

# STRENGTHENING GLOBAL EDUCATION TRAINING IN CANADIAN FACULTIES OF EDUCATION

**UNICEF CANADA  
FINAL EVALUATION REPORT  
ON THE 2009-2012  
FACULTY OF EDUCATION  
PARTNERSHIPS**

**unicef**   
canada



Canadian International  
Development Agency

Agence canadienne de  
développement international



**2012**

**Every child.**

**Every opportunity.**

**No exceptions.**

# Strengthening Global Education Training in Canadian Faculties of Education

## UNICEF Canada Final Evaluation Report

**Funded by the Canadian International Development Agency (CIDA)**

UNICEF Canada’s mission is to mobilize and empower Canadians to invest in the positive transformation of every child’s future. UNICEF Canada’s Global Classroom program is a partnership with Canadian teachers and their students to inspire, educate and promote action on social justice, humanitarian issues and human rights—especially the rights of all children. This acclaimed program provides educators with classroom-ready resources and engagement tools. Designed to foster global citizenship and understanding, the Global Classroom program shows how each of us can create a better world for all children and the communities in which they live.

UNICEF Canada’s Global Classroom program has had a strong national presence within the Canadian education sector for close to 20 years. Over the past three years, UNICEF Canada has strengthened its capacity to collaborate with education institutions to develop and deliver global education programming linked to mandated curricula through in-service education and professional development; collaborating on curriculum reform; developing curriculum resources; engaging children and youth in peer-to-peer learning; and inspiring whole school transformation through our Rights-Respecting Schools Initiative.

With extensive knowledge of provincial education policy and strong institutional relationships, UNICEF Canada is well positioned to provide important and regionally-appropriate education support to faculties of education. UNICEF Canada’s relationship across federations, faculties, school districts and ministries is also recognized by the sector as a valuable means of helping to make connections between them in the field of children’s rights education and global education.

The pedagogy of global education and children’s rights education is extremely challenging. When approached without an effective practice, teachers’ efforts run the risk of cultivating or entrenching counterproductive beliefs and attitudes, including racism and apathy. Professional development in global education and children’s rights education is a crucial investment in the effectiveness of teachers’ practice and in the resulting attitudes and actions of students. Consequently, the provision of in-service teacher education is an important investment in expanding the desire and capacity of teachers to integrate global education and children’s rights to effectively access and use the global resources available to them.



This program has increased the number of Canadian teachers and students practicing global education and children’s rights education by enhancing the ability of teachers to integrate curriculum-mandated teaching and learning for human rights, children’s rights, peace, social justice, cultural competency, environmental awareness and global citizenship in their classrooms, while highlighting Canada’s contribution to sustainable international development.

Nine Canadian universities participated in the program, including seven universities that were originally included in the program proposal, and two universities that later joined the program: Simon Fraser University, British Columbia and the University of Montreal, Quebec. Based on the identified needs and opportunities of individual faculties, the program activities focused on the following issues:

1. increasing the number of global education workshops offered in pre-service education courses;
2. providing professional support and training to faculties undergoing curriculum reforms to revise or create new courses or course units in global education ;
3. collaborating with faculties and students to create and disseminate timely and relevant global education curriculum resources;
4. training instructors of pre-service teachers in global education pedagogy and children’s rights.

The program was launched in **September 2009** and finished in **May 2012**. This program has significantly increased the number and proportion of pre-service teachers trained in global education. As these new teachers begin their careers throughout Canada, they will engage an increasing number of Canadian students in active and authentic global citizenship.

Universities that participated in the partnership were:

- University of Toronto (OISE), Ontario
- University of Ottawa, Ontario
- Vancouver Island University, British Columbia
- University of British Columbia, British Columbia
- Simon Fraser University, British Columbia
- University of Montreal, Quebec
- University of Quebec at Montreal, Quebec



- University of Sherbrooke, Quebec
- University of Prince Edward Island, Prince Edward Island

Final evaluation of the program has shown that in the period between September 2009 and May 2012 this program conducted **114** workshops in **four** provinces. Workshops reached around **6,586** prospective teachers, practicing teachers and professors (allowing 5% variation) and received very positive responses. Based on a guideline of 17.5 students per teacher it is expected that **115,255** students (allowing 10% variation) will be reached during the implementation of this program. To ensure the continuation of this program at the participating universities and to promote knowledge sharing on children's rights education and global education, the program developed 11 resource guides including:

#### Atlantic Provinces

- *Educating for Global Citizenship: a Practical Guide for Schools in Atlantic Canada*

#### British Columbia

- *Children Draw the World*
- *Educating for Global Citizenship – K-8*
- *Educating for Global Citizenship – 8-12*
- *Global Citizenship Calendar and Supplementary Lessons*
- *Educating for Global Citizenship: Through A Children's Rights Lens K-12 (Visual Resource Package)*

#### Ontario

- *Children's Rights in Education: Applying a Rights-Based Approach to Education*
- *Parenting the 'Rights' Way: an Educational Resource for Ontario Parenting Courses*

#### Québec

- « L'éducation à la citoyenneté dans une perspective mondiale : un guide pratique pour la formation universitaire en éducation préscolaire et en enseignement primaire au Québec »
- « L'éducation à la citoyenneté dans une perspective mondiale : un guide pratique pour la formation universitaire en enseignement secondaire au Québec »



Most of the participants were satisfied with the workshops. Data evaluation indicated that participants graded satisfaction on a scale from 1 (“not at all”) to 5 (“exceeded my expectations”) as follows:

- Ontario universities – **4.3**
- British Columbia universities – **4.1**
- Quebec universities – **4.1**
- Prince Edward Island university – **4.1**

The average satisfaction rates among the participants with regard to these workshops and training were:

- University of Toronto (OISE), Ontario – **84%**
- University of Toronto (OISE) - Parenting workshops, Ontario – **90%**
- University of Ottawa, Ontario – **88%**
- Vancouver Island University, British Columbia – **84%**
- University of British Columbia, British Columbia – **78%**
- Simon Fraser University, British Columbia – **88%**
- University of Montreal, Quebec – **82%**
- University of Quebec at Montreal, Quebec – **87%**
- University of Sherbrooke, Quebec – **85%**
- University of Prince Edward Island, Prince Edward Island – N/A

Following are the evaluation analysis summaries of the universities that participated in the program:



## UNIVERSITY OF BRITISH COLUMBIA

### SUMMARY

**Facilitator:** Kelly Quinlan

**Subject:** **Convention on the Rights of the Child and Global Education**

**18** Number of Workshops

**437** Total Surveys Completed

**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

Question	Grade					AV	4+5
	1	2	3	4	5		
To what extent are the goals of this workshop achieved?	0.5%	0.9%	10%	34%	55%	4.32	89%
Do you think the activities will be useful in your teaching practicum and your future teaching career?	1%	3%	18%	32%	46%	4.17	78%
Do you feel the workshop materials on children's rights and global education will inform your future interactions with the students you teach?	0.5%	3%	18%	41%	37%	4.06	79%
Do the activities strongly support the curriculum outcomes? If not, how could they be adapted?	1.1%	4%	19%	42%	34%	4.04	76%

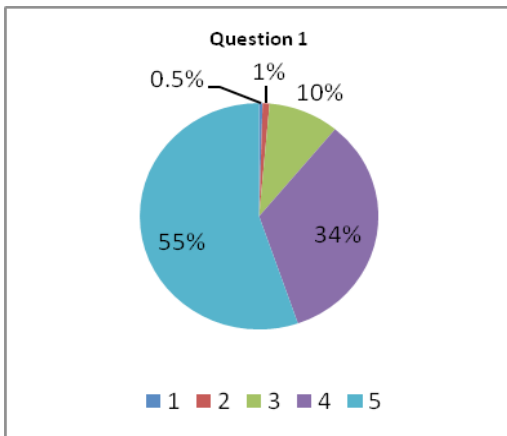
The British Columbia Education Manager conducted **18** workshops for pre-service teachers on the ***Convention on the Rights of the Child and Global Education*** at the University of British Columbia. **437** participants completed workshop evaluations. Overall feedback was positive. According to the evaluation responses:

- **89%** of respondents felt that the goals of the workshop were achieved, grading the question **4.32/5**

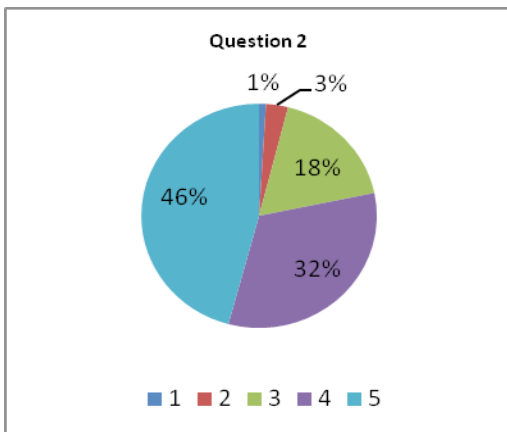


- **78%** of respondents thought that the activities would be useful in their teaching practicums and their future teaching careers, and graded this question **4.17/5**
- **79%** of respondents felt that the workshop materials on children’s rights and global education would inform their future interactions with students, and graded this question **4.06/5**
- **76%** of respondents felt that the activities strongly supported the curriculum outcomes, and graded this question **4.04/5**.

The workshop was successful in achieving its objectives of providing an overview of the Convention and teaching methods that incorporate children’s rights into the curricula. *“Child rights were clearly communicated in a number of different but understandable ways”; “... promoted awareness for children’s rights and ensures that as educators, we need to help protect and uphold these rights”; “I think we all had our eyes open to some social justice issues”; “We learned about the CRC and were provided with examples on lessons. We also got a chance to practice the lessons”; “There were many unique techniques and examples that we could use with the classroom. I learned so much about the CRC and how to integrate it into my teaching practice,”* said participants.

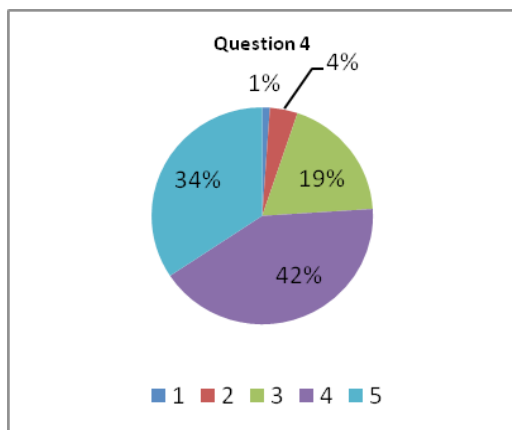
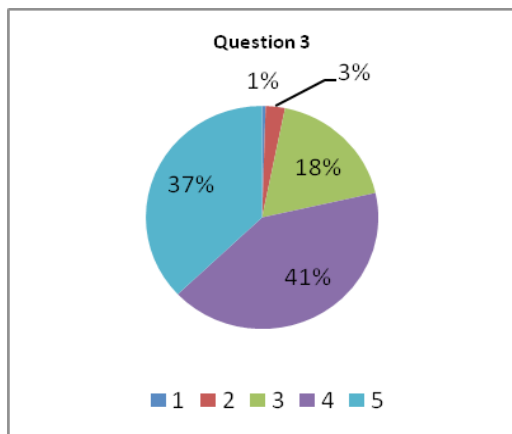


Participants noted that the workshop was *“interesting, engaging, eye-opening, useful, and fun; resources were well developed and varied; presenter was well informed and skilled, and the activities were applicable and easily adoptable in the classroom,”* *“Great workshop, very informative, useful and with good resources. Very clear and powerful. Well organized,”* said one of the participants. *“I loved the variety of learning styles (visual, kinesthetic, etc.) used”; “I was given good ideas that I will develop further in my classrooms”; “I barely knew about the Convention before this lesson – it was very informative,”* noted others.



