initiation into state ideology is to develop young learners to play passive roles as mere knowledge consumers. This breeds elitism which denies certain citizens to deeply participate in state citizenship activities; thereby consolidating extant inbuilt citizenship inequalities in the school system. So, participation may not be possible unless citizen belongs to a particular class within the sociopolitical system. Advocating absolute patriotism/loyalty as duty of care to the state is the hallmark of effective citizenship which reduces citizens' liberty, rights and autonomy which mediate sincere scrutiny of state policies. This aligns with Rousseau view of consistent absolute commitment, patriotism and loyalty as passivity is a sine qua non to true state autonomy (Idowu, 2017; O'Sullivan, 2014 Tor, 2009 NACE, 2007).

The school civic curriculum was used to construct ideology in Prussia (Germany) and France, imbibe capitalism in the United States and socialism/communism in the former Soviet Union in the 19th and 20th Centuries (Idowu, 2017; Cantoni, et. al 2014). These countries' socio-civic and political ideologies were not limited to ethno-nationalistic but also involved critical citizenship discussed below.

Critical Citizenship Theory

Despite Nigerian civic education being more ethno-nationalistic citizenship based, still, there is the prospect of teachers engaging in critical (citizenship) pedagogy to offer academic insights based on extant global realities and best practices.

As stated above, global school civic education reforms have reversed from the prior conventional ethno-nationalistic schools' mission to evolve value, activity and issue based civic education curriculum aligning with extant global realities involving critical citizenship. Allying with the modernization theory, schools' civic roles entail reformative (transformative) mission of learners' critical citizenship outlooks to raise intellectual (knowledge) and participatory skills to engage in national as against ethnic issues (Johnson, 2010; Zaman, 2006; Benavot, 1996).

This agrees with liberal citizenship values of improving learners' zeal, thoughts and insight on socio-civic and political issues as against the state. Citizenship issues entail dialogic discourse to aptly probe leadership. Learners are expected to acquire intellectual and participatory (voice expression) skills on diverse citizenship issues for constructive engagement. This necessitates an open classroom climate for free and critical questioning of socio-civic disparity and paradoxes. Engaging in a more interactive and participatory learning and the teachers as facilitators while learners are partners-in-progress to foster meaningful participation. But, implementing this seems more naive due to teachers' inability to mediate learners' criticism of the state which designed, finance and manages the curriculum and school system (Tor, 2009; NACE, 2007; Levine, 2005).

Global (post-national) Citizenship Theory

Extant civic education curriculum recognized exposure of young learners to global citizenship realities involving sustainable development goals and other emergent global issues to mediate young learners' knowledge, disposition and skills on nongovernmental citizenship activism which is gaining global concern and engagement as against ethno-nationalistic theory which focus on cosmopolitan citizenship (Bennett, 2008, 2007; Nina, 1997). This is a major shift of concern on nation building sentiments to promoting supranational citizenship to broaden learners' knowledge across national boundaries by engaging in training on global activities to develop multiple citizenship identity in the locality, state, regional and global institutions (Delanty, 2000; Stromquist & Monkman, 2000).

The reality of initiating reform through school civic curriculum implementation in the Nigerian context is difficult due to socio-civic and political vices like corruption, ethnic and religious insurgencies, advanced fee fraud for which Nigeria has become notorious, as well as other vices still rampant. For the school to achieve the citizenship goals requires the larger society and other socializing agents to ensure good governance, national security and fix the federal structural deficit which are outside the school scope (Okeahialam, 2013; Ukiwo, 2007, 2003; Badmus, 2006; Akinyele, 2001; Marizu, 1998).

Also, non-realization of effective citizenship based on these theories might not be due to civic education deficit but the socio-civic and political class refusal to ensure, *stricto sensu*, school civic implementation via resources availability to mediate, for instance, extracurricular activities which makes it difficult for learners to match school learning experience with their daily activities. Even if young learners practice these theories, it is essential to pay equal attention to other socializing agents like the political class which promotes and perpetuates social stratification and inequalities by denying the lower classes the prospect to catch up via the school formal curriculum seen by the education policy as tool for socio-civic and political transformation. The lower class is barred from valuing the right and values of education for political advantage (Idowu, 2017; Okeahialam, 2013).

Impacts on Young Learners Effective Citizenship Development

Effective citizenship development is a multidisciplinary concept which attracts diverse views; but the consensus of views entails evolving knowledge, values, attitudes dispositions and skills imbibed by learners to engage in socio-civic and political citizenship activities at local, national and global levels. This entails mediating curriculum knowledge and skills evolved via learning to engage in constructive practice of socio-civic issues: ecological activism, community service and political issues: state activities in a multicultural context. Young learners make efforts to practice knowledge and skills of ethno-nationalistic and nongovernmental (critical/global) citizenship participation to

improve quality of life via involvement in formal and informal activities with the overall goal of contributing to Nigeria's citizenship growth. It is young learners' views of what needs to be done as effective citizens. This concept is about citizenship participations extending from political to socio-civic (nongovernmental) citizenship (Idowu, 2017; Okeahialam, 2013; Andrews et al, 2008; Dalton, 2008; Bennett, 2007; Reimers, 2006)

