



Ready to teach
**GLOBAL
CITIZENSHIP?**



Manchester Metropolitan University

[RESEARCHERS' HANDBOOK]

Developed by Edda Sant



Handbook developed by Edda Sant, 2016.
Manchester Metropolitan University

"School, education, learning" by woodleywonderworks, used under CC BY / Desaturated and cropped from original // "A Lebanese teacher lends a hand to Syrian children in Zaatari, Jordan" by DFID, used under CC BY/ Desaturated and cropped from original // "Lenasia Muslim School's Grade 1's and 2's Learn CPR" by Underlying_lk, used under CC BY SA / Desaturated and cropped from original // "Universidad pedagogica" by Unipe, used under CC BY SA / Picture from video, desaturated and cropped from original //



CONTENTS

Contents.....	3
List of Participants – Project partners	4
Ready to Teach Global Citizenship? - The Research.....	5
The Participants.....	6
Theoretical Framework	8
Method and the Research design	15
Responsibilities.....	18
Data Collection.....	19
Data analysis	25
Outcomes.....	28
The live Project – An innovative approach – a future research?	30
References.....	32
Annexes.....	36



LIST OF PARTICIPANTS – PROJECT PARTNERS

Manchester Metropolitan University, UK [Leading]

Chris Hanley (PI) [attending Wed, Thur and Fri]

Edda Sant (PI) [attending Wed, Thur and Fri]

Pura Ariza [attending, days to be confirmed]

Chris Chambers [attending, days to be confirmed]

Universitat Autònoma de Barcelona, Spain [Project partner]

Sandra Muzzi [attending Wed, Thur and Fri]

Antoni Santisteban [not attending]

Montse Yuste [not attending]

Carles Anguera [not attending]

Breo Tosar [not attending]

Universidad de Medellín, Colombia [Project partner-National Coordinator]

Gustavo Gonzalez [attending Wed, Thur and Fri]

Universidad de Caldas [Project partner]

Liliana Del Pilar Gallego Castaño

Jenny A. González Valencia

University of Sindh, Pakistan [Project partner]

Ghazal Syed [attending Wed and Thur]

The University of York, UK [Advisor]

Ian Davies [attending Thur]

Ghazal Syed [attending Wed and Thur]



READY TO TEACH GLOBAL CITIZENSHIP? - THE RESEARCH

This research compares global citizenship education in Spain, England, Colombia and Pakistan. The particular focus is on pre-service teachers who are developing their practice in these locations.

We seek to gain knowledge about:

- (1) How pre-service teachers understand their role as civic educators in relation to different contexts (e.g. local, national, global);
- (2) The ways future teachers understand global citizenship education, and
- (3) The influence of pre-service teachers' personal experiences, including their participation in teacher education programmes, on their perceptions of the purposes of education and associated practices.
- (4) Whether and how teacher education programmes support pre-service teachers to include global citizenship education in their practices.

[QUESTIONS FOR DISCUSSION]

1. Do you think the **research objectives are appropriate?**
2. Is **anything missing?**
3. Is **anything unnecessary?**
4. Additional comments.



THE PARTICIPANTS

The participants in this research will be postgraduate/undergraduate pre-service teachers from four different institutions. Pre-service teachers will be specialists from a range of academic disciplines, including Social Sciences (including History, Geography and Citizenship) and Languages (including national and foreign language) postgraduate courses.

It is anticipated there will be a sample:

- at least 20 students from each of the universities involved in this research/ discipline will be required to answer the pre and post-questionnaires (20x3x4=240 students).
- at least 3 students from each of the universities in this research/discipline will be interviewed (3x3x4=36 students).

The countries selected to be part of this project will be selected according to three different criteria:

- The structure of the teacher education programme. A mix of university-centred (Pakistan and Colombia) and school-centred programmes (England) will be selected (see annexes with additional information).
- The economic profile and political power of each country. With a view to supporting a post-colonialist analysis of 'global citizenship', we decided to include a mix of former colonies (Pakistan and Colombia) and former 'metropolises' (England and Spain) in our sample.

- The relative position of the research location relative to its region. A mix of centric (e.g. England) and peripheral nations/regions (e.g. Catalonia) are included in our research.

We have selected the compulsory disciplines in which the global or international dimension was explicit in the national curriculum of all the countries where we elected to carry out research.

[QUESTIONS FOR DISCUSSION]

5. Is all **the provided information precise**?
6. Are the identified **numbers possible**?
7. Do you think the **selection of participants is properly justified and described**? Why?
8. Can you think in any **additional justification**?
9. Additional comments.