According to the workshop evaluations, participants felt that the activities presented during the workshop would become very useful in their teaching practicums. They said that the activities were: *“fun, interactive, informative, consistent with the prescribed learning outcomes, and easily implementable”; “So many great tools!”; “Incorporating global education is a huge initiative for me and learning these activities will help me greatly!”; “I love how you took the ideas and applied*





them to activities that would work across different grade and age levels”; “I like addressing important global issues (creating global citizens) and these are great, informative, fun activities”; “Yes, I will definitely use all of these activities. They’re totally applicable and can be modified to suit any grade”; “I do believe that these are great activities that will lead into discussions on a variety of subjects and curriculums”; “I think these activities translate across all grade levels and are universally important. They are also easy to implement”; “The activities seemed quite useful in unpacking some of the larger issues around teaching about the Convention and Global Education,” said some of the participants.

Participants were happy that the workshop material was well developed and that the resources that were given to them would positively inform their future interactions with their students. “The workshop materials certainly gave me ideas on how to incorporate the topics into my lessons”; “It will be useful as it will give the students a clear understanding of children’s rights and global education”; “It would be a little hard to incorporate social justice issues in my subject area, math, but I

really liked the “math that matters” workbook”; “Activities are interesting. They can be modified and applied to science class”; “It reinforced my idea that at the beginning of the year the students should make classroom rules but now I will use the charter as [a] platform”; “I liked the sample lesson plans. It was good to see how one could introduce these topics into the classroom, and many of the activities could have been adapted to suit different ages”; “Group activities and discussions made it easy to understand how we can incorporate activities and issues into our class plans. The activities really helped me understand how to implement them into a class for students on being a global citizen”; “Small activities that allowed for discussion about how to incorporate ‘children’s rights and responsibilities’ into a classroom and the picture activity ... ,” were some of the comments.

“Global issues are important to help children appreciate and realize diversity,” said one participant. However, there were many who felt that although they received ample information on global issues, there was not enough information on children’s rights in Canada. Some participants asked for more resource materials, such as books, statistical data, links, handouts, and more on multiple stories and perspectives, etc. The majority of participants also felt that the topic required further learning; therefore, they requested longer and/or multiple sessions.



## VANCOUVER ISLAND UNIVERSITY

### SUMMARY

**Subject:** Convention on the Rights of the Child and Global Education; Social Justice

**2** Number of Workshops

**75** Total Surveys Completed

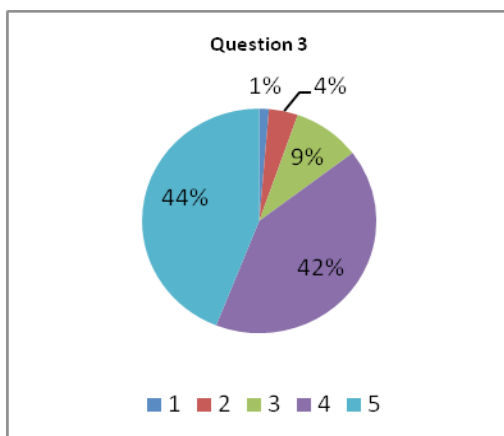
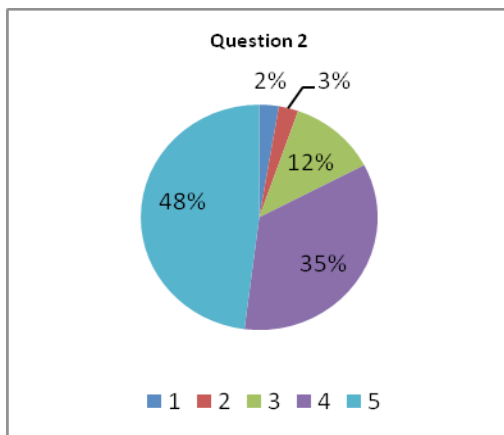
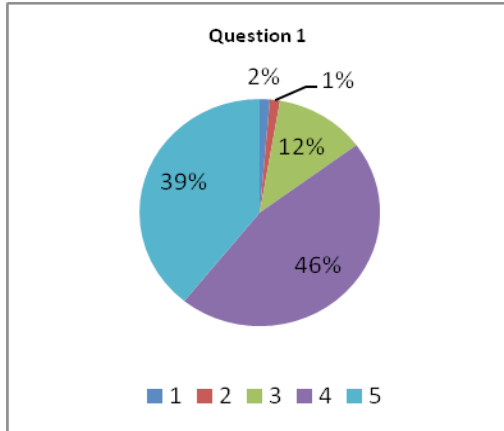
**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

Question	Grade					AV	4+5
	1	2	3	4	5		
To what extent are the goals of this workshop achieved?	1%	1%	12%	46%	39%	4.15	85%
Do you feel the workshop materials on children's rights and global education will inform your future interactions with the students you teach?	3%	3%	12%	35%	48%	4.23	83%
Do you think the activities will be useful in your teaching practicum and your future teaching career?	1%	4%	9%	41%	44%	4.23	85%

The British Columbia Education Manager conducted two workshops for pre-service teachers on ***The Convention on the Rights of the Child and Global Education*** at Vancouver Island University. **75** participants completed workshop evaluations. Overall, feedback was positive. According to the evaluation responses:

- **85%** of respondents felt that the goals of the workshop had been achieved, grading the question **4.15/5**
- **85%** of respondents thought that the activities would be useful in their teaching practicums and their future teaching careers, and graded this question **4.23/5**



- **83%** of respondents agreed that the workshop materials on children’s rights and global education would inform their future interactions with students, and graded this question **4.23/5**.

Providing an overview of the Convention and teaching methods incorporating children’s rights into the curricula were the main goals of the workshops. The majority of the participants agreed that those goals were fully met. They said that *“it was a great overview and starting point”* in understanding the Convention and issues of children’s rights. *“I didn’t know there were so many human and child rights and now I know, so that’s a good thing”*; *“The workshop provided the info and activities needed to incorporate (them) into the classroom”*; *“Activities and ideas were well explored and explained”*; *“I was informed about what global citizenship is and the Convention on the Rights of the Child”* and *“now I feel passionate about these issues and feel my students need to know about them too,”* were some of the comments.

The workshops, according to the participants, were *“very interactive, informative, friendly, non-political, and emphasized group work”*; they had *“excellent scope and a variety of perspectives”*; *“the resources were varied and rich.”* They gave the participants ideas and tools to use in incorporating the Convention into their curricula: *“The activities were very worthwhile and practical for a wide range of grades”*; *“They gave a rough framework for a 6-week unit on children’s rights in my practicum”*; *“I gained lots of practical as well as philosophical tools to challenge my thinking and that of my students,”* said the participants.

Participants felt that the materials from this workshop would influence their future interactions with their students. *“It taught me that exploring Children’s rights doesn’t have to be done in an aggressive manner, and to incorporate it into my daily teachings”*; *“I really wanted [to] learn about the Rights of Children and now I know how to incorporate it into my lessons/P.L.O’s”*; *“I do believe it will remind me to consider rights and global consequences in my teaching,”* were some of the responses.



The participants also indicated that they would be referring back to the workshop information as well as the website resources in the future. They believe that these workshops have given them resources that are applicable to any grade level, and can be adapted to any age, especially younger children. At the same time, some of the participants requested more materials and practical ideas on classroom activities for younger grades and kindergarteners.

Overall, participants said that these workshops helped them to understand the *“bigger picture”* of children’s rights; it gave them a *“foundation to build on.”* They agreed that it is necessary to involve students in the discussion of their rights and *“let them lead the way.”* Although they noted that it is difficult to find ways to address rights issues, many of them stated that they would keep children’s rights in mind while planning, developing and implementing curriculum. *“From a humanities perspective this made me consider how to integrate rights and accountability into classroom practice,”* commented one of the participants.

Generally, participants had positive comments on workshop organization. *“The Presenter provided passion and enthusiasm for the material while acknowledging the practical challenges to implementation,”* commented one participant. They also noted that the *“speaker was very knowledgeable”* and *“the resources were awesome as was the guest speaker.”* However, there were several suggestions for consideration, such as having longer or multiple sessions, giving more information from Canadian and provincial perspectives, and providing participants with soft copies of the presentation.



## SIMON FRASER UNIVERSITY

### SUMMARY

**Facilitator** Kelly Quinlan

**Subject:** **Global Education through a Child Rights Lens**

**2** Number of Workshops

**24** Total Surveys Completed

**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

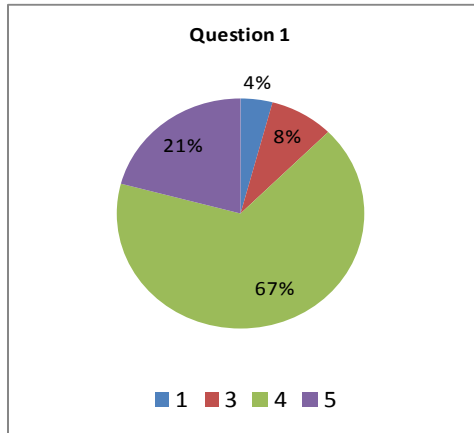
Question	Grade					AV	4+5
	1	2	3	4	5		
Do you feel the workshop materials on children’s rights and global education will inform your future interactions with the students you teach?	4%	0%	8%	67%	21%	4.00	88%

The British Columbia Education Manager conducted **two** workshops on **Global Education**. **24** participants filled out workshop evaluations.

General feedback was positive and according to the evaluation responses **88%** of respondents felt that the workshop materials on children’s rights and global education would inform their future interactions with students and graded this question **4.00/5**.

Participants said that the *“activities can be easily added to [the] curriculum”*; they provided *“good ties to social responsibility”* and *“good strategies for approaching global issues.”* One participant remarked, *“At first all [the] info was overwhelming but now I know to concentrate on the articles that can be applied to my classroom (now it’s more manageable).”*

Almost all participants noted that they *“appreciated [the] lesson ideas and excellent resources that are connected to a theme based on children’s rights.”* They commented



that the workshop was very interesting, and that activities were practical, clear, varied and hands on. They felt that there are a *“wide variety of ages that can be addressed using [the] different lesson ideas”* presented in the workshop. They said that the workshop *“provided ideas and resources for specific use in the classroom and opportunities for discussion about how to work with Rights of Children in the classroom.”*

They also commented on the enthusiasm and dedication of the presenters and the quality of the resources. They did however, request more examples of activities and resources that they could use in their classrooms. Almost all participants indicated that they would like a longer

session. *“I would just like to learn more, so more time would have been nice,”* was the shared sentiment.



## UNIVERSITY OF OTTAWA

### SUMMARY

**Facilitators:** Carissa MacLennan, Sholeh Popatia

**Subject:** Children’s Rights

**Location:** University of Ottawa

**7** Number of Workshops

**167** Total Surveys Completed

**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

Question	Grade					AV	4+5
	1	2	3	4	5		
How comfortable do you feel teaching your students about children’s rights after this workshop?	1%	2%	16%	52%	30%	4.09	82%
How comfortable do you feel about integrating children’s rights into teaching practice after this workshop?	1%	1%	11%	49%	38%	4.22	87%
How comfortable do you feel about using the activities presented today in your own classroom?	1%	0%	4%	34%	62%	4.57	96%

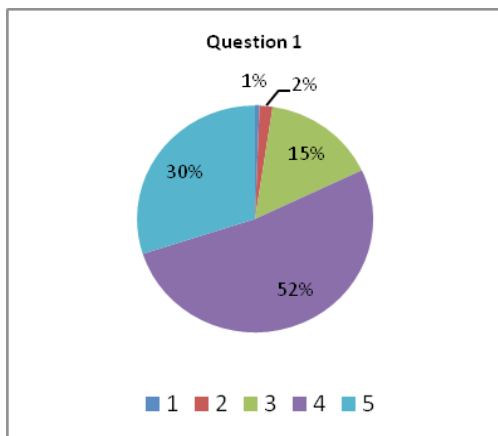
The Ontario Education Managers conducted **seven** workshops named *Connecting Local to Global through a Children’s Rights Lens* to pre-service teachers at the University of Ottawa. **167** participants filled out workshop evaluations. General feedback was positive, and according to the evaluation responses:

- **82%** of respondents were either comfortable or very comfortable teaching their students about children’s rights after the workshop and graded this question **4.09/5**

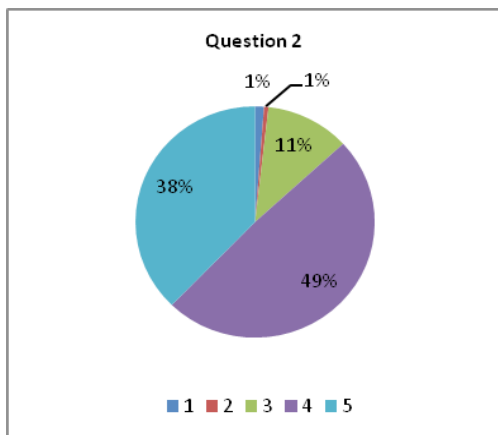




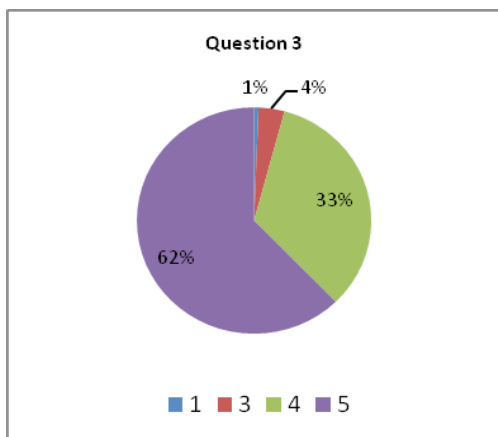
- **87%** of respondents felt comfortable or very comfortable about integrating children’s rights into teaching practice after the workshop and graded this question **4.22/5**
- **96%** of respondents felt comfortable or very comfortable using the activities presented in the workshop in their own classroom and graded this question **4.57/5**.



