Charting Global Education in Canada's Elementary Schools:

Provincial, District and School Level Perspectives

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Chapter 1

Charting the Global Education Landscape in Canada

In August 2005, UNICEF Canada invited a team of researchers at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) to design a study that would provide a snapshot of the challenges faced by Canadian teachers and schools in their implementation of global education. The research was conceptualized as a series of exploratory cases, conducted across a small sample of schools and districts in seven Canadian provinces over a four-month period (September to December 2005). In light of the short timeline required by UNICEF, we decided to focus our research on global education in Grades 4-6, years when the subject is often introduced within Canadian schools.

This report presents the findings from our research, and uses these findings to address two important questions:

- **What is the current state of global education inside Canadian elementary[1] schools, and how is this being supported by schools, districts and provincial ministries, as well as by non-governmental (NGO) partners?**
- **How can Canadian organizations (including UNICEF) better encourage and support global education in Canadian schools?**

Our answers to these questions are tentative – a study conducted on such a short timeline could never be more than exploratory. Nonetheless, we believe this report will be a useful baseline for understanding how policy and administrative settings at the provincial, district and school levels shape the delivery of global education in Canadian schools. The report will also provide a sample of the challenges that teachers and education administrators describe that affect their implementation of global education, across a wide range of school contexts.

Two things are clear from our research. First, there has never been a better time to pay attention to global education in Canadian schools; at the federal, provincial, district and school levels, there is wide recognition of the importance of global education. However, there are also many barriers to the effective implementation of global education. Tackling these challenges will require more than an improvement in the initiatives of individual organizations; they need the coordinated attention of a range of actors, both from within and beyond ministries of education.

For this reason, we hope that this study will stimulate much-needed debate about how to integrate and coordinate the many global education activities currently being sponsored by development NGOs, teachers' organizations, the Canadian International Development Agency (CIDA), and provincial ministries of education in Canada.

Defining Global Education

One of the central challenges we faced in designing this study was developing a definition of global education itself. What exactly were we studying? Although the term "global education" is widely used in educational circles and by international development organizations, it competes with other terms – such as "international development education," or "world studies." The term is often inflected with different values, meanings and expectations. Thus scholars sometime use the analogy of six blind men describing an elephant, with each man touching and emphasizing a different part or function of the elephant's body.

We tackled this definitional problem in our study by focusing on how global education has been defined and constructed as a field of activity by Canadian and international organizations, scholars, and educators. In Chapter 2, we look at the evolution of global education as a field of curriculum development and educational practice, and reflect on current theoretical debates about what global education is, and is meant to accomplish. We also look at some of the recent empirical work that supports these understandings.

In Chapter 3, we describe how teaching about international and global issues has evolved in Canadian schools over a 40-year period, and look at some of the key actors that have driven this evolution. We also place the Canadian global education experience in a comparative perspective.

In subsequent chapters, we explore how contemporary educators, in the school and at district and provincial levels, define and enact a global education curriculum within Canadian elementary schools. What activities, programs or initiatives do they include when asked to describe global and international development education in their schools? What issues or types of activities are prioritized, and which are neglected? In answering these questions, our informants provide insight into the "lived" definitions of global education in Canada's diverse schools.

The Research Design

This research explores the current practice of global education in Grades 4-6 in six of Canada's 14 provinces and territories. Our goal is to provide a "snapshot" of the range of efforts and challenges experienced within schools, as well as an overview of the organizational and policy supports provided by district and provincial educational administrations in each provincial jurisdiction. We also documented external resources and partnerships for global education at each of these levels.

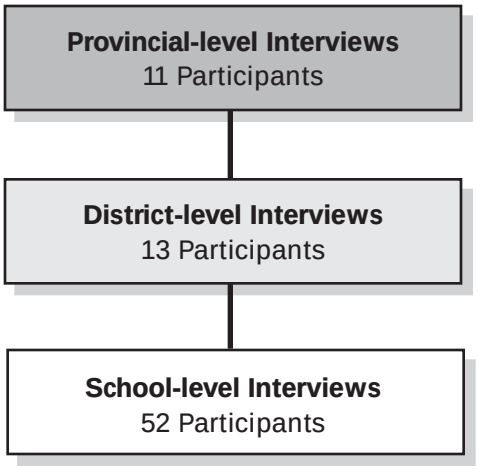
Initially, research was planned around a small sample of districts and schools in British Columbia (BC), Yukon, Alberta, Manitoba, Ontario, Quebec, and Nova Scotia. We selected these provinces and territories to provide a cross-section of regional experiences from western, central, eastern and northern Canada. However, a strike by BC teachers impeded completion of the BC provincial case, leaving us with five complete provincial cases, one case from a territory, and one partial provincial case derived only from provincial-level data.

For each of our provincial and territorial case studies, we began with the ministry of education, reviewing existing curricular guidelines for global or international themes, and interviewing one or more ministry officials identified as having some responsibility for the implementation of global education. (Where no such person could be identified, we interviewed someone responsible for a related curricular topic such as social studies or social justice.)

We then began the process of recruiting a small number of districts and schools in each province to participate in the study. An initial short list of districts was created which included any district of average

size within the province. We then looked for districts that could give us research permissions within our narrow time requirements. A total of eight districts across the five provinces ultimately agreed to participate in the study.[2] These were predominantly urban, English-speaking public school districts, although in two provinces we purposively sought the participation of two rural school boards, and in one province included a Catholic school board. All interviews in Quebec were conducted in French.

FIGURE 1.1
SAMPLING BY GOVERNANCE LEVEL

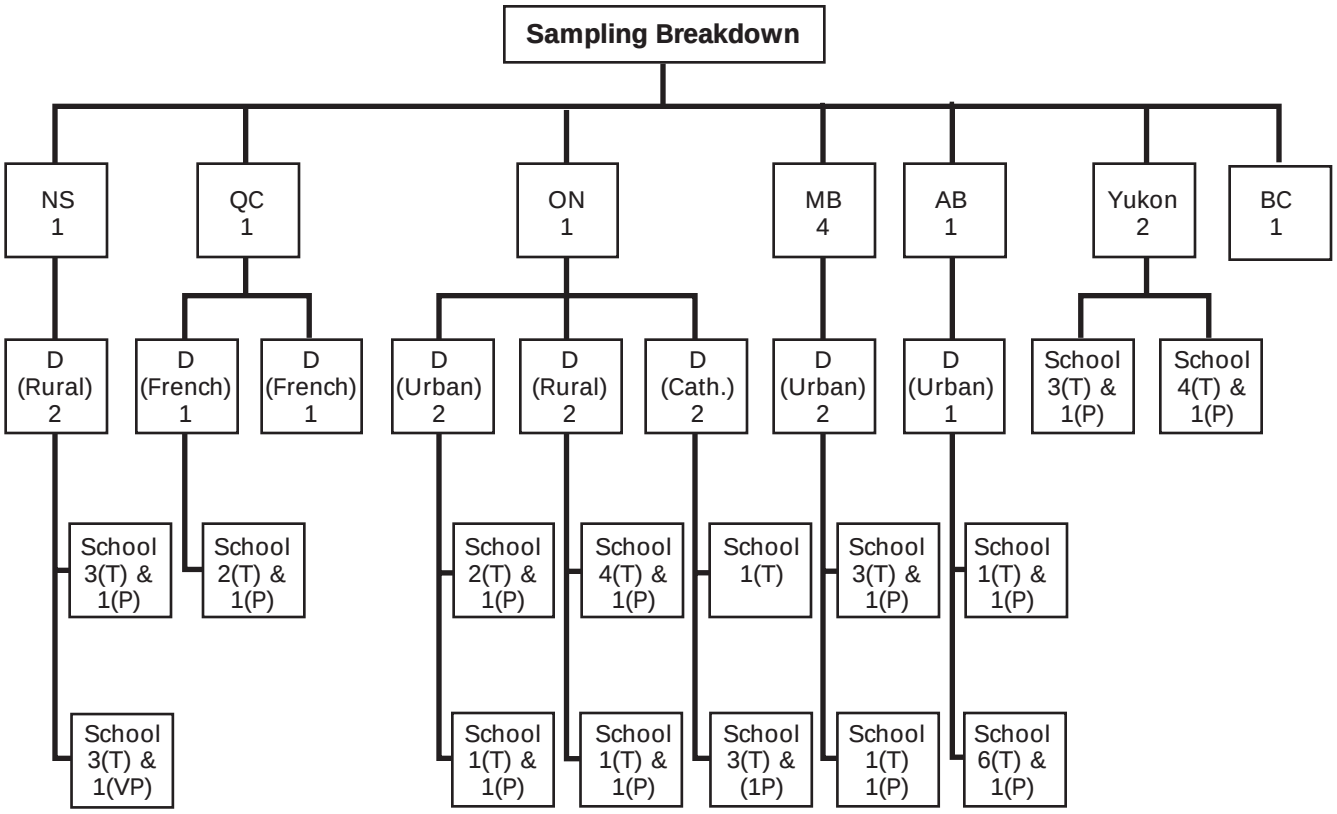


At the district level, we again interviewed at least one official responsible for global education or related curricular topics. We asked these officials to recommend schools from a short list of ten that appeared to be of typical size for that district, and to identify any schools that may be particularly active in global education. We recruited participation from the resulting short list of schools.

In total, 15 schools across the six provincial/territorial sites[3] were included in our study (two schools per district with one exception).[4] The schools included eight urban English-speaking public schools, four rural public schools, two urban Catholic schools and one French-speaking urban public school. The scope of a school's participation in the study varied enormously; in some, only the principal and one teacher agreed to be interviewed; in others, groups of teachers assembled for focus group discussions. Across the 15 schools that participated in this study, we interviewed a total of 14 administrators (principals or vice principals) and 38 teachers and school staff. We asked these educators to tell us about the formal and informal teaching of global education in their schools, and to reflect on the challenges they faced in delivering global education curricula.[5]

In addition, we had the opportunity to interview two individuals outside of the formal sampling design. The first was a principal at an urban elementary school in Ontario that offers a holistic global education program.[6] The second was a teacher who had been previously involved in a "global education network" in an urban area in Alberta.

FIGURE 1.2
SAMPLING BREAKDOWN OF INTERVIEWS BY PROVINCE/TERRITORY, DISTRICT AND SCHOOL



Throughout this study, the identities of specific districts, schools, and teachers have been disguised. We did not intend our data to be used to evaluate their individual performances, but rather as an aid in developing a baseline profile of how provinces, districts and schools work together to create formal and informal opportunities for Grades 4-6 students to engage in global education and international development issues.

In analyzing the data we collected in each province, we sought first to understand how teaching about global and international issues is formulated and supported. We looked at how the formal policies and supports provided by provincial ministries of education are translated into actual practices within schools. We also documented other sources of support and information that affect school-level practices. In each province we tried to uncover mismatches or tensions within conceptions of global education at three key levels of implementation: provincial, district and school. We asked informants to describe the kinds of non-governmental resources and partnerships that informed their global education activities, and to tell us how these resources and partnerships could be improved.

We also sought – quite cautiously given the variations and small size of our provincial samples – to compare these provincial experiences by looking for similarities and differences in the way that global education is defined, supported and enacted at each level of implementation across the six provinces.

Overview

This report provides a preliminary description of the landscape of global education in Canada, documenting how global education is formulated in policies and curricula at the provincial level, supported by districts, and enacted in Canadian schools.

As described above, Chapter 2 highlights some of the debates that animate contemporary scholarship on global education, and reviews recent research. Chapter 3 explores some of the structural features of Canadian society, its political system and educational institutions, and the way that these have contributed to a uniquely Canadian experience in global education. Here we also look at the present configuration of actors engaged in global education activities, and place the Canadian experience in comparative perspective.

Six subsequent chapters provide a brief case study of the global education experience in a single province or territory at the three levels of implementation (provincial, district, school). Chapter 10 provides province-level data from British Columbia.

In Chapter 11, we summarize the findings from our seven cases, and explore variations and similarities across them. We relate our findings to recent research on global education in other contexts, asking how the Canadian experience compares. We also question how the "lived definitions" of global education that we found in Canadian schools can be mapped to contemporary normative debates about global education in the scholarly and research literatures. Finally, we present a series of recommendations. Among these are our thoughts on the need for further research on global education in Canada.

ENDNOTES:

1 We use the term "elementary" throughout the report to refer to education starting in kindergarten and encompassing grades before secondary school, although provinces and countries may use the terms "primary" and "elementary" interchangeably or define the grades they comprise differently. For example, the Ontario curriculum defines "primary" as Grades 1-3 and "junior" as Grades 4-6; whereas BC generally refers to "elementary" as from kindergarten to Grade 7.

2 The Yukon has only one district school board, and therefore we consider the two interviews completed with department of education staff as equivalent to both provincial and district levels combined.

3 Hereafter we use the term provincial to include both provincial and territorial sites.

4 Rotating teachers' strikes in Quebec made it impossible to complete two school sites in any district.

5 In the English-speaking school sample, there were two French immersion schools and one dual-track French and English school. In one urban and one rural public school, there was a sizable minority of First Nations students.

6 This is the Scholastic Arts Global Education (SAGE) Programme. Emphasizing diversity, the environment and an exploration of the arts. SAGE aims to foster in young people a strong sense of social responsibility and active citizenship.

Chapter 2

Global Education – Review of the Literature

Global education is a term that has gained in usage in education and international development settings over the past two decades. In its broadest sense – the usage we found employed by most educators and teachers in our study – global education includes any effort to introduce international issues in the classroom. However, a number of educational experts have tried to give global education a much more precise definition, one which specifies a certain set of topics, issues, attitudes and pedagogical practices, and which responds to the key challenges of an increasingly globalized world. In this chapter we look at the evolution and conceptualization of global education, and explore what recent researchers tell us about its implementation.

Global Education: The History of an Idea

For many years, in Canada and around the world, the teaching of international issues has been a feature of public education. In the early 20th century, for example, both British and Canadian public school children learned about the role of the British Empire, European wars, and the importance of charity. However, as early as 1910, teachers and educational organizations in Canada, the US and Britain had begun to develop alternative curricula about international issues. Organizations such as the New Education Fellowship and the Workers' Educational Association made important efforts to link the study of international issues to the promotion of world peace, learner-centred models of pedagogy, and education for international understanding. Social Studies also developed as a distinct school subject in this period, separated from the "older" subjects of History and Geography, in which knowledge was taught about "other" countries.

At the end of World War II, these alternative approaches to teaching about international issues were incorporated into the mandates of several United Nations organizations. Thus the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its sister organization, the International Bureau of Education (IBE), began to advocate a form of teaching that fosters world peace through international understanding. The idea is succinctly captured in the preamble to UNESCO's constitution: **"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."** This idea was later echoed in the Universal Declaration of Human Rights, which includes the following passage:

> *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (Par. 2, Article 26)*

Teaching about international issues, however, remained relatively unchanged in the years immediately after World War II. Public school curricula tended to retain a predominantly national focus, concentrating on molding children into membership in national society and introducing only the high politics of world affairs (Rauner, 1998). Cold War tensions reinforced these traditional, nationalistic approaches.

An important sea change began to unfold in the 1960s, as international non-governmental organizations (NGOs) and returning international development workers began to expand their public engagement efforts. Along with UNICEF and other UN organizations, these NGOs helped to establish the field of "development education," reaching schools across Europe and North America. Another movement, for "peace education," developed in the US and the UK with support from anti-war and anti-nuclear advocacy movements. The approach of both movements drew heavily from Paulo Freire's critical pedagogy and Johan Galtung's concepts of "positive peace" and "structural violence."[1]

Drawing on these educational movements, a group of academics and educationists began to systematize these alternative approaches to teaching about international issues in the 1970s and early 1980s. Such early thinkers as Anderson (1977) and Hanvey (1976) argued that children were learning little or poorly about how to live in an increasingly interdependent world. They criticized the official curriculum's focus on "other peoples and cultures" as inculcating a "them/us" perspective. They viewed the emphasis on foreign affairs as obscuring active citizen involvement. Along with others, these educationists began to link the goals of the "development education" and "peace education" movements with the UN's "education for international understanding and human rights" efforts, and with progressive notions of child-centred and affective learning. They also forged a link to domestic educational movements for civil rights and multiculturalism, and included the burgeoning efforts of the new human rights education movement (Fujikane, 2003). Issues of environmental sustainability later complemented those of social justice and intercultural understanding within human societies (Pike & Selby, 1988, 1999, 2000; Richardson, Blandes, Kumano & Karaki, 2003; Osler, 1994, 2002).

By the early 1980s, global education was a well-established field of curriculum inquiry that had generated interest and support from teachers' organizations, UN bodies and international aid agencies. Increasingly, global education has appeared as a goal or theme in national curricula, often modified as "global citizenship education" to amplify the philosophy of active learning and public engagement that underpins the work of global education proponents (Rauner, 1998). As Davies suggests, this new focus on global citizenship "is a confirmation of the direct concern with social justice and not just the more minimalist interpretations of global education which are about 'international awareness' " (2006, p. 6). Today, the term global education and its related educational movements appear increasingly in formal curricula around the world.

Despite its apparent success, the history of global education has not been without its tensions and setbacks. From the late 1980s through the 1990s, government cut-backs and a back-to-basics philosophy dominated educational policies across OECD countries, limiting the actual implementation of global education in schools. Tension continues between the global education ideal and efforts to focus schooling on the preparation of an internationally competitive workforce. More recently, in the context of the events of 9/11, debates about the value of national identity, immigrant assimilation, and conflict between specific religious or ethnic alliances and a universal model of global citizenship have emerged.[2] Such tensions make the implementation of global education increasingly complex and difficult, and threaten the very notion of a universal global education/global citizenship ideal.

Global Education: A Composite Ideal

What then is included in the concept of global education? Drawing from a range of descriptions provided by academics and international groups (see Table 2.2 at the end of this chapter), we found that there is a broadly concurrent set of issues, goals and approaches associated with the term. Six main orientations seem to be common across all of the formal definitions of global education we reviewed:

- A view of the world as one system – and of human life as shaped by a history of global interdependence.
- Commitment to the idea that there are basic human rights and that these include social and economic equality as well as basic freedoms.
- Commitment to the notion of the value of cultural diversity and the importance of intercultural understanding and tolerance for differences of opinion.
- A belief in the efficacy of individual action.
- A commitment to child-centred or progressive pedagogy.
- Environmental awareness and a commitment to planetary sustainability (the most recent addition).

Some authors have conceptualized global education as a continuum that begins at traditional practices for teaching about world affairs and world cultures, and moves along towards an ever-deepening version of global education that focuses not simply on content knowledge but on the attitudes, values and behaviours needed for global citizenship. At the far end of this continuum would be a commitment to global social justice, universal rights and ecological sustainability.

We can also describe agreement among global educators around a set of "dos" and "don'ts" for educational practice, as seen in Table 2.1 on page 10.

It should be clear from the previous section that the global education concept is both very wide in scope and extremely demanding to implement. The idealized vision of global education put forth by its proponents has raised many questions and concerns. In this section we name and briefly describe four major challenges or tensions in the global education construct:

1. Conflicts between global education ideals and the values held within the broader communities and contexts in which teachers work

Global educators often posit very specific views of what is "good" and "valuable" – sometimes in ways that have not gained widespread public endorsement and that would raise immediate objections. There are three clear examples. First, global educators are often dismissive of efforts to link learning to the enhancement of international competitiveness (Richardson, 2004). Yet many parents and leaders think that education is legitimately related to greater economic success for both individual and nation. The notion of global citizenship is also contentious when defined as belief in the need for a supranational political authority – something many view with skepticism (Heater, 1996). Similarly, not everyone will agree with Oxfam's definition of global education as something that is essentially concerned with moral outrage and a sense of social injustice (Oxfam, 1997). We know from research that teachers will steer away from direct engagement with issues that imply conflict – often retreating to the "thin" version of global education which simply introduces students to other cultures and societies (Bickmore, 2005).

TABLE 2.1
THE DOS AND DON'TS OF GLOBAL EDUCATION

Global Education teaches…	Global Education does not teach...
• Global Interdependence • Links local to global	• Them/us mentality
• Global social justice	• Global competitiveness
• Solidarity	• Charity
• Tolerance	• Chauvinism
• Valuing diversity • Cosmopolitan or post-national citizenship • Every human shares same rights and responsibilities	• Aiming for uniformity • National citizenship • Nation as main or sole allegiance • National competitiveness
• Active citizenship • Transformative potential of individual and collective action • Role of international organizations in fostering global citizenship	• Elite forms of citizenship • Sole focus on formal mechanisms of the national and international government: leadership, laws, electoral politics, etc.
• Critical thinking including deliberative and decision-making skills	• Passive or uncritical thinking • "Transmission approaches to learning"
• Attention to sources of disagreement and conflict including forms of "structural violence" and structured social exclusion	• Issues and cultures in a way that ignores conflictual and contested issues.
• Strong sense of moral purpose (often including a sense of outrage about injustice)	• A value-neutral view of world issues

2. Ambiguity and under-definition

If we look again, for example, at the notion of global citizenship, we can see first that there is a problem in transposing the notion of citizenship to a global scale precisely because there is not a fixed political system or enforceable set of rights and responsibilities on this scale (Kymlicka, 2003). Furthermore, there are tensions in the notion of citizenship itself – among, for example, more republican views that stress responsibilities, liberal views that focus on rights and freedoms, and social democratic and communitarian views that focus on equality or group membership (Kymlicka & Norman, 1995). Tucking all these theoretical divisions into the overarching notion of "global citizenship" glosses over the complexity facing teachers when they try to implement global citizenship education in their classrooms (Evans, 2006).

3. Complexity of holistic or world-system approaches

Global educators not only advocate incorporation of a large number of themes or issues (for example, see Pike & Selby in our Table 2.2 below), they also want educators to introduce these issues in an integrated fashion, using pedagogical innovation. Evans notes widespread concern about teachers' readiness to respond to a challenge of this scale and complexity (Evans 2006). We also know that there are competing

views of how the global system actually works, and how its various parts affect one another. For example, how economic growth and capitalism affect social well-being and the spread of political freedoms is a hotly contentious issue, as is the relationship between human prosperity and ecology. Teachers, as Evans (2006) and Davies (2006) suggest, are likely to steer away from these uncertainties.

4. Tension between the "universal values" that are advocated by global educators, and the origins of these values

Notions of individual freedom and autonomy, of freedom of speech, and of equality among persons, particularly as these are inscribed in United Nations conventions and declarations, are all part of the heritage of Western modernity. As such they have not infrequently been criticized for further entrenching the hegemony of the West and its value-systems (Young, 1989; Mitchell, 2003). Among the most trenchant criticisms have been those directed at the institutionalization of children's rights (Niewenhuys, 1998; Pupuvac, 2001; Stasiulis, 2002). Global educators often gloss over the fact that there may be value systems that are fundamentally irreconcilable with global citizenship commitments, and fail to address the competing allegiances that pit global, national, regional, community, ethnic or religious identities and values against one another (Kymlicka & Norman, 1995).

Recent Research on Global Education

Over the past decade, there has been a spate of new research on or related to global education. New research has begun to tell us more about what children know about global issues, how they learn, and which pedagogical strategies are most effective. Whereas in the past, global educators focused their energies on the development of an idealized vision and curricular innovation, today there is a new emphasis in gathering empirical evidence to guide the implementation of global education strategies.

At the most general level, recent research in political sociology and child psychology has provided important evidence about the value of political socialization in young children (Sapiro, 2004). We now know that children develop abstract categories and schemas of social relationships (including stereotypes, allegiances and identities) at very young ages, and that cynicism about politics starts in the juvenile years. There is strong evidence that classroom pedagogy in the US and the UK still emphasize what Barbara Rogoff calls "transmission" rather than "intent participation" and that children from different economic classes are taught different things about citizenship and politics (cited in Sapiro, 2004). However, there is surprisingly little evidence that parents transmit their political habits or views directly to their children. Instead, research suggests that children can influence their parents and often affect their parent's political participation. Each of these findings suggests a very strong reason for strengthening global citizenship education in schools, particularly at the elementary level.

A number of researchers have looked at the attitudes and beliefs children hold in relation to global issues. What is perhaps most interesting here is the growing evidence that there is considerable cross-national variation in knowledge and attitudes. In Britain, for example, where a centralized education system with a strong citizenship curriculum is combined with active government funding for global citizenship education and a coordinated NGO commitment to global education, a national survey of children has shown that 80 per cent believe that it is important to learn about global issues (MORI, 1998). Far fewer youth in Canada appear to have this global orientation and level of knowledge about global issues, a recent national poll found (War Child Canada, 2006).3

On a smaller scale, a pilot study of high school student views on global education comparing Canada and Japan found many areas of overlap (for example, in terms of support for the importance of global

citizenship and membership in a world community, and prioritization of environmental issues). But the same study found that the Canadian students were far more optimistic about the future and their role in it than the Japanese sample – an optimism confirmed in a 2006 national poll of Canadian youth (Richardson et. al. 2003; War Child Canada, 2006). Much more research is needed to explain such variations, ideally in the form of longitudinal cross-national studies that also explore change over time.

Research on the changing content of national curricula has also produced findings of relevance for global education. Rauner (1998), for example, looked at national social studies and history texts from around the world over a 40-year period and found a general shift in emphasis from national citizenship and national politics to emphasis on membership in a global community, universal rights, and interdependence. Others, however, have found that Social Studies education in general, and citizenship education in particular, are marginal subjects in most national curricula, and that the focus of most social studies education is still strongly national in orientation (Davies & Issitt, 2004).

Finally, there has been some very interesting research, mainly out of the UK, on the beliefs and practices of teachers and schools. From these studies, we know that teachers continue to favour didactic instruction (Griffiths, 1998), and are quite selective about the international issues they bring into their classrooms. While UK teachers increasingly see global citizenship and human rights as priority values to be taught in the elementary classroom, they tend to focus on cooperation and caring rather than more contentious issues (Davies, Gregory & Riley, 1999; Davies, 2006; Robins, Francis & Elliott, 2003; McKenzie, 2000). Among the many challenges identified by teachers, a 2003 Department for International Development (DfID) study suggests that there is limited sharing of knowledge about teaching global education at district or even school level; a lack of access to materials and limited time for implementation; and anxiety about teaching controversial issues. Similar issues are raised in Lynn Davies' vivid ethnographic study of global citizenship education in eight UK elementary schools, and in UNICEF UK's survey of citizenship education in the UK (Davies, Harber & Yamashita, 2005; UNICEF UK, 2000, 2004).

Several studies also demonstrate that despite renewed commitment to global education in the UK, whole-school efforts that integrate extracurricular and classroom activities, and link school management, teachers, parents and children in a sustained global citizenship curriculum, are very rare. Thus, for example, UNICEF's Citizenship Education Monitoring Project has shown that while knowledge of the UN Convention on the Rights of the Child has increased, this process has often occurred in a didactic fashion (through school-wide assemblies) and rarely leads to the inclusion of Children's Rights in any of the governing policies of the schools themselves (UNICEF UK, 2004).

Conclusion

In this chapter, we began by looking at the evolution of the global education concept, showing how it became the umbrella for a variety of curricular movements. We described the essential elements of global education as developed in a range of academic and practitioner literatures. Finding the concurrent elements of global education allowed us to build a composite picture or "ideal type" for global education that we use as a starting point for our analysis of global education practices in Canada.

We also reviewed some of the challenges and tensions that are raised by various components of the global education ideal, and explored what recent research has added to our understanding of global education practices. Both provide a foundation for analyzing the challenges and achievements of global education in Canada. They also alert us to the need for more critical research on global education itself.

TABLE 2.2
KEY CONCEPTUALIZATIONS OF GLOBAL EDUCATION

Author	Definition	Key Concepts
Anderson 1977	Global education = "Education for responsible citizen involvement and effective participation in global society". (p. 36)	• Asserts new global scale and scope of human interdependence and membership • Competence in perceiving one's involvement in global society • Competence in making decisions and judgments • Competence in exercising influence • Opposes education about other peoples and cultures, creates a them/us dichotomy • Opposes education about foreign affairs and foreign policies, which obscures roles of individuals, NGOs and international organizations in world affairs
Hanvey 1976	Education for a global perspective	• Perspective consciousness • State of the art planet awareness • Cross cultural awareness • Knowledge of global dynamics • Awareness of human choices
Richardson 1976	Global education	"The term global education is as good as any to evoke the whole field… It implies a focus on different though important levels from the very local and immediate to the vast realities named with such phrases as world society and global village. It also implies a holistic view of education, with a concern for children's emotions, relationships and sense of personal identity as well as with information and knowledge."
Case 1997	Global perspective refers to a point of view or lens for viewing people, places and things around the world – it has both a substantive and perceptual dimension.	*Substantive dimensions:* • universal and cultural values and practices • global interconnections • present worldwide concerns and conditions • origins and patterns of worldwide affairs • alternative future directions in worldwide affairs *Perceptual dimensions:* • open mindedness, full-mindedness, fair-mindedness

Continued

TABLE 2.2
KEY CONCEPTUALIZATIONS OF GLOBAL EDUCATION (Continued)

Author	Definition	Key Concepts
Pike & Selby 1988 1999 2000	"Global education is an approach to education that's based upon the interconnectedness of communities, lands, and peoples, the interrelatedness of all social, cultural and natural phenomena, links between past, present and future, and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of development, equity, peace, social and environmental justice, and environmental sustainability. It encompasses the personal, the local, the national and the planetary. Along with these principles, its approach to teaching and learning is experiential, interactive, children-centered, democratic, convivial, participatory, and change-oriented."	*Four dimensions: spatial, temporal, issues, human or inner potential* • systems consciousness • perspective consciousness • health of planet awareness • involvement in consciousness and preparedness • process mindedness *Encompasses:* • Development education • Environmental education • Human rights education • Peace education • Health education • Gender equity education • Education for multicultural society • Human education (animal welfare) • Citizenship education • Media education + *World mindedness:* commitment to principle of one world
Oxfam 1997	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 • participates in and contributes to the community at a range of levels from local to global • is willing to act to make the world a more sustainable place • takes responsibility for their action	*Knowledge and understanding* • peace • globalisation and interdependence • sustainable development • diversity • peace and conflict *Skills* • critical thinking • ability to argue effectively • cooperation and conflict resolution • ability to challenge injustice and inequalities *Values and attitudes* • empathy • sense of identity and self esteem • belief that people can make a difference • concern for environment • value and respect for diversity • commitment to social justice and equity

Continued

TABLE 2.2
KEY CONCEPTUALIZATIONS OF GLOBAL EDUCATION (Continued)

Author	Definition	Key Concepts
Osler, A. 1994 2002	"*Global education* encompasses the strategies, policies and plans that prepare young people and adults for living in an interdependent world."	*Key principles:* • Cooperation • Nonviolence • Respect for human rights • Respect for cultural diversity • Respect for democracy • Tolerance + Pedagogical approaches based on human rights and a concern for social justice which encourage critical thinking and responsible participation + Learners are encouraged to make links between local, regional and world wide issues and to address inequality
Evans and Reynolds 2005	"Global Citizenship Education"	Goal = Develop informed, purposeful, and active citizenship by addressing: • Controversial issues/conflict • Decision-making and deliberation • Pluralism and equity • Political participation • Global/international orientations *Opposes:* • elitist citizenship education (as defined by A. Sears): education that teaches "mainstream versions of the national history as well as technical details of how public institutions function" and, an idea that citizens are active mainly through electoral politics

ENDNOTES:

1 Galtung argued that peace is not only the absence of physical war and oppression, but also required freedom and equality in social, political and economic relations.

2 Contrast, for example, American political scientist Francis Fukuyama's recent calls for stronger national citizenship education with the nuanced view of the value of multicultural education proposed by Canadian political scientist Will Kymlicka (1995).

3 Thus for example, fewer than half of Canadian youth are aware of the Universal Convention on the Rights of the Child (War Child Canada, 2006); while research from UNICEF's Citizenship Education Monitoring Project has shown that, since 2001, there have been impressive gains in knowledge of the UN Convention on the Rights of the Child in UK schools (UNICEF UK, 2000, 2004).

Chapter 3

History of Global Education in Canada

Since the 1960s, Canadians have actively sought to introduce an ever-widening array of global issues and orientations into our schools and classrooms. In this chapter, we begin by exploring some of the structural features of Canadian society, the Canadian political system and Canadian educational institutions. Together they form the backdrop for what has been a uniquely Canadian experience with global education.

Later in the chapter, we review the history of efforts to introduce international and global issues into Canadian schools and look at the present configuration of actors engaged in global education activities. Current approaches and initiatives at the national level are explored. We highlight some of the contemporary debates that are shaping current approaches to global education. Finally, we place the Canadian experience in comparative perspective.

