GLOBAL EDUCATION AS A CHALLENGE IN THE PROCESS OF TEACHER TRAINING

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Abstract:
In the contemporary world, which is more and more global, global problems have been noticed. They include: ensuring peace and security in the world, improving the standard of living in Global South countries, human rights protection, ensuring sustainable development or developing partnership-based economic and social relations between the countries of the Global North and the Global South. The problem of global education as a challenge in the process of teacher training appears in this context. The global education is an important field which is subject to compulsory education included in a core curriculum of many subjects in Polish school. However, the implementation of teaching contents of particular subjects by teachers is not always connected with issues of global education and is not always taught at school. Why does it happen? The aim of the article is to show experience of Polish teachers in the scope of global education.

Key words:
Teacher, school, global education

Introduction
Global education, also referred to as development education, education for sustainable development or education for global citizenship, includes development education, human rights education, education for sustainable communities, education for peace and conflict prevention, as well as intercultural education. This type of education is supported by development cooperation agencies and ministries of foreign affairs of the OECD and European countries. In many countries, global education is supported by the ministries of education as well as ministries of environment. This article is based on actions taken as a result of the global education project “Into the world with class” (“W świat z klasą”). The project was launched by the Center for Citizenship Education Foundation (CEO) in Warsaw, which is an independent educational institution. It was co-financed by the European Union and the development cooperation program of the Polish Ministry of Foreign Affairs in 2013. The research team was comprised of Iwona Ocetkiewicz and Ewa Pająk-Ważna, with Elżbieta Krawczyk and Jędrzej Witkowski acting as consultants. The “Global Education in Polish Schools” study report is available under the Creative Commons license, attribution 3.0 Poland. Some rights reserved to the Centre for Citizenship Education. It is available on the website (http://www.ceo.org.pl/globalna, access date 29/01/2014). Research under said project focused on three areas, one of which I would like to bring forth for the purpose of this article. It is associated with the place of global education in Polish schools and ways of incorporating global issues within individual subjects covered by this study, in context of directional teacher education. In order for global education to spread, it needs to be permanently fixed in the formal education system. This will only be possible if teachers, schools and educational system institutions receive adequate support in this regard.
The study involved a group of professionally active secondary school teachers who taught one of the following subjects: history, civics, Polish, English, art, biology. The following three tools were introduced for the purpose of obtaining data: online survey, individual interview instructions, and group interview instructions. Research questions were formulated to relate to the three areas of the study. Selection of the sample, both for the interviews and the survey was purposeful, not random. 873 surveys were collected from secondary school teachers. In the case of interviews, it was decided to carry them out in two groups: one comprised of teachers with experience in global education and the other of teachers with no experience in this field. Therefore four group interviews with teachers with experience in global education and six individual interviews with teachers with experience in global education were conducted. In addition, two group interviews were conducted with teachers with no experience in the field of global education and twelve individual interviews with teachers with no experience in global education.

The majority of respondents in these studies were women. They accounted for almost 90 percent of the study sample. Approximately 38 percent of the respondents were aged 41-50 years, slightly less, because 37 percent were aged between 30-40 years. The least number of respondents was younger than 30 years of age. They accounted for about 5.5 percent of the study sample. Persons over 50 years of age accounted for 19.4% of respondents participating in this study. The majority of teachers have worked in the profession for at least ten years. The smallest group of respondents included trainee teachers. More than one-third of the surveyed teachers teach in rural schools, almost as many respondents teach in cities up to 100,000 inhabitants. About 26 percent of the respondents teach in large cities. Experience in the field of global education is defined as average for every third person. Participation in training or courses on global education was most often declared by civics and history teachers. Such participation was least common among English, Polish, and art teachers. Teachers, who experienced collaboration with the Center for Citizenship Education in the past, better evaluated their experience in global education. Analyzing the data of respondents associated with the concept of “global education”, it can be concluded that the category of trainee teachers came in contact with this term less often than their colleagues. Once attention is drawn to the fact that trainee teachers are mostly people just out of college, one might wonder whether this is not a guideline towards ensuring that the programs and plans of higher education put a clear focus on content related to global education in the future. According to the study report, one might also notice that teachers with more years of service in schools were the ones to declare past encounters with global education. It can be assumed that the participation of teachers in various forms of training is linked to the acquisition of knowledge in the field of global education. One should also pay attention to the responses of teachers to questions concerning associations of the term “global education”. Attention is drawn to the analysis of the content of the teachers’ responses. Most interviewed teachers provided the correct definitions of the term “global education”, however, they often resembled definitions of global education one might find on the Internet. In this respect, the respondents used phrases characteristic to Internet resources. This exemplifies unreliability and shortcomings of an online survey, a popular method for collection of data from multiple studies.