*“Again, I just honestly did not think about how very important this issue was before this workshop. I knew that human rights existed, but now I see what they mean.”* This sentiment resonated across workshop participants. Most of them admitted that they were not aware of the Convention on the Rights of the Child, and that it was their own responsibility to learn more about this issue in order to become better teachers. Even those who did have some previous knowledge felt that the workshop provided them with a better understanding of the issue. *“Understanding the UN charter will help us gain a better understanding of problems in Canada itself,”* said one of the participants.



Many of the workshop participants indicated that they acquired the skills and the knowledge necessary in order to identify where and how each of the rights fit into the education system. They said that through the workshop they were able to learn about the Convention in detail, about resources available through UNICEF and about the connection between education and the Convention.



Evaluations of the workshops revealed that participants found them to be informative, engaging and useful, and that the activities were practical, interactive and fun for students. According to the evaluations, participants felt that the workshops informed them about practical ways of incorporating global education into their classrooms. The workshops also allowed them to feel confident in teaching children’s rights and implementing some of the activities in the classroom.

According to the participants, the activities were friendly and appropriate for students of any grade. They appreciated the fact that they were flexible and adaptable for different grade levels, as well as for different subjects, so long as the children have shown





that they are mature enough to handle some of the subject matter. *“The best thing that I liked about this workshop was exploring different practical, hands-on activities that I could adapt and use in my future teaching practice.”*

When asked whether they would integrate children’s rights into the curriculum and implement the activities in the classroom, their responses were very positive. *“Child rights must be not only taught, but become a lifestyle of the teacher and the students,”* said one participant. *“The workshop reinforced the fact that that we are legally obliged to uphold children’s rights.”* Participants indicated that the workshop gave them several strategies on how to integrate the Convention into their own classroom plans.

Participants recognized the *“importance of teaching this topic and not being limited by the conventional classroom rules.”* Many participants noted that the increased knowledge and awareness of children’s rights had improved their attitude toward teaching children’s rights to the students. *“The topic needs to be included in [the] B. Ed. curriculum,”* said one of them.

Workshops seem to have increased the confidence of the participants themselves: *“Introducing these ideas to children is OK and safe. It is important that children know their rights”*; *“Will use these on Friday when children have high energy or on Monday when they are low energy.”* Participants felt that since the activities were very versatile they could be integrated well into the curriculum of many subjects, and that it is up to individual teacher to create strong links with the curriculum.

*“It is very important that students know their rights. I now believe it is important to incorporate these issues into my class,”* said one of the participants. Most participants supported the idea that there needs to be more discussion on the Convention and the implementation of its principles at the schools. Participants felt that workshop activities would help children understand their rights, motivate them to take an active role in their local and global community, and encourage thought, discussion and direction for action.

In general, participants were very impressed with the quality of the presentation and the presenters. They noted that the activities were well built and that the workshop itself was interactive and enjoyable. Trying out the activities and discussing the issues during the workshop made it easier for participants to understand the issues themselves. *“We are often expected to incorporate a global perspective into the class, but we need to feel comfortable in these issues ourselves,”* said one participant, and *“The activities provided ideas on how to integrate global education in any grade,”* said another.

Overall, the participants felt that this kind of training needs to be provided to all the teacher candidates. The majority of them also indicated that one session is not enough to fully understand the issue and, in addition, they recommended that the time allotted for activities and discussion needed to be longer.



## UNIVERSITY OF TORONTO, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (OISE)

### SUMMARY

**Facilitators:** Carissa MacLennan, Sholeh Popatia

**Subject:** Global Classroom

**Location:** University of Toronto (OISE)

**22** Number of Workshops

**242** Total Surveys Completed

**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

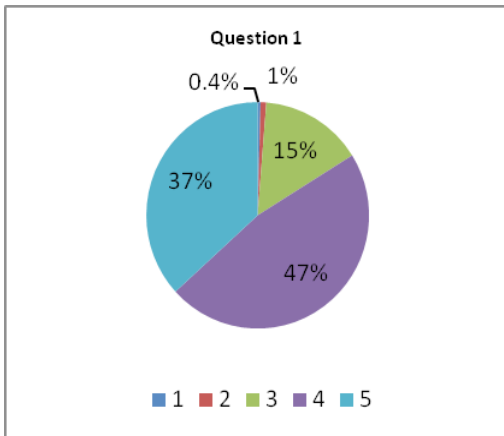
Question	Grade					AV	4+5
	1	2	3	4	5		
How comfortable do you feel teaching your students about children’s rights after this workshop?	0.4%	1%	15%	47%	37%	4.19	84%
How comfortable do you feel about integrating children’s rights into teaching practice after this workshop?	0%	1%	15%	48%	37%	4.20	84%
How comfortable do you feel about using the activities presented today in your own classroom?	0.4%	1%	15%	47%	37%	4.44	84%

The Ontario Education Managers conducted 22 workshops for pre-service teachers on ***Connecting Local to Global through a Children’s Rights Lens*** at the University of Toronto, Ontario Institute for Studies in Education (OISE). 242 participants completed workshop evaluations. Overall feedback was positive. According to the evaluation responses:

- **84%** of respondents were comfortable or very comfortable teaching their students about children’s rights after the workshop and graded this question **4.19/5**

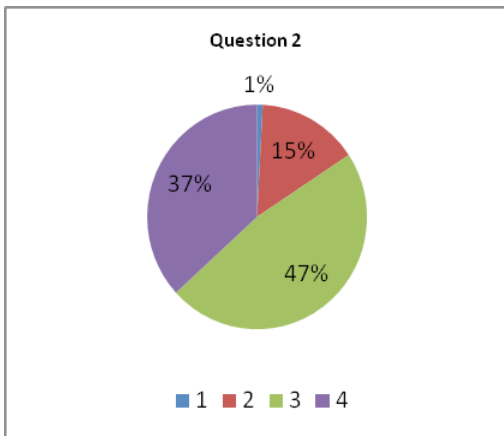


- **84%** of respondents felt comfortable or very comfortable about integrating children’s rights into their teaching practices after the workshop and graded this question **4.2/5**
- **84%** of respondents felt comfortable or very comfortable about using the activities presented in the workshop in their own classrooms and graded this question **4.44/5**.

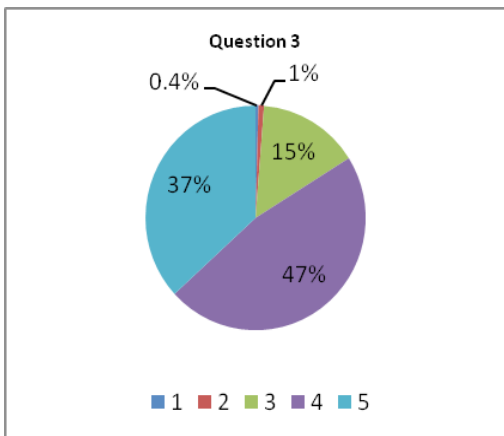


*“Prior to this seminar, I was a clean slate regarding this topic, but now I feel confident sharing this information with my classes and my peers,”* said one of the participants.

Participants believed that the workshops had greatly impacted their knowledge, skills and attitudes toward children’s rights. Some participants had previous knowledge of children’s rights; however, the majority did not. They said that learning in detail about the Convention on the Rights of the Child, and how the Convention can be integrated into the classroom was very important. Several participants indicated that children’s rights are often overlooked within the human rights context. They indicated that the study of the Convention should be more widespread, and that its implementation in schools needs to start immediately.



*“Since there is a lack of discussion around human rights in general, it is a very hard area to teach. The workshop allowed me to see the importance of it and gave me a sense of comfort to teach it,”* said one of the participants.



Overall, the participants said that it was great to learn about the Convention, about the connection between the Convention and education, about rights and responsibilities in the classroom context, and about building awareness around the issue: *“This workshop increased my desire to address social/world issues in the classroom.”* Participants felt that they had an increased understanding of *“how to get children excited about their own rights and to believe in their importance.”* For that, the participants suggested that children need to be introduced to these issues at an early age. *“I feel that integration and awareness should be implemented in the early years, and that everything*

*you do in your classroom should be infused with equity. This workshop reaffirmed my belief,"* said one participant.

Participants pointed out that there are problems in Canada itself, and understanding how the Convention is different from Canada's Charter of Rights is important. They also noted that *"by making the children's rights concept more 'readable' the workshop eased the implementation of thereof."*

Participants found that the workshop provided them with the following valuable sets of skills and knowledge:

- Finding fun and engaging ways to bring rights education into the classroom
- Integrating the CRC into the secondary school curriculum
- Knowing how to develop and implement a class charter
- Learning techniques for encouraging student participation in the classroom
- Discovering different ways of introducing the topic to children
- Knowing how to teach rights at every grade level.

Participants found the activities to be very hands-on, very informative, interactive, engaging, easy-to-use, easy-to-follow, practical and enjoyable. They believed that these activities would help them in designing their lessons to reflect the Convention on the Rights of the Child. They said that the resources available through UNICEF would be very useful in developing curricula, class charters, activities and visual material. They also stated that the workshop activities provided them with several examples of strategies that could be used in the classroom to teach children's rights.

Many participants mentioned that the workshop was *"eye-opening,"* it *"broadened the perspective,"* and as one said, it was a *"helpful reminder of values to strive to meet."* The workshop also seems to have enhanced global awareness in participants.

Many of them also felt that universities should teach the topic of children's rights, especially in B. Ed. Programs: *"Even seasoned teachers have a difficult time respecting and acknowledging each Right at all times. The workshop illuminates the need to treat students in accordance with the articles of the Convention on the Rights of the Child"; "It is so important for teachers to understand the requirement for teaching this material. The awareness is necessary to be generated within the teaching community."*

Many participants recommended that making the workshop longer, or having more than one workshop on the issue would be beneficial. They noted that the presenter was very knowledgeable and inspirational.