The Canadian Context and the Post-WWII Rise of Humane Internationalism

Over the past half century, several features of Canadian geography and demography, as well as our political system and the evolution of our political culture, have profoundly shaped the Canadian experience of global education.

Canada is one of the largest countries in area in the world, with a relatively small population of 32.5 million (2006).[1] Over the past 50 years, its population has become increasingly urbanized. The majority of its citizens are now concentrated in four main urban centers, and cluster along the border with the US. Nonetheless, there is still significant settlement in rural and remote areas, including aboriginal communities. Demographically, the country has always been a nation of diversity. The First Nations, French and British populations present at Confederation have been joined by immigrants from around the world. However, the origins of these immigrants and our approach to their assimilation into Canadian society have shifted profoundly over the country's history (Joshee, 2004). In 1996, one-sixth of Canada's total population was born outside of the country; about 70 per cent in Asia, Latin America and the Caribbean.

Politically, the British North America Act of 1867 established Canada as among the most decentralized federations in the world. Education, like many other aspects of social policy, is the exclusive jurisdiction of Canada's ten provinces and three territories; thus there is no federal department of education. Each of Canada's 13 jurisdictions has its own ministry or department of education. At the national level, the

constitutional division of powers strictly limits federal engagement in educational issues, except indirectly through the funding of non-governmental ventures and research.[2] Nonetheless, the formation in 1967 of the Council of Ministers of Education, Canada (CMEC) has provided an opportunity for pan-Canadian activities, focused especially on standards setting. Funding for both international awareness and multicultural citizenship education has been provided by the federal government since the 1970s (Lyons, 1996; Joshee, 2004).

Historically, the educational systems in each of Canada's provinces and territories have developed distinctive structures, with different types of funding for denominational schools and different degrees of decentralization (Manzer, 2003). Manzer characterized the systems of Ontario and Canada's Western provinces using the term "complex interdependence"; in these cases educational finance has traditionally been decentralized, with ministry officials, teachers' organizations, school trustees and school boards sharing decision-making powers. Quebec and the Atlantic provinces have historically had much more centralized systems, with strong influence from teachers' unions. In more recent decades, provincial authorities have reasserted financial and administrative leadership, consolidated the number of sub-provincial school districts, and cooperated less with teachers' unions in their policy-setting activities, so that structurally Canada's 13 education systems have converged (Manzer, 2003). Today there are approximately 15,500 schools in Canada – 10,100 elementary, 3,400 secondary, and 2000 mixed, employing roughly 310,000 teachers, and serving about 5 million students (CMEC, 2006).

Canada's political culture is distinct. Scholars of political socialization in Canada have argued that we share a stronger faith in government, are more obedient and law-abiding, and value community over individual autonomy more highly than our American counterparts (Lipset, 1990). These dispositions are often traced to Canada's origins as a British colony that gained independence without revolution, and to our founding fathers' focus on "peace, order and good government" (Lipset, 1990).

However, two other unique features of Canadian political culture unfolded in the decades immediately after World War II. First, successive federal governments introduced expansive programs of public health and social security after 1945 – building what political scientist Ronald Manzer (2003) calls the **"ethical liberalism"** of Canada's public institutions and its political culture. Ethical liberalism is carried forward provincially in the expansion of public health and educational systems. Across Canada, funding of public education grew substantially after 1945, and attention to equality and equity has been higher than in the US[3]. Canadians continue to share a substantial commitment to the creation of equality of opportunity through public means.

Second, after 1970, Canada developed a strong stream of federal policies supporting a **multicultural national identity** which, in a marked change from earlier commitments to assimilation and conformity, afforded new levels of recognition for Québécois, aboriginal and immigrant cultures (Kymlicka, 1995). As it enunciated in an official policy of multiculturalism on October 8, 1971, the federal government committed itself to a view of citizenship that went further than respect for diversity. With an emphasis on two official languages but no single official culture, this federal view promoted cultural differences as a source of national strength. Later policies extended the link between multiculturalism and ethical liberalism by emphasizing avenues of redress for discrimination, and the importance of social equality across groups. The 1982 Canadian Charter of Rights and Freedoms was a highly visible and integral component of deepening ethical liberalism in Canada with guarantees of individual rights. Recent surveys suggest that Canadians recognize multiculturalism as part of our national identity, and share an increasingly more secular, tolerant and flexible worldview than in the past (Adams, 2003).

Some aspects of Canada's commitment to ethical liberalism were also carried over into its post-WWII foreign policies. Under then Prime Minister Lester B. Pearson, the Canadian government established its commitment to international peacekeeping, and began to play an active role in supporting the

independence and development efforts in former imperial colonies.[4] By the late 1960s, Canada was well on its way to articulating a view of its role in the world as that of an honest broker and **"**humane internationalist**,"** often in concert with other middle power nations (Pratt, 1990, 1996). The creation of the Canadian International Development Agency (CIDA) in 1968 and the International Development Research Centre (IDRC) in 1970, as well as the rapid expansion of our foreign aid program around this time, were arguably natural extensions of the public guarantees of social welfare and social security at home (Therien & Noel, 1994). In turn, the expansion of funding for international development activities during the 1970s and 1980s fed the rapid growth of development-oriented non-governmental actors across Canada, reinforcing public support for humane internationalism.

International Development Education 1960-1980

While ethical liberalism, multicultural citizenship and humane internationalism each provided a positive context for the growth of education for international awareness in Canada, the federal government has no jurisdiction in the country's formal education systems, so the spread of alternative forms of teaching about international affairs occurred gradually, in a bottom-up rather than top-down manner.

Two primary developments led to the genesis of what might best be thought of as a "development education" movement in Canada during the 1960s and 1970s. First, as part of its support to newly independent countries in Africa, Asia and Latin America, CIDA began to send large numbers of teachers and technical personnel, as did newly formed and then independent volunteer organizations such as the Canadian University Service Overseas (CUSO) and the World University Service of Canada (WUSC). Hundreds of teachers and volunteers returned home to North America with the desire to share their experiences with the Canadian public and infuse their teaching with international perspectives (Lyons, 1996).

The second source of momentum came from the rising number of Canadian non-governmental organizations (NGOs) active in international development. One of the unique dimensions of Canada's foreign aid program is the relatively high share of the ODA (Overseas Development Assistance) budget available as "responsive" funding for Canadian partner organizations (Smillie, 2004; Brodhead & Pratt, 1996). In the 1960s and 1970s, teachers' unions, NGOs, and faith-based organizations all began to receive CIDA funding for public education programs. Organizations like UNICEF Canada, which had begun its public engagement and fundraising activities in the 1950s, used this funding to expand their existing development education activities. Similarly, Canadian teachers' associations, which have been active in international development since at least the 1920s, were able to expand their public engagement work with teachers. For other newly emergent organizations, the combination of federal funding and enthusiastic returning development workers led to the rapid expansion of public engagement efforts, including initiatives that targeted Canadian schools. NGOs developed new curricular resources, hosted speakers' bureaus and launched twinning programs and competitions.

By the 1970s, universities also began to play a role. International education centres and programmes in comparative education and international development were set up at St. Mary's University, McGill University, the University of Ottawa, the Ontario Institute for Studies in Education, the University of Guelph, the University of Calgary, the University of British Columbia, and elsewhere. The Comparative and International Education Society of Canada (CIESC) was established in 1967. Universities also began to receive CIDA funding for international development projects and, during the late 1970s and 1980s, benefited from an enormous expansion of CIDA funding for students from developing countries (Mundy, 1992). Several faculties of education in Canada introduced development education into pre-service training and field development work – though their attention to global issues in pre-service training programs remained limited and was rarely compulsory (Pike, 1996; Lyons, 1996; Case, 1997).[5]

International awareness also appeared as a goal in the educational policies of this era. For example, the 1968 Hall-Dennis report for Ontario's Department of Education began by calling on Ontario to use education for human betterment at home and around the world. It also mentions the importance of promoting understanding, tolerance and friendship among nations, recognition of the United Nations and of Canada's role in the world (O'Sullivan, 1999). However, attention to international development and other international issues in the formal curricula remained quite limited — usually concentrated in secondary level History and Social Studies courses, such as Ontario's popular Grade 13 Geography World Issues course (1978) (cited in Lyons 1996). Throughout the 1970s, Social Studies curricula across Canada continued to emphasize law and formal political structures at the expense of a more active vision of citizenship (Sears, Clarke & Hughes, 1998; Davies & Issitt, 2005). Provincial curricula rarely introduced development education or other global issues in the elementary years.

The Global Education Movement of the 1980s and 1990s

In size and number, efforts at infusing international development education and international awareness in schools across Canada during the 1960s and 1970s were impressive. But these efforts were also characterized by fragmentation and a lack of coordination – few initiatives went to "scale," in the sense of creating a systemic mechanism that could ensure wide and even levels of attention to international issues across Canada's educational systems. The global education movement of the 1980s saw important efforts to create a more systemic approach.

The origins of the global education movement in Canada can be found in the work of a core group of academically-based global educators (Tom Lyons, and later Graham Pike and David Selby, among others) who began to frame the pedagogical and curricular components of a unified approach to global education. Drawing on peace, environmental, human rights and development education movements, and in some cases incorporating the notion of multiculturalism (Zachariah, 1989), this group of thinkers played an important role in promoting global education to ministries of education, teachers' organizations and school boards. Their strategies for engaging administrators and educators in global education generally included the creation of textbooks, classroom resources, experimental projects and training programs. Selby, in particular, is responsible for developing an approach that focused squarely on the learning needs of children, thus introducing a strong emphasis on global education in the elementary years.

Parallel efforts to develop a systemic approach to global education were also fostered in Canada's NGO community. With CIDA funding, the Canadian Council for International Cooperation (CCIC), a national consortium of development NGOs, was joined by a series of provincial NGO councils for international cooperation. Three of these councils receive provincial funding (Quebec, Manitoba, Saskatchewan). In some provinces global education centres also cropped up; in others the new provincial NGO councils spurred their formation. These centres played an important role in promoting inter-organization cooperation between NGOs, unions, academics and ministries in the delivery of public education on development issues, particularly in areas outside the Toronto-Montreal corridor where most development NGOS are located.[6] They also promoted the direct involvement of youth in designing and implementing global education.

The results of both academic and NGO efforts were impressive. By 1987, for example, Pike notes that ministries in Ontario, Nova Scotia, Quebec and Alberta were engaged in pilot efforts to promote global education in the curriculum, often with CIDA funding (Pike, 1996). Many teachers' organizations, ministries and school boards across Canada adopted formal policies recognizing the importance of teaching about global education. In Ontario, for example, the International Development Education Committee was formed in the 1980s, with the ministry of education, teachers' organizations, community, academic and NGO representatives. The Ontario Teachers' Federation passed a resolution supporting education for global perspectives in 1992; and the Common Curriculum (1995) recognized global interdependence as a cross-

curricular learning outcome (O'Sullivan, 1999). A 1992 survey of 1200 Ontario teachers found that 67 per cent thought global education important, while 40 per cent had significantly altered their approach to teaching about global issues (quoted in Pike, 1996).

Nonetheless, global education in Canada continued to be implemented in an uneven and highly fragmented fashion. A 1994 report by the Council of Ministers of Education Canada to UNESCO highlights the central paradox of the global education experience in Canada: while global education seemed uniquely suited to Canada's efforts to create a citizenry oriented towards multiculturalism with a humane internationalist stance on world affairs, global education still was not a coherent movement (CMEC, 1994). Rather it was an arena characterized by many isolated actors with limited cross-communication and fertilization (CMEC, 1994). Provincially, there was too little funding for teacher in-service training and curricular consolidation. While federal agencies and NGOs supported certain aspects of global education, they had little direct contact with provincial ministries where curricular priorities are set. Global education activities at the school level tended to be sporadic, and many teachers expressed confusion about what implementing global education entailed (Pike, 1996).

Humane Internationalism and Global Education under Siege: The 1990s

The fact that global education lacked central leadership at the national level made it all the more vulnerable to the sweeping fiscal conservatism experienced across Canada during the 1990s. In times of expansive public funding, a wealth of exciting, small-scale initiatives ensured that global education was diffused into Canada's educational systems. However, in the 1990s funding for education and for international development cooperation dropped dramatically.

During the 1990s, reforms across all of Canada's provincial and territorial education systems echoed the erosion of ethical liberalism in all aspects of Canadian public policies (Manzer, 2003). Government expenditures on public elementary and secondary education fell as a percentage of total government expenditure. The historical pattern of educational governance through negotiated decision-making among unions, boards, and ministries yielded to a more adversarial dynamic (Manzer, 2003). Ministries of education consolidated school boards into larger managerial units, further centralized control over curricula and educational spending, and introduced reforms that concentrated on the numeracy and literacy performance of Canadian schools. National efforts to standardize curriculum and set tougher educational targets emerged – primarily through CMEC, but also through the engagement of the Federal Department of Human Resources and Skills Development and Statistics Canada.[7] In this context, global education was squeezed in two ways. First, it became increasingly marginal to the goals and targets of provincial ministries and to the new federal bodies interested in improving Canadian education. Second, its main proponents in the educational system (teachers and their unions) saw their room for manoeuvre shrink, both in the classroom and in provincial policy making.

Several commentators have also noted that increasing attention to international economic competitiveness during the 1990s inserted a new inflection into the study of world issues. Pike cites an example of several teachers in an Ontario school known for its leadership in global education, who "argued that facilitating Canada's potential entrepreneurship within the global economy, through introducing students to the fundaments [sic] of international business, is a legitimate function of global education; meanwhile colleagues helped students empathize with victims of poverty and injustice worldwide and encouraged involvement in social and political change" (Pike, 1996, p. 7). He asks whether these two seemingly divergent perspectives can ever be reconciled. As we shall see in later chapters, these two divergent perspectives continue to operate in provincial curricula.

At the federal level, Canadian commitment to humane internationalism also eroded. Historically high levels of funding for development cooperation (0.4 per cent-0.5 per cent of GDP) dipped to well below 0.3 per cent by the late 1990s (Pratt, 1996). CIDA funding for NGOs, regional NGO development councils and public engagement programs all suffered. While politicians continued to promote Canada's role in alleviating international poverty and promoting world peace, Canada's foreign policies, including its aid program, concentrated increasingly upon expanding international trade and maintaining the country's comparative advantage in a global economy (Pratt, 1996). In 1995, substantial federal funding was withdrawn from provincial councils for international cooperation and regional development/global education centres, causing a serious contraction of their global education activities. The effects were particularly stark outside the Ottawa-Montreal corridor, and among smaller community-based NGOs.

Despite these setbacks, a committed cadre of global educators continued to work across Canada during the 1990s.[8] In 2001, documenting this wealth of activities, the Council of Ministers of Education concluded that:

> *Despite many pressures for a 'back-to-basics' style of education in Canada's formal education systems, policy-makers, researchers and teachers continue to develop citizenship education curricula and to integrate peace, human rights and global education into school programs...During the period under study, the most noticeable trend has been a much higher level of integration of the themes of peace, democracy, human rights, international understanding and tolerance in both formal and non-formal education programs.* (p.i)

The inheritance of the 1990s, then, was not the dismantling of global and international education in Canada. Nonetheless, its expansion was stalled, as were efforts to build the more integrated and coherent approach that global educators had begun to envisage in the late 1970s and 1980s.

Into a New Millennium: Global Citizenship Education Emerges in Canada

Where does global education stand in Canada today? Many commentators have noted that recent years have seen a renewal of momentum and interest in teaching about global and international issues in Canadian schools. This interest has been matched by the adoption of "global citizenship" as a guiding framework for the educational activities of Canadian NGOs and several federal departments. Global education has also benefited from an expansion of public funding at both federal and provincial levels as a result of Canada's recent economic boom. At the same time, the challenges of implementing global education and global citizenship education remain daunting.

Global education in provincial and territorial curricula

One of the most impressive arenas of recent change has been within provincial and territorial curriculum, where the "back to basics" philosophy of the 1990s has fuelled major efforts to rethink what is taught not only in Math and Language, but also in Social Studies, History and Civics, in relation to the perceived challenges of globalization (Evans, 2006). In some provinces, attention to international understanding or global issues is now named as an overarching goal to be integrated across the curriculum (Quebec, 2005). An effort at producing a Western Canadian regional curriculum also included strong emphasis on global education - so strong that it remained in provincial curricula even when the western protocol failed.

In a change from past practices, many provinces now include global education or global citizenship in their curricular guidelines for the elementary level, as shown in Table 3.1. Formal curricula across Canada seem

to support the idea that children can and must be exposed to the challenges of complex interdependence in an increasingly integrated world.

TABLE 3.1:
STATUS OF GLOBAL EDUCATION IN PROVINCIAL ELEMENTARY LEVEL CURRICULA

Province or Territory	Year of Most Recent Curriculum	Status of Global Education
British Columbia	1998	Global education is found largely in the Social Studies curriculum, with specific attention paid to global citizenship and human rights issues and an emphasis on developing students' critical thinking skills. Sub-categories in each grade deal with the environment and the economy. Global social justice and global economic competitiveness orientations to global education appear in tension within the curriculum. (British Columbia Ministry of Education, 1998)
Yukon	1998	The curriculum in the Yukon is based on British Columbia's "Programs of Studies" curricular framework. However, the Department of Education in the Yukon has made modifications to the B.C. curriculum to include more emphasis on First Nations' language and culture. (Yukon Department of Education, 2005b)
Alberta	2005	Global education is found largely in the Social Studies curriculum, with specific attention paid to issues of active citizenship and identity. The child-centred pedagogies that are promoted in the new curriculum emphasize skill (e.g., critical thinking) development rather than content knowledge. (Alberta Education 1990, 2003, 2005c, 2006d)
Manitoba	Ongoing	Global education is found largely in the Social Studies curriculum, where "global interdependence" and "citizenship" are core concepts and a "systems" worldview is emphasized. (Manitoba Department of Education, 1995, 2003, 2004a, 2006a, 2006b)
Ontario	2004 (Revised Social Studies, History and Geography Curriculum)	Global education is found largely in the Social Studies curriculum in the public schools, as well as in the Religious Education units that are added to the Ontario curriculum used in Catholic schools. The six "core concepts" that frame the curriculum are linked directly and indirectly to global education, with an emphasis on skill and attitude development. There is strong emphasis on "global economic competitiveness." (Ontario Ministry of Education 2004b)

Continued

TABLE 3.1:
STATUS OF GLOBAL EDUCATION IN PROVINCIAL ELEMENTARY LEVEL CURRICULA (Continued)

Province or Territory	Year of Most Recent Curriculum	Status of Global Education
Quebec	2001	Global education themes are found in the Social Studies, Mathematics, Science and Technology and Religious and Moral Education curricula. The content knowledge, skills, attitudes and behaviours focused upon in the curriculum broadly reflect global education ideals, with specific emphases on global citizenship rights and responsibilities, social justice, and the development of a sense of self-efficacy and acceptance of cultural diversity. (Ministère de l'Éducation du Québec, 2001a, 2001b)
Nova Scotia	1999	(With revisions to some units in 2003 and 2004) Global education is found largely in the Social Studies curriculum, and particularly at the grade 6, 9 and 12 levels. Critical thinking skills are emphasized alongside the inclusion of issues of cultural pluralism, race relations and, human rights. (Nova Scotia Department of Education, 1999, 2003c, 2004a, 2004b, 2004c)

These curricular developments are so recent that it is difficult to assess their implementation at the classroom level. Nor has any province planned to evaluate or assess the success of its social studies, citizenship, or global education curriculum. While these developments represent substantial shifts in the curriculum, we know little about their impact on what students learn in Canadian elementary schools.

In this study we begin to assess how far these new curricula go towards addressing tensions in content (i.e., between national self-interest and international justice; pluralism and universalism; loyalty to the nation-state and a wider loyalty to an interconnected world; charity versus solidarity). We also look to see if the two overarching goals of educating for active citizenship and whole-school/cross curricular integration, promoted by contemporary global citizenship educators, are present in the formal curriculum or in a small sample of Canadian schools (Evans & Reynolds, 2004; Davies, 2006).

Already in 1998, Sears argued that provincial curricula were increasingly promoting a view of citizenship that was less elitist and passive, more aware of world cultures and comfortable with the existence of different cultural communities and allegiances domestically than at any time in the past (Sears et al., 1998). However, more recently Richardson has shown that education about global issues continues to be "a matter of national self-interest and almost exclusively tied to the civic structures of nation-state" (2004). Thus students in Canada are urged to take up responsibilities and obligations to address global issues such as international conflict, environmental degradation, or the protection of human rights as citizens of Canada rather than as citizens of the world.[9]

Federal support for global education and global citizenship

In 2005, Canada's Liberal government issued an International Policy Statement in which it affirmed a general shift in Canadian foreign policy towards renewed funding for foreign aid, an expanded commitment to international peacekeeping, and a vision of active international citizenship for Canadians. Although

never adopted as foreign policy, the document provides insight into the government's efforts to balance its 1990s focus on global competitiveness with renewed attention to humane internationalism. In practical terms, this policy shift has meant considerable growth in CIDA funding and greater attention to public dialogue and engagement since the late 1990s.

In 1999, CIDA launched its new strategy for public engagement and began to increase funding for media, NGO and other international development education activities (CIDA, 2004). It has since increased funding to regional NGO councils for public engagement, including recent indications that it may again provide them with multi-year funding. In 2000, CIDA also launched the "Global Classroom Initiative" to support curriculum development by academic and non-governmental organizations for use in Canadian classrooms. However, CIDA's public engagement strategy has continued to shy away from using "global citizenship" as an overarching frame, and has been criticized for focusing too narrowly on building support for Canada's international development program, as well as for avoiding contentious issues like debt, trade, and globalization (CCIC, 2004a and b).[10] Thus the Canadian Council for International Cooperation argues, "the current approach to public engagement in CIDA is narrowly focused, small scale, short term and project oriented (CCIC, 2004a, p. 2). As in the past, the constitutional division of powers has been taken very seriously by CIDA; CIDA does not work directly with any provincial or territorial government, effectively limiting its reach into ministries of education.

However, federal interest in citizenship education, which is a federal responsibility, has expanded considerably. This interest grew substantially during the 1990s, first in relation to the 1995 Quebec independence crisis, and more recently in relation to the importance of global economic competitiveness, and national social cohesion (Jenson, 1998; Jenson & Saint-Martin, 2003; Joshee, 2004). One source of dynamism for global education in Canada has always been the country's espousal of multicultural citizenship policies – through both Citizenship and Immigration Canada and Heritage Canada (Zachariah, 1989). Some have criticized Canada's recent approaches for their focus on conformity to a unified vision of what it means to be Canadian, often at the expense of previous commitments to diversity and social citizenship entitlements (Jenson, 1998; Joshee, 2004; Mitchell, 2003).[11] Nonetheless, it is interesting to see how profoundly the language of global citizenship education has been taken up by bodies such as Citizenship and Immigration Canada, which notes in a recent activity guide for elementary schools:

> *Global citizenship is more than just understanding that we are all citizens of the world—it is a way of thinking, feeling and living. It is about understanding the complex web of interconnections that ties each of us to one another, and to the earth itself. It means we also see our connections to future generations and recognize our responsibilities to the rest of the world's inhabitants and to those who come after us. Global citizenship is the conviction that we have an inherent responsibility to tackle injustice and inequality, and it requires both the desire to do so and the belief that we can make a difference. (2005, p. 3)*

Another aspect of federal policy that has implications for global education and global citizenship education is the evolution of children's rights in Canada, following Canada's 1989 endorsement of the UN Convention on the Rights of the Child (CRC). At that time, resource material was produced and geared to the reading and comprehension levels of even quite young children in Canadian classrooms. It focused not just on the rights of children in other countries, but it also was meant to educate Canadian children about their rights. However, while Canada has gone some way towards introducing the concept of children's rights, Daiva Stasiulis notes that the CRC was typically adopted by the federal government and the judiciary to highlight the plight of domestic child poverty, an approach that reinforces an image of a helpless child victim – quite contrary to the Convention's view of children as active participants in governance (Stasiulis, 2002). Recent polling suggests that most Canadians are not aware of the Convention on the Rights of the Child (War Child Canada, 2006).

Two other federal agencies have developed an expanded interest in education over the last decade: the Department of Human Resources and Skills Development, and Statistics Canada. Both track changes in the effectiveness and coverage of Canada's educational systems and engage in international assessment research. Neither, however, appears to include assessment of the way Canadians learn about international issues.

Finally, we should mention the Council of Ministers of Education Canada (CMEC), the independent organization that officially represents the federated views of provincial and territorial governments. It is responsible for reporting on behalf of these governments to UNESCO and the OECD on such things as the inclusion of international understanding, the development of a culture of peace, and sustainable development in Canadian schools. CMEC also leads Canada's delegations to major international conferences on education (CMEC 2001, 2006). However, its efforts at standardizing, evaluating, and strengthening the performance of Canadian education have focused primarily on areas associated with global competitiveness: literacy, numeracy and science (CMEC, 2000). A recent report on the challenges of globalization to the Commonwealth Ministers of Education makes no mention of international awareness among its list of "millennium challenges" (CMEC, 2000). CMEC's sporadic attention to global education appears to be entirely driven by intermittent UNESCO reporting requirements. Thus far, CMEC has made little effort to build a sustained dialogue on the issues of either global education or citizenship education.

Canadian civil society – non-governmental actors

Canadian NGOs, universities and teachers' unions remain among the most active advocates for global education in Canada. Beginning in 1996, the CCIC (the national consortium for development NGOs), began a dialogue with its members on how to best mobilize Canadian public support for development (CCIC, 1996). In the report of its 1996 task force and in two more recent policy notes, the CCIC has advocated for a national framework for global citizenship that can inform Canadian foreign policy, CIDA's public engagement activities, and the development education efforts of Canadian NGOs (CCIC 1996, 2004a, 2004b, 2005). According to the CCIC:

> *The concept of global citizenship embodies a set of principles, values and behaviours through which sustainable and democratic development can be realized the world over. It implies the participation of individuals in public life, deliberating and acting for the common good, with regard for both local and global consequences. The concept of global citizenship is in many ways a natural evolution of what it means to be Canadian in a complex and rapidly changing global environment. (2005, p. 2)*

The CCIC believes that goal of a national framework for active global citizenship should enable Canadians to:

- Recognize connections between the global and the local
- See themselves as involved and able
- Access and reflect critically on a diverse range of views and information
- Participate in public dialogue and decision making
- Take action to address key challenges of our day, if they wish

  (CCIC, 2005)

Many other Canadian organizations have also called for a more active approach to global citizenship education. Among the most original and well-recognized has been the work on child-to-child advocacy pioneered by Craig Kielberger and "Free the Children," the organization he founded (Kielburger &

Kielburger, 2002). Efforts to use new technologies – notably the Internet – to spread the word about global citizenship education are also a hopeful sign.[12] UNICEF Canada[13] – the most widely recognized Canadian NGO according to a recent survey of Canadian youth (War Child Canada, 2006) – also espouses an active global citizenship approach:

> *[UNICEF development education....] promotes global solidarity, peace, tolerance, and environmental awareness. At its foundation are five concepts that provide a lens through which the world can be viewed: Interdependence, Images and Perceptions, Social Justice, Conflict and Conflict Resolution, Change and the Future. Simply stated, Education for Development seeks to answer certain basic questions:*
>
> - *How can we address today's global issues in a way that empowers young people to bring about change?*
> - *How can we best develop in our young people the lasting values of global solidarity, peace, and tolerance?*
> - *What practical skills can we teach our children so they can shape their own futures?*
> - *How can we best prepare our children to take constructive action in a rapidly changing world?*
> - *How can we show that global events impact activities at home, while at the same time highlight the impact local events and actions have globally?*[14]

Yet despite signs of engagement in global education, Canadian NGOs still seem to be working at cross-purposes. Most have continued to link their public engagement activities to their marketing and fundraising efforts. It remains common to find public engagement campaigns organized around the idea that Canadians must provide charity for impoverished people in the least developed world, rather than the notions of interdependence and solidarity espoused by global educators. And because public education activities are tightly linked to marketing and fundraising, there is a built-in reluctance to engage in collective and coordinated effort.

Collaborative work among NGOs, ministries, school districts, teachers' organizations and faculties of education does occur, but it is usually not sustained. CIDA funding for global engagement promotes this organization-by-organization, project-by-project approach. The net result is that a multitude of NGO-led educational initiatives – including those that espouse global citizenship principles – have failed to build much in the way of an integrated platform for public education on development issues in Canada.

A 2001 survey of Canadian NGOs by CIDA also suggests further limitations that relate specifically to their effectiveness in working with elementary schools across Canada. First, most of the 227 organizations that responded to the CIDA survey concentrate on one region in the world and many are issue-specific. By definition, their work is not holistic in the sense advocated by global educators, placing the onus on teachers to add what they have to offer into an integrated vision of global education. Activities designed for the elementary grades also appear to be lacking: neither "elementary schools" nor "children" ranked among the top five target populations for public engagement identified by the NGOs surveyed (CIDA 2001).

Recent research on public awareness in Canada

Several recent surveys of public opinion and one smaller comparative study of student perceptions have highlighted the challenge of implementing global education and global citizenship education in Canadian schools.

Most recent public opinion polls have shown that Canadians are increasingly global in their outlook. We

believe we have a moral obligation to other countries, and support our international development program. Most Canadians are proud of our multiculturalism, bilingualism, our Charter of Rights and Freedoms, and our global competitiveness (Adams, 2003). Nonetheless, we rank global development issues quite low in our list of public policy priorities, and our knowledge of global issues is weak and uneven (CCIC, 2004a, 2004b).

A recent national survey of Canadian youth (15-24) substantiates these findings (War Child Canada, 2006). It found that a majority of respondents had not heard of the UN Convention on the Rights of the Child or developing countries' debt. More than half of the youth surveyed could not name a country in which human rights abuses occur, nor name an NGO active in global issues. Fewer than half felt that youth can make a difference in the world. On the other hand, the same survey found that youth were proud of Canada's peacekeeping activities, and two-thirds of the respondents devoted time or money to charity.

The War Child Canada survey also asked youth what they were learning in school. It reports that:

> *Most Canadian youth are learning about world issues in school, but for the most part this appears to be largely traditional topics such as wars and lack of peace, that are taught in the context of any history class. Less attention is apparently being devoted to more contemporary world issues such as global inequities, human rights, the HIV/AIDs pandemic, terrorism and environmental sustainability. (2006, p.10)*

It would seem that while Canadians hold world-views that are broadly compatible with global citizenship, their knowledge of global issues and their sense of efficacy about issues of global justice remain quite limited. These are stark gaps that need to be addressed in the elementary school years.

Conclusion

This chapter has described the history of global education efforts in Canada. We have identified a strong foundation of support for global education in Canada's federal and provincial governments, among NGOs and other non-governmental actors, and in the broader history of Canadian political culture and public policies. Ethical liberalism, multiculturalism, and a commitment to humane internationalism have laid a strong and unique foundation for global education in Canadian schools.

Attention to global education at the elementary school-level in Canada is a relatively new phenomenon. Most provincial curricula have been recently revised, and all pay considerable attention to global education themes. However, there has been little research on the implementation of global education, and provinces have no plans to evaluate the outcomes of this new curricular focus.

We have also documented the absence of systemic leadership and coordination of global education activities in Canada. A large number of federal departments and non-governmental actors engage in global education activities, but they at best loosely coordinate their work with provincial ministries, where educational policy and curriculum development are undertaken. Also, they are only loosely linked to one another. A decade of cuts to federal funding has eroded many earlier initiatives to build a stronger and more systematic community of practice around global education themes.

In conclusion, it is constructive to compare the Canadian global education experience with that of the UK, where a framework for active global citizenship has been adopted by the Department for International Development (DfID) and the National Department for Education and Skill (DfES). The NGO community in the UK has formed a single Development Education Association (DEA, f. 1993) that develops a common platform for public engagement and works closely with government departments (Davies et al., 2005b; Davies 2006). This association, along with the five largest development NGOs, uses the concept of "global

citizenship education" as a common framework for action. In the UK, an active research community has begun to evaluate the impact of the country's new global education curriculum within its schools. Funding from DfID and DfES supports research and field projects that link issues of citizenship to global awareness. Initial research from the UK suggests that these coordinated efforts are paying off. UK children are learning more about global issues today than ever before, and this learning is happening more consistently across the educational system (UNICEF UK, 2004; Davies, 2006).

Canada is still a long way from having such a coordinated effort among governmental departments, NGOs, educators, and researchers at either the federal or the provincial levels. As we shall see in subsequent chapters, teaching about global issues remains a remarkably fragmented and uneven enterprise. This is surprising, given Canada's longstanding commitment to humane internationalism and the delivery of equitable educational opportunities.

ENDNOTES:

1 Statistics Canada (2006)

2 Canada's 1867 founding document, the British North America Act, provides that "in and for each Province, the Legislature may exclusively make Laws in relation to Education" (Cited in CMEC, 2001, p. 1).