Global education was defined in many different ways by the interviewed teachers. The teachers showed difficulty in providing a clear definition of the term “global education.” It should be noted that the term “global education”, as defined by teachers not advanced in the area of global education hovered around the definition of “global education” included in the Maastricht Declaration on Global Education (http://www.gene.eu access...
on 29.01.2013 onwards). In accordance with this definition global education “(...) opens people’s eyes and minds to the world and makes them aware of the need to take action to spread justice, equality and human rights for all. Global education as the global dimension of citizenship education encompasses development education, human rights education, education for peace and conflict prevention and intercultural education.” As the result, respondents tended to define global education as a category of connections and dependencies between systems and individuals. Another category, which can be separated here, is the category of problems faced by humanity. It turns out that the teachers have basic knowledge on the subject, despite their lack of participation in any projects or programs in the field of global education. However, their knowledge is not systematized from the point of view of the entire global education problem. It can be assumed that some teachers are aware that the subject they are teaching requires them to establish the content of global education. While some do it so more consciously and incorporate the relevant content, others may not pay attention to it at all. Ultimately, they are the ones to decide how to communicate the content to their students. Studied teachers observe the connections with global education content and are able to indicate specific thematic areas for particular subjects. In the survey distributed via ankiety.pl portal, teachers’ associations were grouped into broader categories to facilitate comparative study. Concept most frequently mentioned in connection with global education is “interdependence.” One needs to remember that global education is learning and awareness that the world is build upon dependencies on different levels and in different aspects of functioning of people, societies, countries or entire regions. It is also learning about the world, problems of the world, division between the rich North and the poor South. Groups of the most common compounds analyzed in context of declared experience in global education were related to the subject taught. It turns out that civics and history teachers have the greatest experience in the field of global education and also most often associate it with interdependence of the world and learning about the problems of the world on a global level. English and art teachers have the least experience in the field of global education. They often associate it with an interdisciplinary and holistic approach to education.

More than half of the respondents stated that the associations of global education are consistent with the definition of the term. About 12% of the respondents provided partially compatible terms. Every third teacher associated global education in a way that differed from its definition. Common associations included: holistic, interdisciplinary teaching, or universal access to education. The answers of teachers declaring extensive experience in the field of global education did not substantially differ in the level of correctness from those of teachers who declared average experience in the field of global education. Out of all the respondents a group of teachers who admit to small or no experience with global education can be separated into one category. The majority of teachers surveyed said that global education is currently being implemented in Polish schools in medium or small extent. This was the opinion of almost 80 percent of the respondents. Depending on their level of experience in the field of global education, surveyed teachers differently assessed the degree of implementation of global education in Polish schools. A pattern may be observed: the more experienced the teachers, the more they are willing to admit the content of global education is being implemented in Polish schools. Teachers pointed out that the diminutive presence of global education in Polish schools is associated with a lack of integration of global education content in the curriculum. They also drew attention to the lack of time to pursue subjects outside the core curriculum. According to the new core curriculum, teachers should incorporate the content of global education into the program. The fact
that respondents pointed to lack of time as the factor preventing incorporation of global education content in the lesson plans is a cause for concern. Vast majority of teachers agreed with that Polish school should pursue the issue of global education. In addition, respondents said that such issues should be incorporated into the mandatory classes. As it turns out, art and biology teachers were least inclined to include global education in the school curriculum. Some respondents suggested that separate, additional classes on global education should be introduced. This view was held by 40 percent of the respondents. Another regularity may be observed - the greater the experience of teachers in global education, the more often they would like to see the issue of global education incorporated into the core curriculum. Of those who have a large or very large experience in global education, about 80% believe that global education should be included in the core curriculum, while only less than 60 % of teachers who have a low level of experience with global education share this sentiment. One may often find that people with little experience argue that global education should not be the subject of formal education. This view is held by 10% of the surveyed teachers with little experience in the field of global education. Teachers asked about the reasons for including global education in the mandatory or additional part of the course curriculum stated that global education is now necessary for everyone and supported incorporating such content in mandatory classes. In turn, those who were in favor of global education content being treated as a voluntary school subject argument their decision by stating that such activities are likely to be more interesting due to additional time which devoted to the subject. Therefore, we may pose the question: which forms should be used to achieve these goals? And: at what level could this be done?