## UNIVERSITY OF TORONTO, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (OISE) – PARENTING WORKSHOP

### SUMMARY

**Facilitators:** Carissa MacLennan, Sholeh Popatia

**Subject:** **Children’s Rights**

**6** Number of Workshops  
**76** Total Surveys Completed

**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

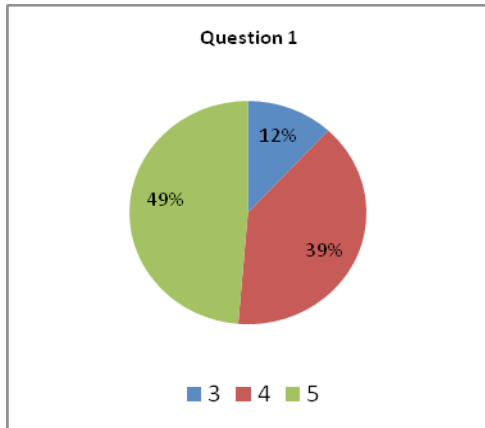
Question	Grade					AV	4+5
	1	2	3	4	5		
How comfortable do you feel teaching your students about children’s rights after this workshop?	0%	0%	12%	39%	49%	4.37	88%
How comfortable do you feel about integrating children’s rights into teaching practice after this workshop?	0%	0%	14%	33%	53%	4.38	86%
How comfortable do you feel about using the activities presented today in your own classroom?	0%	0%	4%	28%	68%	4.64	96%

Ontario Education Managers conducted six workshops for pre-service teachers and practicing teachers on ***Integrating Children’s Rights into Parenting Classes***. **76** participants filled out workshop evaluations. Overall feedback was very positive. According to the evaluation responses:

- **88%** of respondents were either comfortable or very comfortable teaching their students about children’s rights after the workshop and graded this question **4.37/5**

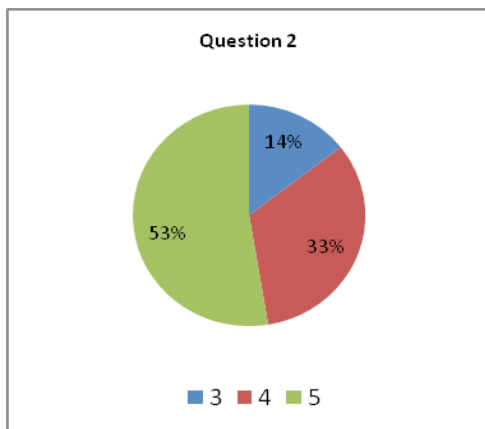


- **86%** of respondents felt either comfortable or very comfortable integrating children’s rights into teaching practice after the workshop and graded this question **4.38/5**

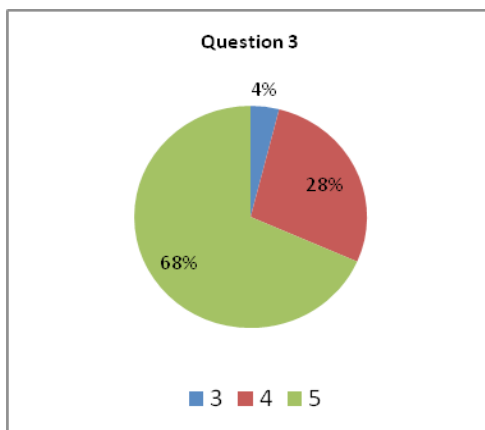


- **96%** of respondents felt either comfortable or very comfortable using the activities presented in the workshop in their own classrooms and graded this question **4.64/5**.

According to the evaluations, the workshops were fully successful in achieving the goal of illuminating the Convention on the Rights of the Child, and were eye-opening, interactive, engaging and informative. They *“helped to develop a deeper understanding of children’s rights”* was the general comment. *“It points out issues/problems related to parenting and society,”* said a participant. Also it was noted that the topic was introduced with thorough explanation, connecting global issues with student rights. Most importantly, participants appreciated the activities that could be implemented in order to explain the issues. Participants said: *“This workshop was a good start, but I’ll need to do some more research in order to feel fully comfortable”*; *“... very useful because I have ‘big’ things to think about but ‘practical’ things to implement immediately.”*



Participants said that the workshops had great activities that were easy to use and that practicing them was invaluable. In addition, they also commented that the activities would be very useful and enjoyable for their students because they were *“very creative, fun, engaging, and promote critical thinking. They promote exploring diverse student backgrounds, keep students mentally engaged and physically active”*; they were *“thought provoking, and got children thinking about their own lives.”* The sentiment of the following comments resonated throughout most of the evaluations: *“Activity based lessons are difficult to build from scratch but are so important to use in the class – can’t wait to use these”*; *“The activities are great for students to gain useful information and could be a tool for further learning”*; *“I appreciated actually participating in the activities. These gave me a good idea as to how it could go in the classroom.”* Participants thought that these activities would be a great way to bring life into the classroom.



*“Activity based lessons are difficult to build from scratch but are so important to use in the class – can’t wait to use these”*; *“The activities are great for students to gain useful information and could be a tool for further learning”*; *“I appreciated actually participating in the activities. These gave me a good idea as to how it could go in the classroom.”* Participants thought that these activities would be a great way to bring life into the classroom.



Participants believed that the activities would add to the students' understanding of children's rights and would encourage critical thinking about fulfillment of children's rights in Canada and internationally. *"The activities will provide an overview and 'lens' into international perspective. They also promote OISE's philosophy of diversity, equity and social justice,"* said one of the participants.

It was noted that resources such as websites, booklets, posters, handouts and others, which were provided by UNICEF, would be very useful in designing their class activities in the future. According to the participants, they acquired skills and strategies needed for incorporating child rights issues into their lesson plans and introducing these complex ideas through activity-based learning. They believed that the information that they received would support curriculum outcomes and that the activities that they learned would be perfect for both classroom implementation and parenting.

In general, participants liked the interactive aspect of the workshop and the amount of information that was given. They praised the organization of the workshop, the resources that were provided and the knowledge and professionalism of the facilitators. One of the criticisms of the workshops was that the time allotted to the workshops was too short; participants proposed that the workshops be at least 2 to 3 days in length.





## UNIVERSITY OF TORONTO, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (OISE) – FACULTY WORKSHOP

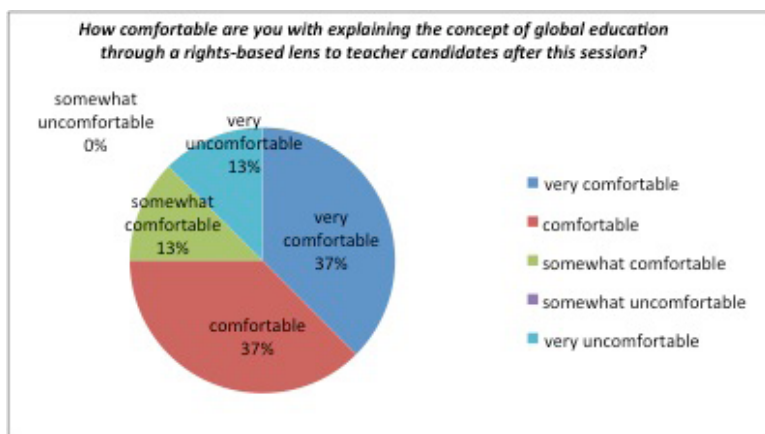
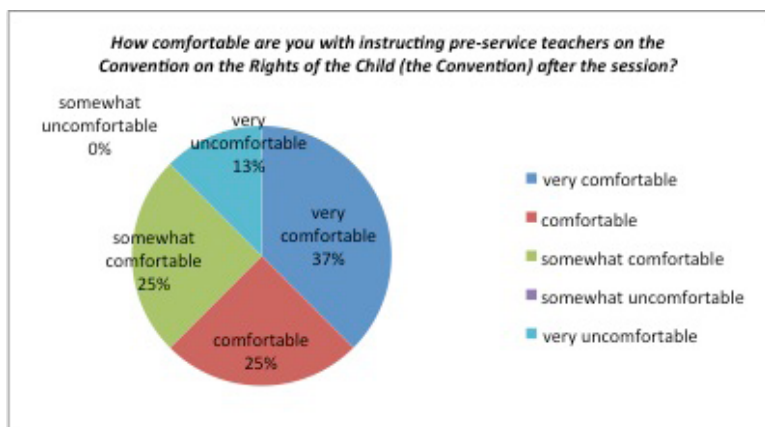
On September 2, 2010 one workshop was held for University of Toronto professors and instructors on ***Children’s Rights in Education: Understanding the Rights-Based Approach to Education***. According to the evaluations of the workshop:

- **78%** of participants said that they were comfortable with instructing pre-service teachers on the Convention on the Rights of the Child as a result of the workshop
- **78%** of participants said that they were comfortable with explaining the concept of global education through a rights-based lens to teacher candidates as a result of the workshop.

Participants found the workshop to be very inspiring, relevant and practical, and commented that the presenter was excellent. They also appreciated the resources provided by UNICEF, and indicated that they would have liked the workshop to be longer. To the question “***Which of the three themes do you find the most relevant to your course work and why?***” the participants answered as follows:

***Children’s Rights: Policy Orientation and Integration:***

Participants felt that this was a very important issue that was relevant to school and society in general. They said that they would use the new knowledge to assist teacher candidates in understanding the importance of creating rights-respecting climates in their classrooms. They said that the workshop was a “great way to set the tone of the year,” and that in creating rights-respecting climates, a conflict resolution course plays a particularly important role. They stated that teacher candidates need to understand the link between their classrooms and children’s rights.







### **Curriculum Connections: Integrating Rights into the Classroom:**

Participants said that the workshop illuminated the fact that integrating rights into the classroom is very important. That knowledge, they said, will have serious pedagogical implications on teaching and learning strategies that teacher candidates can incorporate into their practicums.

### **Creating Rights-Respecting Climates: a Holistic Approach to Education:**

*“Developing a climate is a wonderful start, especially for us as teacher educators and teacher candidates to examine our values, beliefs and dispositions. Without examining our values and continuing to reflect upon them in this process, I am afraid the knowledge and skills about children’s rights will merely become more ‘data’ and ‘content’ and not as transformative it could be,”* said one of the participants. Participants recognized the need for *“effective and engaging classroom environments that promote active citizenship—strategies that can be modeled with teacher candidates and then be used in their practice.”* Participants also indicated that they would be very interested in knowing how this approach could impact/influence accountability.



## UNIVERSITY OF MONTREAL

### SUMMARY

**Facilitators:** Marie-Hélène Gratton, Marc-André Ethier, Jean-François Lévesque, Alexandre Lanoix, and Marie-Hélène Brunet

**Subject:** **Global Classroom, Teaching Human Rights**

**11** Number of Workshops  
**497** Number of Participants  
**322** Total Surveys Completed

**Scale:**

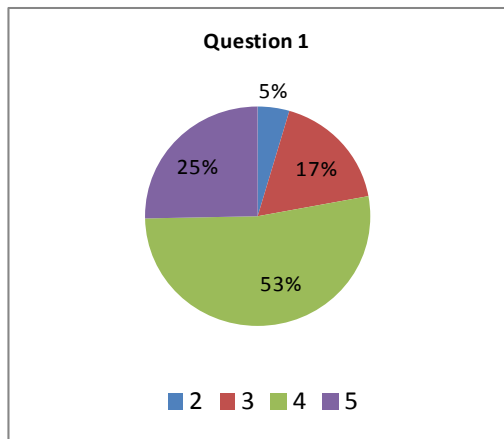
Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

Question	4+5 (11/2010-11/2010)	4+5 (10/2011-11/2011)	AVERAGE
Do you consider the content presented in the workshop was relevant for your future career?	78%	94%	86%
Did the workshop give you the taste to integrate global education and children's rights in your daily teaching practice?	72%	90%	81%
Did the workshop give you the taste to learn more about global education and children's rights?	65%	84%	74%
Did you think the content presented was related to the provincial curriculum and the professional competencies?	82%	94%	88%

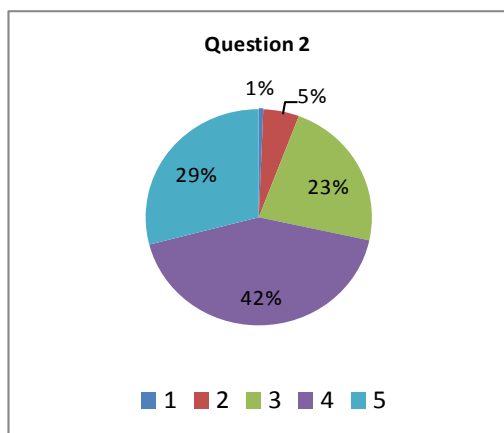
The Quebec Education Manager conducted **11** workshops at the University of Montreal on the **Convention on the Rights of the Child** and on **Teaching Human Rights**. There were **497** participants, **322** of whom filled out evaluation forms. Feedback in general was positive. Participants found the workshops to be *"inspiring, enriching, engaging, and informative."*



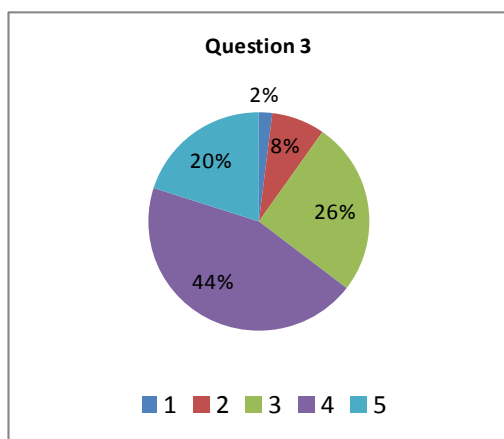
According to the evaluation responses (dated November 2010 to November 2011<sup>1</sup>):



- **86%** of respondents agreed that the content presented in the workshop was relevant for their future careers
- **81%** of respondents agreed that the workshop made them interested in integrating global education and children’s rights in their daily teaching practices
- **74%** of respondents agreed that the workshop made them interested in learning more about global education and children’s rights
- **88%** of respondents thought that the content presented was related to the provincial curriculum and the professional competencies.



