Growing global citizens: Young children's lived experiences with the development of their own social world

Danielle Twigg
Griffith University, Queensland, Australia/ Northeastern University, Boston, USA

Donna Pendergast
Griffith University, Queensland, Australia

Justin Twigg
Northeastern University, Boston, USA

> "It is really true that education cannot consist of external rules and techniques, but must arise from a true knowledge of the human being; this will lead to experiencing oneself as part of the world. And this experience of belonging to the world is what must be brought to children by educators."
>
> --**Rudolf Steiner**, *Lecture Four, Bern, April 16, 1924* (1997, p. 54)

Abstract

As the result of an increasingly technologically 'connected' world, citizens are finding it difficult to effectively exercise civic responsibilities in relation to global issues such as climate change, poverty, and warfare (Tully, 2009). New understandings of the concept of 'citizenship' are being extended beyond traditional views of country, continent or region to inform the development of 'global citizenship.' In an attempt to develop a definition for this concept, UK OXFAM (1997, p.1) suggested more than a decade ago now that a 'global citizen' is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- is outraged by social injustice;
- is willing to act to make the world a more equitable and sustainable place; and
- participates in and contributes to the community at a range of levels from the local to the global.

Constructions of childhood, early childhood education practices, and approaches to early childhood education all lead to understandings about the 'child as citizen.' Children in classrooms around the world are engaged in learning which focuses on civic responsibility, including many of the aforementioned characteristics of a global citizen, from a very young age. However, the notion of young children being global citizens is new and somewhat intriguing; given childhood experiences often focus on the near environment of home, family and a limited range of settings in which they interact.
Existing research indicates that education about global citizenship and social responsibility is a key element to an effective early years education program which may contribute to a child's level of civic engagement as a young adult and beyond (France, Freiburg, & Homel, 2010; Moss, 2006;

Rogoff, 2003). However, previous research has not focused on uncovering the lived experiences of young children in relation to global citizenship. Therefore, studies of young children's lived experiences as global citizens have the potential to provide a significant contribution to the existing literature in early childhood education, as well as the areas of democracy, social rights and distributive justice.

Currently in Australia, children enrolled in pre-school education settings are exposed to *social and emotional learning and development* opportunities as part of the early childhood education and care policy reform agenda (National Quality Framework). This is promoted through the implementation of a federal government policy framework, *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009) also known as the *Early Years Learning Framework* (EYLF). Underpinning this, an investigation into young children's experiences as 'active and informed citizens' addresses Goal 2 of the *Melbourne Declaration on the Educational Goals for Young Australians* (Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), 2008, p. 10), that is, that "[A]ll young Australians become successful learners, confident and creative individuals, and active and informed citizens". This paper presents findings from an Australian study undertaken in 2012 using Giorgi's (1985) approach to seek a range of children's viewpoints by capturing lived experiences (Twigg, 2011). Data from the study reveal a number of essential themes related to the phenomenon of *young children's lived experiences as global citizens*. For this paper, five of the essential themes reflecting the general descriptions of the phenomenon under investigation will be explored, these being that:

1. children's social experiences are important and memorable;
2. children are cognizant of differences and similarities between people living in various countries around the world;
3. children make thoughtful decisions about friendship based on social behavior;
4. children are experienced technological users who are aware of safety rules; and
5. children act as informed consumers who make judgments about sharing, spending or saving resources, such as money.

In addition to the presentation of findings from the study, this paper considers how global citizenship can be cultivated in a range of early years settings more broadly. Literature on children's rights and global citizenship in the early years is provided. Examples from the study participants are used to articulate different approaches to global citizenry in the Age of Technology (Bahr & Pendergast, 2007) for young children. The paper concludes with a summary and musings on 'effective membership' for consideration.