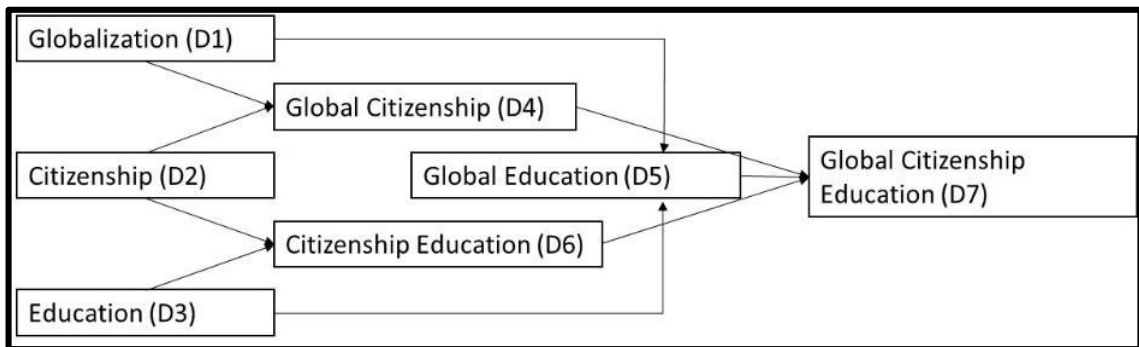


THEORETICAL FRAMEWORK

The purpose of this theoretical framework is to identify areas of alignment and disagreement in defining global citizenship education (GCE) to construct an analysis matrix that will help us to explore participants' views. This analysis matrix should be understood as a mechanism that we will dynamically use in the analysis of our data.

We suggest that the notion of 'Global Citizenship Education' raises a host of questions, for example about the meaning of 'citizenship', the concept 'globalization' and the role of education in a global society. If, in accordance with **Tully (2014)**, the combination of 'globalization' and 'citizenship' in 'global citizenship' brings together the contested meanings of each concept plus complex new questions, the combination of 'globalization', 'citizenship' and 'education' generates an even more complex field. In this research, we call 'dimension' the terms 'education', 'globalization' and 'citizenship' and the different possible combinations of these terms (i.e. global education, citizenship education, global citizenship and global citizenship education). Figure 1 illustrates how we understand the conjoint field of global citizenship education through seven dimensions. We feel that in order to gain an in depth knowledge about the discourses around global citizenship education we also need to consider the discourses around each of the other six dimensions.

Figure I. The conjoint field of global citizenship education organized in seven dimensions (D)



We understand each of these dimensions and the resultant ‘global citizenship education’ as empty signifiers (Laclau, 2007). An empty signifier can be defined as a signifier that means nothing by itself but serves as a focal point for a range of competing ideological approaches, discourses, meanings or demands. For example, ‘global citizenship’, as an empty signifier, can be understood as referring to the citizenry’s acquiescence in international trade agreements enforced by the WTO, but it also can be understood as the citizenry’s participation in anti-globalization movements where such trade agreements are challenged (Torres, 2015). These alternative demands are not synonymous with but compete for inclusion in the notion of ‘global citizenship’. In this research, we expect to gain knowledge about pre-service teachers’ ideas and practices relating to the ‘empty signifiers’ of citizenship education (D4), global citizenship (D6) and global citizenship education (D7).

Through a review of the literature (see references), we identify a number of categories for each of these dimensions. These categories are specified below.

Table I. Dimension 1. Globalization.

Categories	Description of the category
Neoliberalism	A world in which national governments have little control and where worldwide competition is the driving force for the improvement of services, such as schools.

World Culture Theory	A world in which human cultures and values are converging into doctrines such as human rights or environmental ideologies.
World Systems	A world integrated into two major unequal zones, in which the rich countries have economic and political control upon the poor countries
Post-colonialism	A world in which particular economic, political and ideological agendas (including values and beliefs) that benefit wealthy and rich nations are imposed on poor nations.

Table II. Dimension 2. Citizenship.