Teachers asked about the means of incorporating global education issues into various course subjects, stated that, in principle, global education is equally important for all listed subjects. In this particular case, history teachers can be singled out, because almost 80% of them agreed. English teachers highly evaluated this assumption as well - approximately 70 % of the respondents agreed. Civics teachers argued that they specifically should be the ones to implement global education content as part of their curriculum. Teachers’ opinions about the place of global education in their individual subject curricula varied depending on the level of the teacher’s experience in the field of global education. Those with little experience in the field of global education stated that global education should be incorporated into courses other than the ones they teach. Interest of the students is also an important factor here, as pointed out by Alejziak (2008), (...) at the root of interests lie cognitive needs, curiosity wanting to be satisfied (...). It is important, therefore, that the content of global education be introduced in conjunction with other content and are relevant to the interests of the students. This will open up opportunities for discussion of their parallel input into the core curriculum of subjects taught in school. An interesting example would be the preparation of elements of environmental education for children and youth (Alejziak, Maciejowski, 2013).

During individual interviews teachers with no experience in the field of global education were asked a question about the possibility of incorporating content such as: migration, political power, democracy and human rights, peace and conflict in the world, sustainable development, consumption and manufacturing, food and agriculture, global market and international trade, natural resources, diversity and intercultural relations, poverty, health. Some of the contents have already been included are a result appropriate competence of teachers, as stated by, inter alia, Kulesza (2013). This author emphasizes the role of communication in the work of contemporary teachers (Kulesza, 1997).

The respondents stated that there are many opportunities for incorporation of the listed contents from the field of global education, for example, during history lessons: "(...) for
history, it is already in the program, and even more so in the case of civic studies. Such content is already present in the instruction books, and not just for secondary schools. At our school complex, teachers also implement such content at the high school level...” (Session M1/WH); statement of a history and civics teacher. During interviews some teachers suggested that that such content is implemented whenever time permits: “There isn’t time for that. I teach environmental protection in 3rd grade of secondary school, but in June, after the exams. I don’t have enough time, I still need to finish everything else” (Session B.ind_2); statement of a biology teacher. Another biology teacher also draws attention to the time factor in the context of feasibility of incorporating the global education content: “The middle school biology curriculum already includes two such sections: environmental protection and natural resources, but do we actually have the time to teach such content? In our school we organize ecology competitions. They are held twice during the school year ”(Session B.ind_1.) Some questioned whether all teachers in general should have to incorporate the global education content: “I am under the impression that these topics (related to global education) are treated by some as curiosities or even skipped (...)” (Session M1/A2); statement of an English teacher. Some interviewees, in addition to the time allocated to the specific content of the lesson, also pointed to the financial aspect and the so-called “teaching for the test”, which recently became a subject of discussion in relation to the 6th grade of elementary school competence test, and the 3rd grade of middle school final exam.

“Possibility of teaching this content is dependent on financial resources and time. Unfortunately, the curriculum is now so overloaded that the possibility of teaching this content is very limited. The teacher must focus primarily on preparing the student for the external exams. Polish language curriculum already includes subjects dealing with the environment, such as: analysis of posters, poetry and text... Such lessons would be useful, but it is obviously related to finance and so it becomes a vicious circle. (P_session ind/P_ind_1); statement of a Polish teacher.

English teacher says that she implements the global education content due to the nature of the subject she teaches; she notes that the content related to global education is already included in the curriculum: "I’m an English teacher in high school, so for me it is very important to be able to teach young people not only about the rules of grammar or vocabulary, but also history, culture and mentality of people from English-speaking countries, or even different cultures, and more importantly, different values. Topics such as environmental protection, national and ethnic minorities, development, natural resources, global market, production and consumption ARE implemented within the framework of the curriculum. Of course, these ARE only singular lessons, whose main objective is to teach vocabulary, however, I try to find interesting ways to enrich the students 'general knowledge' as well (session M1/A1); statement of an English teacher.

Another English teacher (session M1/A2) also confirmed implementation of the global education content related to the topic of migration: “...migration, when we talk about London (...) I also talk about national minorities in Poland. Recently I had the lesson about the German minority in Poland...”