Children's Rights in the New Millennium
For several decades now, demand for high quality care for children has been the focus of policy makers (National Association for the Education of Young Children (NAEYC), 2001). In recognition of changing family structures and the need to care for and protect children, over 100 countries, including Australia and the United Kingdom, united with early childhood professionals, lobby groups and government agencies around the world to ratify an international treaty to secure children's rights (United Nations, 1991). The *Convention on the Rights of the Child* (United Nations, 1991) adopted by the United Nations (UN) General Assembly on November 20, 1989 is the first

international treaty to guarantee civil and political rights as well as economic, social, and cultural rights to all children, including:

- Freedom from violence, abuse, hazardous employment, exploitation, abduction or sale
- Adequate nutrition
- Free compulsory primary education
- Adequate health care
- Equal treatment regardless of gender, race, or cultural background
- The right to express opinions and freedom of thought in matters affecting them
- Safe exposure/access to leisure, play, culture, and art (Amnesty International, 2015).

As of the date of writing, 194 countries have ratified the treaty, the last being South Sudan who ratified it on November 20, 2013 (UNICEF, 2013). However, two member states of the UN have not– Somalia and the United States of America. This begs the question – why? Somalia has not been able to do so as it has no recognized government. According to Amnesty International (2015), the United States indicated intent to ratify the treaty by becoming a signatory in 1995, but it is yet to be presented to the Senate by the President for its "advice and consent". In the United States, international treaties undergo years of intensive scrutiny and examination before ratification, for example, it took, over 30 years to ratify the Convention on the Prevention and Punishment of the Crime of Genocide (Amnesty International, 2015).

Delays in ratification are also due to misconceptions about the intent and provisions of the treaty. Research conducted by Amnesty International (2015) asserts that, "[t]he majority of the oppositions claims stem from unfounded concerns related to national sovereignty, states' rights, and the parent-child relationship". However, the United States does support children's rights in other ways. The National Association for the Education of Young Children (NAEYC) is an internationally recognized child advocacy organization in the US that offers educational and developmental services and resources to parents and early childhood professionals (Bredekamp, Copple & NAEYC, 1997; NAEYC, 2001). Most national and international standards for curriculum and assessment in early childhood programs are based upon the research and guidelines developed by the NAEYC (Bredekamp, et.al., 1997), in turn having a tremendous impact on the educational experiences of young children in many countries around the world with an emphasis on providing safe and nurturing environments for children.

More recently, the seventh United Nations Secretary-General Kofi Annan (1997-2006) commissioned the 'Millennium Project' in 2002 (United Nations, 2014). The purpose of this project is 'to develop a concrete action plan for the world to achieve the Millennium Development Goals'. by the target date of 2015. The eight goals are deeply rooted in global citizenship, the rights of children, as well as early childhood education and care more broadly (United Nations, 2014). The Millennium Development Goals (MDGs) are:

1. Eradicate extreme poverty and hunger;
2. Achieve universal primary education;
3. Promote gender equality and empower women;
4. Reduce child mortality;
5. Improve maternal health;
6. Combat HIV/AIDS, malaria and other diseases;

7. Ensure environmental sustainability; and
8. Global partnership for development.

The idea behind the MDGs is to support and galvanize efforts to meet the needs of the world's most vulnerable and poorest citizens. Whilst this is an ambitious set of goals, the then United Nations Secretary-General Ban Ki-moon reported in September 2013 that the UN has renewed its commitment to these efforts and continues to build upon the achievements to date of the MDGs (United Nations, 2014).

In light of the ongoing efforts of the United Nations and other global organizations in relation to securing rights for children, there has never been a better time for research into the lived experiences of our youngest world citizens. Global citizenship implies an ability to have an impact upon politics in international - as well as domestic - contexts. The level of the impact is based upon the ability to participate in the process, which in turn is regulated by the level of rights granted to the individual, in this case the child. In the pro-children's rights literature it is argued that children's rights are innate and should not be abrogated until a later age unless the right's granter (i.e., the entity who is able to grant and enforce the right) can provide salient grounds for denying any right at any given time in the stage of development. This is of course contrary to the present situation where rights are withheld until certain ages, or are the subject of parental consent. The concept of 'parental consent' also seems incongruent as it suggests that parents of a child are better able to determine when a child should be able to undertake otherwise forbidden activities such as smoking and alcohol consumption, especially when there is scientific evidence that these activities are harmful to children and hinder brain development.