Overall, the participants felt that the workshops had provided them with practical ways of incorporating global education into their classrooms, allowed them to feel confident in teaching children’s rights in the classroom and implementing the activities. They commented that they enjoyed trying the activities and learned more about UNICEF resources available for use in the classroom. *“I had already intended to go over this kind of content with my students, but I was missing the information on available resources. Now I know where I can find information,”* said a participant.



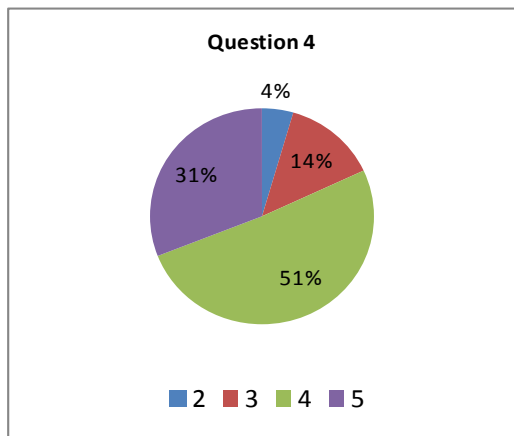
The Charter of the Rights-Respecting Classroom was singled out for the clarity of its presentation. *“I really appreciated when we talked about the Charter. I found that very interesting and I count on having one in my class,”* said one of the participants; *“I believe the education of citizenship is not a subject that’s approached enough in classes at the primary level and this workshop has allowed us to know more about the subject,”* said another.

Participants thought that it was important to teach the students about children’s rights, and that the teaching

<sup>1</sup> Statistical data for graphs is based on November 2010 to November 2011 evaluation data.



of rights needs to start early. Although many participants expressed uncertainty in their own current ability to teach children’s rights, they believed that the activities and other resources learned during the workshop would aid them in presenting the issues to their students. *“Loved the documents given; I find this leaves a good reminder to learn more.”*



Participants agreed that it is important that students stay informed about global issues: *“I find that instruction on global issues is a really important issue, especially in lieu of globalization. I believe that teaching it could prepare students for the challenges that they might come across in the future”*; *“As a future teacher, it is my duty to promote global education.”*

Also, participants felt that the activities shown during the workshop could be easily adapted into many different subject curricula.

Many participants requested longer sessions for discussions and activities, and more resources that could be useful in teaching children’s rights. *“I think one or two hours is not sufficient. This subject deserves to be included as a universal compulsory course in pre-school and primary,”* said a participant. *“As a university we do not offer a lot of resources in humanities, it’s interesting to see what’s available to us for teaching humanities,”* said another.



## UNIVERSITY OF QUEBEC AT MONTREAL

### SUMMARY

**Facilitators:** Nicole Lebrun, Claudette Gagne

**Subject:** **Convention on the Rights of the Child, Didactics of the Social World**

**17** Number of Workshops

**1,116** Number of Participants

**654** Total Surveys Completed

**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

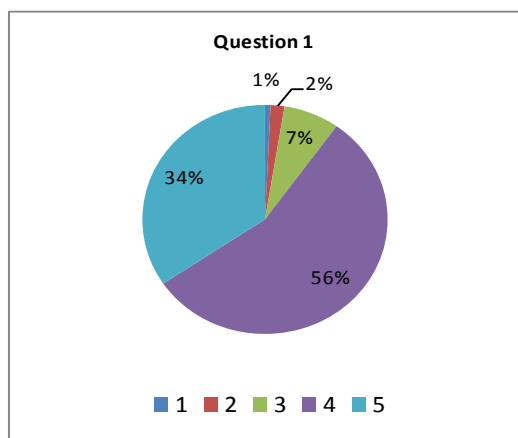
Question	4+5 (10/2010-2/2011)	4+5 (09/2011-11/2011)	AVERAGE
Do you consider the content presented in the workshop was relevant for your future career?	90%	96%	93%
Did the workshop give you the taste to integrate global education and children's rights in your daily teaching practice?	84%	96%	90%
Did the workshop give you the taste to learn more about global education and children's rights?	76%	83%	79%
Did you think the content presented was related to the provincial curriculum and the professional competencies?	88%	85%	87%

From October 2010 to November 2011 the Quebec Education Manager conducted 17 workshops at The University of Quebec at Montreal on the ***Convention on the Rights of the Child*** and on ***Didactics of the Social World***. There were **1,116** participants, **654** of whom filled out evaluation forms, and overall feedback was positive. Participants found the workshops *"captivating, inspiring, dynamic, enriching, educational, engaging, relevant,*

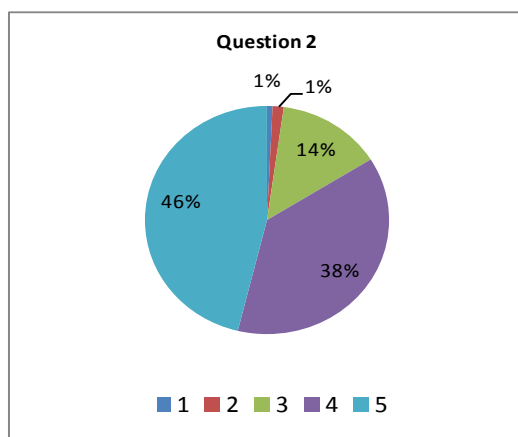


and informative. The speaker was competent and interesting.” According to the evaluation responses (dated October 2010 to November 2011<sup>2</sup>):

- **93%** of respondents agreed that the content presented in the workshop was relevant for their future careers
- **90%** of respondents agreed that the workshop made them interested in integrating global education and children’s rights into their daily teaching practice
- **79%** of respondents agreed that the workshop made them interested in learning more about global education and children’s rights
- **87%** of respondents thought that the content presented was related to the provincial curriculum and the professional competencies.



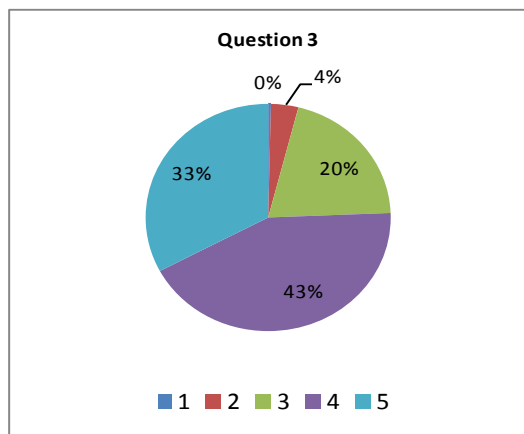
Participants found that this was a great introduction to the Convention and global issues. *“I had never thought about education in international rights before this workshop,”* said one of the participants. *“Thank you so much for opening doors for future teachers. I believe that many teachers use certain concepts similar to children’s rights education, but without concrete knowledge and with few resources. This workshop made us more conscious of the issue, and picked our curiosity. Furthermore, the subject is very pertinent and I’m eager to create activities and to apply them straight away,”* said another participant.



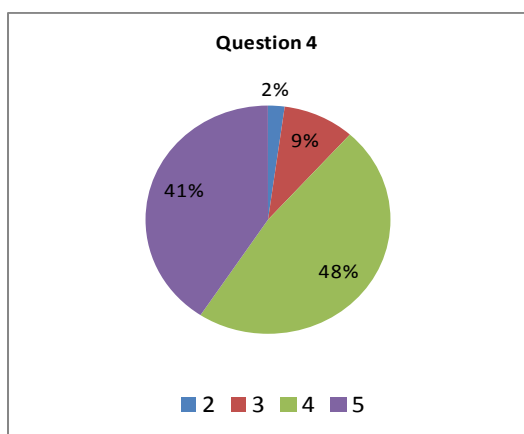
Participants said that children’s rights need to be taught more widely: *“Every teacher should follow this course”*; *“In my opinion, parents should also have a training session on the subject”*; *“Children’s rights should be at the base of all teaching”*; *“I downloaded the different resources and want to share them among friends and coworkers,”* were a few of the comments.

Also, participants felt that *“the workshop is absolutely aligned to the Quebec Education Program and professional skills”* and that there is a need to integrate this subject into the curriculum. *“I will definitely integrate the Charter of Children’s Rights in my class rules at the beginning of the year”*; *“We will be working with children, so we need to understand, respect, and integrate children’s rights into our classrooms,”* were some of the comments.

<sup>2</sup> Statistical data for graphs is based on October 2010 to November 2011 evaluation data.



Knowing their rights “would push students to take a position with respect to who they are, and the people around them. They would also be more considerate of other children; surrounding adults would have a tendency to be more respectful of these rights as well”; “It is very important for young people to understand their rights, to become responsible and conscious, so that they grow up to be responsible citizens”; “I believe children need to be informed of what happens around the world. On top of that, it encourages them to be more open-minded,” were some of the sentiments shared by the participants.



Participants felt that the workshop informed them of practical ways to incorporate global education into their classrooms; it allowed them to feel confident in teaching children’s rights in the classroom and in implementing some of the activities. “What I appreciate most was that the examples demonstrated in the workshop showed ways of approaching this subject with children, because otherwise I would have never known how to approach it,” said participants.

Participants commented that they enjoyed trying the activities and learning more about UNICEF resources that can be used in the classroom. Many

of them indicated that they loved the video “What Are Human Rights?”. The Charter of the Rights-Respecting Classroom was singled out for the clarity of its presentation. They also appreciated the workshop activities and the pedagogical resources. Several participants mentioned that they liked the starting point of the workshop, the YouTube video of a flash mob performing “I Gotta Feeling”.

Other comments included:

- “I now have a better idea of how to integrate children’s rights in my classes”
- “It’s very important to have an understanding in order to approach it in class with our students”
- “I used to see education of citizenship as a vague subject. I now have a better understanding on how to integrate it into the class”

Several participants mentioned that not only did they find the workshop very interesting, but they also appreciated its dynamism and interactivity. They also appreciated the



practical, pedagogical aspect of the activities, and the relevance of the video on human rights. Finally, the majority appreciated the presentation of resources (whether produced by UNICEF or other organizations). They also expressed a desire to visit the UNICEF Global Classroom website. At the same time, they requested more resources and longer sessions for discussions and activities.





