

Summary of Results

The World in the Classroom: A Review of Global Education in Saskatchewan Schools (1988)

In 1988, SCIC contracted Mr. David Wessel to conduct the study *The World in the Classroom: A Review of Global Education in Saskatchewan Schools*.ⁱ With the support of an advisory committee, composed of teachers and university educators, Wessel's methods included 41 interviews and 476 questionnaires received from grades K-12 teachers. The teachers were subdivided into a) those that worked or travelled overseas, b) primary, middle or secondary grade teachers, c) public and separate school teachers and d) French immersion teachers. The study asked educators what the goals were of global education and the following were named and rated by teachers, in order of importance:

Goal	Mean rating
1. Critical thinking skills...global issues	5.403
2. A sense of justice	4.987
3. Empathy for people of other cultures	4.923
4. Understanding economic/political relations	3.376
5. Knowledge of facts about the world	3.318
6. Understanding historical reasons for events	3.292
7. Actions in support of the world's poor	2.910

Whereas primary and middle school teachers emphasized action, secondary teachers preferred knowledge. Although some teachers mentioned curricular areas where global education could be taught, others viewed social studies as the major vehicle for global education.ⁱⁱ However, to the question "to what extent did teacher education prepare you to be an effective global educator?" the responses were dismal: 267 teachers responded "not at all," followed by 145 and then 48 with the same answer: "not at all." Wessel concluded that "teacher education [was] is currently a problem area for global education."

The report found that the national and provincial teacher organizations and more than 50 voluntary agencies were having some impact in global education. Agencies' resources included "kits, written materials, audio visuals and speakers on global education." In addition to print materials the voluntary agencies used arts and crafts, performing arts, speakers, simulation games, organized student clubs and conferences to teach global issues in schools and to the public. French immersion teachers indicated that they had difficulty in finding resources in French as most resources were in English.

Regarding the future of global education in Saskatchewan, teachers ranked their needs for global educationⁱⁱⁱ as follows:

Need (in terms of importance)	Mean rating
1. More good-quality classroom-ready resource materials	4.095
2. In-service workshop on global education	3.695
3. More emphasis on global education in pre-service teacher education	3.634
4. A speakers' bureau on global issues	3.585
5. Better use of existing resource materials	3.497
6. Support networks among interested teachers	3.381
7. Changes in provincial curricula to global perspectives	3.353
8. Allocation of more financial resources to global education	3.262
9. A credit course in global education in the secondary years	3.107

Moreover, good-quality classroom-ready resource materials; workshops, teacher education and a speakers' bureau on global education were rated higher than other needs.

The report concluded: "current [1988] curriculum development in Saskatchewan within the framework of the Core Curriculum provides an opportunity for the entire curriculum to become more global in approach."^{iv} An important issue was that teachers acknowledged that they taught "less global education than they might wish to or than they consider should be done." Evidently, in 1988, teachers had a strong interest in teaching global education but they lacked the resource materials, the training, the support and the financial resources to do it. On the other hand, voluntary agencies were filling the gap with their resources and expertise and were bringing the world to students and other Canadians with materials, speakers and opportunities to travel overseas.

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

ⁱⁱ Wessel, D. 8.

ⁱⁱⁱ Wessel, D. 16.

^{iv} Wessel, D. 18.