Children form awareness that they are not alone in the world and that life exists beyond national borders fairly early on in their development (Carlson & Earls, 2001). From a very young age, children learn the values of friendship, the avoidance of conflict, environmental sustainability, the power of technology and the value of commerce that are all necessary in international discourse. Great thinkers of our time such as Piaget (1950), Vygotsky (1978), Bronfenbrenner (1989) and Dewey (1958) all agree that children's social experiences are highly influential and offer transformational opportunities. The next section of the paper will provide an overview of the Australian pilot study undertaken by the paper authors that explores the phenomenon of children's lived experiences as global citizens in the Age of Technology.

Young children's experience with global citizenship: The Australian study
A study was conducted in Australia in order to explore young children's experiences with global citizenship. The project involved 25 children between the ages of 3 years 6 months and 4 years 6 months from kindergarten classrooms in the Brisbane, Queensland area from three different co-educational long day care centers. The purpose of the study was to gain a better understanding of young children's lived experiences through the use of existential phenomenological psychology (Giorgi, 1985). This approach has been proven to be successful at gaining a renewed understanding of young children's lived experiences (Twigg, 2011; Boone-Twigg, Ehrich & Lidstone, 2009).

Each child involved in the study was invited to participate in in-depth interviews with the chief investigator. Selection of child participants was based on two factors: 1) parental consent, and 2) comfort level of the child to articulate his/her lived experiences. All 25 child participants were interviewed a total of three times over the course of an eight-week data collection period. The

interviews were semi-structured in order to allow children to freely describe their individual experiences with global citizenship in response to a set of prompts developed by the research team. In the first round of interviews, the children were shown a globe and asked to draw a picture of it whilst responding to questions about *social knowledge*. For the second interview round, children were shown an iPad and asked questions related to *technological literacy* in their home and childcare environments. For the third and final round of interviews, children were presented with a box containing Australian and foreign currency to provoke discussion about *global economics*. The interviews were approximately 10-15 minutes in duration (per session), audio taped and transcribed. Excerpts of the transcripts were read to the children as part of the validation process.

Five Essential Themes from the Study
Data analysis for this study was guided by Giorgi's approach (1985) to existential phenomenological psychology. This approach enabled a series of themes to be generated from the interview data. The selected themes presented in this paper are representative of a broader set of themes generated from the dataset.. For the purposes of this paper, the five essential themes presented in Figure 1 related to young children's lived experiences as global citizens will now be explored:
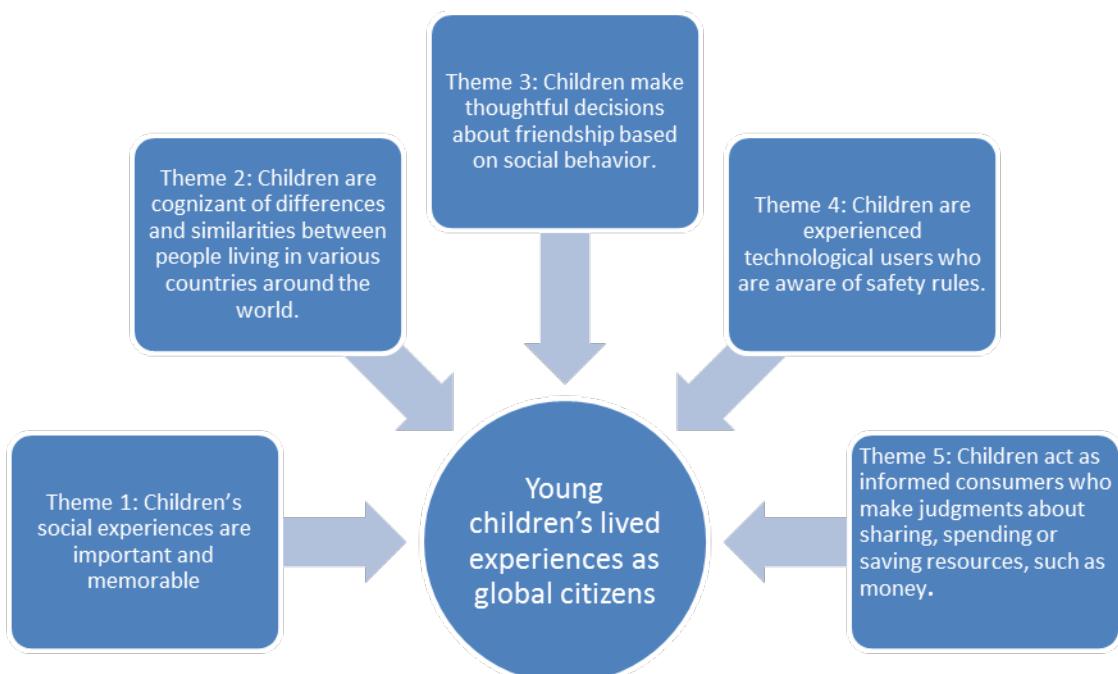

