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Abstract

This article will critically analyze the global citizen concept in the world full of deep-rooted historical injustices and past and present structural inequalities. We will explore higher education's (HE) engagement with the concept and whether this is polarizing HE and distracting its attention from the critical internationalization and transformational activities. The article will further explore whether it is worthwhile to spend time and resources on vague rhetoric and attempts to popularize buzzwords while the majority of students in the global South live in an unjust world. We will argue that the South needs to focus on development of globally competent graduates who are fully aware of their roles in the quest for a better tomorrow for their communities, countries, regions, and the world as a whole. (HRK / Abstract übernommen)