

Phase 1 Summary of Results

Global Citizenship in the Classroom: A Review of Global Citizenship Education in Saskatchewan Schools (2016)

The Saskatchewan Council for International Cooperation (SCIC), with funding from the University of Regina's Community Research Unit, has completed Phase 1 of a research study entitled 'A Review of Global Citizenship Education in Saskatchewan Schools'. The intent of this study was to find the current situation of Global Citizenship Education (GCE) in Saskatchewan schools and compare it to a 1988 study of Global Education done by SCIC.

Preliminary results of Phase 1 suggest that Saskatchewan educators, while teaching many of the concepts of GCE, do not use the term. Likewise, provincial curriculum emphasizes the goals of GCE, without terming it as such. While Global Education continues to be the predominant term that educators and the Ministry of Education use in areas related to GCE, the goals of GCE are being taught by individual teachers who are interested in the topics. However, more needs to be done to support Saskatchewan educators with GCE resources, training, and formal education.

SCIC will continue to build on the preliminary results found to date.



Special Thanks:

Researcher: Leonzo Barreno
Funding support for Phase 1 provided by the University of Regina's Community Research Unit

Why Global Citizenship Education?

In this globalized world, the challenges that face humanity are increasingly global in scope and therefore require global solutions. This has significant implications for K to 12 teachers, teacher-educators, and curriculum developers, who are responsible for educating the next generation of global citizens to rise to the challenge.

In order to move humanity towards sustainable, peaceful solutions to global challenges, schools need to prepare students to become critically informed, motivated, globally competent citizens with social problem solving skills and a willingness to challenge misinformation and government inaction. Through Global Citizenship Education (GCE), educators can support the development of 21st century citizens that internalize the values, master the skills, acquire the knowledge, and experience the sense of empowerment needed to tackle these challenges.

From Global Education to Global Citizenship Education (GCE)

In 1988, SCIC's Global Education Program relied on Eugene M. Gilliom's definition, which states that global education "seeks to develop the knowledge, skills and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence."¹ Global Citizenship Education (GCE) on the other hand, as identified by UNESCO², acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation.

GCE is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It represents a conceptual shift in that it recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions.

GCE applies a multifaceted approach, employing concepts, methodologies and theories already implemented in different fields and subjects, including human rights education, peace education, education for sustainable development and education for international understanding. As such, it aims to advance their overlapping agendas, which share a common objective to foster a more just, peaceful and sustainable world.

Summary of Phase 1 Results

After analyzing David Wessel's report *The World in the Classroom: A Review of Global Education in Saskatchewan Schools* (1988), the provincial curriculum, and most especially after interviewing ten people in the education sector, it became evident that neither the provincial curriculum nor the majority of teachers employ the term Global Citizenship Education. This study demonstrates that the provincial curriculum currently uses the terms Global Education or World Issues. Similarly, teachers use Global Education, Social Justice, Globalization, Advocacy, Environmental Justice, Stewardship, Multicultural Education and Anti-racism Education. Only one teacher-librarian uses the name Global Citizenship Education.

Wessel relied on Eugene M. Gilliom's definition of global education in 1988, which states: "Global education seeks to develop the knowledge, skills and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence."³ Today, most teachers use their own views when they taught such topics in their schools. Gilliom's definition and what the teachers pass onto their students in 2015 are not dissimilar.

Results show that the goals and needs identified by Wessel in 1988 are still prevalent in 2015. The main change is that the provincial curriculum, in text and online, now includes international issues and focuses such teaching in grades 3, 6, 6-7 and 11. Regarding reaching goals, the provincial curriculum has four main goals and three "broad areas of learning" it aims to achieve especially in the Social Studies and Social Science courses.

Until now, educators have used their own initiative to bring global citizenship education to their classroom. They use a variety of resources including guest speakers, textbooks, online videos and now the new provincial curriculum. However, educators need time and time-off to become more familiar with the provincial curriculum. They use a variety of methods to teach global citizenship education in their classes including student involvement and the use of digital and online resources.