3 As a result, while student performance in Canadian schools does vary by socio-economic background, international achievement studies suggest that Canadian schools are better at closing the gap between the achievement of students from different socio-economic backgrounds, and are particularly successful at ensuring this for the children of new immigrants (HRDC, 2004; Statistics Canada, 2004).

4 Prime Minister Lester B. Pearson brought international affairs to the attention of the Canadian public when, during the 1956 Suez crisis, he proposed the idea of international peacekeeping forces under United Nations aegis. He was later awarded the Nobel Peace Prize.

5 Pike notes, "regrettably…programmes were more often part of the electives and thus many pre-service teachers have not been exposed to the curriculum and pedagogy associated with Issues Education [as in World Issues courses at the high school level]" (1996).

6 One example of this adaptation is the Victoria International Development Education Association, now 28 years old, which runs a website, <http://www.videa.ca>, to help teachers find resources in global education.

7 As an example, neither CMEC's 1993 Victoria Declaration (in which it asserted its right to act as Canada's national voice in educational matters and committed itself to an action plan centred on national testing and standard setting, and harmonization of the curriculum), nor its 2000 report Education in a Global Era (prepared for the 14th Conference of Commonwealth Education Ministers) mentions anything about global interdependence, global education or international understanding.

8 Schweisfurth (2006) documents how committed teachers in Ontario, for example, continued to introduce global education in this period.

9 As quoted in Evans (2006). Bickmore (2005) offers a somewhat different view. She argues that most of the knowledge, skills and pedagogy called for by international peace and conflict educators is in the curricula of Canadian provinces, but that the curricula focus on abstract ideals, at the expense of deep engagement with conflicting values and situations.

10 Only the Global Classroom Initiative gives its ultimate goal as building global citizenship. It describes its purpose as helping Canadian youth "get to know their global neighbours, appreciate different world views, and understand the global impact of their choices and actions" (Cited on CIDA's Global Classroom website, http://www.acdi-cida.gc.ca/gci).

11 K. Mitchell (2003) speaks of a shift towards policies that encourage "strategic cosmopolitanism".

12 See for example the work of the Global Education Network, http://www.global-ed.org; and the British Columbia Teachers Federation, http://www.bctf.bc.ca/social/GlobalEd

13 UNICEF's mission is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided in doing this by the provisions and principles of the Convention on the Rights of the Child. http://www.unicef.ca

14 Charting Global Education in Canada – Canadian Global Education

Chapter 4

Manitoba

In Manitoba, where a new curriculum is slowly replacing one that is 20 years old, there is currently considerable tension between planners and educators about the prospects for global education.

Formally, the new Social Studies curriculum in Manitoba promotes a holistic and child-centred pedagogical model and introduces global citizenship themes from kindergarten to Senior 4 (Grade 12). Manitoba's approach, which includes introducing kindergarten children to the idea of belonging to a global community, sets the province at the forefront of global education innovations. The integration of global education themes across the grades and subject areas is also supported in the new curriculum, making it highly adaptable for whole-class and whole-school approaches to global education.

However, at the time of our research in the fall of 2005, the impact of Manitoba's exciting new curriculum seemed to be quite limited at the school level, where teachers and administrators expressed considerable frustration at the level of support they were receiving for implementation. Opportunities for professional development and interaction on global education teaching appeared extremely limited, and charitable fundraising appeared to be the most common form of global education activity.

Background

Manitoba is one of the most ethnically diverse provinces in Canada, with more than 100 languages spoken.[1] Table 4.1 offers key demographic details to set the socioeconomic and political context of global education in the province.

TABLE 4.1
DEMOGRAPHIC INFORMATION: MANITOBA[2]

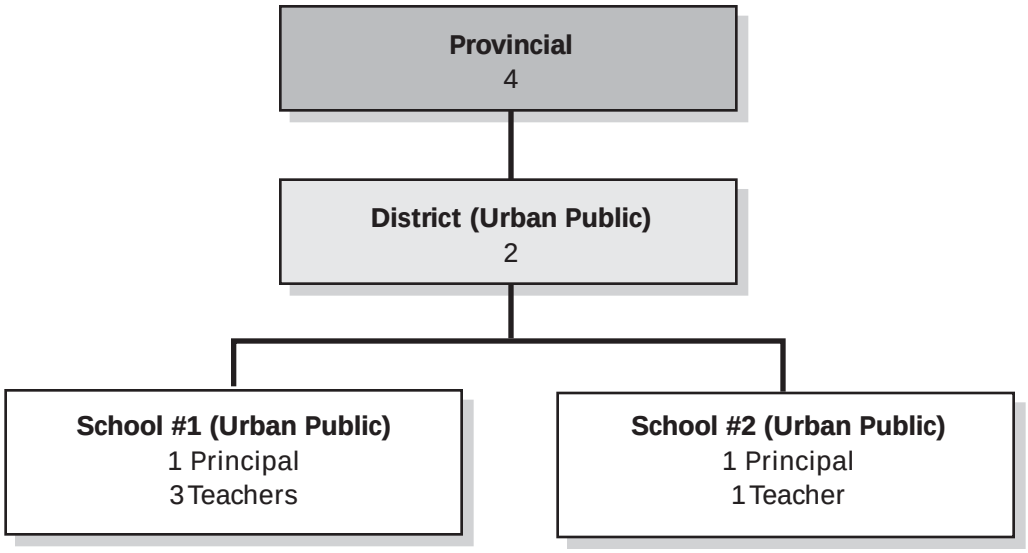
Population	1,177,600 (2005)
Major Ethnic Groups	Aboriginal; Métis; Francophone; Ukrainian; German
GDP	41, 933 million (CDN$) (2005)[3]
Major Economic Sectors	Manufacturing; Agriculture
Dominant Political Parties at the Provincial Level	New Democratic Party (NDP); Conservative (formerly "Progressive Conservative" party)
Premier	The Honourable Gary Doer (NDP)

As in other Canadian provinces, the 1990s saw important efforts at educational reform in Manitoba focusing on the amalgamation of schools boards, the introduction of standardized assessments and programs of parental school choice. However, reforms in Manitoba have been implemented in a more gradual and less dramatic fashion than in other jurisdictions (Young & Levin, 1999). In its recent policy document "Education Agenda for Student Success: 2002-2006," the ministry sets out six priorities for the educational system, beginning with a focus on improving outcomes for less successful learners. It also includes stronger links between schools, families and communities; better school planning; improved professional learning opportunities; and a greater focus on using evidence and research to guide change. In the ministry's view, a successful school is one that demonstrates "shared leadership and fosters creative problem solving involving parents and community" (p. 7).

Public schools in Manitoba are English or French Immersion (for students whose home language is English), Français (for students whose home language is French), and Heritage Languages Bilingual programs, e.g. in Ukrainian, German, and Hebrew (with 50 per cent of the school day in the heritage language). At the time of this study, there were 38 school divisions in Manitoba. In 2003/04, there were 13,078 teachers, with a total student enrollment of 186,668 (Manitoba Text Book Bureau, 2005). Specifically at the elementary level, in 2002/03 there were 376 schools enrolling 112,483 students (Manitoba Department of Education Citizenship and Youth, 2004b).

In Manitoba we collected and analyzed provincial-level curriculum and interviewed four provincial-level staff members. We also interviewed two staff members at an urban school division, and conducted research in two schools in the same district. Figure 4.1 shows the sampling structure for the Manitoba research.

FIGURE 4.1
SAMPLING STRUCTURE OF INTERVIEWS FOR MANITOBA CASE STUDY



Global Education at the Provincial Level

Global education in the Manitoba curriculum

In Manitoba, as in Alberta, the development of a new curriculum for kindergarten through Senior 4 (Grade 12), has been a major preoccupation in recent years. Learning outcomes related to global education in this new curriculum exist mainly in the Social Studies stream. Ministry officials suggested that the formal curriculum is the main conduit carrying information to the district and school levels.

We conducted four interviews at the provincial level in Manitoba, where curriculum policy and guidelines are made. Two interviews were conducted with Social Studies curriculum development staff in the Department of Education, Citizenship and Youth; we also had the opportunity to speak with two senior officials in the department, including one in the International Education Branch.

Generally speaking, provincial staff viewed global education as important in raising awareness of global issues in the classroom. In their conceptualization of global education, they also saw the importance of encouraging international exchange programs and infusing international perspectives into the curriculum, at all levels of the education system.

The four participants we spoke with at the Department of Education, Citizenship and Youth variously described problems, including:

- The length of the development process for the new Social Studies curriculum (10 years and counting by some estimates)
- The fact that other subjects are revised more frequently (suggesting that Social Studies may have a lower priority within the department)
- Difficulties in coordinating implementation, which were attributed to delays in the release of implementation guides for teachers

Each of the provincial level participants emphasized that the process of developing the new Social Studies curriculum has been a collaborative one, with stakeholders including:

- K-12 educators (from English, Français and French Immersion programs)
- Aboriginal educators
- University advisors
- Subject specialists
- The "Manitoba Cultural Advisory Team," consisting of representatives from fifteen ethno-cultural groups

Department of Education officials stressed the shift in the new curriculum away from content knowledge, and towards more child-centred and active pedagogy. Thus, the *Kindergarten to Grade 8 Social Studies: Manitoba curriculum framework of outcomes* states:

> *The "sage on the stage" model is giving way to a more flexible model - one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. (Manitoba Department of Education and Youth, 2003, p.15)*

How does the Manitoba curriculum compare to the global education "ideal type"?

The new Manitoba Social Studies curriculum uses "citizenship" as a central concept. Among the aspects of the global education "ideal type" included in the new curriculum are: an emphasis on local-national-global interconnections, equity and social justice, respect for ethno-cultural diversity and environmental stewardship (Manitoba Education and Youth, 2003). The curriculum has students explore aspects of citizenship across four broad categories: i) Active Democratic Citizenship, ii) Canadian Citizenship for the Future, iii) Citizenship in the Global Context, and iv) Environmental Citizenship. The curriculum identifies "global interdependence" as a general learning outcome linked to the idea of citizenship. Developing a global consciousness is mentioned as a key goal of the curriculum.

One of the most innovative aspects of the new curriculum is its early introduction of global citizenship themes. Thus the kindergarten curriculum suggests that "As [children] explore their social and natural environments, they become aware that they live in a country called Canada and begin to see themselves as part of a larger world" (Kindergarten Overview, p. 12).

While the curriculum formally supports the development of "active responsible citizens," who have "informed opinions" and "think critically about issues that concern themselves and others" (Manitoba Department of Education Citizenship and Youth, 2004a); there does appear to be some tension between these goals and what the curriculum documents actually specify. For instance, at the Grade 5 level, children are expected to be able to "identify European countries that established colonial empires and locate on a world map their areas of colonization" (Manitoba Department of Education Citizenship and Youth, 2006a), without the encouragement of critical reflection on colonialism and its significance to current world events.

In keeping with our global education ideal type explained in Chapter 2, the Manitoba curriculum also endorses a child-centred and holistic approach to teaching global education. Despite the elimination of all divisional testing in Grades 3 and 6 (including Social Studies), department officials suggested that teachers continued to prioritize subjects that had been formally assessed, working against giving attention to Social Studies.

Provincial-level curriculum supports and resources

The most important way in which the ministry shapes the content of schooling in the province is through the development of the provincial curriculum. At the provincial level, teams of subject consultants are responsible for coordinating and facilitating curriculum development, including the production of a learning outcomes framework and the "Foundation for Implementation" guides that provide teaching strategies, background information, learning resources and student materials. Consultants also review resources and assist schools in choosing resources for their libraries.

The provincial department also provides "on-demand" workshops and in-service training for teachers as a key aspect of the implementation process for the new Social Studies curriculum. However, for smaller and more remote school divisions, workshops and in-service training is the responsibility of one Social Studies consultant who travels throughout the entire province. Larger school divisions (generally urban-based) often have their own Social Studies coordinators who supplement and complement training activities offered through the department of education. The key actors at the interface between the formal curriculum and school-level educators are these district Social Studies coordinators. These individuals are responsible for:

- Information sharing between provincial, district and school levels
- In-service teacher training
- Resource evaluation, identification and distribution

Global Education at the District Level

We had the opportunity to speak to two Social Studies and Language Arts coordinators at the district level in Manitoba. Both participants had a similar understanding of our use of the phrase "global education focused on international development issues." Each emphasized that it meant "increasing the awareness of children" of the world – "beyond their backyard." District-level definitions of global education emphasized the district's role in facilitating acceptance and respect for the cultural diversity that increasingly characterizes Manitoba's population.

Both district officials also highlighted "international" or "global" issues, speaking, for example, of "developing countries" and "poverty." However, they made little explicit connection between international development issues and issues of poverty and inequality in Canada, Manitoba or their local community. While both mentioned fundraising for "the poor" around the world as an important component of global education, the informants did not link such fundraising to critical perspectives on unequal international power relations, income inequality and the structural causes of poverty, or Canada's position vis-à-vis unequal systems of power and environmental exploitation. Fundraising activities, often for local food banks and other charities, were mentioned as strategies for promoting student participation and leadership in contributing to the well-being of the community.

District staff noted that critical literacy and numeracy were prioritized over Social Studies. However, each mentioned that the emphasis on critical literacy in Language Arts lent itself to the integration of global education-related reading materials for the students. They felt that they were uniquely positioned to promote cross-fertilization between Social Studies and Language Arts areas because of their divisional positions, and both expressed a strong desire to explore that potential further.

District-level supports and resources

The participants felt that the division (district) received only indirect provincial support for global education – mainly through training for Social Studies teaching. One of the Social Studies coordinators we spoke with indicated meeting "somewhat regularly with department people," but that this was often "only when there's something to discuss" (Manitoba District 1a). This participant felt that these meetings with department staff were not as frequent as they needed to be, but the participant lacked the power to initiate more of them.

The division also receives support through the province for global education via the Department of Education, Citizenship and Youth's website, where lists of relevant resources can be accessed.[4] These publications dealt mainly with "sustainable development" from Grade 5 to Senior 4 (Grade 12). There were also teacher's resource documents for Native Studies from kindergarten to Senior 4 (Grade 12). Each of the Social Studies coordinators we spoke to identified using mostly resources received from the department. The second most popular form of accessing global education-related information was via the Internet, and in particular UNICEF and World Vision websites.

There was very limited interaction between non-governmental groups and district officials about global education-related programming. UNICEF's Halloween fundraising drives, CODE's "Project Love" and the Historica's "Heritage Fairs" were the only three private group initiatives mentioned by district officials.

One district staff member highlighted the "Social Studies conference" that was on the division's website. This is an electronic forum for the dissemination of ideas, news and concerns, that educators and administrative support staff can access. It is noteworthy that none of the four participants at the provincial level indicated awareness of such online conferences, although these would seem to have great potential for vertical and horizontal dissemination of global education-related teaching and learning materials, pedagogical innovations and various other forms of relevant resources and information.

Challenges

The Social Studies coordinators identified challenges concerning the piecemeal release of implementation guides for the new Social Studies curriculum. While the teacher's guide is available for Grade 4, the domino effect intended by the new Social Studies curriculum is currently being jeopardized by the absence of implementation guides in Grades 5 and 6. Some of the momentum of curriculum preparation activities at the district level appears to have been lost.

Global Education at the School Level

When asked how they defined global education, educators and principals at the two schools we visited in Manitoba were rather vague and seemed uncomfortable with the question. However, issues of diversity and common human realities were reflected in their responses. Overall, participants spoke of the "basic needs" of people around the world. They often understood global education as being about raising students' awareness of how "other" people's needs are often not met and how fortunate Canadian students are to live in Canada. One principal we spoke with viewed global education as "having students understand that the world was greater than where they live and that there are lots of other people in the world" (Manitoba School 2a).

There was no mention of the Department of Education, Citizenship and Youth curriculum guidelines regarding global education in any of the interviews, suggesting that these guidelines had not yet reached the school level.

The interviews with teachers and principals suggested that the implementation of global education in these two schools was fragmented and informal. This conclusion was criticized by a participant, who stated:

> *I think that it takes a more holistic approach. Yes, it happens in the classroom, but it [global education] has to be a priority as seen throughout the school; it has to be seen as something that is valued by everyone, and not just their classroom teacher…(Manitoba School 1c)*

A lack of time was seen as a major constraint on the ability of individuals to initiate such whole-school approaches. Participants identified a further major challenge concerning the lack of teacher knowledge and skills in global education issues and pedagogical strategies. Several educators expressed concern that standards-based education reforms have left a lasting legacy, and continue to undermine teacher creativity and innovation in subjects broached, pedagogies explored, and evaluation/assessment techniques used.

Nonetheless, several participants highlighted the ways students have taken initiative and led fundraising activities within the schools.

> *I mean we're shifting towards students being able to take ownership of their learning. When they have questions and inquiries, you follow that, and your teaching is formed around that. (Manitoba School 2a)*

Educators were quick to emphasize the support and encouragement that they provided for student-led initiatives. Participants also spoke of how keen students are to learn about others, and how children were usually very curious about world events and the lives of people around the world. The idea that children are not able to grasp what are perceived to be complex global issues was challenged by participants who emphasized that, particularly at the Grade 4 and 5 levels, students often become quite engaged and even passionate about global education topics, specifically issues linked to social justice.

Across the two schools, educators emphasized that Math and Language Arts subjects were prioritized over Social Studies, yet identified Social Studies as the subject area most conducive to integrating global education-related lessons. Some educators emphasized that Language Arts is a subject in which they can and do try to incorporate discussion and readings linked to social justice concerns.

A major concern expressed by almost all the educators and principals we spoke with focused on the delayed completion and release of implementation guidelines for the new Social Studies curriculum. Such a piecemeal approach created particular problems for teachers at the Grade 6 level, where the new guidelines had not been received in time for the transition to Grade 6 of students who had been taught under the new curriculum in Grade 5.

Overall, the lived reality of global education in the schools we visited contrasted in several ways with our ideal type and in several instances with the formal curriculum's emphases. Perhaps because of the delayed implementation of the new Social Studies curriculum, most of the educators did not mention such constructs as "active global citizenship" or the importance of tolerance, diversity and interdependence. Instead the main focus of their engagement with global education appeared to be through fundraising for the poor.

School-level supports and resources

The schools we visited had limited awareness of any resources or professional development opportunities in the area of global education. Nonetheless, several educators and both principals we spoke to emphasized the valuable in-servicing and support they had access to through the district Social Studies coordinators.

There was very little awareness of formal or informal channels for information-sharing between and within schools, districts and the Department of Education, Citizenship and Youth. A provincial-level initiative, different from the district-level online conferences noted above, is "Professional Learning Communities" that represent online opportunities for educators to come together to exchange information and learn from each other. One participant identified these virtual communities as one way for teachers to enhance their knowledge and pedagogical skills. A learning community for Social Studies was introduced in the last year or so, although this was mentioned only once by one of the principals.

In contrast to what provincial-level participants thought would be a fairly extensive use of a variety of global education-related material at the school level, the teachers and principals participating in our study identified a small set of resources, none of which were said to be used "regularly." The majority of participants identified district Social Studies coordinators as key sources of information and guidance in their efforts to implement the new curriculum.

Of the four teachers and two principals that were interviewed, two indicated that they did not access resources outside of the formal curriculum; three said that they used books; and two mentioned the use of posters and maps as well as the Internet. One participant mentioned using "multi-media kits" that were borrowed from the division's Media Centre. This reinforces the idea that if teachers do not have sufficient time to seek outside resources and information through non-curricular channels, then efforts should be made to strengthen the coherence and relevance of appropriate resources to support global education within the formal curriculum.

At one of the schools, the principal made reference to a "box of resources" that the Department of Education, Citizenship and Youth sends each week. However, the principal noted that being inundated with a variety of "resources" across subject areas, without the benefit of prior organization and explanation concerning what the resources can be used for, adds considerable burden to teachers and principals. One way to address this problem might be to ask district staff (and particularly Social Studies coordinators) to

first review these materials, and put forward ideas about how to use such materials to enhance global education in the schools.

One participant was skeptical of the accuracy of some of the information available on the Internet, and even highlighted UNICEF's website in this regard. This participant thought including more references on websites offering global education-related information would go "a long way" to addressing these fears. Such concerns might reflect the plethora of sometimes contradictory or not easily verified "facts," viewpoints, or research and analysis reports from government, non-state groups, media etc., that confront educators as soon as they wade into the deep waters of global education and international development literature and debates.

Partnerships

Teachers at these schools engaged in quite a bit of charitable fundraising, with some students assuming leadership roles in these initiatives. When asked about the engagement of external organizations, participants generally identified UNICEF, and in particular the "orange box" fundraising drive at Halloween. A couple of educators interviewed were not aware of any external groups that were involved with the school in any way, let alone specifically geared to global education. External groups must first obtain permission from the district to approach schools and/or teachers, who have the final discretion in accepting their initiatives.

All participants except one stated that there was no involvement of parents within the school, with respect to global education. These participants believed that constraints associated with working explained the lack of parental engagement. However, in one case, a teacher spoke of a family who had recently emigrated from a sub-Saharan African country that visited their child's classroom and made a presentation on their country of origin. This teacher emphasized that the other students enjoyed this and were "really interested and excited to meet them [the parents]" (Manitoba School 1b). At the middle school (Grades 6-8) we visited, the principal stated that there was little involvement from parents "because at this age, kids don't want their parents around" (Manitoba School 2a).

Advice from educators for external partners

At the school level, educators in Manitoba overwhelmingly emphasized that resources and programs developed by external organizations must be linked to the formal curriculum and should be "ready to use" by educators when they reach the school. It was critically important to all educators that such materials be age-appropriate, with the age/grade range clearly indicated on such resources.

Visual material, including posters, age-appropriate picture books, and videos were mentioned as important, along with the availability of guest speakers. Several educators noted that guest speakers not only stimulate student excitement, they also support teachers to address issues where the teachers feel they have little competence..

Summary

Despite having no formal definition of global education, Manitoba's curriculum significantly reflects the global education ideal type we developed in Chapter 2. However, a major gap appears in provincial support for the implementation of global education. While formal curriculum documents, department-developed resource lists and "on-request" professional development activities were cited by provincial officials as the main sources of support to district and school level, the school-level educators we spoke to felt that they

received little support from the provincial or district levels. Provincial or district-level support mechanisms and structures were rarely mentioned as providing direct support for global education. Educators expressed frustration over the delays in the release of teacher guides for the implementation of the new Social Studies curriculum.

At the school level, there was little evidence of educators encouraging or facilitating the development of critical thinking skills among students through their global education activities.There was no mention made of addressing issues concerning Canada's role in the world or delving into issues of injustice or environmental sustainability. By and large, the global education activities identified by educators revolved around charitable fundraising. Importantly however, several participants did emphasize the need to develop students' sense that they, as individuals with limited autonomy (as they are children) can "still make a difference" and "help others" through their actions and attitudes. As one teacher stated:

> *We talk a lot about rippling effects and the small things that you can do…so what they can do to create rippling effects and how it starts with them. And even keeping peace within their own lives and their own communities, and spreading from that. (Manitoba School 1b)*

Educators suggest that to push global education forward in Manitoba, what is needed are more targeted interventions that take into account the time and knowledge constraints of educators, and that clearly connect issues with activities that teachers can easily implement. However, in our view there is also significant room in Manitoba for more and better support for global education through the following:

- Expansion of professional development opportunities and professional networks
- Encouragement of sustained linkages between different levels of education policy makers, local NGOs and international development organizations engaged in the promotion of global education

ENDNOTES:

1 Manitoba Department of Labour and Immigration (n.d.)

2 Unless otherwise noted, the data presented in this table is from Government of Manitoba. (n.d.) *Province of Manitoba.*

3 Statistics Canada. (2006).

4 Manitoba Department of Education Citizenship and Youth. (n.d.) *Kindergarten to Grade 12: Manitoba curriculum.*

Chapter 5

Alberta

Among all the provincial and territorial cases in this study, Alberta stands out as the province experiencing the strongest curricular leadership for global education at the ministry level. The recent development of a new curriculum that pays considerable attention to global education in the elementary years, particularly in Grade 3, is matched by a substantial commitment of provincial resources for curriculum implementation.

Alberta also illustrates many of the limitations of global education experienced in other jurisdictions. The provincial curriculum is still strongly focused on national citizenship and rarely links local to global issues. The challenge of implementing it will fall at the school level, where previous curricula have instilled an emphasis on responsible (as opposed to active) citizenship and an aversion to tackling contentious issues. At the school level, global education teachers still feel that global education issues are a low priority in the formal curriculum. Much of what school-level actors describe as global education revolves around intermittent extracurricular activities that focus on charitable fundraising. Opportunities for school-wide learning and for collaboration among teachers, schools and districts are limited. Interaction with non-governmental actors is constrained and unstructured, and the province has perhaps done less than it could to encourage the participation of external actors in the implementation of the global education components of the curriculum.

The challenge in Alberta will be to find ways of bringing all the players to the table – teachers, districts, Social Studies trainers, local non-government organizations (NGOs) and international development groups – during the implementation phase of the province's new curriculum.

Background

Alberta is currently undergoing an economic boom, which has spurred new funding for education and a province-wide sense of optimism about the future. The province continues to attract immigrants from across Canada and internationally and, demographically, is highly diverse. The political climate has been stable, with the Progressive Conservative Party of Alberta in power since 1971. Table 5.1 offers key demographic details to set the socio-economic and political context of global education in the province.

TABLE 5.1
DEMOGRAPHIC INFORMATION: ALBERTA[1]

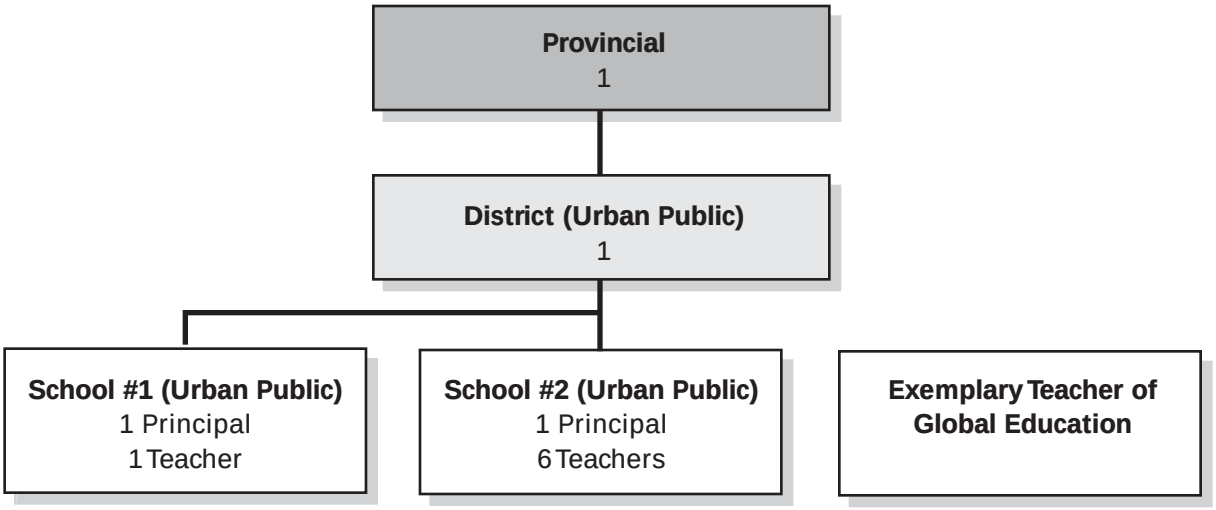
Population	3,256,800 (2005)
Major Ethnic Groups	German; Chinese; Ukrainian; Native peoples; Dutch; East Indian, French; Polish
GDP	215, 858 million (CDN$)[2]
Major Economic Sectors	Energy; Agriculture; Tourism
Dominant Political Parties at the Provincial Level	Progressive Conservative Party of Alberta (PC); Alberta Liberal Party
Premier	The Honourable Ralph Klein, (PC)

In the early 1990s, Alberta began a process of reforming its education system. The introduction of substantial budget cuts, the centralization of education budgets, and a new focus on choice and private sector engagement raised heated opposition from provincial teachers' associations. In subsequent years, the centralization of education policy-making continued through the introduction of new performance and accountability measures, including province-wide testing. Both school districts and teachers unions continue to raise questions about the adequacy of current resourcing for education in the province (Taylor et al., 2005). Nonetheless, Alberta's ranking in international student assessments such as the Organization for Economic Cooperation's Program for International Students Assessment (PISA) suggests that it has one of the most effective school systems in Canada.

Alberta's school boards consist of an array of public, separate (Catholic or Protestant), Francophone, charter and independent schools. At the time of this study, there were 62 public, separate, and Francophone authorities [regional boards] (Alberta Education, 2006e). In addition to Francophone education, the Alberta system allows individual schools and districts to incorporate languages of their choice into the curriculum, including Blackfoot, Chinese, Ukrainian, and Punjabi, among others. This is part of the Alberta government's overall emphasis on providing school choice for parents and students, a policy which has also extended public support to 173 independent schools and 18 charter schools.[3] In 2003/04, there were 33,592 teachers in the province, with a total student enrollment of 592,731. Elementary students attended 1,468 schools across the province (Alberta Education, 2006a).

To understand how global education is faring in the Alberta context, we collected province-level curriculum documents (Alberta Education 1990; Alberta Education/ Alberta Learning 2003; Alberta Education 2005c, 2006c, 2006d), and analyzed them according to the matrices attached in Appendix A. We conducted interviews with one provincial-level official, one district official, and staff at two urban public schools, as presented in Figure 5.1. In addition, we interviewed one exemplary teacher of global education.

FIGURE 5.1
SAMPLING STRUCTURE OF INTERVIEWS FOR ALBERTA CASE STUDY



Global Education at the Provincial Level

Global education in the Alberta curriculum

The Alberta government recently reorganized Alberta Learning (the provincial Ministry of Education) into two separate ministries: Advanced Education and Alberta Education.[4] In 1999 the government began to design new elementary-level curricula for the province, including a new Social Studies curriculum. Most attention to global education is concentrated in Social Studies. Other curricular subjects also have a few learning outcomes that point to global education themes: cooperation, multiple perspective taking, conflict resolution, and tolerance and respect for different identities appear, for example, in English, Health and Life Skills, Drama, Music and Information and Communication Technology. Curricular documents developed after 2000 tend to have a larger emphasis on teaching these attitudes and dispositions.

Alberta's new Social Studies curriculum was introduced in kindergarten through Grade 3 in 2005, and will be added to Grades 4 and 7 in 2006, Grades 5, 8, and 10 in 2007, and Grades 6 and 9 in 2008.[5] It replaced a kindergarten through Grade 9 Social Studies curriculum, which was developed in the early 1980s and last revised in 1990. Each grade in the new curriculum contains several "Social Action" learning outcomes, which try to bring alive the notion of active citizenship.

In a marked change from the previous curriculum, global citizenship is now introduced in Grade 3 as a major topic in Alberta. This change derived from research showing that young children can comprehend global issues and must deal with them beyond the school yard.

We conducted one interview at Alberta Education, the provincial department responsible for basic education. The staff member we interviewed had been actively involved in the consultations, writing, piloting and roll-out of a new Social Studies curriculum (2005), and was highly optimistic about its future. This Alberta Education representative suggested that the ministry views global education as an important and integral part of the new Social Studies curriculum; it is "at the heart of the new curriculum" (Alberta Provincial 1). At the provincial level, global education was defined as developing "an increased level of

awareness that individual people can make a difference globally" (Alberta Provincial 1). There is a strong focus on the idea of active citizenship in contrast to the emphasis on "responsible" citizenship in the old curriculum.

Despite the positive steps made in the development and preparation for implementation of the new curriculum, it is notable that there is no provincial-level mechanism to systematically evaluate school-level implementation of the new curriculum. At the time of our study, Alberta Learning was working with the new curriculum, while the participants at the district and school level were still using the old curriculum while undergoing in-servicing for the new. Therefore, it is still difficult to assess how successfully the global education ideals in the new curriculum will be implemented in the classroom.

How does the Alberta curriculum compare to the global education "ideal type"?

The new Social Studies curriculum has opened the way for a new infusion of global education ideals into the curriculum. The old kindergarten to Grade 9 Social Studies curriculum (1990) made only limited reference to elements of global education, focusing mainly on "responsible citizenship." The new curriculum "has at its heart the concepts of citizenship and identity" (2005c, p.1) which it begins to foster in the early grades, concentrating on global citizenship in Grade 3. Other key concepts include multiple perspectives, diversity and respect for differences, pluralism, and a sense of belonging and acceptance. The role of Social Studies in the elementary curriculum is to develop students' attitudes, knowledge and skills necessary to "become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world" (2005c, p. 1).