Figure 1: Five essential themes related to young children's lived experiences as global citizens

These five essential themes are characterized by general descriptions, each representing 'the most general meaning of the phenomenon" (Giorgi, 1985, p. 20) that was investigated within the context of the Australian study. The five essential themes, with their general descriptions, follow.

Theme 1: Children's social experiences are important and memorable.
The importance of social experience for young children is evident in the fact that the children in this study were able to provide detailed descriptions of their social experiences at childcare, home

and in the wider world. Children were able to describe events, people and places that are important to them including birthday parties, play experiences at kindergarten, and family trips to local attractions. Young children were able to recall the 'order of the day' in kindergarten and state some of the rules for participating in the group, such as:

- Be nice to everyone in kindergarten
- Put on a hat and sunscreen before going to outdoor play time
- Help clean up after choice time
- Listen to the teachers
- Help one another

Theme 2: Children are cognizant of differences and similarities between people living in various countries around the world.
Young children's global citizenship is shaped by travel-related experiences with their own families. Many of the young children interviewed in this study were able to recall stories of travel to overseas destinations. Some of the locations identified by the children included: France, USA, England, Turkey, New Zealand, Dubai, China, South Africa, and Japan. Children demonstrated the ability to spontaneously describe their experiences of interacting with people living in different countries on family getaways and were able to share stories in great detail. Children were able to identify the different languages spoken in each non-English speaking country, and could sometimes even demonstrate basic foreign language skills by communicating phrases in another language, for example, 'hello' and 'goodbye' in Chinese or Japanese.

Theme 3: Children make thoughtful decisions about friendship based on social behavior.
Young children notice differences in the behavior of other children. In this study, the young children have an average of two or three 'best' friends. The children described a *friend* as someone who 'is nice and plays with you'. Some children considered all of the children in their class to be their friends, whilst others have friends from outside of class that they play with regularly, also. These young children had a clear understanding of rules for behavior and the consequences of misbehavior (i.e., loss of "choices") in the classroom. Children were comfortable reporting behavior to one of their teachers if they needed assistance whilst in school. Children did not like to play with children who misbehave.

Theme 4: Children are experienced technological users who are aware of safety rules.
The young children in this study have basic technological literacy as evidenced by their description of their own experiences using a tablet (e.g., iPad), smart phone and computer with minimal adult supervision at home or childcare. Children were aware that tablet devices and smart phones can be used for a range of activities, including: typing, using the internet, playing games, watching movies and to store photos. Children could easily explain how to access an application and how to recharge a tablet or smart phone. Children were aware of safety rules for using tablets, computers and mobile phones, including:

- Only use one application at a time
- Keep it clean – no food or drink when using the devices
- Adults need to set up the computer
- Do not push buttons without permission from an adult
- Time limitations on usage