Effective citizenship development helps to imbibe knowledge, attitudes and skills in young learners to value commitment, belonging and responsibility to the state and global community; as well grasp global learning interconnectedness and the impact on young learners' citizenship. Civic education plays key impacts in evolving global interconnection via globalization, ecological sustainability, social justice, and respect for diversity. The duties of young learners as effective citizen cover valuing cultural rights of others, advocating for social justice and equality, and taking steps on environment sustainability (Lissah, 2023). It develops perception, mindset on global rights and obligations based on the belief that young learners' education is to realize the obligations to Nigeria and the world. Emphasis is on recognizing interdependence of all people and the global effect of citizenship knowledge and skills put into practice. It is about global alertness of the links which motivates activities leading to make a constructive impact on the global community. It is the major concept subsuming global socio-civic (environmental), political and economic activities of communities and creating the belief that young learners have multiple citizenship networks instead of being seen as an isolated actor (Lissah, 2023; Reysen & Katzarska-Miller, 2013; United Nations Academic Impact, n.d.). Extant impacts of effective citizenship development are mostly felt in the global acceptability and recognition as concept for all learners to imbibe and practice:

Globalization

Effective citizenship development has benefitted from the globalization process as it initiates global civic curriculum which draws learners closer regarding the teaching and learning which more than ever before has resulted increased education interdependence and socio-civic and cultural exchange. This has the potential to create both prospects and tasks to help young learners develop insights and navigate these tasks toward solution that benefit humanity (Lissah, 2023; Waldmann, 2021).

Ecological Sustainability

As stated in the citizenship theories above, Nigerian civic education is not about political issues alone, but also, engages in nongovernmental global activism which is vital for young learners to have insight on, especially how it affects actions in their environment. So, effective citizenship development equips learners to recognize that our activities have effect on the environment; there is need to reduce such effects through protective measures for future generations (Lissah, 2023; The Global Citizen Academy, 2021).

Social Justice

Effective citizenship development entails helping learners to know, recognize and accept that every citizen have rights, freedom, liberty as entitlement and the need for social justice for all. Through civic education it is pertinent to agitate against, inter alia, inequity, injustice, and conversely advocate for minority and marginalized groups rights (Lissah, 2023).

Respect for Multicultural Diversity

Effective citizenship development involves civic education that offers knowledge, values and attitudes toward global cultural diversity. Young learners requires insight on the values of respecting socio-civic diversities existing among people, and building a more inclusive and harmonious global community through civic education curriculum (Lissah, 2023; WVC Global Citizenship Center, 2014).

Conclusion

Indeed, effective citizenship development is a continuing work in progress to commit young learners to embrace socio-civic and political obligations via knowing, caring and acting. As civic education curriculum overarching goal, persistent resonance of learning and practice efforts are required. This paper submits that effective citizenship concept covers socio-civic and political issues and problems at national and global levels. To be fully developed in young learners requires intellectual and participatory skills to engage in environmental activism; political engagement in social justice and human rights and obligation to participate in these issues to create a more ecologically just and fair Nigeria. Citizenship theories discussed projects various patterns for young learners to possess intellectual and participatory skills to be effective citizens and civic education being the medium to engage socio-civic and political networking to evolve insights on opportunities available to participate in these issues towards making a difference via volunteering, activism, or advocacy, have been recommended

Recommendations

- i. The school civic curriculum was used to construct ideology in Prussia (Germany) and France, imbibe capitalism in the United States and socialism/communism in the former Soviet Union in the 19th and 20th Centuries (Cantoni, et., al 2014). Since Nigeria lacks a visible pragmatic state-based citizenship ideology, civic education curriculum goals should integrate ethno-nationalistic, critical and global citizenship Theories into national goals to attain national identity and integration. Civic education curriculum review should have more global impacts on Nigerian young learners towards developing, nationalistic ethos, critical and global citizenship views of issues.
- ii. The revised civic education curriculum should initiate intellectual skills on global views of rights, obligations; multiculturalism (valuing other people's cultural rights despite nationality, race, religion); advocacy for social justice and equality (Abernethy, 2002).
- iii. The civic education curriculum needs to encourage formation nongovernmental advocacy groups for young learners to have opportunities to collaborate to attain equality, inclusion, human rights and social justice. Such groups should advocate against social and economic inequities persisting in many parts of Nigeria creating disparities in access to education, healthcare, and other basic needs. Undoubtedly, Nigeria is still experiencing human rights abuses/ violations; discrimination and injustice and effective citizenship has the obligation to perpetually engage these issues by creating a better Nigerian future.
- iv. The curriculum should offer young learners more participatory skills on current national and global issues as well encourage using voices to engage in citizenship transformation through advocacy.

- v. Civic education should evolve community service learning to develop the spirit of volunteering time and resources for group collaborations on socio-civic participation and advocacy campaigns, as hallmark of effective citizenship development.

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