The notion of citizenship advanced in the new curriculum emphasizes the importance of critical thinking and active citizenship. Individual agency and responsibility, as well as participation in the democratic process, are vibrant streams within the curriculum. Instead of learning facts about events and places, the new Alberta curriculum takes an issues-focused approach, in which students respond to provocative questions that foster critical thinking. As opposed to the 1990s curricular emphasis on content, the new curriculum emphasizes skills, which require an implicit child-centred approach. The teachers are not provided with answer keys, per se, because the focus is on student exploration.

"Multiple perspectives" are strongly encouraged throughout the curriculum, reflecting a view that "Students bring their own perspectives, cultures and experiences to the Social Studies classroom" (2005c, p. 5). This approach is complemented by encouragement for teachers to engage with controversial issues. However, this may be difficult to trickle down to the school level, given the previous curriculum's avoidance of controversy. For example, in our interviews one teacher cited an incident under the old curriculum where a gentle warning had been given that it was "risky" to introduce the topic of the Gulf War in her classroom.

There is a tension between fostering global citizenship and promoting a clear sense of identity in the new curriculum, although the provincial participant felt that global citizenship was present. The identity promoted by the curriculum, although multicultural, is predominantly national or provincial; it does not extend to promoting a post-national or cosmopolitan global identity, as found in the ideal type. For example, in areas where an international perspective could be mentioned, such as in a discussion of human rights, the environment or protected wilderness areas and natural parks, the examples given are exclusively Albertan or Canadian. In fact, mention of the United Nations, commonly found in other provinces' curricula on human rights, does not appear in the new curriculum until Grade 9 – except once in Grade 5 in an examination of the role that Canada plays as a peacekeeper.

In contrast to the global education ideal type that we elaborated on in Chapter 2, the new curriculum is

predominantly anthropocentric. The environment is often dealt with in terms of competing "land-use" (e.g. natural parks vs. industry). Sustainability is addressed through how the land sustains communities, instead of looking at how communities sustain the land.

Provincial-level curriculum supports and resources

Alberta Education communicates with and supports its teachers predominantly through the creation of the formal curriculum, which the ministry official we spoke with stressed as the key to ensuring the presence of global education in the schools. Classroom material for the new curriculum was still being collaboratively developed at the time of our research, and the participant mentioned that opportunities existed for groups to work with the ministry and publishers on the creation of these resources.

Provincial staff emphasized the participatory nature of the design of the new Social Studies curriculum. In 2002, there had been over a dozen consultation forums reaching 500 individuals, 642 online responses and written submissions from interested stakeholders.[6] A variety of organizations had replied in writing, and some became actively involved in the creation of the curriculum. For example, the John Humphries Centre contributed to sections pertaining to the Canadian Charter of Rights and Freedoms. Aboriginal and Francophone consultations were purposely and frequently sought.

The new curriculum requires "a shift in mindset for the teachers," necessitating substantial professional development. With additional funds from the province, implementation is planned through the professional development consortia that exist in the province, with a lead teacher coordinating events in each of the six zones, in order to ensure consistent coordination. Professional development is usually the jurisdiction of the Alberta Teachers' Association (ATA), which hosts both workshops in the schools, as well as compulsory, annual two-day teachers' conventions at the regional level. Many topics at these conventions relate to global education.

Alberta Education does not connect school districts directly with each other, and there is no network to facilitate this, according to our provincial informant. However, Alberta Education indirectly facilitates communication with and between teachers. Its quarterly newsletter, "Connections," gives news of changes at the ministry level, as well as a forum where a school's project might be highlighted. The province has also funded the Summer Institutes, where 200 to 400 teachers from across the province are brought together for four days. The teachers spoke highly of this gathering, with the theme of the kindergarten-Grade 3 summer 2005 program "A Culture of Peace." Funding for these conferences is assessed annually, although there were hopes to institutionalize these events.

One resource not mentioned by the provincial participant, but that both teachers and the district official spoke highly of, was the ministry's "Online Guide to Implementation," (Alberta Education, 2006b) which aids teachers with assessment in the new skills-based curriculum and provides supplemental content. Although still growing, the current online guide contains several global education-related materials corresponding to relevant learning outcomes in each grade, as well as streamed videos, including the 2004 Summer Institute which featured speakers such as Roméo Dallaire and Stephen Lewis.

Global Education at the District Level

In the district we visited for this study, we had the opportunity to speak with the former district-level curriculum specialist responsible for Social Studies and Language Arts. Although there was no formal definition of global education employed by the district, the official we met understood it as a two-pronged concept, which included knowing the world and teaching an understanding of it, including tolerance, differences in opinions and freedom of thought.

Global education is present at the district level primarily because of the introduction of the new curriculum: indeed the district official we spoke with felt a new awareness of the importance of teaching global education issues primarily as a result of preparing schools for the new curriculum. However, in a parting remark, this official also suggested that the global education components of the curriculum are not recognized at the district level as being part of a much wider movement towards global education/global citizenship education. The official noted:

> *I never thought of global education in this way, you know, as a separate thing. I wish I had talked with you last year when I was preparing to in-service our teachers on the new Social Studies curriculum. (Alberta District 1)*

From the district perspective, the overarching challenge of the new curriculum is its emphasis on taking "a more integrated approach." Instead of "teaching 900 basic facts" about a country, teachers are asked to simultaneously look at several countries from multiple perspectives.

District-level supports and resources

The district-level official we spoke with indicated that almost all work time had been taken up in-servicing teachers for the new curriculum, and that the province had injected many resources to support this. The official also mentioned that the Online Guide for Implementation had been very helpful.

The official also stated that community support was important at the district level. Several external groups, such as Free the Children, the Central Alberta Refugee Effort, and the Council of Canadians have worked alongside and within schools and the district to promote ideas related to global education. While UNICEF boxes were mentioned, the official did not link them to learning activities.

Most extracurricular global activities, according to our district informant, occur because of the personal interests of the teachers. Although the formal curriculum does not endorse charity, many of the informal global education activities mentioned had a charitable focus. At the district level, students were involved in projects to raise money for Hurricane Katrina and the Indian Ocean tsunami, and our informant noted that "Students are very eager to support those kinds of things" (Alberta District 1).

The district itself receives between five and 15 e-mails per month from various groups offering ad hoc curricular support. Such offers were usually turned down because they were not made far enough in advance to allow teachers and schools to integrate them into their curriculum planning – which occurs a year in advance. There is no system for forwarding these opportunities on to individual schools and a resistance to taking on such a role.

Challenges

The main challenge highlighted at the district level was "time." Teachers are challenged to teach the new curriculum in a way that real learning takes place, and yet are constrained by a lack of time to get through the required curriculum. NGO activities, as add-ons, are bypassed for similar reasons. Our informant suggested that these activities have to be something that "fits into what schools already do" in order to be integrated. While speakers are welcome and appreciated, teachers can rarely put in extra effort into making the event happen.

Global Education at the School Level

Educators and principals at the two schools we visited in Alberta revealed different perspectives on global education. Many closely associated global education with "multiple perspectives," a theme that runs through the new curriculum. There was also an emphasis by several on developing an understanding of the impact of an individual on the world, global interconnectedness, and the effect of our actions on others. This approach, in turn, matched the new curriculum's focus on active citizenship and global interdependence.

Another strand was an emphasis on learning about how different people live, while promoting tolerance and respect for these differences. This emphasis connects strongly with the new curriculum's focus on identity. However, several teachers emphasized that global education was about understanding how "others" live – one participant felt that it involved problem-solving for issues in other countries. Non-formal and extracurricular activities appeared to emphasize helping others through charity but less on linking local issues to global concerns.

In contrast to the provincial curricula, where global education appears to be concentrated in Social Studies, several participants mentioned that it was integrated into many subject areas, such as Art, Music, Language Arts, Math and Special Education classes. Although global education was infused into Science at one school, at the other school Science was notably absent, even though one of the participants was the Science coordinator.

One participant mentioned that the provincial curriculum did not make the connection with marginalized or minority groups in Canada. In this participant's view, socio-economic and demographic factors shape the way that global education is taught; particularly where students "experience conditions that are similar to the conditions we study about in the South" (Alberta School 1a). On the other hand, participants in one school suggested that a large population of First Nations students allowed aspects of their culture to be drawn into global education activities and other aspects of the school.

School-level supports and resources

Both of the schools we visited had a Social Studies lead teacher. However, neither these teachers nor anyone else in the schools played a specific leadership or motivational role in relation to the introduction of global education.

Nonetheless, teachers and principals were very positive about the support that the new Social Studies curriculum received from both the provincial and district level. Several individuals mentioned that funds were available to buy materials for the new curriculum (where global education was embedded), as well as to provide in-servicing at the district level.

Several teachers mentioned that they had received training on global education from professional development at district-level workshops, conferences, and the annual district-level Alberta Teachers' Association convention. A leadership conference by Free the Children, which was supported by the district, was mentioned as a highlight. However, despite the support for district-level professional development opportunities related to global education, there were more global education professional development opportunities at the high school level than for elementary or middle school teachers. Teachers also noted that there were a lack of special education sessions dealing with global education.

Challenges

The multiple demands placed on teachers, combined with lack of time, were identified by many participants as the major constraints to integrating global education into the curriculum. Educators felt that the curriculum was so full that it was difficult to integrate new activities from NGOs or other groups. Beyond the curriculum, there were other substantial demands being placed on teachers. As one principal expressed:

> *I think global education is critical, but so is meeting the needs of different learners, so is teaching the kids how to read when they don't come with any readiness [etc.] … I can go on and on… and that is all overlaid on top of the regular business of the classroom. So when you say, how important global education is, it is critical, but so are these 20 other things… Where do we fit it in? (Alberta School 2a)*

Other challenges included finding teaching resources that were timely, relevant and at the appropriate reading level. This was particularly problematic for a teacher of Special Education. Some participants were skeptical about introducing global issues to elementary level students: they suggested that because global education requires high levels of literacy, it is better suited to older children.

Partnerships and innovations

Although numerous non-formal global education projects were mentioned in our interviews, very few appeared to have been undertaken on a school-wide level – most appeared to be the one-off initiatives of individual teachers. As one participant stated, the activities were not part of the long-term planning of the school, but rather ad hoc, as the opportunities arose. In one school, the principal received weekly packages in the mail from a variety of different groups. Because the principal was concerned that teachers were "overwhelmed" with material, the material's use was made optional.. The principal suggested that this was not the most effective use of the senders' resources.

As an example of a school-wide partnership, both schools we visited described their involvement in the Indian Ocean tsunami relief effort. This started as independent teacher-led initiatives, but organically expanded to connect the schools to the community, and then to other schools in Canada.. It is significant that the jump to the national level occurred when the Free the Children organization took advantage of these independent initiatives to create an online forum where schools could communicate with each other and integrate their local activities on a global level. This included a website that was updated daily by young people. Independent of each other, the participants from both schools spoke highly of a leadership conference offered by Craig and Mark Kielburger of Free the Children.

One school highlighted the Central Alberta Refugee Effort (CARE) as always available to support schools. CARE assists in finding information and sharing resources for the teachers, and also travels to schools to make presentations.

Several participants mentioned having the UNICEF boxes in the school on a regular basis. One principal characterized the UNICEF Halloween campaign as the only regular event that engaged students with the community. Although one teacher mentioned the ability to use the UNICEF event to bring more human rights into the curriculum, as well as the opportunity to bring in speakers, most of the other participants did not mention any activities beyond sending the boxes out to the community.

One school's best practice pertained to a school-wide 'leadership' initiative, whereby all Grade 4 and 5 students were involved as active members of their school or community. One participant stated that some children enjoyed the leadership opportunity of the UNICEF box collection. Although this activity presents

an opportune time to integrate global education, most activities tended to be centred around or within the school.

One participant was cautionary about the amount of time and commitment the non-formal education and extra-curricular activities take. As that participant expressed, "Even something as simple as a penny drive is hours of teachers' time. People don't always realize how much extra teacher time it takes to do these things" (Alberta School 2b).

Legacy of a global education network

In the early 1990s, a provincial global education network was established, first known as the "Alberta Global Education Project," then as a smaller organization called the "Learning Network." With funding from the Canadian International Development Agency (CIDA), the network focused on teacher professional development, and included a summer institute for teachers, workshops, a global education library, and a fund to support teacher innovation at the school or district level. As a result, a very strong group of roughly one hundred global educators emerged, linked by their commitment to transformational global education work with an agenda of social justice. Because of funding cuts, the group stopped its work in 2001, although members still operate an informal network.

We interviewed one of the lead educators from this organization, in part to better understand the benefits of a formal professional network of global educators. From our interview, we gathered that even though global education issues were absent from the 1990s curriculum, this network was able to stimulate global education activities in many Alberta schools.

Individual teachers, according to this informant, were the driving force behind global education. Because of the "meatiness" of global education, this educator often felt labelled the "serious" teacher at her school. Attendance at a summer institute sponsored by the Learning Network, and connecting to other teachers involved in global education helped give her the sense of belonging necessary to continue global education work. As the teacher expressed it:

> *You have to connect with people who have similar values so that you feel supported, so you feel nurtured, so you feel that you are not alone. Because global education is tough. Bottom line, it is risky business. (Alberta School 3)*

The other educators we interviewed inadvertently referred to several of the global education projects in the Learning Network's global education library, suggesting that such a network had a unique ability to act as both a professional development organization and as a clearing house for learning materials on global issues.

Advice from educators for external partners

The clear message we received from educators? To be regularly and sustainably addressed, global education resources need to be integrated into the formal curriculum. This approach means working directly with the ministry of education and publishers on resources for the new curriculum. These resources could take the form of one main idea or one or two worksheets that would help teachers meet the learning outcomes. We heard several direct suggestions about ways of incorporating global education issues across the curriculum. For example, materials relating to Francophone countries could be used in both French Immersion programs, while the creation of storybooks with global education themes would be a welcome addition to Language Arts.

Participants made a variety of suggestions about the non-formal curriculum, although they emphasized that NGO resources could be better spent by making sure that their "kits" actually reach the classroom, instead of having them stuck on shelves in the district offices or libraries. Speakers are welcome, participants agreed, particularly if they come with activities that can be incorporated into the curriculum. Electronic and multimedia resources (print, videos, DVDs, pictures) are even more welcome, especially if they can be edited and updated. Resources should contain appropriate and multiple reading levels (especially for special education classes).

NGO involvement in professional development was also highlighted. Either as speakers or workshop leaders, NGOs could integrate more global education learning opportunities into the professional learning communities that already exist, such as the Alberta Teachers' Association groups. NGOs could also participate, help with, or sponsor summer institutes, or develop social action programs to meet students' needs in dealing with current issues. with the long-term goal of engaging students as global citizens.

Summary

The new Alberta curriculum closely matches the global education ideal type in many ways, particularly in its emphasis on global interdependence, tolerance, diversity, critical thinking, and active citizenship. However, there are still ways in which the curriculum could be more closely aligned, especially in promoting global and post-national citizenship. Recognition of social and economic injustice and attention to conflicting views is limited in the curriculum. The curriculum is anthropocentric: a holistic view of "the world as one system," including environmental awareness, is also missing.

Alberta's Ministry of Education has done an excellent job of integrating certain aspects of global education into the formal curriculum, and it was clear in our interviews at both the district and school level that educators knew about the new curriculum. The vision of global education held at the provincial level is clearly trickling down to the district and school levels. Although the process is positive, the subsequent result is that elements of global education not in focus in the formal curriculum, such as the environment or post-national citizenship, do not get expressed at the school level.

Participants in all levels of this research believe that the implementation of global education depends upon the choice and will of individual teachers who are engaged about the subject. There was rarely any mention of taking on global education issues through "whole school" initiatives of the type documented in Davies et al's UK study. However, almost everyone had several examples of a non-formal project in a school that had been spearheaded by an individual teacher. One global education teacher suggested that this "individual" approach was difficult to create and sustain without having a community of like-minded people to draw upon. Although many of the non-formal projects had some sort of learning goal, and all were done with good intentions, projects mentioned during our interviews focused predominantly on fundraising, instilling a 'charity' perspective in the students that does not match the global education ideal.

While teachers and district officials know about the global education components of the new curriculum, it is too early to know how global education will actually be expressed in Alberta classrooms, as the roll-out for Grade 4 did not occur until 2006. Participants stressed that what is required is a 'change in mindset.' For global education and global citizenship education ideals to be realized, however, that change in mindset must also move beyond the formal curriculum to build collaboration across formal and extracurricular activities in Alberta elementary schools.

ENDNOTES:

1 Unless otherwise noted, the data presented in this table is available from the Government of Alberta (n.d.). *Government at a glance.*

2 Statistics Canada (2006).

3 Charter schools are autonomous non-profit public schools that operate under the direction of a charter, instead of a locally elected school board (Alberta Education, 2005b).

4 From 1999 to 2005, the two departments existed as one department known as 'Alberta Learning.' Prior to 1999, they were separate departments.

5 In 2005, there were select Gr. 4-6 pilots of the new curriculum. A description of Alberta's curricular cycle of design and implementation can be found in Alberta Education (2005a).

6 A full description of the consultation process, and those involved (p. 9-14, 37), can be found in Alberta Learning (2003).

Chapter 6

Nova Scotia

Nova Scotia has recently revised its Social Studies curriculum for the elementary level to broadly support global education. However, as in other provinces, global education in Nova Scotia is widely understood to be dependent upon the initiative of individual teachers and we found limited provincial and district support in the form of professional development or in-servicing. Educators that we spoke with at the school level seemed to be attempting to implement global education in ways largely consistent with the global education "ideal type" we elaborated on in Chapter 2. Nonetheless, many educators felt that more coordinated and consistent partnerships across administrative levels and with external groups were needed.

One of the interesting features of the educational system in Nova Scotia, is the Race Relations, Cross-Cultural Understanding and Human Rights (RCH) division at the Department of Education. The RCH offers an institutional innovation that addresses themes congruent with global education, such as inter-cultural dialogue, human rights, social justice, and opportunities to engage diverse perspectives. It also attempts to coordinate a common strategy across provincial, district and school levels. This effort at coordination offers a point of potential collaboration for future global education efforts in the province. It also offers interesting insights into the opportunities and challenges faced by other educators strivings to develop similar province-wide mechanisms for coordinating and enhancing global education in Canadian schools.

Background

Demographically, Nova Scotia is home to a majority white, English-speaking population, as well as Acadians, Aboriginal Peoples, and a substantial immigrant population living mainly in Halifax. Nova Scotia also has Canada's oldest African-Canadian population. Table 6.1 offers key demographic details in terms of setting the socioeconomic and political context of global education in the province.

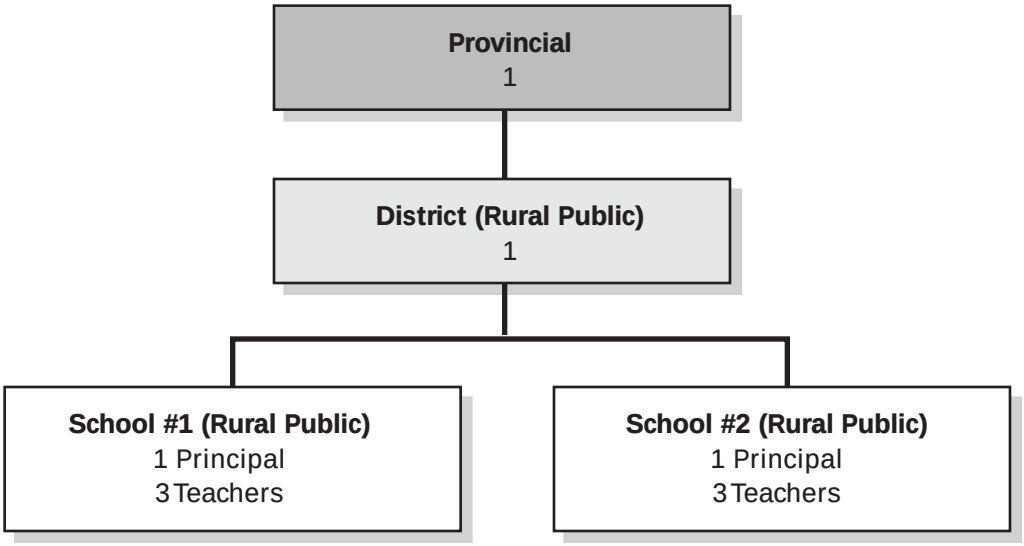
TABLE 6.1
DEMOGRAPHIC INFORMATION: NOVA SCOTIA[1]

Population	937,889 (2005)
Major Ethnic Groups	Aboriginal; Acadian; African-Canadians
GDP	31,451 ($CDN millions) (2005)[2]
Major Economic Sectors	Service; Public Administration; Manufacturing; Resource Industries
Dominant Political Parties at the Provincial Level	Progressive Conservative; NDP; Liberal
Premier	Rodney MacDonald (Progressive Conservative)

Nova Scotia has seven English regional school boards and one French provincial school board. In 2002/03, there were 450 schools (325 elementary), enrolling 150,599 students (75,965 elementary) with 9,592 teachers.[3]

We conducted one interview at the provincial level, where curriculum policy and guidelines are made. We also met with an official from a rural school district in the province. Research was conducted at two rural elementary schools, as reflected in the figure below. Provincial curricula were analyzed using the matrices attached in Appendix A.

FIGURE 6.1
SAMPLING STRUCTURE OF INTERVIEWS FOR NOVA SCOTIA CASE STUDY



Global Education at the Provincial Level

Nova Scotia shares a core elementary curriculum with the other provinces that comprise the Atlantic Canada region, namely Prince Edward Island, Newfoundland and Labrador, and New Brunswick (Nova Scotia Department of Education, 2003b). Global education themes are found across the elementary years, but are particularly apparent in the recently revised Social Studies curriculum, which we analyze in more detail below. At the time of our research, the revised Social Studies curriculum had been implemented in Grades 1, 2 and 7. The Grades 3, 4, 5, and 6 curricula will be pilot-tested and implemented in stages over the next three years (Nova Scotia Department of Education, 2003c, 2004a, 2004b, 2004c).

We interviewed one official in the provincial department of education responsible for the Social Studies curriculum. When asked if, or how, the department of education defines global education, the official indicated that he/she would "have to dig it [the definition] up" — but doubted that there was one. We were then offered a rather vague description of global education: "Students need to know about their own country but they also need to situate themselves in the world" (Nova Scotia Provincial 1). The provincial official viewed global education as both a means of equipping students for participation in globalized markets, and as a means of preparing students for their roles as citizens in an interdependent, yet culturally diverse world system.

Among the key innovations of the new curriculum is its movement way from the "Expanding Horizons" philosophy of dealing (in ascending order) with the child, the family, the local neighbourhood, the region, the province, the country and the world. In the new curriculum, personal, local, national and world-level citizenship issues are presented in each grade. According to the department official, "We are trying to expose kids to national and global everywhere" (Nova Scotia Provincial 1).

However, rather than emphasizing the opportunities for global education that exist across the curriculum, our informant highlighted the department's commitment to global education by identifying the compulsory Global Geography and Global History course in high school and the development of the new Grade 6 course in Social Studies, to be called "Culture Quest: Exploring the World's Cultures." The department considers Grades 6, 9 and 12 "key stages" in the provincial curriculum and as years where global education themes are addressed in a more focused manner. The official we interviewed suggested that the goal is to "ensure that students get the global piece at least once before leaving elementary, junior high school and high school" (Nova Scotia Provincial 1).

At the provincial level, one staff member is responsible for overseeing the implementation of the Social Studies curriculum across the province. As part of the implementation of the new curriculum (including the forthcoming launch of the Grade 6 curriculum), the department plans a "launching ceremony," in-servicing, provision of additional resources, and other professional development opportunities. However, our official did not mention any professional development opportunities directly connected to global education. Materials from NGOs and other external partners are distributed at the district level, according to the direction received from district school boards.

One of the major sources of support for global education-like activities within the department of education in Nova Scotia is the previously mentioned RCH division. According to department policy, this division is formally responsible for identifying and implementing policy, programs and activities relating to race relations and the recognition of cultural differences. In its broadest sense, race relations includes anti-racist education, cross-cultural understanding, multicultural education and human rights. The division's responsibilities include providing input into and responding to programming, curriculum guides, support documents, and learning resources relating to race relations and cross-cultural understanding.

As in each of our other provincial cases, there are no formal plans to evaluate the new Social Studies curriculum in Nova Scotia. Department activities related to global education concentrate on curriculum development and the introduction of new curricular frameworks. A great deal of energy has been focused on rolling out the Grade 6, 9, and 12 Social Studies curriculum. However, much less attention is paid to enhancing the cross-cutting opportunities for introducing global education themes and issues in other grades and subjects. This appears to be in contrast to the past when, according to our informant, David Ferns, a now retired department official, the department provided in-service training on global education that "laid a foundation that's affected a whole generation of teachers" (Nova Scotia Provincial 1).

The department official we spoke with indicated that there are few sustained opportunities for professional development or online information exchange about global education supported by the department. Department-supported professional development concentrates on introducing the new curriculum. Nor were any external partnerships or online resources for global education mentioned. As in several other cases, our department-level informant remarked that global education – and particularly global education focused on issues of international development – is heavily dependent on the initiative of individual teachers. Only the book-end Social Studies courses in Grade 6 guarantee that teachers will introduce global themes to the classroom.

How does the Nova Scotia curriculum compare to the global education "ideal type"?

Although "global citizenship" is not a phrase used in the new Atlantic curriculum, the region's goal of linking citizenship education to global education themes is broadly consistent with the global education ideal type we elaborated in Chapter 2. In 1994, citizenship was chosen as one of several essential areas for the curriculum, through a series of public consultations. Citizenship is now one of the six "Essential Graduation Learnings" in the new curriculum, and it includes the expectation that graduates "be able to assess social, cultural, economic and environmental interdependence in a local and global context"; "demonstrate an understanding of Canada's political, social and economic systems in a global context"; and "determine the principals and actions of just, pluralistic and democratic societies" (Nova Scotia Department of Education, 1999).

Social Studies is viewed as the key area for developing citizenship in the Atlantic curriculum, and emphasizes giving students the tools to understand "interrelationships among Earth, its peoples and its systems." The new Social Studies curriculum is intended to provide "the multidisciplinary lens through which students examine issues affecting their lives from **personal, academic, pluralistic and global perspectives"** (ibid.). Outcomes specified in the Social Studies curriculum are all directly or indirectly linked to global education-related topics, skills and attitudes and thus can be viewed as strongly supportive of global education in the region. Learning outcomes are specified in terms of three levels of "cognitive taxonomy" that move from acquiring basic information to critical reflection and application.

Although we could find examples of units at all grade levels in the new Social Studies curriculum that fit with the global education ideal type, it is the Grade 6 curriculum that most explicitly addresses themes related to global education. Here there is a firm emphasis on world cultures, politics and global inequality.

Aspects of the global education ideal type – including an emphasis on interdependence, citizenship rights and responsibilities, the environment, critical thinking and ethno-cultural diversity and social justice – are reflected in the core curriculum used in Nova Scotia. A "systems" view of the world is advocated to some extent in the curriculum, although this orientation is perhaps less explicitly promoted than in the Manitoba case, for example.

The curriculum also mandates action components related to global education. Generally, these include "applying" knowledge or research and critical-thinking skills to various topics and exercises. However, the emphasis on criticality seems to lack support in the curriculum. For example, in one unit students are asked to demonstrate an understanding of how cultures from around the world have participated in the development of Canadian culture; but the unit does not address why, for instance, people from around the world emigrate in the first place. Similarly, while "Canada's multicultural and multi-racial mosaic" are mentioned, there is no mention of cultural conflict, past or present.

As in several of our other cases, there is some tension in the Nova Scotia curriculum between attention to human rights and social justice issues and frequent references to the competitiveness in the "global economy" and to "economic renewal." In addition, while the curriculum formally promotes the idea of linking history and current political contexts to plans for future transformation, the weight of the curriculum is focused on the past and offers few opportunities for students to think critically about their ability to engage in productive change in the future.

Global Education at the District Level

We conducted our Nova Scotia research in one rural school board. The mission statement of the school

board we visited indicated that the area's schools reflect "the nature and culture of our region," and focuses in particular on improving race relations, cross-cultural understanding and respect for human rights. The board has strong links to the department's RCH division and therefore offered us an opportunity to explore this mechanism both as a model for global education and as its potential supporter.

The district official we spoke with discussed global education with particular reference to multicultural and intercultural issues, expressing a desire to create a school environment which redresses inequalities and fosters an atmosphere of understanding between communities. The official strongly emphasized critical thinking as a core skill that the curriculum aimed to develop, explaining that it is important that:

> *…we see how we are directly tied to, or how things we do that impact 'there'…or things that we have here because of…It's not a charity thing; looking at things like 'help eliminate world poverty' and how that creates and reinforces stereotypes, as though these are things 'over there' that need to be 'fixed'. (Nova Scotia District 1)*

For this informant, global education was about making world events relevant to the lives of children, and to have them understand their rights and responsibilities as "global citizens."

The district recognizes the important differences between "awareness" and "critical understanding." For example, part of a recruitment advertisement for teachers to assist in the organization of the annual Heritage Fair on the board's website explains that:

> *When students create a Heritage Fair project, they are not just telling what happened in the past: they are explaining why it happened and why it is important to us today. (Nova Scotia District 1)*

Our district-level respondent indicated that global education was not "high on the radar," compared with more specific emphases on Aboriginal, black or Acadian issues in the curriculum. However, the respondent noted that students were very interested in global education and often engaged in leadership activities around global education issues. This person also spoke of assisting students working on projects on social equity issues, such as sweatshops, with a clear global component. Interview data indicated very limited participation of non-governmental groups in global education activities and initiatives at the district level. Two NGOs were mentioned by name as being involved in a "UN Day" and the "Day for the Elimination of Racial Discrimination."

Each district has an RCH Standing Committee and participates in the province's RCH initiatives, and each school has an RCH representative, which the ministry respondent had indicated as an area of provincial-level support to schools and districts (although the respondent was not aware of specific support to global education activities). The district we visited has created an assessment questionnaire to allow staff to monitor school-level promotion of RCH goals, and disseminates a "Bias Evaluation Instrument" that educators and administrators can use to evaluate resource material according to RCH guidelines. The school board also maintains an RCH website which offers information on policies, student support workers, administration, "celebrations/observances" and upcoming events. However, despite these efforts, our informant noted that, "I don't know if the teachers use them" (Nova Scotia District 1) – suggesting as we found elsewhere that there is a very weak relationship between district staff and local teachers. Overall, the RCH initiative seemed to have only weak ability to generate new forms of curricular engagement with global education themes: Its main role is to critique existing resources for bias.

Our district-level informant identified the main barrier to global education as the fact that people tend to have a narrow view of the world and their place in it. Our informant also criticized the tendency to equate global education with charity – something our informant felt the curriculum continued to do through its

framing of global issues as "outside" and "things that are separate." When we asked about specific advice for external partners, the informant noted that external partners must go beyond sending out resource materials and emphasized that personal contact would have a big impact on whether or not teachers will use their materials.

Global Education at the School Level

When asked how they defined global education, educators and principals at the two schools we visited in Nova Scotia were quite vague in their descriptions, with several tending to replicate themes introduced in the department of education curriculum guidelines. They generally viewed global education as being most heavily concentrated in Social Studies, although Science and Language Arts were mentioned as offering opportunities for introducing global education themes.

Many of the educators seemed to hold an "us/them" perspective about global education. For example, one informant mentioned global education is about "raising awareness" of students of "the world beyond their backyard" (Nova Scotia School 1d). Another suggested "It's trying to get them [students] to see the things we take for granted" (Nova Scotia School 1b). Several participants also spoke of "culture" in their definitions of global education, specifically with respect to interaction between "Canadian culture" and "other cultures."

One participant articulated an understanding of "basic needs" and linked this to social justice and equity in a manner consistent with the global education ideal type (Nova Scotia School 1b). Similarly, another participant emphasized critical thinking and "looking at the bigger picture and understanding where we fit in that picture" (Nova Scotia School 2d), as key elements in their understanding of global education.

Throughout the interviews, educators made reference to various fundraising events in connection with their school's global education activities. They spoke frequently of student leadership in fundraising, and how these initiatives were supported by the school community and particularly by teachers. One educator we spoke with thought that at a rural school, the children that attended "are kind of sheltered" (Nova Scotia School 1a). At this school, educators questioned the difficulty of raising funds when many students are suffering from poverty and hunger themselves. However, the other educators we spoke with described student response to global education as "very enthusiastic," much the same as district- and provincial-level participants.