- Digital devices should not be used during play dates or when guests are at the house

Theme 5: Children act as informed consumers who make judgments about sharing, spending or saving resources, such as money.
Children have first-hand experience as buyers. The young children in this study were able to describe in great detail their experiences with transactions, including the selection of goods, giving money to shopkeepers, receiving change and obtaining a receipt for purchase. Although young children do not fully understand the use of debit and credit cards, they did understand that they are used in place of money sometimes (e.g., card purchases, ATM banking). When children make purchases, they understand that money has value. As a result, children were able to describe differences in prices (e.g., a toy car costs less than a real car). Children like making decisions about purchases. Children have experience in saving up money to buy something special. In addition, children understand the importance of saving money (e.g., piggybank) and also sharing money (and other possessions) with people who do not have enough money of their own (e.g., donating toys or clothing).

Implications for Global Citizens of Today and Tomorrow
This investigation into young children's lived experiences with global citizenship has yielded two broader themes, namely: 1) the social experiences of children influence their perspective, decisions and participation in the world; and 2) financial and technological literacy skills develop in early childhood and are influenced by the adult world. Research findings from this Australian study indicate the connections young children have to the wider world and underscored the thoughtful decisions they make on a daily basis about the social behavior of themselves and others at home, in early years settings and in the community. Through analysis of the data set, the research team has noted a crossover between the five essential themes and the OXFAM (1997) definition of a 'global citizen'. As stated previously, according to OXFAM (1997, p.1) a *global citizen*: is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social injustice; is willing to act to make the world a more equitable and sustainable place; and participates in and contributes to the community at a range of levels from the local to the global.

The following section will revisit each of the aspects of the OXFAM (1997) definition in relation to the five essential themes.
Awareness of the Wider World and Sense of Their Own Role as a World Citizen
The argument that social learning about the wider world is a significant part of the lived experiences of young children is confirmed by two essential themes in particular. This study revealed that children's social experiences are important and memorable (Theme 1). For example, a social interaction with a friend can be recounted in great detail. Or, the role of teachers in organizing activities and providing assistance to children is widely acknowledged. Children also are keenly aware of safety rules relevant to using technological devices, and have a basic understanding of the access these devices provide to the greater world (Theme 4). Many children who participated in the study spoke about their parent's using digital devices for work as well as using social media and the internet for the wider family (i.e., plan family trips, Skype calls to distant relatives, downloading movies, etc.).

Respect and Value for Diversity

The study data reveals the respect and value of diversity in all five essential themes, however it is most closely aligned with the second theme. Children are cognizant of the differences and similarities between people living in various countries around the world (Theme 2). The world has become more accessible in the Age of Technology, and values relating to diversity have shifted dramatically in recent decades. Children in the study commented openly on diversity in their own world. Examples from the semi-structured interviews include: knowing people who speak another language besides English, children with disabilities in their classroom, and or first-hand experience travelling to a foreign country. According to the findings, children do not appear to categorize difference in the same way as adults. Instead, children express genuine curiosity about understanding others so that they can find a way to communicate, interact and even play with everyone.

Understanding of How the World Works Economically, Politically, Socially, Culturally, Technologically and Environmentally

Commentary on the various aspects of the way the world works came up repeatedly throughout the data collection phase of the study. Although it is unreasonable to claim young children have a deep understanding of economics, politics, society, cultures, technology and the environment in the same way as adults, data from the pilot study clearly indicates that children as young as 3.5 years of age have a basic understanding of most, if not all, of these areas. Again, children's understanding of difference among people around the world provides evidence of this statement (Theme 2). Similarly, the children's account of their use of technology demonstrates their understanding of worldwide connectedness (Theme 4). However, one of the most telling examples of this understanding is revealed through children's experiences as consumers. The research findings indicate that children act as informed consumers who make judgments about sharing, spending and saving money from a young age (Theme 5).