Regarding workshops or training, the two main universities do not offer programs specific to global citizenship education in their Faculty or Colleges of Education. University professors, on the other hand, are credited for influencing new teachers to be concerned, even "passionate" about the world.

The 1988 SCIC study showed a variety of teachers' responses about global citizenship education and what they needed to teach it in the provincial schools. The main responses were: more quality resources, specialized workshops, university training, and a speakers' bureau. In 2015, those same needs have not changed substantially. The new provincial curriculum, however, is being received positively and is providing a sense of support for teachers. These new resources have not, however, reached French educators.

Methodology

The methodology for this study was divided into two parts. The first part included summarizing the 1988 study; conducting an online search to review what global citizenship education resources currently exist in the Ministry of Education's curriculum, and examining what is offered in the province's two main universities as well as resources available for global citizenship education from SCIC members and SCIC itself. The second part consists of individual interviews with people in the

education sector. Thank you to the Regina Public School Division and the Saskatoon Public School Division for their cooperation.

The 10 interviews conducted in 2015 focused on the goals each individual aimed to achieve in his or her own sector, what they interpreted as the main resources teachers need to teach Global Citizenship Education (GCE), and lastly what are the best methods to teach it.

Global Citizenship Education in the Provincial Curriculum

Global Citizenship Education (GCE) as part of the current Saskatchewan curriculum does not exist per se. Since the 1980s, as stated by Mr. Brent Toles, Social Sciences consultant for the Saskatchewan Ministry of Education, any topic similar to GCE is called Global Education or World Issues taught as part of the Social Studies course.

Mr. Toles indicated that global education is part of the Ministry of Education's four goals of Social Studies and Social Science education (grades K-12). The four goals are:

- First, to examine the local, indigenous and global interaction and interdependence of individuals, societies, cultures and nations;
- Second, to analyze the dynamic relationships of people with the land and the environment, events and ideas as they have affected the past, shape the present and influence the future;
- Third, investigate the processes and structures of power and authority, and the implication for individuals, communities and nations;
- Fourth, to examine various worldviews about the use and the distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and to contribute to sustainable development.

Further, Mr. Toles mentioned that there are three Areas of Learning⁴ and the four competencies guiding the Ministry of Education curriculum development. The Areas of Learning consist of: i) Sense of Self, Community and Place; ii) Lifelong Learners; and iii) Engaged Citizens.⁵

The "Cross-curricular competencies,"⁶ for grades K-12, and their respective goals are:

1. To develop thinking: contextuality, creativity and critical thinking.
2. To develop identity and interdependence: intellectual, emotional, physical and spiritual understanding and care; care for others; and understanding of social, economic, environmental interdependence and sustainability.
3. To develop literacies: construct knowledge related to various literacies; explore and interpret the world using various literacies; and express understanding and communicate using various literacies.
4. To develop social responsibility: use moral reasoning processes, engage in community thinking and dialogue, and take social action.

Courses and Programs in Saskatchewan Universities

Another matter identified in the 1988 SCIC report was the need to provide training in global education for pre-service teachers. This issue is compatible with one of the 2015 research goals, which intended to find out teachers' needs to deliver GCE or other courses in social justice.

The University of Regina's Faculty of Education offers courses in social studies including ESST 310: *Social Studies for Elementary School Teachers*; ESST 300: *Secondary Social Studies Curriculum*; ESST 350: *Social Studies Instruction*; and ESST 360: *Critical Issues*. One course that matches the province's "Broad Areas of Learning" and the subsequent "Cross-curricular competencies" is ESST 317: *Teaching Engaged Citizenship: Social Studies and Social Environmental Activism*. The Faculty of Education offers three undergraduate programs in Elementary Education and five in Secondary Education. Students can select their major areas of study available from the Secondary Education programs. One of them is Secondary B.Ed Program Social Studies Major (ESST).⁷