## UNIVERSITY OF SHERBROOKE

### SUMMARY

**Facilitators:** Marie-Hélène Gratton, Lise Francoeur, Lise Ferland

**Subject:** **Convention on the Rights of the Child, International Internship Analysis**

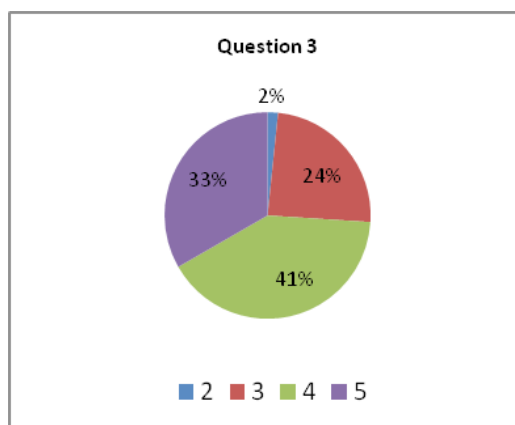
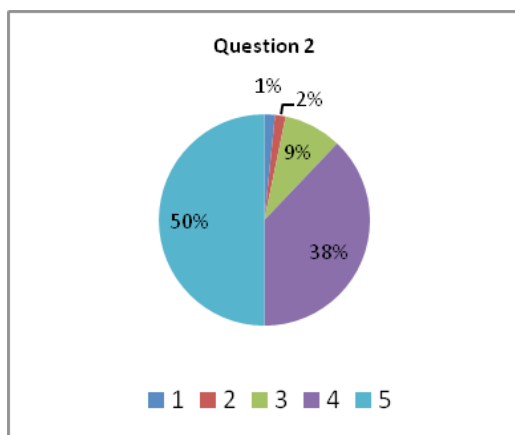
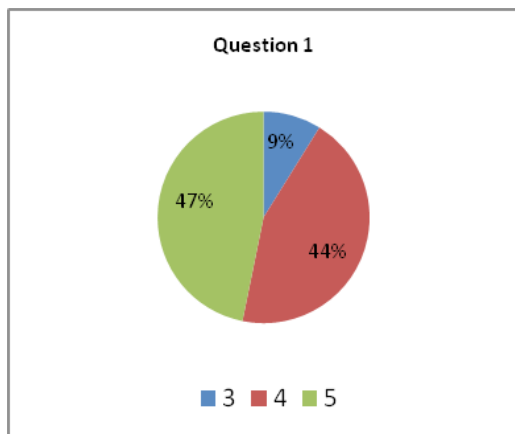
**15** Number of Workshops  
**523** Number of Participants  
**173** Total Surveys Completed

**Scale:**

Very Uncomfortable	1
Somewhat Uncomfortable	2
Somewhat Comfortable	3
Comfortable	4
Very Comfortable	5

Question	Grade					AV	4+5
	1	2	3	4	5		
Do you consider the content presented in the workshop was relevant for your future career?	0%	0%	9%	44%	47%	4.38	91%
Did the workshop give you the taste to integrate global education and children’s rights in your daily teaching practice?	2%	2%	9%	38%	50%	4.33	88%
Did the workshop give you the taste to learn more about global education and children’s rights?	0%	2%	24%	41%	33%	4.06	74%
Did you think the content presented was related to the provincial curriculum and the professional competencies?	0%	2%	13%	37%	48%	4.32	85%

In the period between October 2010 and August 2011 the Education Manager conducted **15** workshops on the **Convention on the Rights of the Child** and on **International Internship Analysis** at the University of Sherbrooke. There were **523** participants, **173** of whom



filled out evaluation forms, and overall feedback was positive. Participants found the workshops *“interesting, captivating, enriching, engaging, and informative.”* According to the evaluation responses (dated October 2010 to February 2011<sup>3</sup>):

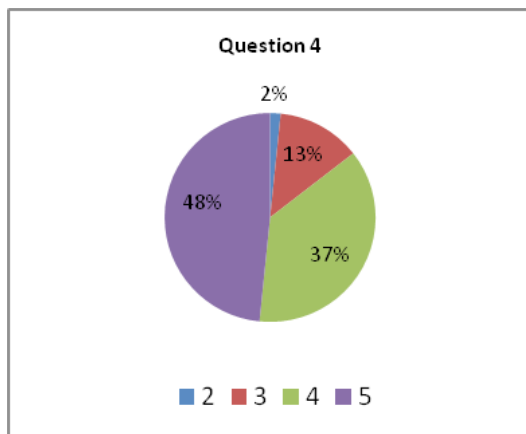
- **91%** of respondents agreed that the content presented in the workshop was relevant for their future careers
- **88%** of respondents agreed that the workshop made them interested in integrating global education and children’s rights in their daily teaching practice
- **74%** of respondents agreed that the workshop made them interested in learning more about global education and children’s rights
- **85%** of respondents thought that the content presented was related to the provincial curriculum and the professional competencies.

*“I learned a lot of new, relevant things for the future. I also received tons of relevant resources”; “We are probably not informed enough about children’s rights, so it’s super interesting to hear a bit about it”; “The workshop has stirred my interest, especially because of the diversity of the teaching methods responding to different student needs,”* were sentiments shared by many of the participants.

Participants believed that the issues outlined in the Convention need to be taught to students. *“I didn’t know that children had a Convention, so now that I know about it, I will certainly integrate this into my class curriculum, so that the children know it exists as well,”* said one of the participants. Some other comments included:

- *“It is a subject to really get passionate about, and it is important to teach it to our students”*

<sup>3</sup> All statistical data for the University of Sherbrooke is based on October 2010 to February 2011 evaluation data except for number of participants and number of workshops.



- *“It is an aspect that I would really like to integrate in class because it is something that they need to know”*
- *“I completely understand the importance of students being conscious of his/her rights”*
- *“It is definitely something that I will keep in mind during my career in teaching. I did not know all the rights”*
- *“It’s still shocking that this is the first time we[‘ve] hear[d] about it. We are already in year two”*

Overall, participants felt that the workshop informed them about practical ways of incorporating global education into their classrooms; it allowed them to feel confident in teaching children’s rights in the classroom and in implementing some of the activities:

- *“The speaker made a lot of links between the Quebec Education Program and professional competencies”*
- *“I believe I will be able to sensitize my students in my future classes. I will also incorporate certain teaching methods, such as, voting and conflict resolution”*
- *“The speaker constantly made links between the content and the way that we could apply it in class”*
- *“It’s a topic I would like to approach in the future, and I believe the workshop has helped me inform myself about it”*

Participants commented that they enjoyed trying the activities and learned more about UNICEF resources that can be used in the classroom. At the same time, participants requested additional material on UNICEF, more examples of classroom activities and longer sessions for discussions and practice.



## PREPARING TEACHERS FOR AN INTERCONNECTED WORLD THROUGH GLOBAL CITIZENSHIP EDUCATION (GCE)

University of Prince Edward Island — Dr. Linyuan Guo  
UNICEF Canada — Ms. Dina Desveaux  
Research Assistant — Sarah MacDonald

### Focus Group Analysis

The following will provide a synopsis of the researcher's comments to the questions (in italics) from focus group transcripts of July 9, 2010 [Pilot 1] and of February 28th, 2011 [Pilot 2]. The participants were students of the Education for Global Citizenship undergraduate course, taught by Dr. Linyuan Guo and Ms. Dina Desveaux at the University of Prince Edward Island.

*Could you please tell me your understanding of, and experience with global citizenship education in schools before taking this course? Could you also provide any relevant examples to illustrate?*

**2010 Pilot course research participants** — The experience of global citizenship education varied substantially from participant to participant. Some had self-professed minimal (if any) experience, while others thought they had quite a bit of experience in the field. Generally, those that taught social studies and similar courses in the humanities found that they had experience, while others that taught other subjects did not.

**2011 Pilot course research participants** — Participants in the focus group did have instances of experience with themes similar to global citizenship, though nothing directly related to the topic was experienced. All of these past experiences occurred in pre-service practicum settings, as the participants were in the Bachelor of Education program (and did not have other classroom experience). One participant explained that she had experienced a global citizenship classroom initiative in her host school, though it was not in her class directly.

*What does global citizenship education mean to you now after taking the course?*

**2010 Pilot course research participants** — Almost all participants felt that they had gained experience by taking the course. One participant felt that he wished he could be teaching a social-studies-related subject this coming year, instead of mathematics. Despite this,



others felt they could incorporate the topics discussed in global citizenship education in a variety of educational fields — French, health, physical education, etc. The general response was very positive for this question.

**2011 Pilot course research participants** — The notion of global citizenship education was altered for all participants in this focus group. They noted that an expansion of the term was provided by the course. One participant originally thought the term meant only being open and accepting of other people and their attributes, and then later came to realize that it is more about taking an active rather than a passive role in acceptance. Another participant explained that the focus in the classroom was expanded from the local community to a more global one.

*Could you please tell me your understanding of, and experiences with universal children’s rights before taking this course? Could you also provide relevant examples to illustrate?*

**Note:** This last question was added in 2011.

**2011** — The participants had very little experience with children’s rights prior to the course. It was discussed how it was assumed that overall human rights were equal to children’s rights, and not distinct. It was noted that teacher handbooks often stated some rights, but no clear and extensive explanation was given. Participants stressed that children’s rights in the classroom were not thought of often, or at all, prior to this course.

*Did this course and accompanying resources provide you with helpful and meaningful ways to integrate GCE into your educational practice? Why or why not?*

**2010** — The response for this question was overwhelmingly positive. Almost all participants felt that the course (and particularly the resources) would be helpful and meaningful for GCE integration. A few of the participants agreed that it would be helpful to do more practical work from the resources in the course. This would be in order to properly know how to execute the activities, once in the classroom. While specific activities, such as the Global Cafe, were mentioned as great tools, it seemed that the participants felt that all resources were going to be of aid.

An interesting note is that one of the participants mentioned providing the resources on a website, instead of in a physical binder. This would enhance ease for teachers in the course, as well as for other teachers not privy to the course. It would provide a quick and easy way for teachers to incorporate GCE into the classroom, without having to find the single binder at school or home. Another participant suggested a wiki format, which would be simple to use and add to.

**2011** — All the participants in the focus group acknowledged that the resources were extremely helpful. One participant noted that they used the resources provided in this course for other classes too. It was also explained that the extent of the literature and resources was appreciated; for example, the binder, websites and discs. Another participant explained that the dual approach of extensive resources and instruction, better allowed them to understand how to apply the approaches in the classroom. There was a brief discussion about the preferred medium for materials, which reflected a partiality to online or electronic content, with a comfort in written instruction as well.

*What challenges and opportunities do you anticipate in integrating global citizenship education into practice? Could you please give me some examples to illustrate these challenges or opportunities?*

**2010** — The participants explained that they had some initiatives already in mind. It seemed as though the participants were divided on one topic: whether or not such initiatives would be feasible. Some seemed to feel that the financial aspects of starting awareness groups, gardens, green clubs, etc. would be too much of a burden for administration to accept. This caused some strife, and stifled further expansion on opportunities for GCE in educational practice. However, the issue of finance is a real one, a participant maintained, suggesting perhaps schools (administration?) need to educate teachers on the opportunities that they have for grants and funding for such initiatives from different organizations. This could be an interesting section of a class in global citizenship education.

The issue of many not thinking GCE is important was touched upon by a number of participants as well. Many felt that administration, parents, society, etc. would feel that the activities discussed were not part of a traditional learning environment, and therefore were not 'proper'. Most of the participants, however, agreed that this sort of learning stimulus must be reinforced and further integrated into the classroom. In fact, most discussed mandatory global-citizenship-style courses for graduation. Others, while equally adamant about the importance of GCE, thought that cross-curricular integration was a better form of educating youth on global issues.

**2011** — Focus group participants discussed that because of the regional area in which they are situated, they would find parents and students who have issues with topics and activities from the course. Students felt that closed-mindedness could be a potential issue in their locale. A lack of acknowledgement that global citizenship is important was also a perceived and anticipated issue. One activity in particular, about innate and social prejudices that people have and carry without knowledge, was mentioned. According to the participants, it could potentially offend some people, particularly due to the approach taken in identifying prejudices.

Opportunities to integrate global citizenship into practice were also mentioned by the focus group participants. These included going outside the classroom—both physically



and topically. The participants explained that they liked ideas such as student activism, and students taking trips outside of the school in order to better understand the world around them. This could be achieved through regular field trips, or by purposeful endeavors in the community, explained the participants.