One participant did speculate that the new curriculum would "change focus, remove some of the stereotypes and challenge the children to have critical discussions" (Nova Scotia School 1b). Another participant thought the new Social Studies curriculum would include a stronger "systems" view of the "interconnectedness of earth's peoples" (Nova Scotia School 2b). At present, participants did not think global education was a priority area, as compared with Math or Language Arts, in either the formal curriculum or in the orientations and practices of schools and educators. One educator said that Social Studies, the area most amenable to global education was "viewed as an extra…and parents don't ask about it" (Nova Scotia School 2c).

One of the schools we visited had as its "special mission" to be a "Green School" and to practice environmental conscientiousness as a "whole school" community. This innovation seemed to correspond directly with global educators' calls for whole-school/cross-curricular integration of active global citizenship.

School-level supports and resources

Educators at the two schools we visited were largely unaware of provincial-level support for global

education activities. There seemed to be few formal or informal channels for information-sharing between and within schools, districts and the department of education. Only one participant identified the teacher resource centre run by the department of education, but noted that they had never borrowed any resources from there. This participant was also the most optimistic about forthcoming provincial support in the form of in-servicing around the implementation of the new Social Studies curriculum. Several of the participants also noted that their vice-principal was a valuable source of support through their relaying of in-service information with educators.

Each school board in Nova Scotia has an RCH coordinator and each school has a representative. The RCH representative at each school is responsible for providing support by relaying information from in-services and meetings they attend as part of their duties. However, while several of the participants mentioned that their school had "support workers" who work with Aboriginal and black students, few linked Aboriginal and black "issues" to global education or the idea of linking local and global issues.

Library staff at one of the schools we visited provided support for global education through organizing and hosting guest speakers as part of a "multicultural day."

Integrating global education – challenges

One educator we spoke with, who saw global education taught mainly in the Social Studies curriculum, regretted that the new curriculum was not yet in place; in this educator's opinion, the old one did not have the space for the amount of global education that the new one would contain. This particular participant spoke at considerable length on how some educators attempt to integrate global education throughout the curriculum, and used as an example, the idea of bringing issues of poverty to the Language Arts unit. Since teachers seem to lack time to cover the entire curriculum, integrating materials in this way is essential. Also, one educator felt unsure of how "deeply" to explore global education topics considering student age and level of maturity. Tempering concern for the age-appropriateness of global education lessons, one educator believed that "Children at this age are able to have critical discussions about why things are the way they are" (Nova Scotia School 1c).

The strongest challenge identified across all our school-level interviews was the need for more opportunity to work with NGOs who develop global education resources. Educators want support from trained global educators, not just resource kits. School participants also identified a lack of resource material and difficulties in accessing materials that matched the curriculum as two other major challenges to enhancing the profile of global education across the curriculum.

Innovations

We found two main innovations at the school level. First, one school had adopted an environmental mission. It participates in a "SEEDs" program that promotes and recognizes projects and activities that encourage students to care for and learn about their environment. The entire school participates in a recycling program, with individual classes involved to varying degrees with the design and implementation of "environmental projects." The main goal of the school's participation in the SEEDs program is to facilitate the development of critical thinking around environmental issues as well as to promote student action in addressing environmental problems. In another school, "Peace Groups" had been established that met weekly to "discuss respect and friendship."

In Nova Scotia, school-level participants also spoke of finding ways to evaluate global education in their own classes. One indicated that they evaluate students' learning by keeping anecdotal notes about their engagement in classroom activities. Another used class quizzes that tested students' knowledge and

understanding. Since global education expectations are rarely evaluated as part of provincial accountability frameworks (largely focused on literacy and numeracy), this effort at the classroom level is extremely important.

Partnerships and resources

When asked about the engagement of external organizations, participants generally identified UNICEF, and specifically the organization's annual Halloween fundraising drive. Several participants were not aware of any external partners that were engaged in global education, although one principal thought that there was "quite a bit" of partnership at the school, but just not concerning global education activities. However, a couple of educators identified that representatives from Clean Nova Scotia and Nova Scotia Power visited the school and did an "in-service" on energy conservation.

Participants at the two schools we visited could not identify many resources that they used in connection with global education. UNICEF materials were the most frequently mentioned, with the Internet being the second most common source of information and ideas. One educator described a program that they had begun using with their class called "What in the World?"[4] – a Canadian resource that connects international, national, and community items to current events. "What in the World?" was credited by this educator as being responsible for revitalizing this teacher's enthusiasm for Social Studies teaching. This educator expressed that they had been unenthusiastic about the Social Studies curriculum until the use of this resource.

Advice from educators for external partners

Educators at the school level all asked for human resources: specifically, in-school interaction with global educators and external partners, so that teachers could learn about global education issues before they have to teach them. Educators also emphasized the need for resources that are:
Age-appropriate for pre-kindergarten to Grade 12 students
Connected to the curriculum
Teacher-friendly, "ready-to-use" and readily available (i.e., have material right in schools rather than teachers having to track them down, order them, etc.)

Most participants agreed that visual materials (e.g.. videos, picture-books), along with guest speakers, work best to spark and sustain student interest in global education. In connection with guest speakers, the educators we spoke with wanted greater involvement of external partners in informing them about who and what is available, as well as assistance organizing guest speaker visits. Overall, participants emphasized the need for stronger connections between schools, and between schools and external partners. When asked how they would strengthen global education in the system, most spoke of the need to improve school-NGO relations, rather than say, strengthening the vertical relationship between the department of education, district school boards and schools.

Summary

Although it has no formal definition of global education, the core Atlantic Canada curriculum used in elementary schools in Nova Scotia supports global education in several ways, with notable emphases on interdependence, citizenship rights and responsibilities, the environment, critical thinking and ethno-cultural diversity and social justice. Reference to global issues occurs across the grades, but it is most notable in the Grade 6 curriculum.

Despite this emphasis, few teachers spoke directly of these issues when asked about global education in their schools. As in the other cases, much of what was described as global education at the school level involved fundraising, even though fundraising at one of the schools we visited was described as difficult due to the poverty of many of its students. Fundraising activities seemed to reinforce the tendency to reproduce an "us/them" discourse when describing the purposes of global education.

As in our other cases, ministry and district officials believed that global education relied on the energy and motivations of individual teachers. Support for global education from the provincial ministry and the local boards, either through professional development or other forms of resource sharing, was extremely limited. The RCH Division of the department of education did offer some support but focused its work primarily on removing bias from the curriculum. Only a few NGOs were mentioned as offering external support for global education.

Overall, we concluded that while global education is quite central to the formal curriculum in Nova Scotia, there is very little in the way of systemic effort to ensure that high quality global education reaches children across the elementary years.

ENDNOTES:

1 Unless otherwise noted, the information presented here is from the Government of Nova Scotia (2005).

2 Statistics Canada (2006)

3 Nova Scotia Department of Education (2003a)

4 LesPlan. (n.d.) *What in the world: Current events for Canadian Schools.*

Chapter 7

Quebec

Because of rotating teachers' strikes in the fall of 2005, our Quebec case study could not be fully completed. The information we present here is based on brief interviews at ministry and district level, and data collected from only one school—a school that had recently begun to offer an International Baccalaureate program. This school was clearly an atypical case, but at the same time we felt that it might illustrate another aspect of the wide variation in the way that global education is realized in Canadian elementary schools.

As in our other cases, officials at the provincial and district level in Quebec view education about global issues as something that primarily depends on the decisions of individual schools and teachers. There is limited support for curricular innovation related to global education at the provincial and board levels. Coordination with external partners is left up to individual schools. Thus, while the provincial curriculum in Quebec pays detailed attention to global issues and incorporates important aspects of active citizenship, the considerable variation in global education practices across schools that we found in other provinces is likely to be replicated in the Quebec context.

Background

The Quebec education system is currently grappling with the imperatives associated with:

- Maintaining economic strength in the face of globalized markets
- The integration of a rapidly expanding immigrant population
- Meeting the education needs of the large Aboriginal population
- An aging population

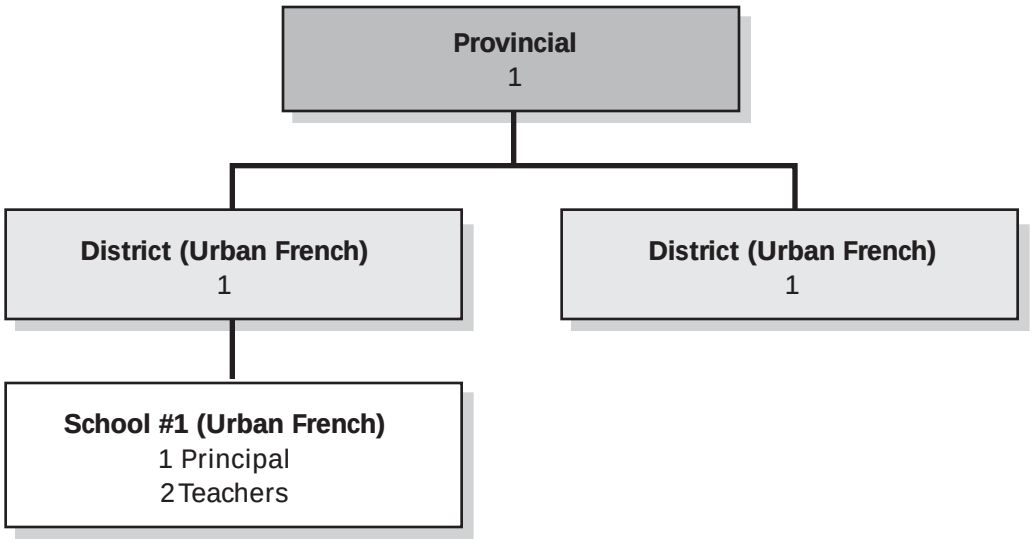
Table 7.1 offers information concerning key demographic details in terms of setting the socioeconomic and political context of global education in the province.

TABLE 7.1
DEMOGRAPHIC INFORMATION: QUEBEC[1]

Population	7,500,000
Major Ethnic Groups	First Nations, European, Haitian and Lebanese
GDP	274,863 million (CDN$) (2005)[2]
Major Economic Sectors	Service, Agriculture, Manufacture, Tourism
Dominant Political Parties at the Provincial Level	Liberal, Parti Québécois , Conservative, NDP
Premier	Jean Charest (Liberal)

Public school boards and schools in Quebec are divided into Francophone and Anglophone, as well as special-status school boards serving French-speaking and English-speaking students in the Côte-Nord region and Native students in the Nord-du-Québec region.[3] At the time of this study, there were 72 school boards (districts) in Quebec. In 2001/02 there were 1,814 public schools enrolling 574,274 elementary students with 62,899 teachers in the education system.[4] Figure 7.1 below illustrates the research undertaken at the provincial, district and school levels.

FIGURE 7.1
SAMPLING STRUCTURE OF INTERVIEWS FOR QUEBEC CASE STUDY



Global Education at the Provincial Level

Global education in the Quebec curriculum

The 2001 Quebec Education Program (QEP) (Ministère de l'Éducation du Gouvernement du Québec, 2001a, 2001b) is the most recently revised curriculum for schools in the province. Our curriculum analysis and interviews suggested that spaces for global education in the formal curriculum exist across a wider range of subjects than in several of the other cases (e.g., Yukon, Manitoba). For example, we found global education themes raised in the Social Studies, Moral Education, and Geography, History and Citizenship Education streams of the 2001 curriculum. Importantly, the QEP seeks to stimulate more holistic and integrated pedagogies by placing broad areas of learning and cross-curricular competencies in the mainstream. In Quebec, global education-related skills, attitudes and knowledge are perhaps more easily amenable to integration in formal curricular mandates than in some of the other cases.

The ministry staff member we spoke with identified two major challenges regarding the integration of global education into schools in the province. The first is creating public awareness and an understanding of the importance and value of global education. The ministry representative felt that global education was not a priority area for parents and teachers in Quebec.

The second challenge the representative identified is the need to have more effectively structured programs. Although there are many great initiatives such as language and other exchange programs in Quebec, the ministry official regretted the lack of a centralized organization that gives "rigour" to all these initiatives.

How does the Quebec curriculum compare to the global education "ideal type"?

The QEP does not formally define global education. However, the development of attitudes and behaviors associated with the global education "ideal type" are encouraged throughout the curriculum, particularly within the "Environmental Awareness and Consumer Rights and Responsibilities," the "Citizenship and Community Life," the Social Studies, and the Moral Education streams. For instance, the curriculum seeks to instill the following in students:

- Receptivity to 'other' cultures and respect for cultural diversity
- The development of a critical world view that is "related to a sense of judgment and conscience"
- A spirit of cooperation
- Recognition of the principle of equal rights for all and of citizenship responsibilities

The QEP advocates child-centred pedagogical approaches to teaching and a holistic model for integrating global education. We found global education-related curriculum units and expected learning outcomes coalesced strongly around many of the key features of the ideal type. From the Mathematics, Science and Technology program, to Religious and Moral Education, and to Social Studies, the curriculum details multiple topics (international organizations; wealth distribution; human impact assessment; poverty; citizenship rights and responsibilities), skills (research; communication; critical thinking), attitudes and behaviours (openness; tolerance; self-efficacy; empathy; support for issues of social justice) that link up with those put forth within the global education ideal type.

However, the QEP does not make any explicit links between domestic issues and global rights and responsibilities in the curriculum. Although the curriculum indicates that students learn, reflect on and discuss international issues, issues are not framed as actionable problems that students can help change or influence, nor are there specific strategies for promoting critical thinking on global education issues.

Provincial-level curriculum support and resources

Our one interview at the provincial level in Quebec yielded very little information concerning processes of curriculum development, implementation, available resources or professional development opportunities and activities related to global education. The participant identified an "inter-ministerial committee" that met at the ministry a few times a year. The participant stated that this committee created space for curriculum-related discussion and planning as well as discussion about the production of school materials. While not specifically geared to supporting global education, the participant thought that this committee represented a potential avenue for information and innovation-sharing between ministries. Importantly, while only representatives from the various ministries were originally invited, the committee is now also open to external parties. The participant explained that this initiative is in response to the "avalanche" of documents and requests that school boards and schools receive from various organizations hoping to reach a captive audience in schools.

While the formal curriculum is the main way in which the province supports global education in Quebec's schools, the ministry staff member argued that the official curriculum can only do so much by way of encouraging the integration of global education. In the participant's view:

> *Pedagogical choices belong to the teacher. There are paths, but the way the teacher will use them is something else, and we no longer have the control. (Quebec Ministry 1)*

Global Education at the District Level

We had the opportunity to speak to representatives from two school boards in Quebec, although we only received permission to visit a school in one of these districts.

In slight contrast to the ministry official, but in line with the QEP, the district-level participants made more references to child-centred and active learning pedagogical approaches when describing global education. One of the participants described global education as about cultivating a sense of "openness to the world" among students, stressing that "given the context of globalization," students need greater awareness of "external" events and issues. The charity aspect of global education and the desire "to teach kids how fortunate they are [compared with 'others']" were mentioned by participants. Missing from both participants' responses was any substantive engagement with issues of criticality or the promotion of critical thinking among students. However, one official we spoke with, remarking on a student's understanding of environmental issues, exclaimed:

> *My daughter is in grade six…and it is quite amazing. She is able to tell me about the Kyoto protocol, and to make the link with the current elections, who I should vote for because of their positions regarding the protocol.*
> *(Quebec District 1)*

District officials emphasized the "action" component of the ministry's "competency-based" curriculum, highlighting its goal of enabling students to apply their knowledge and skills to "real life." Many officials also mentioned the "practicalities" of life under globalization – for example, the need to prepare students to "be able to function in markets." Similarly, officials cited the increasingly multicultural character of the

Quebec population as directly connected to the need to instill a respect for diversity among students. This growing multicultural immigrant population also means they must deal with "identity" issues closely linked to Quebec society with the aim of better supporting the integration of newcomers to the province. In contrast to other provinces, the district officials emphasized the importance of international exchange programs. One Quebec district was extensively involved in student exchange programs, including the creation of virtual on-line exchanges, although the official noted that this was possible because of the higher socioeconomic status of that community.

Implementation of global education

Despite the more effusive definitions of global education offered by the district officials we spoke with, when it came to talking about the implementation of global education, their responses were much less detailed. One individual lamented, "There's not much to tell!" Officials viewed Moral Education and Social Studies as the two subject areas with the heaviest concentration of global education opportunities.

As at the provincial level, district officials in Quebec emphasized that teachers decide the extent of and approach taken to addressing global education in classrooms.

District-level support and resources

When we asked about support and resources for global education, the district officials gave responses that were vague and sparse in detail. One participant said that there was very little support for global education, and the other indicated that the ministry provided support for curriculum implementation. The main activity, they stated, is the in-service training of school board staff members by ministry staff.

There was very limited participation of non-governmental groups in global education-related programming and activities at the district level. Beyond UNICEF's Halloween fundraising drive, district officials made no mention of any other development NGO. However, in the more affluent of the two districts, the participant highlighted the role of "international exchanges" in supporting global education and spoke of the involvement of the district, in collaboration with an international NGO, in such initiatives.

Furthermore, officials did not mention any formal or informal information-sharing mechanisms between the provincial-district-levels or among districts and/or schools. However, one participant indicated that the district did receive "documentation" from outside groups, and that this was in turn distributed to schools.

Challenges

A lack of awareness and knowledge of global education broadly defined (i.e., issues, concepts, pedagogy, assessment, etc.) at the district level was identified as the single most important challenge to enhancing the profile of global education in the school system. One participant thought that there was little leadership for global education at the district level and suggested that most of the activity and leadership came from parents and teachers.

Beyond lack of awareness at the district level, participants also felt that global education was not perceived as a priority area for parents and teachers, with limited teacher time and knowledge viewed as specific constraints on implementing global education. Compounding the lack of awareness, time and knowledge of parents, teachers and administrators concerning global education, participants also thought that the lack of a "structured curriculum for global education" further hindered its integration into regular classroom activities. Officials in both districts felt that resources and programming needed to take into account the imperatives of the formal curriculum and should have stronger links to "board-specific" activities.

Another challenge highlighted by both participants was the idea that some global education issues were too complex for young children.

Global Education at the School Level

We visited only one school in Quebec – unique in our study because it offered an International Baccalaureate (IB) education program. Perhaps because of the IB program, the definition of global education proffered by the principal and educators at this school was very much in accordance with the "whole-school approach" advocated by global citizenship educators. This was the only school in which educators referred to a formal school policy when defining global education.

When asked how they defined global education (translated from the French "éducation dans une perspective mondiale" as "education in a global perspective"), educators and the principal gave precise descriptions of what they thought global education involved and what its purposes were. One participant paraphrased from a formal school document, stating that through:

> *. . . structured questioning, learning is based on searching for ideas . . . a process which in turn leads to a child who is more international in his attitudes, in the way he perceives, accepts and understands differences. . . encourages the acquisition of a sense of responsibility. . . .(Quebec School 1a)*

Participants made repeated references in our interviews to using child-centred pedagogies to open up critical discussions of current events and global education-related topics and issues. Rather than viewing global education as a separate subject area, the educators we spoke to at this school stated that it was integrated across most subjects. Enhancing the profile of global education within their school required a "whole school" approach that brought everyone, all educators and staff, on board in support of global education activities.

Overall, the participants all posited that global education is about promoting a culture of tolerance in a pluralist society such as Quebec and in an increasingly interdependent world. They emphasized the importance of critical-thinking skills and making local-global links among social, political, economic and ecological issues. One of the educators also emphasized that global education was as much about the "development of the individual situated in the world and not in Quebec and not in his [sic] parent's home." (Quebec School 1b), as it was about raising the cultural awareness of students. Developing critical awareness of environmental issues was also explicitly highlighted by educators in this school.

The participants were fully aware of the curricular guidelines established by the mMinistry of Education, and spoke very favourably of the new QEP, although they noted it did not explicitly address global education. However, participants suggested that there are spaces for the integration of global education, and there is definite flexibility in the extent to which teachers choose to exploit these spaces.

Challenges

At the school level, educators described receiving only minimal support for global education from the district and provincial levels. Specifically, the ministry is responsible for training staff at the district level to support the implementation of the curriculum. Educators at our school site felt that while such training is necessary, it is insufficient to adequately address the challenges of implementing education reforms, such as those that constituted the revised QEP.

One participant pointed out that the further schools were away from major urban centres, the more difficult it was to implement global education. For example, this participant's school had experienced difficulty in arranging for guest speakers.

Another participant spoke of the often prohibitively high opportunity costs associated with applying for funding from the ministry or district in support of a global education initiative when there was already a lack of time to fully and effectively implement the formal curriculum.

The lack of evaluation strategies or assessment requirements were also perceived as a constraint on improving the profile of global education in the education system. Participants viewed global education as weakly positioned to compete with the imperatives of covering, for example, the Math curriculum – a subject area where formal evaluation is mandated.

Innovations

Three years ago, the school we visited chose to give itself a special mission, and under the leadership of the current principal, joined the Quebec Society of International Baccalaureate Schools. We consider the implementation of an IB program an innovation because the school made the decision in response to parental pressure for "a school with an edge." The principal had also previously been head of another IB school and felt that it demonstrated the superior quality of the IB program in preparing children for responsible citizenship in an interdependent world.

Partnerships

Participants spoke of some external organizations that had sent resources, following the school's requests or as part of school-initiated projects. Participants felt that it was only when the school had money for a project that NGOs appeared. Because of the one-off nature of past collaborations with external partners, participants perceived that the community link was quite weak. However, it should also be noted that participants frequently spoke quite highly of the parental support they received, particularly concerning fundraising events.

School-level support and resources

Participants offered very little information on which resources they accessed regularly in support of their global education work. One participant identified a key resource as "Le Monde en Marche," a publication from Western Canada which rewrites news events for students. The Internet was also cited as a key resource, with specific mention made of the UNICEF website.

None of the participants cited district or provincial-level support and/or resource material that they used or had access to for global education.

Advice from educators for external partners

Our school-level participants emphasized the need for stronger vertical and horizontal relationships in support of efforts to enhance the profile of global education in the system. They made frequent mention of the need for in-service training for teachers so that they would be better prepared to address global education in the classroom. The capacity of teachers to effectively use the available resources (e.g., multimedia resources) also needed to be improved.

All participants identified the need for stronger engagement of NGOs in efforts to raise teachers' awareness and understanding about the importance of global education. To make the greatest impact, participants

advised NGOs to plan for and commit to a longer and stronger presence in global education-related activities and programming in schools.

And the last piece of advice that the participants wanted to share? More guest speakers! In particular, participants would welcome assistance in finding and inviting appropriate people to talk to students about various issues.

Summary

Despite having no formal definition of global education, the QEP curriculum reflects the global education ideal type in a significant manner. However, as with our other cases, there was weak support for the implementation of global education at the provincial and district levels: officials at both levels view this as primarily an area left to the discretion of teachers and schools. However, at the school level, the lack of ministry and school board supports for global education, and particularly in-servicing of teachers, was highlighted as a major challenge to enhancing the profile of global education in classrooms.

The gap between the detailed attention to global issues in the official curriculum and limited ministry- and district-level supports means that opportunities for strengthening global education are left under-exploited. The lack of systemic support and coordination for global education in Quebec is consistent with our other cases.

ENDNOTES:

1 Unless otherwise noted, the information presented here is from Institut de la Statistique Québec (n.d.).

2 Statistics Canada (2006)

3 Faith-based schools are part of the private school system that is subsidized in part by the Quebec Government. Independent schools enroll 5 percent of total elementary and secondary enrolment in the province. (Ministère de l'Éducation, Loisir et Sport Québec (2005a)

4 Ministère de l'Éducation, Loisir et Sport Québec (n.d., 2005b).

Chapter 8

Ontario

In Ontario, we were able to sample a larger number of districts and schools than in other provinces. Our sample included a rural/remote district, an urban Catholic school board and an urban public board. Despite the fact that all Ontario schools use the same provincial curriculum, we found a significant and surprising amount of variation in the global education programs and activities across the three school boards and within individual schools.

Another distinct feature we found in the Ontario case was that educators frequently conceptualize global education as including or supporting global economic competitiveness. A strategic/competitiveness approach to global education appeared in the provincial Social Studies curriculum, in our ministry-level interviews, and in interviews with teachers. This emphasis was unique to the Ontario case. However, we also found evidence of a much more cosmopolitan understanding of "global citizenship" among educators and administrators at the school level, particularly in the urban and Catholic boards. Indeed, in these jurisdictions, the implementation of an integrated approach to global citizenship education at the elementary level seemed well advanced.

As in our other provincial cases studies, Ontario has a weak vertical relationship between the different administrative levels of the educational system; limited professional support and networks for teaching about global issues; and few systematic relationships between non-governmental organizations and international development groups.

Background

Ontario holds about one-third of the population of Canada. A large number of new immigrants make urban areas in the southern part of the province their destination. In the northern part of the province, there are significant populations of Aboriginal peoples and Francophones. On the following page, Table 8.1 offers information concerning key demographic details to set the socioeconomic and political context of global education in the province.

During the 1990s, Ontario's education system underwent a period of significant fiscal constraint, administrative centralization and policy reform. Elementary education saw the introduction of standardized testing in Grades 3 and 6, and a new emphasis on literacy and numeracy through the introduction of a new and more prescriptive provincial curriculum. The 1990s were fraught with labour disputes and public criticisms of provincial funding levels (Gidney, 2002). Since 2004, the Ontario government has sought to restore funding to public education and renew a more positive relationship with teachers' unions, while maintaining the earlier focus on centralized administration and accountability to parents.

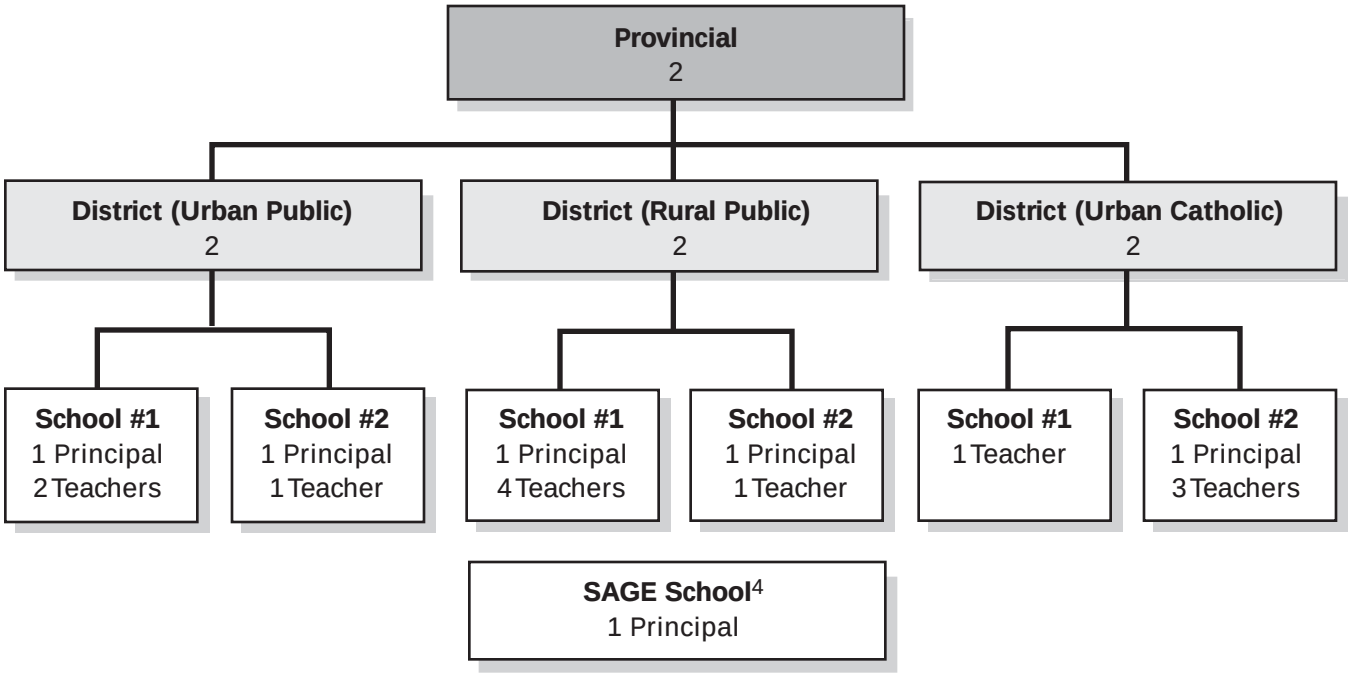
TABLE 8.1
DEMOGRAPHIC INFORMATION: ONTARIO[1]

Population	12,541,410 (2005)
Major Ethnic Groups	Chinese; South Asian; Black; European (2001)[2]
GDP	538,386 ($CDN millions) (2005)
Major Economic Sectors	Manufacturing; Agriculture; Forestry; Mining; Service
Dominant Political Parties at the Provincial Level	Liberal; Conservative; NDP
Premier	Dalton McGuinty (Liberal)

Schools in Ontario are English Public; English Catholic; French Public and French Catholic. At the time of this study there were 72 school districts and 33 schools run by "school authorities" in Ontario. In 2003/04, there were 4,010 elementary schools enrolling 1,442,979 JK-8 students, with 71,274 elementary teachers.[3]

In Ontario, we interviewed educators in three districts and six schools. One district was in the northern part of the province, while two of the others were in southern and south eastern Ontario. In addition, we also spoke with one principal from a school that has adopted an innovative approach to global education. As with all of our provincial cases, we analyzed Ontario's provincial curriculum and interviewed two senior staff at the ministry of education.

FIGURE 8.1
SAMPLING STRUCTURE OF INTERVIEWS FOR ONTARIO CASE STUDY



Global Education at the Provincial Level

Global education in the Ontario curriculum

Ontario's Ministry of Education has no formal curriculum on global education, and the officials we interviewed stated that the ministry did not have a formal definition of or policy on global education. When asked how the ministry may informally define or otherwise approach global education, the participants' responses were vague, but included reference to issues such as "social justice," "poverty," "citizenship," and "looking at how Science is taught around the world." Preparing students to be economically competitive on a global scale was also identified as a key goal of the Ontario curriculum. In relation to this, one of our informants included the "e-business" units in the high school curriculum as a component of the province's approach to "global education." The second ministry official we interviewed noted that while global education "is certainly in the business curriculum," this curriculum:

> *...asks students to think critically about issues of, say for example, fair trade, child labour and the impact of business and trade on local communities and global culture. (Ontario Provincial 2)*

Our participants highlighted Ontario's multicultural character as an influence on the province's approach to global education, although this connection was not elaborated. Both officials agreed that the "environment, global warming and sustainability/sustainable development are "hot topics" among Ontario students. One suggested that they expected that the Science curriculum, which is currently under review, would be revised to include a "much stronger" focus on environmental issues. However at the time of our study, data from our curriculum analysis and interviews suggested that spaces for global education in Ontario's elementary level provincial curriculum exist largely in the Social Studies subject stream from grades K-6.

As of September 2005, elementary schools in Ontario had begun to implement the 2004 Revised Social Studies Grades 1-6 curriculum (Ontario Ministry of Education, 2004b).[5]

The revised Social Studies curriculum introduces more specific learning outcomes and indicates clear levels of achievement. Students are expected to "master" knowledge and skills, and use these in a responsible manner.

Curriculum review processes in Ontario, including that for the recently revised Social Studies curriculum, are collaborative and publicly consultative, involving educators, subject specialists, the Minister's Advisory Council on Special Education, faculties of education, parents, students and other ministries to varying degrees.[6] Indeed, enhancing parental engagement in the education system seems to be a key priority; with the ministry seeking to spearhead the development of strong vertical and horizontal relationships among schools, communities, families and provincial and district policy makers (Ontario Ministry of Education, 2005a).

In 2005, a provincial parent board was established through a new parent involvement policy, replacing the former ministry-appointed Ontario Parent Council (OPC) (est. 1993) (Ontario Ministry of Education, 2005a). In contrast to the OPC, individuals sitting on the parent board and its complementary structures in school boards (parental involvement committees) and schools (school councils) are to be parent-elected; although to ensure representation of diverse voices, some members will continue to be ministry-appointed (Ontario Ministry of Education, 2005a). Another major change is that the new parent board does not guarantee seats for the Ontario Federation of Home and School Associations (OFHSA), the Ontario Association of Parents in Catholic Education (OAPCE) and Parents partenaires en éducation (PPE). However, the official we spoke with indicated that these groups continue to be consulted regularly, something that was anticipated in the report leading up to the establishment of the parent board (Ontario Ministry of Education, 2005b).

How does the Ontario curriculum compare to the global education "ideal type"?