The University of Saskatchewan's College of Education website⁸ offers undergraduate programs, but none are about global citizenship education. Under its "Local and Global" options it offers programs of interest "to many potential and active Aboriginal graduate students (in Plains Cree) and international graduate students from China and Brazil." The College offers, among others, the Bachelor of Education (B.Ed) – Program 2012 for elementary and secondary education.⁹

Interviews: Different Perspectives of Achieving GCE Goals

From Mr. Toles' perspective, the Global Education goals, as established in the new provincial curriculum described above, are achieved, first, with teachers who are "involved in reference community processes where they help guide the curriculum developer." In that regard, teachers develop curriculum drafts and bring back those drafts to the reference community group "to provide reflection and direction." After the community consultation, the draft is refined and then tested or piloted to see if the curriculum actually works.

Due to its recent development most teachers are noticing a shift, from local and North American focus to more global studies in the provincial curriculum. Mac remembers her first years as a teacher: "in Grade 4 we taught about Saskatchewan, in Grade 5 about Canada and Grade 6 about the United States and Atlantic and Pacific neighbours. Now we talk about interdependency. We have broadened the horizons." Teachers expressed their views about what they were doing and accomplishing in global education. Only Michelle said that while she uses Global Citizenship Education to teach students how they fit in the world she observed that "there is no concerted thrust to teach GCE." Global education "is really lacking" she says. Her personal goal is to "develop engaged citizens who care about their local and global communities." Other teachers expressed similar views.

In the past, or at least before the current provincial curriculum was developed, achieving global education or social justice goals was left to the teacher's initiative. This view is shared by all teachers. Michelle said that although the new curriculum's goal is "to develop engaged citizens who care about their local and global communities, it does not happen." She credits History and Social Studies teachers who take the initiative and search for sources to teach global citizenship education. Mac and Margaret fit Michelle's description because they, on their own creativity, work to "expose students to all things that make a society: the different cultures and economies of the world. We are in an interdependent world." Mac's goal is to pass that knowledge to her students. Margaret says that her goal is for students "to understand we do not live in a bubble. Our actions impact other people... This is not a have and have-nots situation but a colonizer-colonized relationship."

Most teachers' goal was to teach local students the similarities and differences with children from other parts of the world. Josh, Nate and Margaret not only want their students to learn people's and societies' cultural similarities and differences but also to study what are the source and effects of social inequalities in other countries. Jan agrees with that view. She hopes that by teaching what happens in other parts of the world some students will get involved in local activities to help others. Her goal is for her students "to think beyond their own community, to understand the world as a whole and to understand that whatever happens in the world affects us as well." Linda says that very few students experience living abroad and when they travel usually go to a resort. Her goal mirrors Michelle and Mac's goals: to teach students how other people live in other countries and "how it would be if they lived there."

To achieve his goal Josh teaches the theoretical foundations, mechanisms and consequences of power relations in society. Nate's goal, similar to Margaret's goal, is to show how power relations abroad expand to students' own purchasing choices. For example, he said "last year [2014] we talked about other countries, about sweatshops, to teach them where the products we purchase come from. I teach them the reciprocity that exists in this world." Both Jan and Josh, who work in different schools and even different cities, use the media to teach students to be critical analysts of stories and news. One example was to analyse how reputable television networks were broadcasting documentaries about the end of the world in 2012 when in reality nothing of that was true. To prove his point, Josh showed films using Mayan sources denying this prophecy. Two-Color-Horse and Josh introduce their students to non-mainstream views in other topics. For instance, when discussing Columbus' discovery of the Americas, Josh shows his students the conquistadors' view but also the Indigenous people's view, the Taino people, and what it meant for them to be colonized.

Mr. Toles explained that while the province is not "in the role to direct pedagogy" he strongly believes in the teachers' professionalism to achieve their goals. To prepare teachers and to teach pedagogy is a task for higher education institutions. This writer found that the two main Saskatchewan universities' education programs offer very few courses similar to Global Citizenship Education (GCE). Some instructors, as stated by Professor Lucy, do include global citizenship issues in their courses but on their own initiative. In Lucy's case she does not use "mainstream goals" to teach educators or adult learners about GCE at the university level. She uses goals from an Edward Sullivan book published by the Centre for Transformative Education. Sullivan, she says, wrote about people experiencing a paradigmatic shift in the way they saw the world; the way in which they are interconnected. Sometimes, "that shift is personal, spiritual or another area of study."