*The authors of this course have incorporated UNICEF Canada’s Global Classroom educational ethos that fuses global citizenship through a human rights lens. But, more specifically, through the lens of children’s rights in order to ensure the practice is grounded in the life of a child. It is therefore child-centered, or learner-centered. Do you agree that by integrating this philosophy into educational practice, that more children could benefit and/or that fewer children might feel excluded?*

**Note: This question was also added in 2011 and was answered by 2011 research participants only.**

**2011** — All of the participants felt that integrating the aforementioned philosophy into education practice would benefit all children. They described the approach as definitely benefiting children who would otherwise be left out. As one participant explained,, “The whole attitude of global citizenship education could change the dynamic of the classroom to include everyone.” Another student described how the initiative would benefit students on a grander scale than just the topics of discussion.

The participants also discussed the feasibility of applying and utilizing this technique in their own classrooms. It was concluded that it would work to help students feel more included. Participants described classrooms where not all of the students are given enough or equal attention by the teacher, often due to time and resource constraints. The culture within a school was also discussed, as it often has a dominant one, The participants explored how these initiatives with global citizenship education and human rights, could allow for a remedial effect.

Challenges with this approach were also brought forth. The most relevant issue was that young children, not having experiencing marginalized or problematic situations (like poverty or malnutrition) before in their lives, might not fully comprehend these issues. Despite this, however, it was reiterated that these issues should be introduced into the classroom setting.

*In your opinion, what benefits does global citizenship education provide for educators?*

**2010** — Many participants felt that they realized their influence on students, and how this pertains to GCE. Also, the notion existed that there are fun ways to integrate such topics into the classroom, for both teachers and students. One of the participants explained that





if a GCE-based course became mandatory, perhaps students and teachers alike would be further educated and pushed to make changes—a sort of snowball effect of global citizenship. Finally, as one participant stated, and the rest agreed, seeing students thinking globally and critically provides a sort of fulfillment on the part of teachers; a benevolence, of sorts.

**2011** — Participants concluded that the allowance of creativity and deviation from the typical curriculum was a benefit of global citizenship education. The focus group discovered that the participants enjoyed creating lessons that, while including curricular outcomes provided by the province, also incorporated global citizenship education initiatives and topics. It was also explained that including global citizenship education topics gave “an excuse” for participants to stay knowledgeable about current affairs and global issues.

*In your opinion, what benefits does global citizenship education provide for students?*

**2010** — Both a better understanding of issues and alternative perspectives were thought to be the benefits that students would have if global citizenship education could be further integrated into the school system. A sort of “feeling better” about oneself and one’s actions in the world was discussed as a benefit for students as well. One participant explained that perhaps if students were discussing and acting upon GCE initiatives in the classroom, they would do so elsewhere—at home, out in the world, etc.

**2011** — In regards to benefits for students, the participants felt that many were similar to the benefits for teachers—allowing an outlet and reason to become knowledgeable about global issues and current affairs, and getting creative with the curriculum given. Regarding the latter, participants explained that altering the regular curriculum could provide a more interesting and engaging classroom for students. It would also allow them the opportunity to think on a global scale. It was discussed that many students who live in a rural setting, such as where they are located, might not have an outlet or perceived purpose to become educated in global issues. School might be the best place for them to obtain information about the rest of the world, and without this place, they might not.

*There is a revised syllabus description that has been proposed for this course. Could you please read and prepare to comment? Do you find it provides an accurate description?*

**Note:** This question was also added in 2011.

**2011** — Participants noted that the new syllabus provided a more detailed and accurate description of the course in general. It was noted that the course was very learner-centered, and that the syllabus now describes that concentration. It was discussed that there should be more classes like this in the Bachelor of Education program, and that this





was appropriate for the syllabus. The new syllabus was accepted as more appropriate, more accurate and more detailed than the original by all participants in the focus group.

***What other professional development opportunities and resources would you like to have to help you integrate global citizenship education into your practice?***

**2010** — The idea of a website or wiki was noted again. It seemed as though there was a general interest in this happening.

One participant was interested in having the GCE students go over the review of the class in order to add anything after the fact. Although this is the intent of the feedback sheets and the focus group, it seemed as though this participant felt that a collaboration of efforts would aid in the development of the course.

It was also noted that a sort of Professional Development initiative would be helpful for the participants in order to further integrate GCE into their classrooms. The idea of having people on call to do talks for teachers and students alike would be favourable; for example, guest speakers who would be available to talk with classes, or on PD days to teachers.

Although admittedly there is no time for this in a compressed summer course format, one participant thought it might be a good idea for everyone to share lesson plans with each other. This would provide participants with more encouragement and communal learning for method-based education.

**2011** — Participants described other opportunities and resources that they felt would be appropriate within the parameters of professional development. It was discussed that a list of resources (literature, for example) would be beneficial for students taking the course. This would include resources available from the university or public library that would contribute to their knowledge and could be used to create lesson plans. It was also suggested that a list be created and provided for participants that would suggest websites and places to take students and classes for field trips, or give added information about possible global issues or topics.

A particularly well-received suggestion from the participants (this will be incorporated into the course) was the idea of practicing the activities and methods taught in the course in a classroom setting. As the participants are Bachelor of Education students, they only have practicum experience to use when incorporating global citizenship education into their teaching. It was suggested that participants take trips to schools in order to practice their newly acquired skills in global citizenship education. Another suggestion was to work the course into the practicum setting, and allow the practice of skills there, along with reflection work that would be counted for the course. This general suggestion was strongly recommended by all participants.

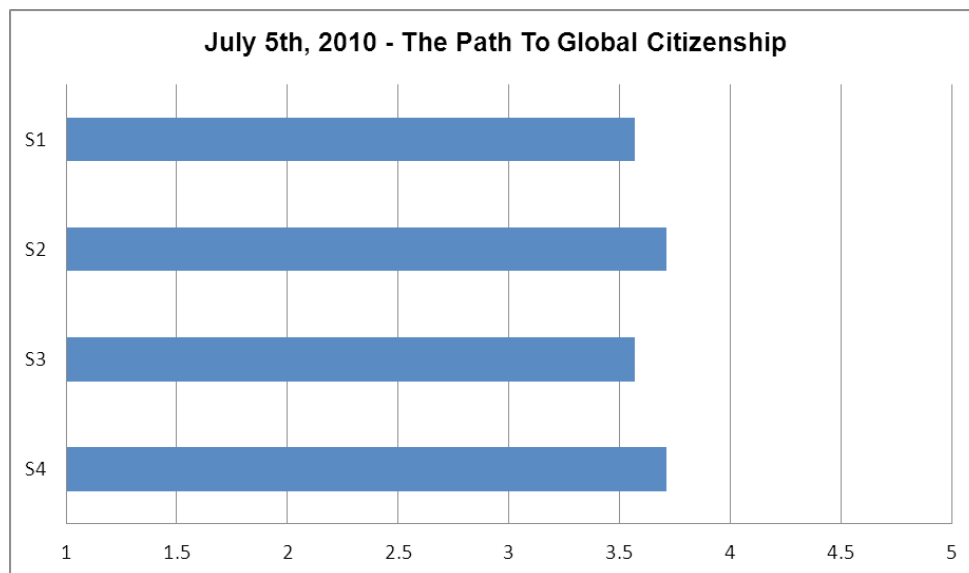


*Would you recommend the course to other pre-service teachers? Why or why not?*

**Note:** This question was also added in 2011.

**2011** — All participants were very eager to agree that they would recommend the course to other pre-service teachers. The participants noted that they had gained a lot of personal growth and learning through the course. One participant explained that the modernity and universality of the topics was appreciated and kept interest high. Another participant described how the course reflected and answered to the increasing immigrant population in Canada, and how this alters today’s classrooms. It was discussed that no matter where teachers work in Canada, they will experience multiculturalism and immigration.

All participants really enjoyed the course, and strongly agreed that they would recommend it to other pre-service teachers.



The results shown are a direct correlation to the mean responses given by the student participants. On a scale of 1 to 5: 1 means “not at all” and 5 means “completely” in agreement with the question asked in each statement.

**Statement 1:** *Was the style of the presentation appropriate (i.e. use of props and/or media support)?* The information given reflects an above-average response of 3.57, explaining that the style was appropriate. The comments reflected this as well, noting visual aids were useful to many.

**Statement 2:** *Do you think the activities were useful and/or enjoyable?* The response given notes an above-average response of 3.71 explaining that the activities



were indeed useful and enjoyable. The comments reinforced both usefulness and enjoyment of the class as well.

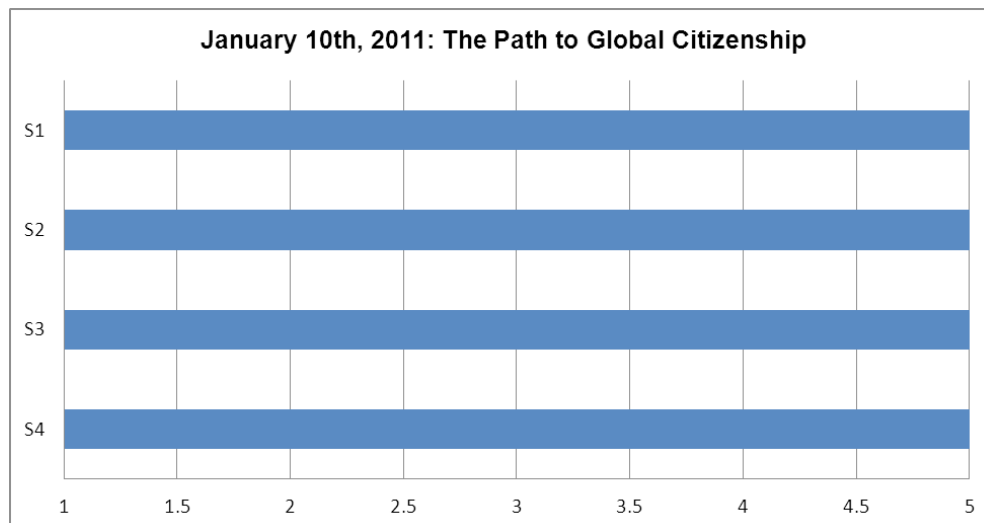
**Statement 3:** *Do you think the activities have enhanced your understanding of global citizenship education?* The given data reflects an above-average agreement with the statement, yet not an optimal response of 3.57. The comments attached note that there was something to be desired in regards to provision of new information for global citizenship education.

**Statement 4:** *Do you think the key ideas and activities can be adopted in your future teaching practice or educational role?* The responses show an adequate agreement among the student participants of 3.71, yet the answers were scattered across the span. Some did not agree, while others did completely. The comments reflected this, with most participants being wary, but hopeful, of using the activities in the classroom.

### General Feedback

Additional questions were asked to enhance feedback on the day’s lesson. The following provides an overview of the responses:

It should be noted that there was a general ease and comfort about the class. Many participants noted that they felt able to participate in the discussion, which enhanced their experience. Also, they tended to enjoy the speakers. While some participants thought nothing could be changed to enhance the class, others focused on clarity of instructions for activities. They felt that the class would run more smoothly if there were less confusion in that regard. It was also noted that the small class size was beneficial for the area of study.





The results shown are a direct correlation to the mean responses given by the student participants. On a scale of 1 to 5: 1 means “not at all” and 5 means “completely” in agreement with the question asked in each statement.

**Statement 1:** *Was the style of the presentation appropriate (i.e. use of props and/or media support)?* The information given reflects a “completely” in agreement score of 5, explaining that the style was appropriate. All participants responded with a 5. The comments noted a clear and good correlation between the videos played during the lesson, and the readings given.

**Statement 2:** *Do you think the activities were useful and/or enjoyable?* The response given notes a very high response of 5—the same as for Statement 1. Participants found the lesson’s activities insightful. Both the video and visualization exercises were mentioned as positive aspects of the lesson.

**Statement 3:** *Do you think the activities have enhanced your understanding of global citizenship education?* The given data reflects another score of 5, in agreement with the statement. It was noted in the comments that the participants were generally new to the idea of rights and global citizenship, and the class enhanced their understanding a great deal. One participant noted “*personal growth*” as a positive aspect of the lesson and course.

**Statement 4:** *Do you think the key ideas and activities can be adopted in your future teaching practice or educational role?* The responses given are on par with the rest of the answers for this day, being 5. A complete agreement is reflected in the quantitative data. The comments reinforced this agreement. The surveys noted that the participants felt they were given concrete materials that they could use in class, as well as tangible ideas of teacher responsibility to children.