As indicated above, the Ontario curriculum does not explicitly define global education or global citizenship as curricular goals. However, it states that students:

> *… require the knowledge and skills gained from Social Studies and the study of history and geography in order to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy. (Ontario Ministry of Education, 2004b, p. 2)*

The *Revised Social Studies, History and Geography Curriculum* (Ontario Ministry of Education, 2004b) aligns with the global education "ideal type" in several broad ways. The six basic concepts of focus in the curriculum all link up with some of the core elements of "global education dos" as detailed in Chapter 2 of this report. These core concepts are: Systems and Structures; Interactions and Interdependence; Environment; Change and Continuity; Culture and; Power and Governance. The curriculum is designed to help students acquire the "habits of mind" essential in a complex democratic society characterized by rapid technological, political and social change (Ontario Ministry of Education, 2004b, p. 17). Additionally, students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups and cultures in the global community, and respect and responsibility towards the environment.

An examination of the curriculum revealed some tension between the more justice- and equality-oriented aspects of the curriculum and its "strategic/competitive" orientation to globalization. As mentioned above, ministry officials emphasized the importance of preparing students to be "globally competitive." Moreover, evidence provided by Cavanagh (2001) suggests that there has been a change of focus over time in the Social Studies curriculum in Ontario from an emphasis on "cooperation" to one of "competition."

While the Ontario curriculum includes "citizenship rights and responsibilities," it is clearly Canadian citizenship that is emphasized. Students learn how immigrants become Canadian citizens, as opposed to exploring more critically the dynamics, causes and impacts of the global migration of peoples. In the sections on interdependence, the emphasis in the curriculum is on economic interdependence, particularly within the Canadian context. Finally, while local-global connections are included as a topic of study, attention is focused on "Canada-US links" with very limited mention of Canada's links with "other areas of the world."

Ontario's revised curriculum also states that critical thinking, problem solving and communication are essential skills for students to develop. However, the formal curriculum de-emphasizes "individual action." It employs terms like "describing" and "identifying" rather than more active verbs (e.g., "using," "formulating" or "building").

Provincial-level curriculum support and resources

In Ontario, in-servicing and professional development activities are "board responsibilities," although the ministry did coordinate an "orientation" for its new curriculum in 1998 to train district-level staff. One ministry official noted the negative impact of funding cutbacks in the 1990s on teacher professional development activities, stating that:

> *…teachers were no longer able to take time off from teaching to attend things and therefore the conferences that used to take place no longer do…people hunkered down. (Ontario Provincial 2)*[7]

In terms of support material, the ministry provides "exemplars" (samples of student work), as well as downloadable "teacher packages" from the ministry website.[8] Participants indicated that the province had developed and made available "sample units of study" that teachers could access. Additionally, teachers can access "curriculum unit planners" that were developed by consultants. The ministry has made money available for teachers to purchase ministry-approved support materials (e.g., new world maps).

Ontario has no evaluation or reporting mechanism by which the province assesses the performance of Social Studies teachers, Social Studies learning, or the implementation of the new Social Studies curriculum. This lack contrasts with the emphasis on standardized testing in numeracy and literacy introduced over the last decade in Grades 3 and 6. The ministry views the formal curriculum as the main channel through which information is carried to district and school levels; the ministry website also acts as a forum for information exchange.

Ontario has little emphasis on cross-curricular integration of citizenship education or global education, or on linking extracurricular initiatives to Social Studies learning. The emphasis is on content, with literacy and numeracy pushed as priority areas. This is consistent with the strategic/competitive frame suggested in our ministry interviews.

Global Education at the District Level

We spoke with a total of six district-level staff across three districts in Ontario (rural, urban and Catholic). It is important to note that the Catholic school system uses the Ontario common curriculum, modified and extended in parts to include religious education. One of the Catholic-district participants highlighted the role of Catholic organizations in influencing provincial curriculum design. In the late 1990s the Institute for Catholic Education (ICE) produced the Ontario Catholic School Graduate Expectations (CGEs) which acted as an important guideline in developing curriculum at the elementary and secondary school levels. The Ontario ministry has given both funding and substantial autonomy to Catholic boards for their own curriculum development. This endeavor was organized under the umbrella of ICE and its participation with three Ontario Catholic Curriculum Cooperatives, representing the Eastern (EOCCC), Northern (NOCCC) and Central (CCC) areas of the province.

Participants from both the urban and the rural school board we visited offered rather vague definitions of global education. Their views of global education focused on raising children's awareness of "what's happening around the world," with human rights, environment, development, social justice and Canada's role in the world mentioned across the responses. Linking with the active learning and public engagement components of the ideal type, one participant, with reference to the goals of global education, stated:

> *I would think that what we would want our children to know in our classrooms is what are the needs in our world; what kind of difference can we make as individuals in the world, an awareness, a level of participation, I would say that would basically [be] what we need to do. (Ontario Rural District 1a)*

Our interviews with district staff at the Catholic school board were quite different from those at the other two boards. Here we received precise descriptions of global education, including mention of global interdependence, post-national citizenship rights and responsibilities, and social justice through public engagement and critical thinking. The district we visited has a specific focus on equity and linked global education to "inclusiveness in the classroom" and the "important shift in the way differences and justice are understood and practiced in the system" (Ontario Catholic District 1b). One of the participants indicated that a desired outcome of the CGEs is for the student to:

…become a more responsible, global citizen…being aware of the problems and how they can be a part of the solution…. (Ontario Catholic District 1a)

Implementation of global education

District staff made little mention of how global education is implemented at their level. Traditional pedagogical orientations and a knowledge transmission model dominated our conversations in the urban and rural school boards we visited. However, for Catholic- district participants, implementing global education was "not an option [because]… social justice [which was viewed as a core aspect of global education] is a constituent of our faith" (Ontario Catholic District 1a). In the Catholic board, emphasis was placed on participation and student engagement. All participants emphasized that literacy and numeracy were mandated as priority areas for Ontario schools. However, in the Catholic district, moral and religious education was also viewed as an important priority.

As in our other cases, Catholic-district staff believe that global education teaching relies heavily on the initiatives of individual teachers. It is by and large left up to teachers to decide on the issues, approach and scope of what students learn. However, the education official we interviewed in an urban public school board mentioned district and school-wide fundraising initiatives as the clearest examples of "global education." Nonetheless, this official also suggested that what gets taught is heavily influenced by teachers' "individual interpretations," their knowledge base and selection of examples (Ontario District 1a).

In the rural board, an education official expressed high hopes for the introduction of the revised curriculum in 2005. He expected that it would do more to facilitate and encourage the critical thinking dimension of global education; make the social justice agenda more explicit and be "less Eurocentric." Participants at the urban and Catholic districts made no explicit reference to the revised Social Studies curriculum, leading us to believe that the schools had not yet begun to introduce it at the time of our study. A second informant also criticized the "Eurocentric" bias of the 1998 curriculum. One district official noted that emphasis on "critical literacy" in schools is an important entry point for global education activities, because it is about:

…asking students to deconstruct texts, read with a critical eye. Whose voices are being heard, silenced, language used for persuasion? (Ontario District 3a)

District-level support and resources

District-level staff noted that other than "making us aware of the curriculum" the Ontario Ministry of Education gave them no direct support for global education. One participant did highlight that "unit exemplars" for Social Studies were available on the ministry's website (also mentioned by the provincial-level participant) and that these could serve as a valuable resource for teachers looking for ideas on how better to incorporate global education into their classroom activities. However, staff gave us no examples of other forms of ministry support, such as meetings with ministry staff, workshops, in-service training or other professional development activities.

All participants identified at least one district-level publication or resource that supported global education in classrooms (e.g., "We're Erasing Prejudice for Good").[9] Participants also thought that districts could better support global education in schools through selecting related resource material, or teaching materials that integrate aspects of global education in more "traditional" subject areas. District-level staff noted that these were ways that global education could be integrated with the provincial emphasis on math and literacy.

There was significant variation across the school boards when we asked about opportunities for information-sharing on global issues in their jurisdictions. The rural-district participant thought that other

than informal channels between teachers, there were no formal mechanisms in place that facilitated information exchange. However, participants from the urban and Catholic districts noted the following as important potential mechanisms:

- District Intranet sites and, more generally, district websites
- Media releases
- Informal teacher-to-teacher communication
- District-based "Committee for Social Justice" (including teachers, parents, trustees, teacher's union staff) in the Catholic board
- Newsletters

While participants mentioned fundraising as part of global education programming in each district, the Catholic-district participants emphasized the promotion of a social justice, rather than charity, focus for students' engagement. One of the urban-district participants highlighted the district's role in promoting school-based fundraising initiatives. Resource teachers (formerly librarians) at one district were singled out as being particularly "invaluable" in collecting and disseminating information about the fundraising initiatives that were being implemented.

There was also some variation in the participation of non-governmental groups identified by the participants. Other than UNICEF, the rural-district participant did not identify any external organizations working with local schools on global education. However, in the urban district, where a student leadership program is run with the purpose of promoting public engagement for social justice, district staff identified several groups which participate in the program's annual conference, including UNICEF, Free the Children, Leaders Today, Red Cross, Doctors Without Borders, and World Vision.

Participants at the Catholic district highlighted the role of the Ontario English Catholic Teachers Association (OECTA) as well as the Ontario Conference of Catholic Bishops (OCCB). Moreover, parents were also identified as being "partners" in global education at the school level in the Catholic district – something that was unusual in our school- level interviews.

Challenges

When asked about the challenges to integrating global education in classrooms, Catholic- and rural-district officials immediately identified the time pressures that teachers face. Participants felt that the time constraints facing teachers in implementing the formal curriculum are compounded by the province's emphasis on literacy and numeracy, which prevents teachers from strengthening global education in their classroom practices. The rural-district participant thought the greatest challenge was that "the curriculum isn't really written for it" (Ontario Rural District 1). This same participant also emphasized the challenges associated with making global education relevant to children. While the participants from the Catholic district did not identify challenges associated with resources, both rural and urban districts mentioned the lack of age-appropriate resources as another major challenge for introducing global education into their schools.

Global Education at the School Level

When asked how they defined global education, most of the educators and principals at the six schools we visited emphasized it implied the introduction of an "international" character to the curriculum, and promotion of awareness-raising efforts. They spoke of many of the values associated with the global education "ideal type" we elaborated on in Chapter 2, such as empathy; tolerance and respect of

differences; responsibility; and rights. Citizenship was another topic that received much attention, especially in our interviews with educators and administrators in the urban and Catholic schools. Most participants who brought up the concept of citizenship in the urban and Catholic schools also made explicit local-global links when speaking of preparing students to manage their rights and responsibilities in an interdependent and interconnected world. However, this was less the case in the rural schools we visited, where mention of citizenship only occurred in relation to a citizenship awards program at the school, recognizing student "citizens" for their contributions to the school community.

Many participants also referred to ministry-level curricular guidelines when defining global education, although all noted that there was no formal definition of, or reference to, global education in the curriculum. The educators we spoke with made several references to a Social Studies unit that deals with Canada's trade relations. They also highlighted the importance of preparing students to "compete in the global market." This emphasis on a strategic and competitive rationale for teaching about global issues is in keeping with the provincial curriculum but quite unusual when compared with participant responses in our other provincial case studies.

Participants also commonly included poverty among issues listed when asked to define global education. Invariably, in connection to poverty, those we spoke with mentioned recent or planned fundraising initiatives at their schools. In fact, participants identified fundraising as a global education-related activity in every interview. However, only in the Catholic schools did participants make specific links between local and global poverty. In the urban schools we visited, the environment was also noted to be a "hot topic" in global education for students. This was less the case in the rural and Catholic schools we visited, although "natural disasters" (e.g., the 2004 tsunami) seemed to be a common rallying point for fundraising efforts.

Importantly, the action component of the global education ideal type was also supported in the interviews with many of the educators we spoke with, particularly at the urban and Catholic schools. One of the Catholic school educators spoke of nurturing students' capacity for empathy, but that the ultimate goal was to facilitate "empathy leading to action."

All participants noted that global education is not a ministry priority, and that it is squeezed out by the provincial emphasis on literacy and numeracy.

Global education in the rural and urban schools we visited seemed intermittent and often revolved around major holidays or fundraising initiatives. Fundraising activities were usually described as school-wide initiatives with school assemblies used to disseminate information and rally support. Many respondents identified fundraising and school assemblies as examples of active learning and engagement.

However, there were notable exceptions: a couple of educators in both rural and urban schools indicated that they tried to integrate ("as much as possible") global education into standard curricular subjects. In the Catholic schools we visited, educators spoke of global education as something that was infused throughout formal and extracurricular activities, and viewed as an integral part of the Catholic ethos. All participants noted the very favourable responses students often have to global education activities.

School-level support and resources

Participants at all the schools suggested that there were very limited, if any, resources or professional development opportunities that they could access from the provincial ministry in support of their global education work. Most highlighted the professional development activities the ministry offered in connection to supporting literacy and math.

School-level participants had a similar response about district-level support, particularly from those in the rural, northern school board we visited. However, several educators from the urban and Catholic schools highlighted several district publications and resources that they felt were valuable in supporting their global education activities.

Rural school participants indicated that there was no formal system in place either within the school, between schools, or district-wide, for exchanging information and/or supporting learning among educators and administrators, although they pointed out that teachers could informally share information in the staff room, for example. Educators at the urban board also identified a monthly school newsletter, district newsletters and student council meetings as relevant mechanisms for the dissemination of ideas, news and information, although these rarely focus on global education issues.

When asked what resources they accessed or used regularly, most of the educators we spoke with quickly identified the Internet, followed by provincial and district publications, reports and other resources. Other than the web and official sources, teachers emphasized their use of newspapers "to keep current with what's going on in the world" (Ontario Urban 1c).

Innovations – the SAGE Programme, Character Education, and PALS

During our research we were encouraged to speak with the principal of an urban school in southern Ontario that offers parents the opportunity to register their children in "The Scholastics Arts and Global Education Programme" (SAGE). The principal explained that parents concerned with the narrow emphasis on literacy and numeracy had petitioned for the introduction of this programme.

The SAGE Programme aims at an integrated approach of the Ontario curriculum through a cooperative, non-competitive classroom environment. Special focus is given to global education, particularly in the areas of diversity, the environment, and exploration of the arts, with an emphasis on raising students' awareness of their ecological and social justice responsibilities. One of the five goals of the SAGE Programme is to "incorporate global education into the school community" (SAGE Steering Committee, 2005). The program requires 12 to 15 hours per month of parent participation. Conflict resolution and anti-racist/anti-bullying activities are emphasized.

We found another example of school- and district-wide innovation in the implementation of district-wide, non-mandatory Character Education programs in two of the school boards we visited. The focus of this program is on "all sorts of different elements in human relationships, how to get along, problem solving, empathy…" (Ontario Urban Public 1a). The idea is to integrate Character Education across as many subjects as possible. Additionally, Character Education is included in student agendas, which all schools have. While not focused specifically on global education themes, district-wide initiatives of this type may be a model for building more systemic approaches to global education in Ontario schools.

One principal at an urban Ontario school also noted its district's "Peer Assisted Learning" or PALS program as an example of a district-wide initiative that could be used as a model for enhancing global education. PALS focuses on promoting student leadership through introducing structured activities during free time at school. For example, Grade 6 students who are excelling in core subjects provide activities for younger kids to participate in during recess or lunch. While not mandating the participation of classes, the school does require that teachers include comments concerning student performance in Character Education on report cards.

We were also intrigued with the use that one class in a Catholic school we visited had made of the Universal Declaration of Human Rights. This class had instituted a "Charter" in support of its "ridicule-free zone" status:

> *[The classroom is a] ridicule-free zone. Taken from the UN charter - the non-negotiable human rights. Everyone is entitled to have privacy… Second, everybody has the right to be treated kindly, with respect, regardless of who you are. Third element, everybody has the right to an opinion. I want students to be risk takers. (Ontario Catholic School 1c)*

The teacher said this charter was used to expose students to issues of human rights, and sought to encourage critical dialogue concerning issues related to global education. In this way, global education was integrated and became a part of classroom structure and functioning.

External partnerships

Most of the schools we visited identified UNICEF, and specifically the annual Halloween fundraising drive, as a main external contributor to their global education activities. They highlighted parental involvement in global education activities and initiatives, usually in response to fundraising efforts (e.g., for the 2004 tsunami).

Educators in the two rural schools noted that they were unable to access NGOs or other partnerships with external actors to support global education activities in their schools. While generally supportive of the need for global education in their schools, educators in the rural board expressed a sense of isolation that we found particularly troubling.

Challenges and advice for external partners

Participants viewed lack of teacher time as a major constraint on the integration of global education. Other challenges included:

- Educators' lack of confidence in their ability to "teach" global education (noted mainly by rural-based participants)
- Lack of ministry-level support (across all schools)
- Prescriptive and standards-based curriculum that stifles teacher creativity and flexibility in classroom activities (across all schools)
- Insufficient financial resources (across all schools)
- Inadequate knowledge of where and how to access resources (across all schools)

In terms of advice, most participants emphasized the need for a "stronger presence" of external organizations in the schools. They recognized the need for longer-term and sustained commitments to a common global education program, and welcomed the idea that external groups might partner with them in such an initiative. There was also consensus around the need for more age-appropriate and interdisciplinary resources (including global education resources suitable for use in math and literacy instruction), as well as the need for more visual material. Probably the most frequent request was for more guest speakers or other forms of direct interaction with global educators.

Summary

The new Ontario elementary Social Studies curriculum pays considerable attention to global and international issues. However, it places only a limited emphasis on active citizenship and often emphasizes global economic competitiveness and Canadian interests as core aspects of what children need to learn about global interdependence.

Because this curriculum is in the process of implementation, it was difficult to assess how the new curriculum will be taken up within schools. The ministry offers little in the way of support for teaching about global education, and there is also a great deal of variation in the ways that districts engage with global education issues. In Ontario, we found significant examples of innovation in global education both "whole-school" and district- wide. However, these innovations were contained, operating only within individual schools or boards.

As in our other cases, even educators who want to introduce global education approaches into their classrooms in Ontario face time, resource and knowledge constraints. Most of the activities mentioned as addressing global education focused on fundraising, although we did find a significant effort in the Catholic board to link the issues of local and global social justice and responsibility. Interestingly, while our curriculum analysis and interviews with ministry officials suggest an emphasis on national citizenship at the provincial level, we found that many educators, particularly in the Catholic board, spoke in sophisticated terms of post-national or global citizenship as something children need to learn.

Overall, the Ontario study suggested to us just how varied the lived reality of global education is across different types of schools and school boards. In most schools, global education initiatives depend on the energies of individual teachers. For more remote and rural schools, the difficulty of including global education in the curriculum is aggravated by the absence of external partnerships and support from the provincial ministry.

However, select school-wide and district-level innovations in southern and south eastern Ontario have resulted in impressive advances in global education at the elementary level. This points to the need for a more systemic approach to global education in the province, specifically modelled on successful district- and school-wide approaches to global education.

ENDNOTES:

1 Unless otherwise noted, the facts presented in this table are from the Government of Ontario (n.d.).

2 Ontario Ministry of Finance. (n.d.). *Visible minorities and ethnicity in Ontario.*

3 Ontario Ministry of Education. (n.d.) *Education Facts.*

4 We did not interview anyone from the district this school was in; however, we did speak to the principal because the school offered an innovative education program that deals with global education.

5 This document is a revised version of the 1998 Social Studies Grades 1-6 curriculum. The revisions appear to be mainly concerned with terminology (i.e., "Indigenous" becomes "Aboriginal"), without any major changes in evidence.

6 Ontario Ministry of Education. (n.d.) *The Ontario curriculum: Elementary.*

7 This participant mentioned that teacher PD conferences "usually had some global education content – one session at least" (Ontario Provincial 2).

8 Ontario Ministry of Education. (n.d.). *The Ontario elementary curriculum: Social studies: Curriculum documents by grade.*

9 Elementary Teachers' Federation of Ontario. (n.d.) *Curriculum materials.*

Chapter 9

British Columbia

In British Columbia, a provincial teachers' strike in the fall of 2005 made it impossible to undertake research at the school and district level during the period we conducted our field research. In this case, we report only on our analysis of the provincial curriculum and our interview with a ministry of education staff member.

Global education themes are quite visible in the elementary curriculum in BC, even though teaching about global issues does not appear to be a provincial priority at the elementary level. As in the Ontario case, we found interesting tensions between attention to global economic competitiveness and global social justice. Plans for revision of the 1998 elementary curriculum may signal an opening for greater emphasis on global issues and approaches.

Background

BC has a multicultural population with significant Asian and Aboriginal influences. Its population is 85 per cent urban, and is concentrated in the Lower Mainland and in Victoria. Table 9.1 offers information concerning key demographic details in terms of setting the socioeconomic and political context of global education in the province.

TABLE 9.1
DEMOGRAPHIC INFORMATION: BRITISH COLUMBIA[1]

Population	4,254,522 (2005)
Major Ethnic Groups	Chinese; French; East Indian; Aboriginal
GDP	168,011 million (CDN$)[2]
Major Economic Sectors	Service Sector; Agriculture; Fishing; Forestry ; Mining
Dominant Political Parties at the Provincial Level	British Columbia Liberal Party; New Democratic Party
Premier	The Honourable Gordon Campbell (BC Liberal)

Schools in British Columbia are either public or independent, with several choices available within the public system. At the time of the study, there were 61 school districts, and an additional 348 independent schools. In 2004/05, there were 671,224 students enrolled in BC, taught by33,314 teachers.[3] There were 1508 schools offering elementary education at the time of the study.[4]

Since 2001, the BC Ministry of Education has undergone substantial fiscal restraint and reorganizing. An amendment to the School Act has resulted in increased local school board autonomy and parental input into educational decisions (British Columbia Ministry of Education, 2004). However legislation requiring school boards to be free of deficits, coupled with a freeze of education funding, has resulted in significant staff layoffs, rural school closures, and other cost-saving measures (Shoveller, Elliott & Johnson, 2005). As in other Canadian provinces, standardized testing has been introduced, as well as linking school/teacher performance evaluations with student outcomes. Tensions culminated in an illegal strike by teachers in the fall of 2005. In what is seen as a positive move by all groups, the government has since introduced restrictions on class sizes, although it continues to be criticized for not adequately funding these changes (BCTF, 2006).

The BC case is unique in this study because of the provincial teachers' strike that occurred in the fall of 2005. Since it was not possible to do interviews at the district and schools levels, the recommendations here are drawn from an interview with a staff person at the provincial level. We also collected and analyzed province-level curriculum documents using the conceptual matrices attached in Appendix A.

FIGURE 9.1
SAMPLING STRUCTURE OF INTERVIEW FOR BRITISH COLUMBIA CASE STUDY

Global Education at the Provincial Level

Global education in the BC Curriculum

BC uses a comprehensive Integrated Resource Package (IRP) for its curriculum, which consists of learning outcomes, suggested ideas for instruction, a list of recommended learning resources and possible methods for evaluating students' progress. The K-7 Social Studies IRP currently being used was published in 1998 under the direction of three project coordinators from the Curriculum and Resources Branch, after extensive consultation with school districts, teachers' organizations, and various partners in education.[5] At the time of data collection, Social Studies courses were designed for Grades 10-12, and not the elementary level. The ministry is planning research on the kindergarten-Grade 7 Social Studies curriculum in 2006 to assess the current trends in education.

We conducted one interview with an education officer within the ministry of education, which is responsible for elementary and secondary schools in the province. The officer noted that the department was significantly smaller than it had been a decade earlier, a change which left less time available to concentrate on specific issues. The participant did not express confidence defining global education officially, but gave a personal view, stating: "It's basically an awareness of issues on the global front," including politics, human geography, the environment, and the impact on global citizenry.

Data from our analysis suggest that although global education is not mentioned explicitly in the formal Grades 4-6 curricula, learning outcomes related to global education are predominantly found in the Social Studies curriculum. Child-centred pedagogies are emphasized throughout the Social Studies IRP,

suggesting a variety of instructional approaches that "include group work, problem solving, and the use of technology" (BC Ministry of Education, 1998, p. v). The IRP emphasizes that teachers should adapt their strategies to suit the various developmental needs of their students.

According to the ministry official, global education is not singled out in the elementary level program, but is integrated into the curriculum. It is more explicitly found in secondary school, particularly in the new Grade 11 course, Civics Education (which is outside the bounds of this study). The participant felt that students wishing to pursue global education could do so in post-secondary studies, where "there are a myriad of courses offered." The reason for this concentration of global education in the higher grades is that the elementary grades start with the individual's identity, broaden into the community and school, and then widen further into provincial, national and global understandings.[6]

The ministry official also emphasized that Aboriginal issues and multiculturalism are both priorities within the kindergarten-Grade 7 Social Studies curriculum. The official felt that global education is predominantly brought into the classroom in the form of current events, but that this depends upon the interests of the individual teacher.

In addition to the above, our ministry informant noted time constraints as a major barrier to global education at the elementary level. The strong focus on numeracy and literacy (Math and English) makes it logistically difficult for the average elementary teacher to fit other curricular matters into classroom time.

How does the BC curriculum compare to the global education "ideal type"?

Although global education is not a term we found in the curriculum, some curriculum content resembled the global education "ideal type," including specific topics on global citizenship, critical thinking, and human rights. Throughout, we found a dominant theme of fostering multiple perspectives, particularly in the areas of various interpretations of historical events, environment and trade debates, local and national issues, and different cultural viewpoints. Tolerance and valuing diversity are heavily emphasized through multiculturalism, including an examination of both the challenges that immigrants face and the contribution they make to Canadian society.

The BC curriculum pays attention to global social justice and global competitiveness. This is demonstrated in the tension between issues of the environment and the economy, two sub-categories found in each grade. The curriculum views trade and economic growth as positive elements that contribute to society's well-being, although ethical trade is emphasized, particularly in regards to natural resource consumption and urbanization. In terms of the environment, there is a brief examination of Aboriginal holistic environmental views in Grade 4, and sustainability and the "ecological footprint" in Grade 6. However, the environment is framed predominantly as a natural resource that is being depleted due to population growth, over-consumption and industry. Suggested activities include: "Hav[ing] students role-play industry representatives and make presentations to convince the United Nations that industry will not damage the global environment," and debating that "Jobs are more important than forests; current fisheries policies meet the needs of commercial, sport, and Aboriginal fishers; selling freshwater to the United States is a good idea." Although debating will bring to light the inherent multiple perspectives, it is of note that the examples are consistently framed in favor of trade, and to the detriment of the environment.

The BC curriculum fosters regional, national and global citizenship; however, each is treated independently from the others, a result perhaps of the overall design of the kindergarten-Grade 7 Social Studies (starting with the individual, community, province, etc.) curriculum. Global citizenship becomes an explicit topic in Grade 6, including discussions on the characteristics of global citizens. In the area of human rights, the

curriculum integrates the many different layers of citizenship while fostering a notion of moral purpose. In the span of Grade 4-6, students cover the Indian Act, Canadian Charter of Rights and Freedoms, BC Human Rights Code, Ombudsman Act, and UN human rights initiatives including Rights of the Child. Both historical Canadian inequalities, such as the Chinese Head Tax and Japanese internship, as well as present day inequalities experienced in poorer countries, are discussed. Despite this human rights focus, the curriculum does not touch upon inequalities in present-day Canada. As a result, there is also a lost opportunity of engaging students in "active citizenship," or developing a sense of moral purpose in their immediate environment.

Active citizenship is meant to be one of the major emphases of the curriculum, along with developing understanding, making connections and applying knowledge. However, although the last three skills are prevalent, our participant did not highlight the notion of "action," nor was it easily found within the curriculum. In addition, controversy was treated cautiously; the curriculum aims "not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework" (BC Ministry of Education, 1998, p. B5). When choosing resources from the ministry's recommendations, teachers are asked to "consider the appropriateness of any resource from the perspective of the local community" (BC Ministry of Education, 1998, p. B5). Some contentious issues are brought into the curriculum in the areas of human rights and Aboriginal issues, but these are few in relation to the large number of issues covered in the curriculum. However, the ministry official we spoke with mentioned that teachers could naturally bring contentious and global issues into the classroom through their current events units.

Provincial-level curriculum support and resources

Provincial-level support for teachers is mostly found within the Integrated Resource Package (IRP), which gathers learning outcomes, instruction and evaluation suggestions, and learning resources into one document. Aside from the support offered in the IRP, the role of the ministry of education is seen as providing occasional financial support for the introduction of new courses and funding workshops. The funding provided directly to the district is allocated on the basis of the district's priorities. According to the participant, it is the district level that decides on the various professional development days and the workshops provided.

The ministry also develops and evaluates teaching resources that teachers have the option to use. In addition to the formal curriculum and teaching resources, the participant noted that information sharing was done through the ministry's website, and that a bi-weekly newsletter called Education Info contains news of any new developments.

The participant noted a lack of print resources available for global education. Although the Internet enabled children and teachers to have greater access to education and resources, the participant was cautious about the information being "reputable or accurate." This concern for the integrity of electronic sources was mentioned by informants in other provinces too.

The participant emphasized the lack of time for the classroom teacher to implement global education when there was so much emphasis on literacy and numeracy. The interviewee expressed, "There is so much that is deemed of import in education, and everyone wants a piece of the pie."

Partnerships and informal curriculum

The ministry official we interviewed was not aware of any sustained partnerships between the ministry and NGOs or community groups. The official referred to a video from World Vision, which was used for the higher grades. The respondent also noted that the United Nations website link was included in the ministry's

website. Students' leadership efforts were noted with approval. The official also stated that UNICEF was "in the public eye. It's huge!" and gave an example of canvassing for public donations for the following year.

The participant thought informal global education activities were more likely to occur in the independent schools, based on the interest and motivation of the principals, teachers, parents and students. The official expressed the difference that individual teachers can make; that one needs "passionate people, and then it will fly on its own." The participant indicated, however, that there was likely more going on than the participant was aware of, given that his/her position was not in direct contact with the schools.

Interestingly, several websites at the provincial level offered informal global education activities. The British Columbia Teachers Federation (BCTF) hosted a "Global Education" website that included ten different lesson plans for kindergarten-Grade 7, which had been developed by BC teachers, and had direct links to the formal curriculum. In addition, the BCTF has two specialists' associations that link to global education. The Peace and Global Education (PAGE) association represents 2 per cent of elementary teachers; while the second association, the BC Social Studies Teachers Association (BCSSTA), represents almost 40 per cent of secondary school teachers, but has limited elementary representation. The BCSSTA website lists several global education- related projects, as well as a 2006 conference titled "Canada's Role in the Global Community." Separate from the BCTF "Global Education" website, British Columbian districts, teachers, universities and organizations have managed to obtain funding from the Canadian International Development Agency (CIDA) for five Global Classroom Initiatives.

These initiatives suggest that much more may be happening in the area of global education than the ministry is aware of – including activities at the local, district and provincial levels.

Advice from educators for external partners

Our ministry informant emphasized that external partners need to become more visible and synchronized with the ministry of education. This includes being cognizant of the provincial curriculum developers' timeline, and working directly with the curriculum publishers, in order to insert resources on global education into the formal curriculum. It was also suggested that NGOs should contact the provincial specialist associations, such as the BCSSTA. In addition, NGOs have the opportunity to develop partnerships directly with schools for courses such as the new Grade 11 Civics.

Summary

Global education does not feature explicitly in the BC Grades 4-6 formal curriculum, but elements of the global education ideal type appear throughout. Attention is paid to global citizenship and human rights, critical thinking, tolerance, and respect for diversity. The curriculum also includes environmental issues but these are often in tension with support for global trade and competitiveness. Although "active citizenship" is described as a goal of the curriculum, we found little evidence of it.

The fact that global education is not explicitly mentioned in the Grades 4-6 curriculum may have to do with the organizing principles of the kindergarden-Grade12 Social Studies curriculum. This curriculum follows a more traditional approach to Social Studies, moving from knowledge of self and local community before branching out to the wider world. This view seems to be supported by the BC ministry, which concentrates most of its global education efforts at the secondary level.

At the provincial level, there are several further constraints. The emphasis on strengthening numeracy and literacy in the schools has led to less time for other aspects of education. As well, there are fewer people currently working in the ministry of education, leading to a need to prioritize more pressing issues. As in

several of the other cases, the integration of global education into the classroom is viewed at the provincial level as something that is appropriately left to the discretion of individual teachers.

ENDNOTES:

1 Unless otherwise noted, the data presented in this table is available from the Government of British Columbia (n.d.).

2 StatisticsCanada (2006).

3 British Columbia Ministry of Education (2005b)

4 British Columbia Ministry of Education (2006)

5 A list of partners can be found in Appendix E of British Columbia Ministry of Education(1998).

6 The official noted that this approach was in line with the Social Studies component of the Western Canadian Protocol for Collaboration.