Resources to successfully teach GCE

According to Mr. Toles, the provincial curriculum, which has teacher and community involvement, is the main resource to teach global citizenship education. Most teachers not only agree but are pleased with the new provincial curriculum and the respective textbooks. One issue to clarify is that the new curriculum and any other resource produced in English have not reached French educators. Margaret said that she has to wait for resources to be translated into French, sometimes up to two years. Nonetheless, English and French teachers complement the provincial curriculum textbooks by using other texts and resources available on the internet. For example, Mac uses novels and diaries to expose her students to the Holocaust and Indian Residential Schools. Jan visits the Amnesty International website to find political prisoners' cases. She then explains to her students what the cases involve and what they can do to help a political prisoner. Students are then encouraged to find

cases on their own. Linda, on the other hand, searches for travelling opportunities for her small town school students, especially to events involving social justice issues.

Michelle thinks that the resources most needed are teachers “who are sensitive about global issues so in turn they can teach it.” She welcomes the provincial curriculum’s Broad Areas of Learning and says that not all teachers may realize it but the curriculum contains not only tools but also “basic thrust [and a] philosophy. We need to find ways to infuse that into every teacher.” Nate, a recent graduate, defines himself as “passionate and a steward” when it comes to teach international issues. He thinks that the main resources are in the community: new immigrants he knows or who even work in the school system. He stated “the reason I use them is to humanize our learning, allow students to see their connection with them, some worked in our school, demonstrate the power of story, and provide an opportunity for students to interact with them.” Nate, Linda, Josh, Two-Color-Horse and Margaret use resources available on the web, mostly educative videos.

Until now, educators have used their own initiative to bring global citizenship education to their classroom. They use a variety of resources including guest speakers, textbooks, online videos and now the new provincial curriculum. However, educators need time and time-off to become more familiar with the provincial curriculum. They use a variety of methods to teach global citizenship education in their classes including student involvement and the use of digital and online resources. The provincial curriculum has not been as much of a resource for French teachers as it has been for English-speaking teachers because the resources that would assist teachers in doing global citizenship education in their classrooms are not translated into French.

Educator Needs for GCE

For Mr. Toles, teachers “need curricula, need direction and some understanding of the content and philosophy which is provided in the provincial curricula.” Further, Mr. Toles adds, they need instructional support and resources, such as a “tool kit of pedagogy,” to implement that curriculum. In the same line of thought, university professor Lucy says that teachers need “theory and a background on global issues.” Using that approach, she says, teachers can learn that we live in a global society and in that way “break the cycles of colonialism.” Josh agrees with Lucy: students need to be exposed to theoretical foundations, explanation and social influence of terms such as globalization.

Two-Color-Horse says that teachers need to realize that the world is here. Consequently, they need support to deal with that new reality. She has observed an increasing number of students coming from India, Pakistan, China, Vietnam, Israel, Russia, Sudan, Burundi, Congo, Thailand, Burma and other countries. This immigration phenomena, she says, is both an opportunity and a problem. A problem because the support system “to transition them into Canadian society is not there.” Other problems include cultural differences and behaviour between new immigrant and Canadian students. For instance, she says, what is normal in Canada may not be common in the new students’ countries of origin such as the role of women in society, even how women dress in Canada. Josh agrees with Two-Color-Horse. Therefore, Josh would like teachers to attend seminars in “cultural sensitivity.” He acknowledges that some teachers do have the skills but others do not. Margaret says that “teachers love to walk away from conferences or training with something in-hand, something that allows them to have resources they can reference.”