Outrage Towards Social Injustice

Children in this study articulated a profound dislike for social injustice. Every one of the 25 children interviewed expressed low tolerance for individuals who did not abide by the rules – both at home and in the classroom. In fact, children make thoughtful decisions about friendship based on social behavior (Theme 3). Children spoke quite plainly about the decision-making process for determining whether or not they want another child as a friend. Friends were described as individuals who 'make you feel good' and someone you can 'have fun with.' One characteristic of a good friend is that he or she is also a good listener. Children do not tolerate other children who do not listen, refuse to cooperate or are mean to other children (i.e., bullying, pushing, etc.).

Willingness to Act to Make the World a More Equitable and Sustainable Place

Not only are children aware of social injustice among peers, but also commented on the needs of children in other places around the world – including their own country. For example, some children talked about their knowledge that other children do not have as many toys as they do. These children also explained steps they are taking to help other children. A few children stated that they 'gave away' toys and clothes to help children who did not have them on a regular basis. Given the opportunity, children are willing to take action to make the world a more equitable and sustainable place to live for everyone. Another example of this willingness emerged when children spoke about participating in a community clean-up day to 'take care of the earth' once again demonstrating the influence of social experiences (Theme 1) on children's global citizenship.

Participant in and Contributor to the Community at a Range of Levels from the Local to the Global

In many ways, this aspect of the definition from OXFAM (1997) is the ultimate expression of the themes that emerged from the Australian study. All five of the essential themes demonstrate young children's interest and ability to the community at large. From influential social encounters (Theme 1) to acknowledgment and celebration of difference among people throughout the world (Theme 2), young children make thoughtful decisions about others based on keen observations of social behavior (Theme 3). Young children have the opportunity to use technology to better understand the world around them (Theme 4) and also have the power to make informed choices about their role as a consumer in relation to spending, saving and sharing money. In fact, global citizenship plays a central role in the lives of young children. Regardless of the way children encounter the phenomenon, it is clear that all social experiences shape individual's views of themselves and the world around them from a very young age.

Summary and conclusion: Global citizenship and lifelong learning

This mapping of the themes generated out of the discussions with young children against the core features of a global citizen leaves no doubt that the participants in this study have demonstrated their capacity to act as global citizens, ironically a concept they will only come to know and understand as they become old enough to grasp the vocabulary and concepts that embody this phenomenon. The data affirm that young children enact the features that collectively can be named as global citizenship. The question is whether or not they will retain these features as they continue to journey through their formative years and shape the person they will become as adults. Furthermore, are these young children typical of other young children around the globe?

In less than 10 years, children from this study will reach adulthood and will l begin forming new families and raising the next generation of children. What will their children's childhoods be like? Will they experience the same profound changes as children and adults who came before the Dawn of the Age of Technology? What will we learn from them? Where will our learning from this generation of children take us next? What will global citizenship look like in 20, 50 or 100 years?

The importance of developing capacities as global citizens is well appreciated in the Australian education context. As already noted, the *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA, 2008, p. 10) specifically identifies Goal 2 related to this concept and connects it with the ability of young people to operate effectively as "[I]n the 21st century Australia's capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation" (p.4). This connection between quality of life and effectiveness as a learner are fundamental to global citizenry, and in a period of time where change remains the most certain feature of the future, the ability to continually learn and innovate is fundamentally important. In this way, being a lifelong learner is mutually as important as being a global citizen.

Education systems around the world have embraced the ideals of lifelong learning since the 1980's (Pendergast, 2012). The aspiration of the development of attributes of lifelong learners is commonly embedded as a key component of government reports and policy documents. It is a generic educational target connected with and assumed to encapsulate the desirable characteristics of members of society, both during and after their formal years of education. Lifelong learning focuses attention on the need for continual learning and on the sets of generic skills and capacities that will equip individuals and societies to embrace the expanded notion of learning and the challenges of living and working in knowledge economies and the new work order. Perhaps the

best known and most useful of the lifelong learning conceptual frameworks is offered by UNESCO's International Commission on Education for the Twenty-First Century, under the leadership of Jacques Delors. The report, *Learning: The treasure within* (Delors, 1996), outlines four characteristics of lifelong learners that are needed to set the parameters of a lifelong learning society:

- learning to *do* (acquiring and applying skills, including life skills);
- learning to *be* (promoting creativity and personal fulfilment);
- learning to *know* (an approach to learning that is flexible, critical and capable); and,
- learning to *live together* (exercising tolerance, understanding and mutual respect).