## General Feedback

Additional questions were asked to enhance feedback on the day’s lesson. The following provides an overview of the responses:

It was noted that participants enjoyed discussions better than slide presentations or lectures. It was explained that discussions provide a better understanding of the material. Videos were also mentioned as a good aspect of the class.

The results shown are a direct correlation to the mean responses given by the student participants. On a scale of 1 to 5: 1 means “not at all” and 5 means “completely” in agreement with the question asked in each statement.

**Statement 1:** *Was the style of the presentation appropriate (i.e. use of props and/or media support)?* The information given reflects an above-average response of 3.666, explaining that the style was appropriate. With the exception of one, every



participant responded with a 4 for this question. The general outcome in regards to comments noted a substantial amount of variety in presentation style.

**Statement 2:** *Do you think the activities were useful and/or enjoyable?* The response given notes an above-average response of 3.666, similar to that of Statement 1.

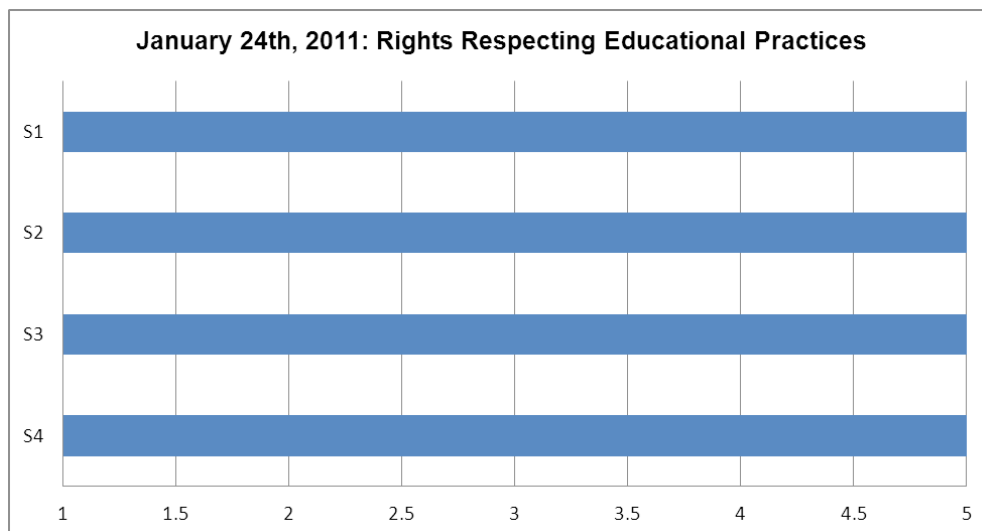
**Statement 3:** *Do you think the activities have enhanced your understanding of global citizenship education?* The given data reflects an above-average agreement with the statement, yet less of an agreement among participants than with any other question in this lesson: 3.5. Despite being small, this discrepancy might indicate that this is an area to ameliorate in future teaching of the course. It was noted in the comments that the rights of a child were better understood by many, yet participants would have also liked to have had more concrete information given to them regarding the topics of the day.

**Statement 4:** *Do you think the key ideas and activities can be adopted in your future teaching practice or educational role?* The responses given are on par with the rest of the answers for this day, being 3.666. An above-average agreement is reflected in the quantitative data. The comments reinforced this agreement, with focus placed on the different videos shown during the day.

### General Feedback

Additional questions were asked to enhance feedback on the day's lesson. The following provides an overview of the responses:

It was noted frequently that videos shown within the class were very applicable and informative for the students. They also noted that they would be able to use such videos frequently in their own classrooms.





The results shown are a direct correlation to the mean responses given by the student participants. On a scale of 1 to 5: 1 means “not at all” and 5 means “completely” in agreement with the question asked in each statement.

**Statement 1:** *Was the style of the presentation appropriate (i.e. use of props and/or media support)?* The information given shows a very substantial number of responses of 5 agreeing that the style of the presentation was appropriate. It was noted once again that a lack of reliance on slide presentations was positive; a focus on discussion was appreciated.

**Statement 2:** *Do you think the activities were useful and/or enjoyable?* The responses for this statement are also quite high, with another complete score of 5. The comments demonstrated an appreciation of completing activities that students would do.

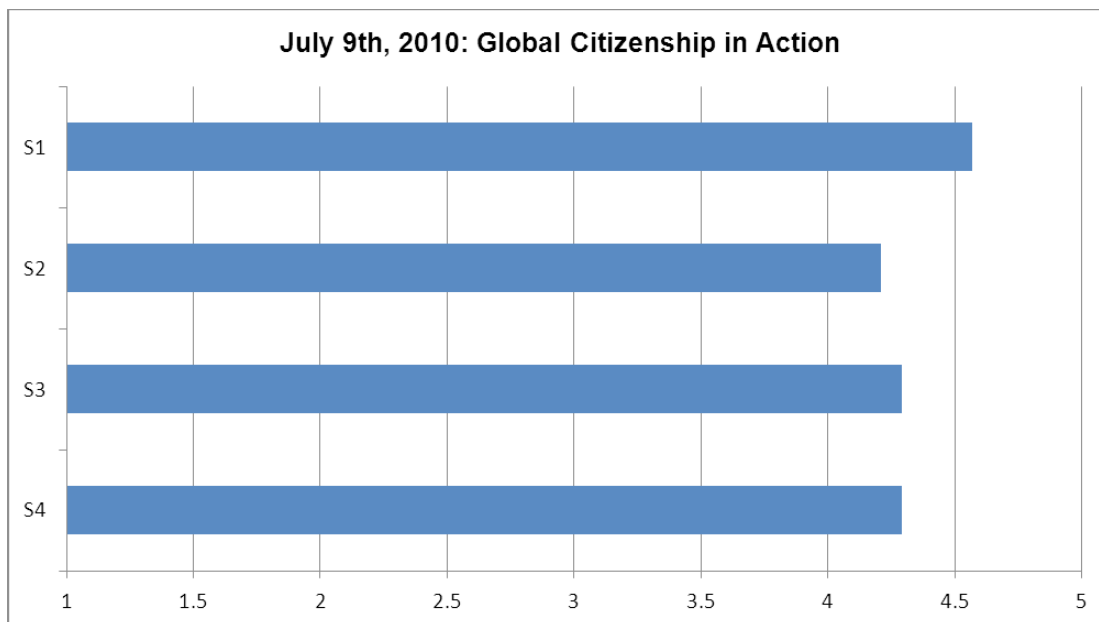
**Statement 3:** *Do you think the activities have enhanced your understanding of global citizenship education?* The given data reflects another extremely high response of 5. The comments showed that the participants did not have a clear understanding of rights, and that the lesson helped remedy this.

**Statement 4:** *Do you think the key ideas and activities can be adopted in your future teaching practice or educational role?* The score of 5 is equal to the rest of the statements for this lesson. It is higher than the last lesson by an entire point. The comments noted that the participants were in favour of adopting the lessons for future classes of their own.

## General Feedback

Additional questions were asked to enhance feedback on the day’s lesson. The following provides an overview of the responses:

The feedback questions provided information from the participants that indicated that they were appreciative of having a UNICEF representative in the class that day. The class discussion was once again offered as of benefit to the course. Finally, the resources given during this lesson were beneficial, according to the feedback.



The results shown are a direct correlation to the mean responses given by the student participants. On a scale of 1 to 5: 1 means “not at all” and 5 means “completely” in agreement with the question asked in each statement.

**Statement 1:** *Was the style of the presentation appropriate (i.e. use of props and/or media support)?* The quantitative data shows a support level of 4.57 on a scale of 1 to 5. This is very positively in support of the presentation style, finding it appropriate. The individual data as well is consistently high, with no outliers. This is comparable to July 8<sup>th</sup> more than any other day. The comments reflected this, as they were all positive, with a particular emphasis on the good mix of presentation styles.

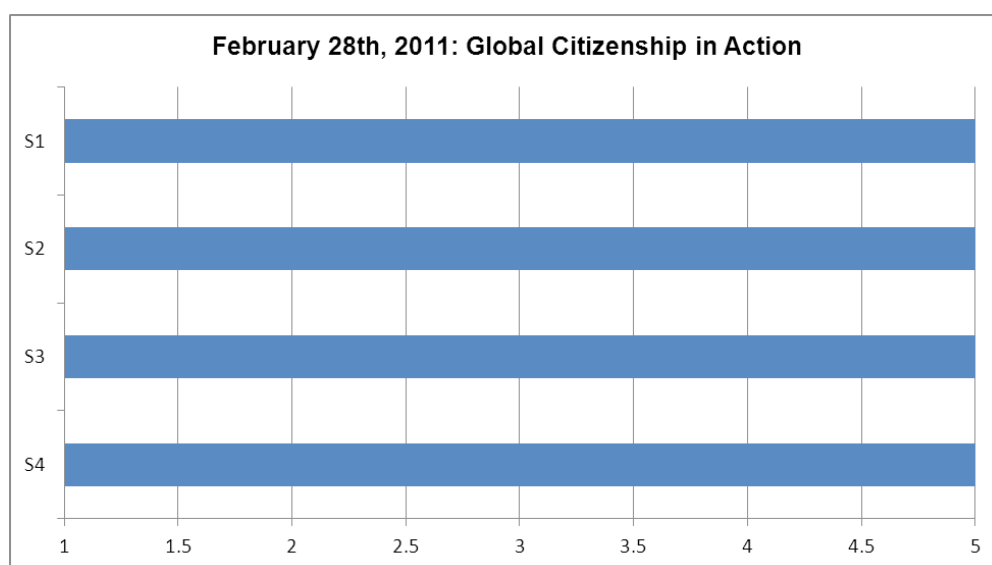
**Statement 2:** *Do you think the activities were useful and/or enjoyable?* The response for Statement 2 is a positive one, being 4.21. Despite this, as seen on every other day, it is a weaker response compared to Statement 1. That being said, no response dipped below 3.5 and this shows promising agreement with the statement. The comments also reflected this, particularly in terms of the enjoyment of the day’s lessons.

**Statement 3:** *Do you think the activities have enhanced your understanding of global citizenship education?* The given data reflects an above-average agreement with the statement, a numerical value of 4.29. As with the other statements, this value is much higher than it was on the first three days (in comparison to the given range). The comments associated with this question showed that applicable information was conveyed that might be relayed to students in the future. All comments were positive.





**Statement 4:** *Do you think the key ideas and activities can be adopted in your future teaching practice or educational role?* A response of 4.29 is reflected numerically for Statement 4. This is above average, and very positive for the question compared to other days. There was an outlier in the form of a 2, however this was explained by a comment noting that the individual did not feel the topics could be used in a mathematics class setting. The other comments reflected a very positive notion of applicable resources and ideas for the classroom.



The results shown are a direct correlation to the mean responses given by the student participants. On a scale of 1 to 5: 1 means “not at all” and 5 means “completely” in agreement with the question asked in each statement.

**Statement 1:** *Was the style of the presentation appropriate (i.e. use of props and/or media support)?* The numerical value of Statement 1 is 5, completely agreeing with the appropriateness of the presentation. Comments substantiated this idea. Of particular note was the appreciation of online videos in the lesson.

**Statement 2:** *Do you think the activities were useful and/or enjoyable?* The response for this statement is just as high as it is for Statement 1, and as high as it was for Statement 2 in preceding lessons. The numerical value is 5. Comments indicated that participants enjoyed the videos.

**Statement 3:** *Do you think the activities have enhanced your understanding of global citizenship education?* The given data reflects another extremely high response of 5. Participants elaborated upon this positive response with comments that explained a realization that the participation of children is necessary in the classroom.



**Statement 4:** *Do you think the key ideas and activities can be adopted in your future teaching practice or educational role?* The score of 5 is equal to the rest of the statements for this lesson. This is consistent with the lesson, demonstrating a very positive response. Through the comments, it can be noted that the lesson had “excellent ideas” for adaptation and application.

### General Feedback

Additional questions were asked to enhance feedback on the day’s lesson. The following provides an overview of the responses:

Participants wouldn’t have changed anything about this particular class. An extremely positive response was reflected for the lesson in general.