Chapter 10

Yukon

In the Yukon, a "Global Education Committee" brings together members from schools and the territory's department of education to discuss relevant issues, topics and pedagogical strategies related to global education. This committee, along with strong support for global education within the Yukon Department of Education, has led to a stronger overall engagement with global education than we found in our other cases. In addition, the Yukon seems to have successfully modified a curriculum "borrowed" from BC to meet the needs of a diverse (predominantly First Nations), and geographically remote population. In 2004, First Nations students represented approximately 28.5 per cent of the total student population in the Yukon (Yukon Government, 2004). Also of note is the fact that the Francophone population has doubled in the past 20 years (Canadian Heritage, 2006). Both innovation and responsiveness characterize the global education experience in the Yukon.

However, our research suggests that there is some disparity in the attention global education receives in schools serving different populations. Significant challenges remain in terms of:

- Addressing basic literacy and numeracy competency capacities of students from disadvantaged backgrounds and/or circumstances (particularly in small, marginalized communities).
- Making global education "real" to students, with particular emphasis on the development of more effective teaching and learning materials (e.g., videos, maps and books) and the hosting of more guest speakers.
- Finding ways to evaluate the impact of global education and/or to show how it is relevant to social transformation.

Background

The Yukon's educational system serves a relatively small population, but is distinguished by the large number of First Nations students it serves. At the time of our study there were 28 public schools (23 elementary schools) and one French First-Language kindergarten-Grade 12 school in the Yukon[1]; serving 3,089 elementary-age children (Yukon Department of Education, 2005a), with 491 teachers in 2002/03 (Nault, 2004). Because of the Yukon's small size, there is no intervening educational authority between the Yukon Department of Education and schools in the territory. In addition, the Yukon does not develop its own curriculum: at present it uses British Columbia's curriculum at the elementary level.

Table 10.1 offers key demographic details that set the socioeconomic and political context of global education in the territory.

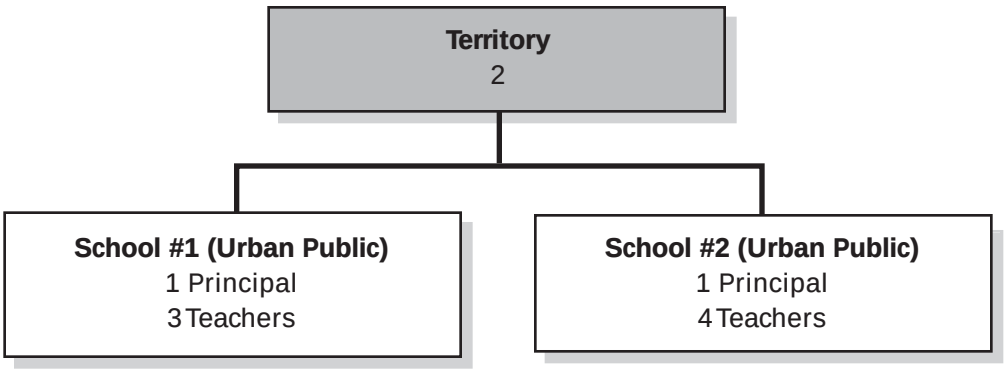
TABLE 10.1
DEMOGRAPHIC INFORMATION: YUKON[2]

Population	31,587 (2005)
Major Ethnic Groups	British; European; Aboriginal; French; Asian and African
GDP	1,522 million (CDN$) (2005)[3]
Major Economic Sectors	Mining; Manufacturing; Hydroelectricity; Tourism
Dominant Political Parties at the Provincial Level	Yukon Party (formerly "Progressive Conservative"); NDP; Liberal
Premier	Honourable Dennis Fentie (Yukon Party)

The Yukon has innovatively adapted the BC curriculum to reflect local needs and conditions, specifically by fostering experiential programs reflecting traditional First Nations learning styles, and providing support for French-language programs (Yukon Department of Education, 2005b). It has also established an Internet-based Youth Education Student Network (YESNET), including an active site where students and teachers can upload their projects for others to see.[4] To address the disparity of First Nations and non-First Nations student outcomes, the government established an Education Reform Project in 2005, to "make changes in the education system to better meet the needs of First Nations" (Yukon Education Reform Project, n.d., p.1). Similar to trends in other Canadian provinces, the Yukon mandates standardized testing in literacy and numeracy (Yukon Department of Education, 2005b).

Because the Yukon uses BC's education curriculum, we drew on our analysis of that province's curriculum while conducting this case study. We also interviewed two staff members at the Yukon Department of Education and visited two schools.

FIGURE 10.1
SAMPLING STRUCTURE OF INTERVIEWS FOR YUKON CASE STUDY



Global Education at the Territory Level [5]

Global education in the Yukon curriculum

The formal curriculum in the Yukon is based on the BC curriculum, with modifications made to enhance its relevance to the needs of the territory. Social Studies is the area in which BC's education system has the highest concentration of "global education" related topics, but the BC curriculum has not been revised in more than five years. However, according to one of the two participants we spoke with at the Yukon Department of Education, the BC curriculum lacks a formal definition of global education, and similarly does not offer specific guidelines on the implementation of global education. Thus much of the global education effort in the Yukon "comes from the individual research of teachers" (Yukon Territory 1).

While there is no formal definition of global education in the Yukon curriculum, elements of the global education "ideal type" were evident in the definition of the term offered by one of the participants (who was identified by several other participants as a "leader" in global education in the Yukon). Specifically, this participant's definition emphasized cultivating a spirit of civic responsibility among students (the concept of "global citizens" was also employed), and rooting students in a strong sense of the interconnectedness of the world's peoples and the need for critical understanding of "the world they live in." The importance of critical thinking about global "inter-relatedness" was echoed by the second participant we spoke with at the Yukon Department of Education, who made specific reference to the interrelated impacts of various cultures.

Department of education officials were particularly keen to have the input of First Nations people into the curriculum development process: in their view this would "only improve the status of global education." The department has a First Nations consultant who represents all 17 First Nations in the Yukon. This consultant and several others are working to introduce new content into the curriculum and have also been involved in piloting "First Nations Education" in the territory.

With the same emphasis as found in our global education ideal type on developing critical thinking skills among students, one Yukon Department of Education official identified the goal of the curriculum as "…to get kids talking about issues and to look at them from more than one perspective" (Yukon Territory 1). While it was suggested that global education was stronger at the high school level, the official firmly believed that for global education to be more effective, children needed earlier exposure to relevant issues, knowledge and skills.

Territory-level curriculum support and resources

More than a dozen consultants develop curricula and work with classroom teachers to implement the curricula in the Yukon. Department officials felt that while more resources are required to strengthen global education in schools in the Yukon, support for teachers was even more critically important because "teachers must go beyond the available resources to make them effective" (Yukon Territory 1).

Professional development is readily available to teachers in the Yukon and is strongly supported with an "above-average" budget for professional development activities. According to one participant, the Human Rights Commission and the Yukon Development and Education Commission (YDEC) have played active roles in supporting global education in the Yukon through the provision of resources and in some cases, guest speakers. There is "good dialogue" between schools and NGOs in Whitehorse, the Yukon's capital city. However, no specific groups were mentioned. The Yukon Teacher's Association (YTA) was also identified as playing a "secondary role, in terms of broad [global education] initiatives" (Yukon Territory 2). Participants from the Yukon Department of Education also perceived there was "a lot" of parental involvement at the school level on the development of global education in classrooms.

Although not meeting at regular intervals, a "Global Education Committee" has been established, which brings together teachers and administrators to discuss, share and plan ideas and initiatives around global education. Teachers also communicate with other teachers and education professionals on a regular basis as well as actively engaging in "resource-swapping." It was clear that the people we spoke with supported child-centred approaches to teaching, and favoured a "whole-school" approach to teaching global issues.

Implementation of global education

Based on insights offered by the territory-level participants, there is some disparity between the time spent on First Nations topics and those more broadly defined as "global education" topics within the Social Studies curriculum. Schools in Whitehorse were more actively engaged in global education initiatives, reflective of the broader range of content, skills and attitudes advocated within the ideal type, whereas schools in smaller communities outside of Whitehorse tended to focus more on Aboriginal issues in their Social Studies content. However, this disparity in areas of focus should not obscure the fact that participants themselves made explicit connections between "Aboriginal issues" and "global education," and indeed felt that the large First Nations population of the Yukon influenced the approach taken towards global education in the public education system, both within and beyond Whitehorse.

Reflecting on past individual teaching practices, one Yukon Department of Education staff member suggested that 70 percent of her/his time was spent directly or indirectly covering topics relevant to global education. This participant was clearly supportive of a "holistic" approach to strengthening global education in the public education system that would raise issues across a range of subject areas, "from math to literature." The participant suggested that global education be introduced at "an even younger age," and particularly that the concept of "interconnectedness" and the construct of the "global citizen" be emphasized even at a "very basic level" from a child's first school years.

Challenges

Both department of education officials we interviewed had difficulty identifying challenges to the development of global education in the Yukon school system. However, one participant emphasized that global education issues often provoked strong emotional responses in children, and therefore teachers have to approach such issues sensitively so as not to "overwhelm" children and thus constrain learning. For this reason, the other participant felt that it was important to recognize that some teachers were uncomfortable teaching certain issues (the example of "child labour" was offered here) and that greater attention to addressing teacher preparedness and comfort in relation to global education was required. Officials thought that the imperatives of equipping teachers with the tools and knowledge they required for effective integration of global education in their classrooms meant that teachers needed to become more "technologically savvy" and better able to use web-based resources.

A final challenge to be noted here concerns the lack of formal strategies for monitoring progress, or evaluating teachers' effectiveness in conveying global education issues in the classroom. However, both participants felt that considering the perceived receptiveness of teachers toward global education, the Yukon fared quite well in terms of exposing students to global education-related issues. Moreover, both participants expressed the idea that the Yukon Department of Education was adequately providing teachers with appropriate resources and professional development opportunities supportive of strengthening global education in classrooms.

Global Education at the School Level

Two principals and six teachers were interviewed in the two schools in this study. The first was a French Immersion school with about 250 students with very few First Nations students. The second school had about 10 per cent of its 400 children classified as First Nations students.

Our participants in these Yukon schools offered broad definitions of global education that highlighted issues rather than providing more precise descriptions of the term's philosophy, goals and content. We noted that global education did not figure prominently in the formal curriculum, and most topics were subsumed under Social Studies. While direction from principals and the Yukon Department of Education concerning global education was important, teachers took the lead in keeping global education visible in their classrooms. As one teacher stated, "We would like to portray our school as a worldly place, an inclusive place. One of our goals is to see more global education covered in the classroom" (Yukon School 2a).

For the educators and principals we spoke to, global education meant exploring the interconnections among people, places and the natural environment. Educators felt that using a comparative approach to teach global education enabled children to gain awareness of Canadian society, the role of the government, as well as their own cultural backgrounds. While participants in some of our other cases suggested that some global education issues were "too complex" or elicited difficult emotional responses, one teacher we spoke with strongly felt that global education should seek to instill a sense of hope in students through the cultivation of a sense of personal responsibility and agency (willingness to take action). As one principal stated:

> *We are a small planet... if you want to fight for social justice... then children need to be made aware... Multinationals are where the problem is. Students need to know what propaganda is. Students need to know that it is a myth that the third world depends upon the first world. Kids need to develop greater empathy for others, and dispelling myths is key. (Yukon School 1a)*

In the more affluent of the two schools we visited, there was a stronger interest in global education, and the educators we spoke with defined global education in accordance with our ideal type. While interviewees emphasized raising awareness of issues "outside North America," they also strongly connected such efforts to the need for "ownership for being a global citizen." Thus, several participants spoke of approaching global education through making local-global links, comparison and critical discussion on issues of global interconnections in environmental, social, cultural, and economic spheres, with questions of equity and social justice figuring prominently.

In contrast to the schools we visited in other cases, there was a strong push for global education to move beyond "charity" or "fundraising" activities for "poor" people, and for a more holistic implementation of global education activities and issues across subjects – "I ask my teachers to be as involved as possible – not to get on the bandwagon [with things like fundraising for the tsunami], but to make sure our funding is used locally first" (Yukon School 1a).

School-level support and resources

While global education figured quite prominently in the classrooms and schools of the educators we spoke with, the idea that "institutional support is definitely lacking" was highlighted as a key constraint on the development of global education in the system. This was in marked contrast to the perception of territory-level participants who, as noted above, thought the Yukon Department of Education was providing "adequate" support for global education. Nonetheless, most participants also conceded that opportunities for professional development were supported by the Yukon Teachers Association and the Yukon Department

of Education; however, they offered no specific examples of professional development opportunities. The principal of one school we visited highlighted their "up-to-date resource centre" that had, "many lesson plans for global education topics… there are many lessons related to social justice" (Yukon School 1a). Indeed, one teacher went as far as to suggest, "Resources are not an issue… there is so much out there" (Yukon School 1d).

However, it was clear that the teachers we spoke with relied largely on their own Internet-based research as well as their own resource collections: "… textbooks are outdated; the Internet has videos, photos, and up-to-date issues" (Yukon School 2c).

For most, the problem was less a lack of materials but a lack of time. Teachers have difficulty sifting through numerous available online resources. They also have to focus on math and literacy. To address this problem, educators suggested that the ministry develop a website dedicated to disseminating information, ideas and resource materials that are "ready to use." Another theme introduced by educators and similar to the Manitoba case, was that teachers were skeptical of the factual basis of some of the information that they came across and were therefore less inclined to introduce it in their classrooms.

Participants at the schools we visited thought that they would like to have more professional development opportunities "mandated by the ministry," and specifically that the Yukon Department of Education should coordinate professional development activities that facilitate information-sharing and dialogue among educators concerning global education teaching and learning. One participant emphasized the weak horizontal relationship between schools and suggested that greater effort was needed to "get all teachers on board" for effective global education in the system.

Challenges

Participants stressed that to be effective, global education needed to be "relevant" and "hands-on." For one of the teachers, global education was difficult to implement because of the "very low academic level" of her class that required her to spend a large part of her time on "basic reading and writing" (Yukon School 1b).

When discussing the formal curriculum, some educators thought that global education should be a separate subject area, "distinct from Social Studies." One teacher offered specific insights into what was needed to strengthen global education in a way that connects with the active learning dimension of the ideal type:

> *There should be something mandated through the curriculum that puts something far more active in motion…In Grade 6, students are asked to be a global citizen, but what is missing is their actual participation. There should be fewer topics covered, and they should be studied for more prolonged periods. Many issues are touched upon, but there is not enough depth. (Yukon School 2a)*

One area of concern that did emerge as a dominant theme was the issue of evaluation – or lack thereof. Participants noted that there were no formal evaluation or monitoring mechanisms for global education activities, except informal assessment and/or encouragement by either principals or by teachers themselves. More than in any of the other cases, the participants we spoke with in the Yukon seemed to focus on the idea that "… it's hard to measure effectiveness of global education…"

However, beyond mentioning these particular challenges, most of the educators we spoke with were hard-pressed to identify any challenges at all. One educator concluded:

There are no hard or fast rules. We are not given a lot to teach the issues, and they're kind of warm and fuzzy. I would like to see harder facts, and make global education more realistic through Social Studies (Yukon School 1b).

Innovations

The most striking innovation in the Yukon case is the Global Education Committee spearheaded by the Yukon Department of Education officials, but including teachers from the two schools we visited as well. The committee is an informal forum for high school and elementary teachers who believe that education is a vehicle for the development of global citizens.

Partnerships

When asked about the engagement of external organizations, participants generally identified UNICEF and discussed the "orange box" fundraising drive at Halloween. However, beyond UNICEF, none of the participants identified any other external partners in global education initiatives within their schools. However, all were very supportive of the idea of NGOs participating and supporting global education.

Additionally, a couple of the educators we spoke with identified some parental involvement in global education initiatives in their classrooms. While no specific examples were provided, educators emphasized that, for the most part, parents were very supportive of global education in the classroom.

While participants from the Yukon Department of Education mentioned the role of the Human Rights Commission and the Yukon Development and Education Commission (YDEC) as well as the Yukon Teachers' Association (YTA), none of the school-level participants mentioned these groups. This response suggests a gap in terms of the vertical relationship between educators and territory-level personnel. Furthermore, the perception at the department level that there was substantial inter-school partnering around global education, was not entirely borne out in the findings from participants at the two schools we visited. While one teacher suggested that "ideas were floating around" and that there would likely be more partnerships between schools concerning global education initiatives in the future, at the time of the study, there was no mention of such partnerships, except for the occasional references to fundraising initiatives that may link schools. In one instance, a teacher highlighted the "letter-writing projects that go on between schools" and gave an example of one such initiative that connected students from a school in the Yukon with those in a school in Afghanistan.

Advice from educators for external partners

Yukon educators believed that external partners need to find effective ways to support the holistic integration of global education across the formal and informal curricula and to help "make learning more relevant." Hosting guest speakers was perceived as one of the best ways to "connect kids to real issues." Additionally, they suggested that more "ready-to-use" resources were needed, with particular emphasis on the development of age-appropriate web-based resources, and other visual aids. Educators firmly asserted that external partners should refrain from sending unsolicited materials.

Overall, educators emphasized that any resources and programs that were developed need to focus on "getting students talking about issues," implying that a strong critical thinking component was needed. The single most important step an external partner could take is to "make solid connections with teachers and figure out how to appropriately deliver global education themes."

Summary

Overall, our work in the Yukon suggested that global education – including the idea of active citizenship and critical thinking — was strongly supported at the territory and at the school levels. Part of the consensus we found concerning the importance of global education comes from the Global Education Committee. However, while there was considerable momentum driving the inclusion of global education in Yukon schools, even our small sample suggested that there was disparity in term of the coverage of global education issues. Much more research is needed into the variation and opportunities for global education in schools with large First Nations populations. Yet overall, the Yukon is among the most innovative and responsive examples of global education in our study.

ENDNOTES:

1 Public schools include English; French First-Language; French Immersion and Catholic (Yukon Bureau of Statistics, 2005).

2 All information presented in this table is from Yukon Government (n.d.). *Home.*

3 Statistics Canada (2006).

4 YESNET. (n.d.) *Online Student Projects.*

5 In this section we combine the "Province/Territory" level with that of the analysis and reporting of the "District" level found in the other cases.

Chapter 11

Analysis and Conclusions

What can this study tell us about the teaching of global education in Canadian elementary schools? While drawn from interviews within a small sample of schools and districts, the study offers a useful baseline for understanding how policy and administrative settings at the provincial, district and school levels shape the delivery of global education in Canadian elementary schools. Over the previous ten chapters, we have:

- documented the ways that global education is currently being defined in provincial curricula
- explored the types of supports and partnerships that shape its implementation at the school level
- investigated the challenges facing schools and teachers

Two things are clear from our research. First, there has never been a more opportune moment for paying attention to global education in Canadian schools. At the federal, provincial, district and school levels, there is wide recognition of the subject's importance. Second, there are many barriers to the effective implementation of global education. Tackling these challenges will require more than an improvement in the initiatives of individual organizations; it needs the coordinated attention of a range of actors, both from within and outside ministries of education.

This final chapter provides a synthetic analysis of our provincial-level findings, organized to address the two initial questions posed by this research:

- What is the current situation of global education inside Canadian elementary schools, and how is this being supported by school, district and provincial ministries, as well as by non-governmental partners and federal bodies?
- How can Canadian organizations (including UNICEF) better encourage and support global education in Canadian schools?

Global Education: The View from Canadian Elementary Schools

We talk a lot about rippling effects and the small things that you can do…so what can they do to create a rippling effect and how it starts with them… (Manitoba School 1b)

We would like to portray our school as a worldly place, an inclusive place. One of our goals is to see more global education covered in the classroom. (Yukon School 2a)

Let's begin with the school-level view. What do elementary teachers and school administrators understand by the term "global education"? What kinds of activities and teaching initiatives are occurring in Canadian elementary schools? What kinds of supports, partnerships and challenges do teachers and administrators identify as important?

In our school-level interviews, the term global education was widely recognized and generally employed with some familiarity.[1] Most informants were aware that recent or impending curricular reforms demand that they teach more about global issues. However, most teachers and administrators offered rather vague definitions of global education. A typical definition comes from one Ontario informant:

> *I would think that what we would want our children to know in our classrooms is what are the needs in our world; what kind of difference can we make as individuals in the world, an awareness and level of participation. (Ontario Rural District 1a)*

When asked to define global education, most teachers and administrators included at least some reference to global interdependence, helping others, and using multiple perspectives. However, they rarely directly addressed the spectrum of specific issues associated with global education in the research literature, such as human rights, global citizenship, problems of war and conflict, or environmental sustainability. Two ideas central to the global education ideal we presented in Chapter Two — the idea of linking global and local issues, and of active global citizenship (implying actions other than fundraising) — were rarely offered.

Teachers were quick to tell us that global education is not a top priority for teaching at the elementary level, particularly in light of heightened expectations for literacy and numeracy. One principal put it this way:

> *I think global education is critical, but so is meeting the needs of different learners, so is teaching the kids how to read when they don't come with any readiness [etc.] ... I can go on and on... and that is all overlaid on top of the regular business of the classroom. So when you say, how important global education is, it is critical, but so are these 20 other things... Where do we fit it in? (Alberta School 2a)*

Several teachers noted that the provincial curriculum did not provide adequate support for introducing global education, and called for more precise guidance:

> *There should be something mandated through the curriculum that puts something far more active in motion...In Grade 6, students are asked to be a global citizen, but what is missing is their actual participation. There should be fewer topics covered, and they should be studied for more prolonged periods. Many issues are touched upon, but there is not enough depth.*
> *(Yukon School 2a)*

> *There are no hard or fast rules. We are not given a lot to teach the issues, and they're kind of warm and fuzzy. I would like to see harder facts, and make global education more realistic through Social Studies. (Yukon School 1b)*

When asked, few teachers or school-level administrators could identify professional development opportunities or curricular support for global education from district or ministry staff.[2] Teachers told us that most global education resources and in-service training focus on secondary-level education. In only two instances (Ontario Catholic district and Yukon) did teachers tell us about active district or regional networks that support global education. However, mention of the impact of professional networks that collapsed after the loss of Canadian International Development Agency (CIDA) funding during the 1990s was also made in several other jurisdictions (e.g. Nova Scotia, Alberta). By and large, however, schools said they received

little sustained support for global education from either government or professional organizations and networks. Opportunities for school-wide learning or for collaboration among teachers, students, schools and districts, were quite limited in the vast majority of schools.

A surprisingly large list of external global education partners was presented by our school-level informants. As can be seen in Table 11.1, UNICEF and CIDA were the most often mentioned external partners supporting global education at the elementary level. But of 33 organizations identified as partners or potential partners at the school level, only nine were mentioned by more than one informant in our 15 schools. Some schools mentioned many partners; others, particularly in more remote and rural areas, could name no external partners for global education. Only once were universities or research bodies mentioned. This variation in external partnerships, and the fact that the vast majority of organizations received three or fewer mentions, speaks to the uneven and fragmented way in which external partners currently support global education in Canadian elementary schools, or that teachers or administrators seek out such partners.

In the majority of schools we visited, fundraising for charity was mentioned as the main global education activity undertaken. From our informants' descriptions, we concluded that fundraising activities were typically unique events linked only tangentially to what was being taught in classrooms. Even in the case of UNICEF (the most frequently mentioned partner in global education at the school level), there was a very limited link between the organization's well-known annual Halloween drive and classroom or whole-school approaches to learning about global issues.[3] While many teachers described fundraising as an important opportunity for student leadership, students were rarely encouraged to link across schools or districts. Several teachers expressed concern about fundraising efforts in schools with large disadvantaged populations.

Fundraising efforts rarely drew links between issues in Canada and elsewhere. Instead, efforts reinforced a "them/us" charity-focused perspective, often echoed in the conversations we had with teachers. We frequently encountered the idea that global education should teach awareness of "others" and encourage students to recognize how fortunate they are to be in Canada. As one teacher told us, global education is about "trying to get them [students] to see things we take for granted" (Nova Scotia School 1d). By and large, the fundraising efforts appeared to reinforce this version of global education. They offered limited opportunity for serious discussion about global interdependence or active global citizenship. What we found that was even more troubling was that few schools described anything approaching a sustained relationship with a non-governmental organization focusing on global education.

TABLE 11.1
EXTERNAL PARTNERS IN GLOBAL EDUCATION

	Schools N=15	Districts N=8	Provincial/Territory N= 7
Total number of partner organizations mentioned	33	22	40
Organizations mentioned by more than one informant	9	2	5
Organizations with more than one mention	CIDA (4) UNICEF (28) Free The Children (5) Red Cross (3) CODE (2) World Vision (4) Global Trek (2) Nova Scotia RCHR (4) Cdn. Teachers Fed. (2)	UNICEF (5) Free The Children (4)	CIDA (3) UNICEF (8) Free The Children (2) UNESCO (2) Global Trek (2)
Organizations mentioned (by Category):			
Federal (Gov't) Bodies	3	2	3
Provincial (Gov't) Bodies	4	2	5
Faith-based Groups	0	2	0
National/International NGOs	15	9	20
Provincial/Local NGOs	6	4	6
Teachers' Associations	4	3	5
Universities	1	0	1

The other significant way that schools link to external partners is through the receipt of curricular materials. Many schools (and districts) told us that they routinely receive global education materials from a variety of governmental and non-governmental organizations. But they told us that these materials are often never used. Teaching pressures make it impossible for them to sort through materials, judge their efficacy, and relate them to curricular expectations. Not surprisingly, teachers asked for more targeted and age-appropriate materials with better visuals, more opportunities to learn from resource people about how to introduce the material, and longer-term partnerships with NGOs.

Finally, we should note that despite the rather negative reports from school-level actors about the extent to which global education is supported and implemented in Canadian elementary schools, we also found evidence of considerable enthusiasm and innovation.

Individual teachers often told us that they try to infuse global issues across the curriculum or that they used classroom time to introduce global issues. In one location, we found teachers drawing upon the cultural

heritage of a large population of native students to introduce global issues. Similar efforts to link the local to the global were being attempted in the Yukon and the Ontario Catholic school district we visited; we also found them in the environmental program "SEEDS" in Nova Scotia, in the International Baccalaureate program in our Quebec case, and in the Free The Children programs in one Alberta location. What these efforts had in common was a link to some special program or initiative that offered teachers a mechanism for sustained professional learning and cross-school communication focusing on global education themes.

Overall, our school-level research suggests that the problem with implementing global education in Canadian elementary schools is not interest, energy, lack of curricular materials, or innovative practices. Instead, there is:

- a lack of time allocated in the weekly school timetable
- a lack of consistent pedagogical and curricular support for global education at the level of individual teachers and schools
- too few mechanisms for information-sharing and collaboration across schools and districts

Since so much depends on the initiatives of individual teachers and schools, as well as their proximity to external partner organizations, there is enormous variation in actual implementation of global education. If we wish to ensure that every Canadian child receives global education of the highest quality at the elementary level, mechanisms that promote dedicated time and both active collaboration and regular and consistent pedagogical support will certainly be required.

Global Education in Provincial and Territorial Curricula

How then do ministries of education and local school board staff support and engage in the implementation of global education? In our study, we reviewed the elementary curriculum developed by provincial ministries. We also interviewed ministry and district staff to learn about the way they view and support global education initiatives.

Our findings suggested something of a paradox. On one hand, the formal curricula developed by ministries of education across Canada include broad support for many of the themes and issues typically associated in the academic literature with global education. Elementary social studies curricula across Canada emphasize the importance of critical thinking, the ability to understand multiple perspectives, respect for diversity, and global interdependence. However, most elementary curricula do not explicitly speak about "global education" as a curricular goal; and only two concentrate on global issues in a specific grade or year. "Global citizenship" is mentioned in both the Alberta and the Manitoba curricula. In others, it can be deduced but is not always spelled out.

Table 11.2 explores some of the similarities and differences in the attention paid to global education in provincial curricula. As can be seen, most provinces have engaged in fairly recent revision of their Social Studies curricula.[4] Those with the most recent curricular revisions (Alberta and Manitoba) make explicit reference to global citizenship as an area of competence for elementary students. All provinces now formally link content knowledge about global issues to the development of dispositions supportive of "active citizenship" and "critical thinking." The Alberta curriculum in particular stood out for its emphasis on developing attitudes, skills and knowledge necessary to:

> *…become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, societies and world. (Alberta Education 2005c, p. 1)*

TABLE 11. 2
COMPARISON OF GLOBAL EDUCATION IN PROVINCIAL ELEMENTARY CURRICULA

	Manitoba	Alberta	Nova Scotia	Quebec
	2003 - present	2005	1999	2001
Which subject areas introduce global education?	Social Studies	Social Studies (Cooperation, conflict resolution also appear in English, Health, Drama, Music curricula)	Social Studies	Social Studies (To a lesser extent in Math, Science, Citizenship, and Moral Education)
Which grades?	As early as Kindergarten	Concentrated in Grade 3 introduction to "global citizenship"	Concentrated in Grade 6 "Culture Quest" curriculum	No explicit global education focus - themes integrated Grades 3-6
Central goals and concepts	• Citizenship and Global citizenship • Global interdependence • Equity/social justice • Respect for ethno-cultural diversity • Environmental stewardship • Systems world view • Thinking critically • Child centred pedagogy	• Active and global citizenship • Social action learning outcomes • Identity • Critical thinking • Child-centred pedagogy • Multiple perspectives • Respect for Diversity • Provocative issues and questions	• Citizenship • Interrelationships Earth, peoples systems • Critical thinking/ Application of knowledge • Cultural pluralism • Race relations • Human rights • World cultures, politics, inequality	• Citizenship rights and responsibilities • Social justice • Cultural diversity • Self-efficacy • Child-centred pedagogy • Action orientation • Environmental awareness • Critical thinking • Cooperation
Gaps or tensions	• Topics presented in ways that do not invite critical thinking (e.g., colonialism)	• Issues framed as national or provincial (e.g., human rights and environment) • Anthropocentric	• Critical thinking not supported in some aspects of the curriculum (immigration); issues of ethno-cultural conflict avoided. • Global economic imperatives not related to global justice	• No explicit links between domestic issues and global rights • Issues not framed as actionable problems
Ministry supports and views	• Ministry's main role as setting curriculum + international exchange • No plans to evaluate social studies • Problems and delays in roll out of new curriculum create frustration • Implementation via social studies coordinators	• Ministry is collaborative in curriculum development • Lead teachers and Professional Development Consortia contribute to implementation • Newsletters, summer institutes and online guides	• Ministry's main role as setting curricular standards • No plans to evaluate • Limited interest in cross-cutting opportunities for global education	• Ministry's main role as setting curricular standards • Ministry also promotes international exchanges

Continued

TABLE 11. 2
COMPARISON OF GLOBAL EDUCATION IN PROVINCIAL ELEMENTARY CURRICULA (Continued)

	Ontario	BC	Yukon (based on BC)
	2004	1998	1998
Which subject areas introduce global education?	Social Studies (And in religious education in Catholic boards)	Social Studies	Social Studies
Which grades?	No explicit global education focus - themes integrated Grades 1-6	No explicit global education focus - themes integrated Grades 1-6	No explicit global education focus - themes integrated Grades 1-6
Central goals and concepts	• Informed citizenship • Preparation for global competitiveness • Systems view • Interdependence • Environment • Culture • Power and governance • Citizenship rights and responsibilities • Tolerance and respect for diversity	• Human rights • Global citizenship • Critical thinking/multiple perspectives • Aboriginal studies and multiculturalism • Tolerance and respect for diversity • Human rights • Global competitiveness	• As in BC but with greater emphasis on First Nations language and culture • Critical thinking • Global interdependence
Gaps or tensions	• Emphasizes national citizenship and interests (Canada-US relations) • Global economic imperatives not related to global justice • Cooperation in tension with competition • Action orientation limited • Critical thinking on issues like immigration avoided	• Global economic imperatives not related to issues of global justice • Anthropocentric • Limited opportunity for active citizenship or discussion of controversy - focus on the past	• (As in BC)
Ministry supports and views	• Ministry's main role as setting curricular standards (Separate school boards have considerable autonomy) • Cut backs from 1990s limited professional development opportunities	• Ministry's main role as creation of Integrated Resource Packages, occasional workshops • Ministry website and newsletter	• Territorial board hosts Global Education Committee • Uses teacher-developed curriculum

In contrast, the Ontario Social Studies Guidelines emphasize a less activist stance, stating that students:

> *...require the knowledge and skills gained from Social Studies and the study of history and geography in order to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy. (Ontario Ministry of Education 2004b, p. 2)*

In practice, however, most provincial curricula still tend to under-emphasize the actionable dimensions of global problems, often by focusing on non-controversial themes at the expense of more controversial ones. For example, many provinces direct attention to the "the value of immigration" but do not discuss "why people are forced to emigrate." They focus on historical examples of injustice or human rights abuses, but do not link these to current examples or domestic issues. Again, Alberta stood out in this regard, for its use of provocative and open-ended questions about controversial issues as starting points for its Social Studies curriculum, and for its emphasis on "social action learning outcomes" at each grade level. However, in Alberta as elsewhere, opportunities to draw links between domestic or local issues and international ones were rarely explored in the formal provincial curricula. All provincial Social Studies curricula tend to focus on national and regional identity at the expense of more cosmopolitan conceptions.