As the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA 2005:5) notes in its position paper *Contemporary learning: Learning in an online world*, "continuous learning with clear purpose and connection to the real-world is critical to developing the capabilities, dispositions and literacies required to participate in society and to deal with the complexity of issues and change". The focus on lifelong learning has been prompted by the emergence of knowledge economies and information societies, the key features of which are well known and documented, including: globalization and increasing trade liberalism; changing nature of work and employment opportunities; increased mobility; increasing impact of new and future ICTs; and a shift away from manufacturing towards knowledge and service economies (Bahr & Pendergast, 2007) – all of the features that have led to acceleration of the pace of our living.

Make no mistake…we believe there is no benefit in encouraging children to hurry through life and move past childhood as quickly as possible to reach 'adulthood' by age five. David Elkind, Ph.D., author of *The Hurried Child* first published in 1981, so wisely brought to our attention the notion that, '[t]oday's child has become the unwilling, unintended victim of stress – the stress borne of rapid, bewildering social change and constantly rising expectations. (p. 3). But perhaps that is not our call to make. As young children become exposed to the attitudes and behaviors associated with global citizenry and lifelong learning they mature more rapidly as thinkers and doers. Perhaps that is what it means to be an effective member of the 21st century.

References
Amnesty International. (2015). Retrieved from http://www.amnestyusa.org/our-work/issues/children-s-rights/convention-on-the-rights-of-the-child-0

Australian Government Department of Education, Employment and Workplace Relations (DEEWR)
for the Council of Australian Governments (2009). *Belonging, Being and Becoming: The Early Years Learning*
Framework for Australia. Canberra, ACT: Commonwealth of Australia.

Bahr, N. & Pendergast, D. (2007) *The Millennial Adolescent.* Canberra: Australian Council for Educational Research.

Boone-Twigg, D. J. and Ehrich, L. C. and Lidstone, J. (2009). *Researching with and for young children: Congruance and authenticity in methodology.* Encyclopaideia, *8*(25). pp. 45-62.

Bredekamp, S., Copple, C., & NAEYC. (1997). *Developmentally appropriate practice: In early childhood programs.* (2nd ed.). Washington, D.C: National Association for the Education of Young Children.

Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development-Volume 6* (pp. 187-251). Greenwich, CN: JAI Press.
Carlson, M. & Earls, F. (2001). The child as citizen: Implications for the science and practice of child development. *International Society for the Study of Behavioral Development Newsletter*, 38:12-16.

Delors, J. (1996). *Learning: The treasure within.* Paris: UNESCO.

Dewey, J. (1958). *Experience and nature* (2nd ed.). New York: Dover.

Elkind, D. (1981). *The hurried child: Growing up too fast too soon.* Reading, MA: Addison-Wesley.

France, A, Freiberg, K, Homel, R. (2010). Beyond Risk Factors: Towards a Holistic Prevention Paradigm for Children and Young People. *British Journal of Social Work*, *40*(4): 192- 210.

Giorgi, A. (1985). *Phenomenology and psychological research.* Pittsburgh, PA: Duquesne University Press.
Ministerial Council on Education, Employment, Training and Youth Affairs. (2005). *Contemporary learning: Learning in an online world.* Melbourne: Curriculum Corporation.

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). (2008). *Melbourne Declaration on Educational Goals for Young Australians.* Retrieved from http://www.mceecdya.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf

Moss, P. (2006). Early childhood institutions as loci of ethical and political practice. *International Journal of Educational Policy, Research and Practice: Reconceptualizing Childhood Studies, 7*, 127-136.