With the exception of Linda, who travelled to Uganda, most teachers did not mention having international travel experience. Professor Lucy, on the other hand, says that at the University of Regina there is “emphasis toward international internships” and while she does not oppose them she would like education students to be educated in “how power structures operate in different parts of the world” and not go with the mentality of “helping” lower income countries because that mentality only replicates colonialism. Nate acknowledges university professors like Lucy: “They taught us to think and act nationally and internationally.” However, despite his passion for teaching global issues Nate thinks teachers can always benefit from more education and more resources.

Regarding other needs, Mac welcomes the resources recently published by the province but says schools need to have the option to continue with their own subscription to other materials. In her school, teachers subscribe to *What in the World* which contains “Timely Topics.” Josh agrees. Before the new curriculum provided teachers with a philosophy, goals and outcomes, he was using curriculum information from Alberta Education. While he welcomes the new provincial material he believes he, and other teachers, need time-off from his teaching duties to digest the new information and how to use it in the classroom. Margaret constantly finds herself at a disadvantage as most resources are in English and she has to wait before she gets materials to be translated into French. Michelle and Josh believe that field trips are needed to give students an actual experience of the world, particularly for small town students. Guest speakers, according to most teachers, are still needed to expose students to other worldviews.

Methods to Teach GCE

Most teachers agree that one of the best methods to teach global citizenship education is through student involvement and bringing different worldviews to schools and universities. In her university courses, Lucy invites guest speakers from Malawi, Guatemala, China, and other countries and cultures “to talk about their worldviews.” Linda, who teaches in a rural school, not only encourages research on a subject but does her best to bring different perspectives to her students. For instance, learning how students live in other countries and how it would be if “her students live there.” Her approach is similar to what Mr. Toles expressed above regarding Saskatchewan’s new approach in teaching world issues: “...We don’t want just to have a domestic focus but we believe that our students are going to be more and more engaged as global citizens in an interdependent world.”

More than a resource, Nate thinks that guest speakers are “the most phenomenal method because these people are real human beings and they can interact with the students and in return the students can interact with them.” Digital and online resources offer a new teaching method. Nate uses it and says “that’s the reality our students live-in today.” Josh uses “The Hunger Games which my students love.” He added “there are lots of similarities between the North Korean government and the Hunger Games government.” Jan, however, caution other teachers: “we cannot force students to follow our own interests of what is important.” The role of a teacher, she adds, is “to provide research materials and let them explore and let them discuss what is important to them.”

Josh and Lucy think that teachers, first, need to be equipped with theory, methodology and methods before they can teach Global Education or Global Citizenship Education. Lucy insists that training teachers should “provide them with solid theories in order not to duplicate ‘colonialism’.” In the same line of thought, Margaret and Josh think that teachers need “professional development opportunities” to know more about GCE and emphasise cultural sensitivity workshops. Josh thinks that SCIC could

facilitate training in GCE and explain what it is. He also thinks that students should be encouraged to question terms such as globalization and to become critical thinkers. In his view, the new provincial curriculum allows his students to critique, for instance, the media. Mac and Margaret say that the best methods are those that students can relate to. Methods, Margaret says, have to be interactive because terms such as “globalization and capitalism are very huge issues that are very difficult to explain in theory. [As a teacher] one needs practical methods [for students] to understand them.” For Mac there is no one method but a variety and combinations of methods. Linda agrees with Mac and adds that it is not enough to find anecdotes or do research but actually involve students and let them find the answers. Michelle opts for an “inquiry approach/participatory education” whereby students “can learn by doing” through project-based learning.

Conclusion

Global Citizenship Education is currently not a provincial curriculum course nor is it taught in the province’s schools. The terms teachers use are Global Education, Social Justice, Globalization, Environmental Justice, Advocacy, Stewardship, Multicultural and Anti-racism Education. The 1988 SCIC study showed a variety of teachers’ responses about global citizenship education and what they needed to teach it in the provincial schools. The main responses were: more quality resources, specialized workshops, university training, and a speakers’ bureau. In 2015, those same needs have not changed substantially. The new provincial curriculum, however, is being received positively and is providing a sense of support for teachers. These new resources have not, however, reached French educators.