In 3rd grade of middle school, teachers struggle to finish teaching the content provided in the core middle school curriculum before the exam. During the course of research for this study, teachers assessed the extent to which the core curriculum of subjects taught by them relates to the theme of global education. Among others, these themes include the issue of migration. This subject is popular in the civic studies classroom, with about 20 % of respondents drawing attention to the high degree presence of this type of content. The Polish teachers surveyed also used this theme to a large extent, according to about 20 % of respondents. The migration-
related topics were also discussed in history class, 13 % of respondents believe to a large extent. In the case of English, this theme is much less present, because only 16 % of respondents drew attention to this topic. Biology class does not deal with the subject at all, according to the replies of respondents, and neither does art - so said almost 80 % of respondents. When it comes to themes related to political power, democracy and human rights - these contents are incorporated in civics and history lessons according to about 90 % of the teachers surveyed. Less commonly, these contents are also present in the Polish language and visual arts classes, and the least in English and biology. The themes of peace and conflicts around the world are discussed by historians, according to declarations of respondents. It seems important that every third respondent indicates that these contents are present in the core curriculum to a very large extent. Civics and Polish language teachers are less likely to indicate such presence. An interesting fact is that art teachers indicate the existence of such themes in the curriculum, but not so much during the actual lessons. Biology teachers draw attention to the high degree of presence of issues related to sustainable development in the core curriculum of the subject. More than half of the responding biologists drew attention to it. Also, every fifth historian and civics teacher confirmed this fact. The problem of production and consumption occurs in the core curriculum of the analyzed subjects less often. With the exception of art, teachers noted the presence of such content in all of the other subjects. Civics teachers tend to be most outspoken on the subject. Food and agriculture are other issues to which attention was drawn by biology teachers. Almost 30 % of responding biologists said that such contents were already present in the core curriculum to a large extent. Every fourth English teacher agrees. Themes related to the global market and international trade combine with the problems discussed in civic studies. Every tenth teacher of the subject claims that these contents are present in the core curriculum to a very large extent. Teachers of other subjects notice small presence of such themes in the curriculum. Natural resources are addressed in the biology class. About 20 % of teachers of this subject believe such content to be covered to a very large extent. Diversity and intercultural relations are a theme characteristic of many subjects. English teachers pay a lot of attention to this theme - about 40 % of the respondents noted that it was covered to a large extent. Although much less, it can also be seen in statements of historians, as well civics and Polish language teachers, with the exception in this case being biology. Nearly half of respondents indicate the lack of the presence of these issues in the subject curriculum. Presence of the theme of poverty in the core curriculum is noted by every tenth civics teacher to a very large extent. This theme is less common among historians and Polish language teachers - about 15 %. Issues of health, which are the domain of biology, drew attention of almost 60 % of this subject’s teachers, who stated that this theme is present in the core curriculum to a very large extent.

Material and method
The purpose of this article is to present the experiences of Polish teachers advanced in the field of global education and unfamiliar with this type of education. Attitude of teachers towards global education and its place in the Polish school was presented. As part of the field of study, which was the attitude towards global education and its place in the school, the following specific issues were isolated:

- What is the teachers’ understanding of global education?
- Do teachers view the school as an appropriate place for implementing global education? Do teachers see it as necessary? Do teacher think it is possible?
To what extent are the teachers prepared to incorporate global education in their lessons? What competencies do they lack? (Identification of the competence gap).

Are teachers able to identify the themes of global interdependence in their respective course subjects (including the core curriculum)?

In the opinion of teachers, are the themes of global education present in the textbooks?

Which factors facilitate and which impede the implementation of topics concerning global interdependence?

The first presented issue concerned the level of experience in global education declared by the teachers, because it was a criterion for the selection of teachers for qualitative interviews (teachers advanced and non-advanced in the field of global education) and also constituted an elementary part of the answer to the question about the degree of preparedness to implement global education. Experience in the field of global education and past cooperation with the Center for Citizenship Education were the most important criteria for a number of statistics.

Summary and conclusions

The above data clearly indicates that global education should be implemented in Polish schools. However, among many opinions, a common thread may be noticed drawing attention to the aspect of mandatory classes in the field of global education. This attitude is most common among civic studies teachers. About 80% supports handing this issue by means of mandatory classes. Teachers of other subjects are less likely to place global education on the list of mandatory subjects. Least likely to place the global education on the curriculum are the teachers of art (over 50%) and biology - more than 50%.

Conducted studies led to a number of recommendations in the report, based on which this article was developed. The most important ones relate to training opportunities on the subject of global education, which should be addressed to teachers of Polish, English and art. As it turns out, teachers of these subjects are less likely to take part in such projects than their colleagues, though their interest in incorporation of global education themes in their lesson plans is also high. There is a need to simultaneously work on the professional training offer in the field of global education (for teachers working in the profession) and the introduction of global education into educational programs for future teachers. Level of familiarity with the idea of global education is high among teachers of history and civics. Lower levels may be observed in subjects such as biology, art, English, Polish.

It is necessary to develop and apply a strategy for gradual increase of interest in global education of teachers who do not have any previous experience in this field. The above-mentioned recommendations are included in full in the study report and are available on the website provided above.

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