NAEYC. (2001). *NAEYC at 75, 1926-2001: Reflections on the past, challenges for the future.* Washington, DC: National Association for the Education of Young Children.

OXFAM. (1997). A curriculum for global citizenship. Oxford, UK: OXFAM.
Pendergast, D., (2012). The intention of Home Economics education: A powerful enabler for future-proofing the profession. In: D. Pendergast, D., S. McGregor & K. Turkki *Creating Home Economics Futures: The next 100 years.* Brisbane: Australian Academic Press, 12-23.

Piaget, J. (1950). *The psychology of intelligence.* London: Routledge & Paul.
Rogoff, B. (2003). *The cultural nature of human development.* Oxford: Oxford University Press.

Steiner, R. (1997). *The roots of education.* Hudson, NY: Anthroposophic Press.

Tully, J. (2009). The crisis of global citizenship. *Radical Politics Today*, Devolve Ltd.

Twigg, D. (2011). Handle with care: Researching the lived experiences of young children in early childhood settings. *International Journal of Arts & Sciences, 4*(11): 169-178.

United Nations Children's Fund (UNICEF). (2013). *South Sudan National Legislative Assembly passes the bill for Ratification of UN Convention on the Rights of the Child*. [Press Release]. Retrieved from **http://www.unicef.org/southsudan/media_ratification-CRC.html**

United Nations. (2014). *Background to the Millennium Goals.* Retrieved from http://www.un.org/millenniumgoals/bkgd.shtml

United Nations. (1991). *Convention on the Rights of the Child.* New York: United Nations.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Author Details

Danielle Twigg

Danielle is an adjunct professor currently working with both Griffith University in Australia and Northeastern University in Boston, Massachusetts (USA). Following careers as an early childhood teacher and researcher in both Australia and North America, Danielle's achievements in academic circles have allowed her to follow her growing interest in the lived experiences of learners from childhood to adulthood in the Age of Technology. Danielle's research interests are eclectic and include qualitative research methodologies including phenomenology, global citizenship, early childhood art education, health and wellbeing for students and educators, educational leadership and e-learning for children and adults. She is an award-winning researcher whose research has been published in several national and international peer-reviewed journals and book papers. Danielle has been awarded more than $600K in competitive funding and was the chief investigator for the Victorian State Government Coaching Evaluation (2011-2012). She is an active member in a number of early childhood professional organizations as evidenced by her work as Governing Board member of the Massachusetts Association for the Education of young children (MassAEYC) which is an affiliate of NAEYC. Danielle also serves on the editorial board several international peer-reviewed journals.
Contact details: drdanielletwigg@gmail.com

Donna Pendergast

Donna is Dean of the School of Education and Professional Studies at Griffith University. She has extensive experience conducting research in Australia with more than $2 million in competitive funding in completed projects in recent years. She has published extensively with more than 100 publications to date. Professor Pendergast has expertise in teacher education in early and middle years education. She was investigator for a government evaluation ($387K) on the 'Implementation of the Victorian Early Years Framework for children from Birth to age 8 from 2010-2011'. She is an investigator in a Victorian State Government Coaching evaluation ($197k) which has recently been completed. Professor Pendergast has an international profile in the field of Family and Consumer Sciences.
Contact details: d.pendergast@griffith.edu.au

Justin Twigg

Justin is a lawyer with an interest in children's rights. Justin is a solicitor of the Supreme Court of Queensland and the High Court of Australia, and a licensed Attorney in the Commonwealth of Massachusetts (USA). He is a Co-Chair to the Boston Bar Association's Intellectual Property Sub-

Committee with a focus on information technology law and is currently working as litigation attorney in Boston, Massachusetts. Justin earned his B.Commerce/B.Laws (hons) degree at Griffith University in Australia. He also holds an LL.M. in information technology law from Stockholms Universitet (Stockholm University) in Sweden and an LL.M. in American Law from Northeastern University in Boston, Massachusetts. He has conducted research on children's rights in English, Swedish and Norwegian.
Contact details: justin.twigg@gmail.com