In 2012, the Ministry of Education published new texts and these were given to teachers in 2014. Also, the Ministry of Education was in the process of updating its website to make the curriculum accessible to teachers and the public. This curriculum includes materials for all grades, but targeted grades contain more resources than others. For example, Grades 3, 6 and Level 20 (Grade 11) are packed with more materials than the rest of the grades. Regarding workshops or training, the two main universities do not offer programs specific to global citizenship education in their Faculty or Colleges of Education. In the University of Regina one course, ESST 317: *Teaching Engaged Citizenship: Social Studies and Social Environmental Activism* matches the province’s “Broad Areas of Learning” and the “Cross-curricular competencies.” University professors, on the other hand, are credited for influencing new teachers to be concerned, even “passionate” about the world.

SCIC surveys demonstrate that only a few teachers visit SCIC’s website. On the other hand, the rating and opinions provided by some teachers show that the SCIC’s education resources such as Lesson Plans and the *Comic Book* are used (and are useful) when teachers know about them. The main vehicle for teachers to know about SCIC’s resources is through the school divisions. In spite of resources available electronically, and used by teachers, classroom speakers continue to be identified as resources teachers would welcome; however, SCIC members’ resources are only available online. Developing a Speakers’ Bureau as indicated in 1988 continues to be a need today. On the other hand, mass migration to the province shows teachers are accessing people from various countries to be guest speakers.

While we did not find direct evidence that Global Citizenship Education was taught in Saskatchewan schools, the new Ministry of Education goals and the Cross cultural competencies and their respective goals, are aiming at building the citizenship part in students. For decades now, English

and French educators, at their own initiative have been developing the global citizenship aspect in their teaching methods.

While teachers Josh, Nate and Mac welcome the provincial curriculum goals, Michelle wonders whether teachers are aware that now they have not only the tools but also a philosophy they can use. In that regard, Two-Color-Horse says teachers “need to learn how to do the dance” of teaching global citizenship education and not expect the university and the provincial curriculum to provide them with all the answers. In her view, teachers have to take some initiative. She is hopeful that upcoming teachers will not only continue teaching global citizenship education but also realize that students from all over the world are now part of the student population. Finally, Michelle cautions us all. She says:

“Teachers may become so obsessed with reaching the [curriculum] outcomes that they won’t see the big picture of Global Citizenship Education. What we teach has consequences. We need to teach what the term ‘new person’ means to our students... The provincial curriculum has to be more flexible in not just getting the curriculum across to teachers but also in how they see the big picture of making our students citizens of the world.”

Citations and references

¹ Wessel, David. 1988. *The World in the Classroom: A Review of Global Education in Saskatchewan Schools* (Regina, SK: Saskatchewan Council for International Cooperation), 1.

² UNESCO. 2014. *Global Citizenship Education: Preparing learners for the challenges of the twenty-first century*. <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

³ Wessel, D. 1.

⁴ Ministry of Education, Government of Saskatchewan. 2010. *Renewed Curricula: Understanding Outcomes*. May 27, 2015. https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf The Broad Areas of Learning, Appendix “A”

⁵ At the time this study was conducted, the province’s Ministry of Education website was in development. In its home page it notified “The Ministry of Education is revising curricula. These documents will be clear, consistent and concise. Please note that not all curricula have been renewed and may appear slightly different until they are completed.” This website development was confirmed by Mr. Toles.

⁶ Ministry of Education, Government of Saskatchewan. 2015. *Saskatchewan Curriculum - Education: The future within us*. May 7, 2015 <https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en>

⁷ University of Regina. June 4, 2015. <http://www.uregina.ca/student/registrar/publications/undergraduate-calendar/assets/pdf/2015-2016.pdf>

⁸ University of Saskatchewan. June 4, 2015. <http://www.usask.ca/education/eadm/programs/undergraduate-courses.php>

⁹ University of Saskatchewan. June 4, 2015. <http://www.usask.ca/programs/colleges-schools/education/bachelor-of-education-2012/index.php>