One of the major areas of tension across provincial curricula is between conceptions of global education linked to competitiveness in a global economy, and those more focused on global social justice and environmental sustainability. This tension appears quite explicitly in the goals set out for the Ontario curriculum (see quote above), and was raised in many of our interviews with provincial and district staff as well as with teachers. We were surprised, however, at how rarely the formal elementary curricula invited students to consider the trade-offs and dilemmas that are raised by economic expansion and globalization. Again, the formal curriculum seemed to avoid any area characterized by deep-seated conflicts of interest.

In keeping with international trends, most provinces have now moved away from the "expanding horizons" curricular philosophy that emphasized moving from personal, family, local, regional, national and world issues in cumulative fashion during the elementary years. Provincial curricula now attempt to highlight the interrelationships of these different frames throughout the elementary years, although with differing degrees of emphasis.

While in many provinces, global education is concentrated in the upper years of elementary school, several provinces make an explicit effort to introduce themes congruent with global citizenship early on. Alberta, for example, focuses its Grade 3 Social Studies curriculum on "global citizenship"; and in Manitoba, the kindergarten curriculum reminds teachers that:

> *As [children] explore their social and natural environments, they become aware that they live in a country called Canada and begin to see themselves as part of a larger world. (Kindergarten Overview, p. 12)*

Support for Global Education Beyond the Formal Curriculum

Despite the relatively strong and consistent emphasis on global education in provincial curricula across Canada, our research suggests that supports from district and ministry staff for implementing global education are perceived as rare or absent at the school level. Perhaps this is not so surprising, since we were reminded again and again by ministry staff that their main role is to set curriculum guidelines and curricular standards. In most venues, resources for in-service training, information sharing and cross-school learning are scarce; and we were frequently reminded that global education is not a top priority for

Canadian educational systems. In many jurisdictions, one Social Studies specialist is responsible for training hundreds of teachers. Several informants drew attention to the impact of budgetary cuts during the 1990s on ministry-supported opportunities for professional development. For example in Ontario:

> *teachers were no longer able to take time off from teaching to attend to things and therefore the conferences that used to take place no longer do…people hunkered down… (Ontario Provincial 2)*

Despite the strong curricular mandate to introduce global education in the elementary years, we were also told repeatedly by ministry- and district-level staff that the implementation of global education is largely at the discretion of individual teachers. This recurrent emphasis on teacher discretion is captured well in the following quote from a Quebec official:

> *Pedagogical choices belong to the teacher. There are paths, but the way the teacher will use them is something else, and we no longer have the control. (Quebec Ministry 1)*

Many informants also emphasized that discretion over partnerships and links with external organizations also rests at the level of individual teachers and schools. Most officials appeared to view extra-curricular global education activities as separate from the ministry's curricular work — thus again as "optional" rather than mandatory. District and provincial officials confirmed what our school-level interviews suggested about the way that ministry staff work with external partners. In all but two cases (Ontario Catholic District and Yukon) district officials told us that they have no formal way of vetting or encouraging relationships with external partners, beyond intermittent messages in newsletters and the circulation of materials and invitations—often described as "overwhelming" in terms of volume.

At the provincial level, engagement of external partners in curriculum development was either uneven or rare, although several officials told us that engagement with the ministry in the curriculum development and revision processes is the best way to see global education issues embedded in the curriculum.

In no public school jurisdiction did we hear of any official plan to evaluate or assess the efficacy of either Social Studies education or its global education components. The only district where a regular assessment took place of what students had learned factually and morally in global education by Grade 6, was the Ontario Catholic school district.

We also found that ministries and districts under-invested in online mechanisms for sharing information and curricular materials about global education and only rarely developed mechanisms to support cross-school collaboration or regular networking opportunities in this area.

These examples suggested to us that there is a considerable ambivalence towards global education among district and provincial level staff. Although attention to global issues is formally mandated in the elementary curriculum of most provinces, there is little link between formal curricular expectations and extra-curricular activities; limited pedagogical support; and a strongly held view that coverage of global education themes rests with individual teachers. Additional ambivalence emerged in many of our interviews regarding the issue of whether global education themes are simply too complex for elementary age students. Although formal curricula across Canada seem to support the idea that children can and must be exposed to the challenges of complex interdependence in an increasingly globalized world, individual officials in Quebec, Manitoba, Nova Scotia and Alberta each raised concerns about the appropriateness of global education in the elementary years.

The Canadian Global Education Landscape in Comparative Perspective

How does the Canadian global education landscape compare with the ideal for global education described in the academic literature, or with the global education experience in other countries? In this section, we return to the some of the issues and debates raised in Chapters Two and Three in order to place the findings from our research on global education at the elementary level in Canada in comparative and historical perspective.

At least at the level of formal curricula, Canada broadly mirrors the international trend towards introducing global education and global citizenship education in the elementary years. Across Canada, provincial curricula address the main themes identified in the literature as essential for global education. And, as the literature on global education suggests, Canadian curricula also share a tendency to emphasize some areas over others, and in particular to avoid issues that raise conflicts of interest or values. Although clearly growing, attention to active forms of global citizenship, cosmopolitan notions of identity, and to the causes of contemporary social injustice remains quite limited. If there is any area where Canada stands apart, it is in the strength of its emphasis on ethno-cultural diversity as a value in its own right.

Structurally and administratively, however, the Canadian global education landscape is quite distinct, particularly when compared to the much-researched British experience. In Canada, a federal political system has mitigated against the development of a strong national approach to either citizenship education or global education.

At the level of provincial and district educational administrations, global education is a low priority and is often viewed with ambivalence by officials. It receives limited attention in professional development activities and is rarely supported by formal mechanisms of information exchange or collaboration. There is no explicit expectation that links extracurricular global education activities to global citizenship themes in the curriculum.

Competition among external partners — particularly among NGOs anxious to market and fundraise — further contributes to what can only be described as a fragmented and uneven set of supports for global education. Thus, while educators and schools are often enthusiastic about introducing global education, they lack the ability to navigate the almost Byzantine structure of current global education initiatives.

Overall, the situation in Canada suggests something of a paradox. Strong recognition of global education in the formal curricula and considerable enthusiasm and initiative at the local level are evident across Canada. But these strengths are not matched by the kind of systematic collective action evident in the British case, where NGOs and teachers' associations pool resources to advocate for improved global education and work directly and collectively with the national ministries of education and international development to establish expectations linking formal and informal activities, and mechanisms to enhance curricular competence. While some collaborative work among NGOs, ministries, school districts, teachers' organizations and faculties of education does occur in Canada, it is usually not sustained. CIDA's competitive grants for global engagement promote this organization-by-organization, project-by-project approach. The net result is that a multitude of NGO-led educational initiatives – including those that espouse global citizenship principles – have failed to build much in the way of an integrated platform for public education on international development and global citizenship issues in Canada.

While global education is positively viewed in Canada, its implementation is uneven and fragmented. Nothing highlights this problem more poignantly than the evidence we found that global education is

primarily associated with the special efforts of a few committed teachers and intermittent charitable fundraising activities in Canadian elementary schools.

Though infused with enthusiasm, the Canadian global education landscape supports neither complex understandings of global interdependence, nor the development of dispositions associated with active citizenship and critical thinking. It should come as no surprise that our knowledge of global issues and our sense of efficacy around them are weak (War Child Canada, 2006).

Moving Global Education Forward in Canada

What then, is needed to move global education forward in the Canadian context? In this section, we focus on a few general recommendations. Interested readers are also invited to review the more detailed advice we collected during our interviews by referring to Appendix C.

The central finding of this study is that actors at all levels need to pay much more attention to opportunities for sustained collaboration, innovation and information-sharing about global education and global citizenship education.

Mechanisms that encourage NGOs and other external partners (such as teachers' associations and universities) to work collaboratively at the provincial level are essential. Such coordination would allow external actors to engage productively and effectively in ministry-level curriculum development and revision.

It would also help NGOs to deliver their support in a manner that is more evenly distributed and carefully targeted, eliminating the sense among many educators that they are being overwhelmed by intermittent initiatives only loosely related to formal curricular expectations.

There is also ample room for federal-level networking and coordination. While the CMEC has so far neglected citizenship and social studies education in inter-provincial coordination, in comparison with the emphasis on Language, Mathematics and Science, there is some indication of new interest in these themes. External partner organizations should advocate for a national initiative that brings them together with CMEC representatives, and federal departments such as CIDA, Foreign Affairs, Citizenship and Immigration Canada, to discuss the establishment of a national-level initiative in the area of global citizenship education.

Both of these recommendations require large changes in the approach to global education currently being adopted in Canada at the school, ministry, district and national levels. However, this research also raises a number of suggestions for improvement that can be implemented by individual organizations (particularly NGOs, teachers associations and universities). Five key recommendations stand out:

- Ensure that high quality global education resources targeted to the elementary level are matched by high quality pedagogical supports.
- Always link charitable fundraising initiatives to the formal curricula. Fundraising should not be an end in itself: it should always be paired with educational initiatives that help children explore complex global relationships, rather reinforcing a them/us worldview.
- Target rural and less-advantaged schools, where access to pedagogical supports and long-term partnerships with external organizations is typically weakest.
- Promote collaboration among external partners, as well as among teachers, schools and students in a sustained fashion, as this will be more effective than individual or intermittent

initiatives. The creation of self-sustaining learning communities should be a central goal for every global education activity.

- Individual organizations should try to address gaps or areas of tension in the formal curriculum, not by preaching correct answers, but by preparing resources that encourage children to think critically and actively about dilemmas that involve conflicts of interests and values.

To conclude, the growing integration of global education into Canadian curricula and pedagogical activities suggests increasing recognition of the need to prepare students for life in an interdependent world. In the end however, structural constraints continue to impede the adoption of a more holistic approach to global education in Canadian elementary schools. For global education to take root and flourish in Canadian classrooms, more effective and sustained coordination and collaboration among external partners, ministries of education and educators are essential.

ENDNOTES:

1 In contrast, other terms, commonplace a decade ago, such as "international development education," met with limited familiarity and recognition during our interviews.

2 Such supports were more often identified by teachers in our Alberta and Yukon case studies, and seemed to have been abundantly available according to our provincial-level informant in British Columbia.

3 One informant noted that children also wish to see what happens to the money they raise, in the same way that adults do.

4 We were told that BC would begin reviewing its Elementary Social Studies Curriculum in 2006.

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Appendix A

Curriculum Analysis Template

A) How is global education/international development education defined?

	Global Education	International Development Education
Definition		

B) What are the learning objectives in the curriculum that relate to global education that are focused on international development?

	Content Knowledge	Skills	Attitudes/ Behavior
Learning Objectives			

C) Are the following issues related to international development education or global citizenship found within the curriculum?

Key questions guiding Tables (C) and (D):

- Are key international issues treated as transformable or "actionable" issues that citizens (and students) can change or shape?
- What links are made between local/national political, economic issues and rights and global rights/responsibilities?
- Is multiculturalism domestically linked to global rights/responsibilities? How?

Issues	Inclusion in Curriculum *How? Where? Time/space allotment?*	Framing of Issue *Key Words Key phrase Actionable? Who's frame?*	Support for Curriculum *Specific activities/ resources mentioned?*	Cross-cutting Issue? *Multiple perspectives? Approach to conflict?*
CULTURE/RELIGION				
Aboriginal Issues (History, Knowledge, Self-Determination, Education, Rights etc.)				
Cultural Identity				
Cultural Diversity				
Multiculturalism				
Universal vs. Particular Values or Worldviews				
Religion				
Ethnicity				
Other				
ECONOMIC				
International Development/Growth				
Poverty/Distribution of Wealth				
Global Economy				
Role of the Consumer				
Economic				
Interdependence				
Other				
SOCIAL GEOGRAPHY				
Inequality — social, economic, cultural, political				
Immigration				
Urbanization				
Transborder Populations				
Refugees				
Environmental Issues				

Issues	Inclusion in Curriculum *How? Where? Time/space allotment?*	Framing of Issue *Key Words Key phrase Actionable? Who's frame?*	Support for Curriculum *Specific activities/ resources mentioned?*	Cross-cutting Issue? *Multiple perspectives? Approach to conflict?*
World Politics and International Relations				
Types of Political Systems: (Democracy, Authoritarianism, Communism etc.)				
International Governance/ International Organizations				
War/Conflict among or within Nations				
Canada's Role in the World				
Provincial/Regional Role in the World				
Role of individual, NGO's and Communities in the World				
Other				
Citizenship, Rights, Responsibilities and Participation				
Rights and Responsibilities of Global Citizenship				
Links between Concepts of Local, Regional and National Citizenship and International or Global Citizenship				
Political Participation				
Individual Agency and Participation				
Human Rights				
Discrimination or Breach of Human Rights				
Rights of the Child				
Other International Development Issues				
Environment				
Sustainable Development				
Gender				
Emergencies/Crisis				

4. How are issues of conflict or cooperation in the classroom addressed in relation to global education and international development issues (as thematic content or activities)?

Conflict/Cooperation	Activities	Anticipated Outcome (How to evaluate success?)	Resources/Support Identified in Curriculum
Interpersonal conflict in classroom arising from global education			
Approaching politically/emotionally charged/contested topics in class, as well as outside of class with parents/guardians			
Helping people help themselves			
Global rights/global responsibilities			
Inclusion of multiple, critical and dissenting perspectives			

Appendix B

Interview Templates

Provincial-Level Questions

Basic intro/demographic questions

- What is your current position? How long have you been in your position?
- Are there personal experiences that inspire your interest in Global Education (GE)?
- Does the population of your district influence your approach to GE?
- Does your province have a working definition for GE? What is it?
- In what ways, if any, are you involved in the International Development (ID) aspects of GE? Please give examples.

Formal curriculum

- Where do you find GE in the provincial curriculum? Please give examples of courses, lessons or topics.
- What are the goals of this curriculum?
- How much time is allocated to GE focused on ID relative to other things?
- What supports does the province provide for this curriculum to districts?
- What about in the schools?
- What are your greatest challenges in including the ID aspects of GE within the province?
- How would you improve the current status of GE focused on ID within the province?

Informal curriculum

- Does your province promote extracurricular activities that involve students with the ID aspects of GE?
- Are there any annual events on this topic in your province?
- Who supports/organizes these activities? (province, district, school council, parents, organizations)
- What makes these activities successful?

Perspectives on reaching students

- Do you have a sense of how students respond to GE?
- Are there examples of students taking leadership for GE focused on ID within the province? When? How?
- What have you found to be the most effective way to engage districts, schools and students in GE focused on ID?
- If you were advising an NGO on supporting GE focused on ID in districts and/or schools, what would you suggest they do?

Evaluation/reporting and information-sharing

- Do you evaluate the GE in your province? What measures are used? (outcomes? engagement? statistics?)
- Does your ministry facilitate system wide information sharing? If so, how?

Partnerships – connections

- Are there parents or community groups that support your work in this area? How?
- Do you have connections with NGOs, or government organizations? How were they developed?
- Does your province work with UNICEF in any way? How could UNICEF better support your efforts in ID aspects of GE?
- How would you rate your success of NGO or volunteer-led activities?
- Are there any collaborative efforts with other schools/teachers/communities that are working on initiatives of GE focused on ID?

District-Level Questions

Basic intro/demographic questions

- What is your current position? Can you provide us with a brief history of your work in the district?
- In what ways, if any, are you involved in the International Development (ID) aspects of Global Education (GE)? What do you personally understand by each of these terms? Please give examples.
- Are there personal experiences that inspire your interest in the ID aspects of GE?
- Does the population of your district influence your approach to GE focused on ID? How?
- Does your district have a working definition for GE? What is it?
- In your opinion, what is the goal of ID education?
- Who provides leadership for GE in the district? Please give examples. Is it effective? Why?

Formal curriculum

- How is GE incorporated within the district curriculum? Please give examples of courses/lessons/topics.
- What are the goals of this curriculum? What are the desired outcomes?
- What supports does the province provide schools and teachers with to deliver this curriculum and meet those desired outcomes?
- How does the district provide additional support for GE curriculum in schools? Explain.
- Are you aware of any external organizations that provide GE resources?
- What do you feel are some of the greatest challenges to including GE in school curricula?
- Do you feel the current status of GE in the curricula could be improved? How?

Informal curriculum

- Does your province promote extracurricular activities or programs that involve teachers or students with the ID aspects of GE? Please give examples.
- Are there any annual events on this topic in your province?
- Who supports/organizes these activities? (province, district, teachers, school council, parents, organizations) How?
- What makes these activities successful?
- What keeps them sustained?
- Are there parents or community groups involved in supporting your GE work? How?

Perspectives on reaching students

- Do you have a sense of how students respond to the ID aspects of GE? (positively? negatively?) Please explain.
- Are you familiar with examples of students taking leadership for GE in your district?
- What have you found to be the most effective way to engage districts, schools and students in GE?
- If you were advising an NGO on supporting GE focused on ID in districts and/or schools, what would you suggest they do?

Evaluation/reporting and information-sharing

- Does the district evaluate and/or monitor GE outcomes and activities happening in the board? What measures are used? (outcomes? engagement? statistics?)
- How do you share news of GE activity in your board with your community?

Partnerships – connections

- Do you have connections with NGOs, or government organizations that work in ID or GE? How were these connections developed?
- Is your district involved in any collaborative work with UNICEF in any way?
- How could organizations better support your efforts in GE?
- Generally, how do you find the NGO resources are received by the schools, teachers and students?
- Is your district involved in any collaborative efforts with the ministry or with other districts/schools/teachers/communities that are working on GE initiatives?

Resources/support

- What GE resources do you, your schools and your teachers have access to or use regularly?
- What would improve your access to additional GE resources?
- What additional resources would be helpful to have/would support your districts work in GE?
- How much time is allocated to GE relative to other areas?
- Can you access professional development support at the district level? What are some examples of the sources of this support made available to you?

School-Level Questions

Basic intro/demographic questions

- What is your current position? Can you provide us with a brief teaching history?
- In what ways, if any, are you involved in the International Development (ID) aspects of Global Education (GE)?
- What do you personally understand these two terms to mean? Please give examples.
- Are there personal experiences that inspire your interest in GE?
- Does the population of your school influence your approach to GE? How?
- Does your school have a working definition for GE? What is it?
- In your opinion, what is the goal of ID education?
- Who provides leadership for GE in the school? Please give examples.
- Is it effective? Why or why not?

Formal curriculum

- How is GE incorporated within the district curriculum? Please give examples of subject areas, expectations, courses, lessons plans and units.
- What are the goals of this curriculum? What are the desired outcomes?

- What supports does the province provide your school and teachers with to deliver this curriculum and meet those desired outcomes?
- How does the district provide additional support for GE curriculum in your school?
- Are you aware of any external organizations that provide GE resources?
- What do you feel are some of the greatest challenges to including GE in school curricula?
- What space do you feel GE receives in the Social Studies curriculum relative to other themes?
- Do you feel the current status of GE in the curricula could or should be improved? If not, why? If so, how?

Informal curriculum

- Does your school have extracurricular activities and/or programs that involve students with GE issues? Please provide examples.
- Are there any annual events on these topics at your school?
- Who supports/organizes these activities? (province, district, school council, parents, external organizations) How?
- What makes these activities successful?
- What keeps them sustained?
- Are there parents or community groups involved in supporting your GE work in the classroom at the school level? How?

Perspectives on reaching students

- Do you have a sense of how students respond to GE? Please explain.
- Are there examples of students taking leadership for GE focused on ID in your classroom? At your school? Within the province? How are they supported to get their projects started? How are they supported to have them sustained?
- What have you found to be the most effective way to engage districts, schools and students interest in GE?
- If you were advising an NGO on supporting GE focused on ID in districts and/or schools, what suggestions would you give?
- What helps you, as a teacher, work with their resources?
- What is it about NGO developed resources that influences whether you will use them in your classroom or not?
- How do you gain access to these resources?

Evaluation/reporting and information-sharing

- Does your school evaluate and/or monitor GE outcomes and activities happening in the school? What measures are used? (outcomes? engagement? statistics?)

- Do you measure the GE outcomes of the curriculum in your classroom? How? What measures are used? (learning outcomes? engagement? statistics?)
- How do you share news of your GE with your community?
- Are parents and/or the community asked to participate in GE action projects?

Resources/support

- What GE resources do you have access to/use on a regular basis? How do you access them?
- What would improve your access to additional GE resources?
- What additional resources would be helpful for you to have?
- How much time is allocated to GE relative to other things?

Partnerships – connections

- Do you or your school have connections with NGOs or government organizations who are involved with international development or global education? How were these connections developed?
- Are you aware of any collaborative efforts between your ministry, board, and/or school with UNICEF in any capacity?
- Generally, how do you find the NGO resource activities are received by the students?
- Are you involved in any collaborative efforts with other classrooms/teachers/schools/communities that are working on GE initiatives?

School Focus-Group Questions

Basic intro/demographic questions

- Does your school have a working definition for Global Education (GE)? What is it?
- In your opinion, what is the goal of International Development Education (ID)?

Formal curriculum

- Are their external organizations that provide GE resources? Which ones? How would you describe them?
- What are your greatest challenges in including GE in your classroom curriculum?
- How would you improve the current status of GE in the curriculum?

Informal curriculum

- Does your school have extracurricular activities that involve students with GE issues? Provide examples.
- Are there any annual GE events at your school?

- Who supports/organizes these activities? (province, district, school council, parents, organizations) How?
- What makes these activities successful?
- Are there parents or community groups that support your GE work? How?

Reaching students

- What is the most effective way to engage students in GE?
- If you were advising an NGO on supporting GE in schools, what would you suggest they do?

Resources/support

- What GE resources do you have access to/use regularly? How do you get them?
- What would improve your access to GE resources?
- What resources would you like to have?
- How much time is allocated to GE relative to other things?
- Can you access professional development support?

Partnerships – connections

- Do you engage volunteers (NGOs and/or parents) in GE activities? If so, how?
- Do you have connections with NGOs/government agencies/organizations? How were they developed?
- Does your school work within UNICEF in any way? How could UNICEF better support your GE efforts?
- How would you rate your success of NGO or volunteer-led activities?
- Are the students involved in any collaborative efforts with other schools/teachers/communities that are working on GE initiatives?

Appendix C

Summary of Recommendations Made in Provincial-, District- and School-Level Interviews

Provincial-level recommendations

Curriculum Development

- Become part of both the new and revision curriculum process at the provincial/territorial level with an information flow in both directions. Develop a formal working relationship with the provincial/territorial ministry/department of education. Develop partnerships with schools in the piloting and implementation of new curriculum.
- Develop materials that are linked to mandated aspects of the provincial curriculum in Social Studies, Language Arts, and other subjects, such as Science, Mathematics, and the Arts.

Publishers and Publishing

- Work directly with publishers who are producing curriculum materials.
- Develop materials with excellent visuals.
- In developing bilingual materials, remember that in some cases the French materials are being used to teach French as a second language. A direct translation is not always appropriate.
- Be aware that in Alberta, curriculum was not translated from English to French, but was developed simultaneously in French.

Curriculum Resources

- Develop books in subjects such as, but not restricted to, Social Studies and Language Arts, with good visuals, at the appropriate reading levels in French and English, and for ESL and FSL, and for Special Education.
- Develop materials that can be distributed and used in schools on "special days" such as National Child Day, or Human Rights Day. Include posters, charts, and child-friendly versions of the Report on the State of the World's Children.

- Produce videos with age-appropriate language and research the best way to distribute them, especially to the more remote regions in the provinces and territories.
- Provide a history of UNICEF with a clear explanation of its origin and goals.
- Develop an alternative curriculum presentation, such as "Trek across Alberta" that was developed for Alberta's centennial year.
- Find out from teachers what the important issues are. Use teams of teachers to evaluate materials at the draft stage.
- Get the students involved through real-life activities such as photos, videos, and letter-writing.

Creating Professional Learning Communities

- Work in concert with provincial ministries/departments of education and with subject area consultants.
- Contact provincial specialist associations and develop a working relationship with them. Develop workshops for teachers that can be held at provincial conferences on global education, for subject association conferences, summer institutes, professional developments days, or teachers' associations. Link with provincial organizations such as the Human Rights Commission.
- Investigate ways of contributing material to provincial newsletters or websites for teachers. Create teacher-friendly websites with materials that can be easily accessed by busy teachers. Help make social action outcomes come alive for teachers by producing materials or presenting new initiatives in teacher newsletters where they exist.
- Facilitate structures for international activities, such as a regional organization for those with global or international education interests.
- Set up a global education committee in each province or territory to raise the awareness of teachers, coordinate activities and share resources.
- Have a link on the NGO's website at the provincial level for global education-related activities.
- Be familiar with provincial ministry of education websites, to see what facets of global education are being emphasized.
- Relationship with the schools
- Coordinate visits to provide workshops for teachers or speakers for students.
- Use visits and presentations to stimulate critical thinking in students. Do not follow up with a test. Emphasize fairness and justice, as these concepts appeal to children
- Informal curriculum or extra-curricular activities
- Develop social action programs to meet students' needs to deal with global issues with the long-term goal of making them feel more engaged as global citizens.
- Encourage local action in response to global issues.
- Facilitate school partnerships, either school to school, or country to country.
- Encourage student leadership in the delivery of the message and the organization of the fundraising.
- Use communications technology on the Internet, by email and webcams, for students to interact in real-time in international exchanges.

- Use the Internet to facilitate international exchange opportunities for youth to communicate, even in real-time.

Remote Areas

- Create opportunities for teachers in more remote areas, such as in the North or in rural regions, to become familiar with Internet resources in global education.

District-Level Recommendations

Curriculum Resources

- Avoid sending materials in large quantities to district or school offices unless there are people assigned to sort them out and distribute them. Make sure to know the route by which materials reach individual schools.
- Produce materials and workshops for district-level events.
- Relate international development education to the experiences of the children and make sure resources are age-appropriate.
- Make sure the resources have strong visual components (videos and photographs).
- Consider developing resources linked to literacy initiatives, since funding is more abundant there.
- Develop a directory of "best resources per grade level."
- Develop workshops, simulation activities and role plays for students "so that they can pretend they're from somewhere else."
- Develop materials that foster critical literacy and multiple perspectives. Develop resources that inspire students to action.
- Develop resources connected to media, documentaries and multimedia, with less emphasis on kits and texts.
- Focus on one specific phenomenon, such as the Kyoto Protocol.
- Provide visitors for the schools who bring resources with them and then work with the school on how to use them.

Relationships with Districts and Schools

- Schedule fundraising on a regular annual basis so that schools can plan for it.
- Get a high profile person from the Board of Directors at UNICEF who would appeal to children.
- Get involved with student leadership projects where they exist.
- Create more relationships with Catholic school boards.
- Try to learn if there are specific issues of concern or contention in particular school districts.
- Make your organization known in the districts and explain clearly the goals and activities.
- Provide education and support for students going on international exchange programs.

- Approach personnel at the district level to advocate for the possibilities in learning about global education/international development education.

Remote Areas

- Create a better distribution system of videos to more remote areas of the province.
- Isolated areas need more resources, easier access to resources, logistical support in hosting guest speakers and perhaps a newsletter.

School-Level Recommendations

Curriculum Development

- Start at the provincial level and influence the curriculum so that the content is embedded. (This has been done with such topics as the Convention on the Rights of the Child).

Curriculum Resources

- Avoid sending materials in large quantities to district or school offices unless there are people assigned to sort them out and distribute them. Make sure to know the route by which materials reach individual schools.
- Teachers miss the maps from CIDA. They find maps a very useful teaching resource.
- Another teacher spoke favourably of using the UNICEF publication "No Two Snowflakes" and wanted more such books.
- One teacher mentioned that she had used the "UNICEF binder" to good effect. Another teacher in another province specifically requested that UNICEF produce a binder of useful materials geared to curriculum content and grade reading level.
- Teachers generally expressed a wish for more support materials for global education.
- Teachers suggested that groups external to the school "develop a little document showing the links [of their material] to Social Studies curriculum."
- One teacher requested more information on specific phenomena, such as "The Kyoto Protocol explained to kids" rather than kits or entire texts.

Relationships with the Schools

- Provide speakers for the classroom, to speak about topics which fit into in an existing program of studies. Teachers like to have a prepared worksheet, handout or description of an activity. They would also like some intensive professional development in using these resources.
- Send reports at the Grade 4-6 reading levels that are sent after Halloween (or maybe before) to show students exactly what the money they collect is used for. The fundraising side of UNICEF could be directly linked to the educational side by having materials that fit the curriculum, are at appropriate reading levels and provide an accounting to students. Teachers do not find the more general UNICEF material performs this task sufficiently. If children in

Canada raise as much money as they do for UNICEF, they want to see what it is used for, just as adults do.

- Send a letter to each school outlining what the money was used for and making the connection in students' minds between the curriculum material on global education and the Trick-or-Treat for UNICEF campaign.
- Informal curriculum or extra-curricular activities
- Schedule fundraising on a regular annual basis so that schools can plan for it.

Remote Areas

- Try to develop a system for teachers in remote areas to get resources, such as videos.
- Develop a workshop for teachers in remote areas about how to use global-education-related websites more effectively.

Appendix D

List of All External Global Education Partners Mentioned at Ministry, District and School Levels

Actor	Number of Mentions
Federal/National	
Amnesty International	1
Canada World Youth	1
Canadian Bureau for International Education (CBIE)	1
Canadian Education Centre Network (CECN)	1
Canadian Teachers Federation	2
Canadian International Development Agency (CIDA)	8
Canadian Parks and Wilderness Society (CPAWS)	1
CODE ("Project Love")	4
Council of Ministers of Education, Canada (CMEC)	1
Craig Kielburger – "Free the Children"	11
Crossroads Canada (Voices of Youth partner)	1
Doctors Without Borders	1
Education International	1
4-H Clubs	1
Greenpeace	1
Human Rights Commission (HRC)	1
Immigration and Citizenship Canada	1
John Humphrey Centre	1
League of Peaceful Schools	1
Mennonite Central Committee (MCC)	1
Ministry of Culture	1

Actor	Number of Mentions
Peace Corps	1
Red Cross	4
Rescol (Canada SchoolNet)	1
Student Vote	1
The Catholic Church	1
United Nations Cyber School Bus (online community)	1
UNESCO	2
UNICEF	41
United Way	1
World Peace	1
World Vision	6
World University Service of Canada (WUSC)	1

Provincial/Local

African Canadian Services Division (NS Dept. of Ed.)	1
Alberta Teachers' Association	1
Association of Universities and Colleges of Canada	1
Black Educators' Association	1
Blood Ties Four Directions	1
Bluefeather Youth Centre	1
Bringing Youth Towards Equality (BYTE)	1
British Columbia Social Studies Teachers Association (BCSSTA)	1
British Columbia Teachers' Federation (BCTF)	1
Central Alberta Refugee Effort (CARE)	2
Check Your Head – the Youth Global Education Network	1
Children and Family Services	1
Christmas Cheer Drive	3
Coady International Institute (Partner in "Voices of Youth" program in NS)	1
Cultural Advisory Committee	1
Elementary Teachers' Federation (ON)	1
Exile for Awhile	1
Fondation Paul Gérin-Lajoie Foundation (FPGL/PGLF)	1
Global Education Committee (Yukon)	1
Global Trek	4
Historica	2
Home and School Association (Local)	2
Human Rights Commission (Yukon detachment)	1
International Education Branch (MB)	1
Ladybug Foundation	1
Loaves and Fishes	1

Actor	Number of Mentions
Manitoba Association of Multicultural Educators	1
Manitoba Association of Rights & Liberties	1
Manitoba Council for International Education (MCIE)	1
Maquila Solidarity Network	1
Mi'kMaq Services Division (NS Dept. of Ed.)	1
Ontario Catholic Curriculum Cooperatives	1
Ontario Conference of Catholic Bishops (OCCB)	1
Ontario English Catholic Teachers' Association (OECTA)	1
Ontario Librarians Association (OLA)	1
P.A.G.E. PSA – Peace and Global Education (BC)	1
Pembina Institute's Climate Change Solutions	1
Queen's University	1
"Race Relations, Cross-Cultural Understanding and Human Rights" Division (RCH) (Nova Scotia Department of Education)	5
Scarboro Missions (Catholic)	1
SEED (MB)	1
Survivors of Ukrainian Internees	1
Winnipeg Harvest	2
Yukon Development Education Centre (YDEC) (Funded by CIDA)	1
Yukon Teachers' Association	3
Yukon Volunteer Bureau (YVB)	1