Categories	Description of the category
Civil rights	Having the rights of free speech, free of conscience, personal security and the right of having fair justice processes
Political rights	Having the right of voting and participating in political organizations
Social rights	Having the right of access to social services such as education and health care
Economic rights	Having the right of buying and selling products and services in the free market
Civil duties	Having the duty/responsibility of obeying laws and tolerating other people's choices
Political duties	Having the duty/responsibility of participating in politics
Social duties	Having the duty/responsibility of paying taxes so social services such as education and health care can be provided
Economic duties	Having the duty/responsibility of finding a job and contributing to economy
General virtues	Having qualities such as courage, law-abidingness, loyalty
Social virtues	Having qualities such as open-mindedness and autonomy
Economic virtues	Having qualities such as adaptability to economic and technological change, to work ethically and the capacity to delay self-gratification
Political virtues	Having qualities such as the capacity to discern and respect the rights of others, to evaluate the performance of others and the willingness to engage in public discourse



Participation virtues	Having qualities such as the willingness to participate in society
Civil participation	Participating in society under the rule of law
Civic participation	Participating in society and being able to challenge the status quo, including the rule of the law
Community	Having sense of belonging to their communities
Community cohesion	Sharing traditions, values and beliefs with the other members of their community
Groups' rights: special representation	Having the rights of having special representation in the process of decision-making if they belong to minority, marginalized or oppressed groups
Groups' rights: self-governing	Having the rights of self-governing themselves in the communities to which they feel they belong
Groups' rights: multiculturalism	Having the rights of having their culture included in the wider society they live in (for instance, bilingual education in schools)
Nation-State	The nation-state
Nation	The nation
Region	The region
Municipality	The village, municipality, city
Planetary	The global community in the planet
Global	The global community in your village or city
Virtual	The virtual community
International	The states your nation-state has relations with
Supranational	A supranational organization (e.g. European Union)

Table III. Dimension 3. Education.

Categories	Description of the category
Qualification	Providing new generations with the knowledge, skills and understandings that will allow them to be able to do things.
Socialization	Socialising new generations so they become members and part of a particular social, cultural and political order.

Subjectification – liberal	Providing new generations with the knowledge and processes that will allow them to be independent and autonomous individuals
Subjectification – progressivism	Offering the new generations the opportunities to explore and reflect upon their own ideas and to develop their own interests.
Subjectification – counter-socialization	Providing students with alternative views so they can become independent from the dominant views of the society they belong to.

Table IV. Dimension 4. Global citizenship.

Categories	Description of the category
Political GC	The democratisation of global institutions (such as the United Nations).
Moral GC	The universalization of values, for instance through Human Rights.
Economic GC	The universalization of an economic system in which all individuals have similar wants and needs and they can participate in the global market to buy and/or sell them.
Cultural GC	The opportunities of being open to those from other places, learn about their cultural practices though reading, travel and personal contact.
Social GC	The co-operation with people from around the world and creating a global community in which everybody feel interconnected.
Critical GC	The challenge of oppressive global structures and transforming the world into a more just place for all its inhabitants.
Sustainable GC	The possibilities of working together towards a more environmentally sustainable world.
Spiritual GC	The cultivation mutual appreciation, respect for differences, caring for others and finally working towards a more emphatic and socially just humanity.



Table V. Dimension 5. Global education.

Categories	Description of the category
Nationalistic discourse	The global dimension is not relevant since the function of education is to provide students with the social, moral, cultural, e.g. knowledge, skills and values to live in the national society
Global market discourse	It is relevant because our students live in a globalized world and they need to have the knowledge and skills to be able to succeed in this world.
Universalizing morality	It is relevant because our students need to develop positive attitudes towards the human rights.
Environmental ideologies (1 st strand)	It is relevant because new generations need to learn how to contribute to a more sustainable world.
Environmental ideologies (2 nd strand)	It is relevant because new generations need to explore the relevance of environmental issues in their lives.
Liberal discourse	It is relevant because new generations need to have an understanding of other cultures to be able to think by themselves.
Third way discourse	It is relevant because new generations need to have an understanding of other cultures in order to professionally succeed in the world.
Liberal virtues	It is relevant because it will encourage new generations to have humanistic virtues such as the will of developing a rational mind.
Critical virtues	It is relevant because new generations need to acquire social justice values.
Transformative discourse	It is relevant because by having an understanding of alternative ways of thinking, living and experiencing, new generations might see beyond their own culture and experience.



Table VI. Dimension 6. Citizenship education.

Categories	Description of the category
Participation	Promoting participation and engagement in the society.
Identity	Promoting sense of belonging to the community.
Values	Teaching and learning attitudes and values.
Knowledge	Teaching and learning political, social, cultural and economic knowledge.
Autonomy	Promoting open, critical and autonomous views.

[QUESTIONS FOR DISCUSSION]

10. Do you think the **theoretical framework is appropriate**? Why?
11. Do you think the **theoretical framework is properly justified and described**? Why?
12. Is **anything missing** for any dimension?
13. Is **anything unnecessary** any dimension?
14. For each dimensions, are the **descriptions of the categories properly described** so researchers will be able to analyse data?
15. Additional comments.



METHOD AND THE RESEARCH DESIGN

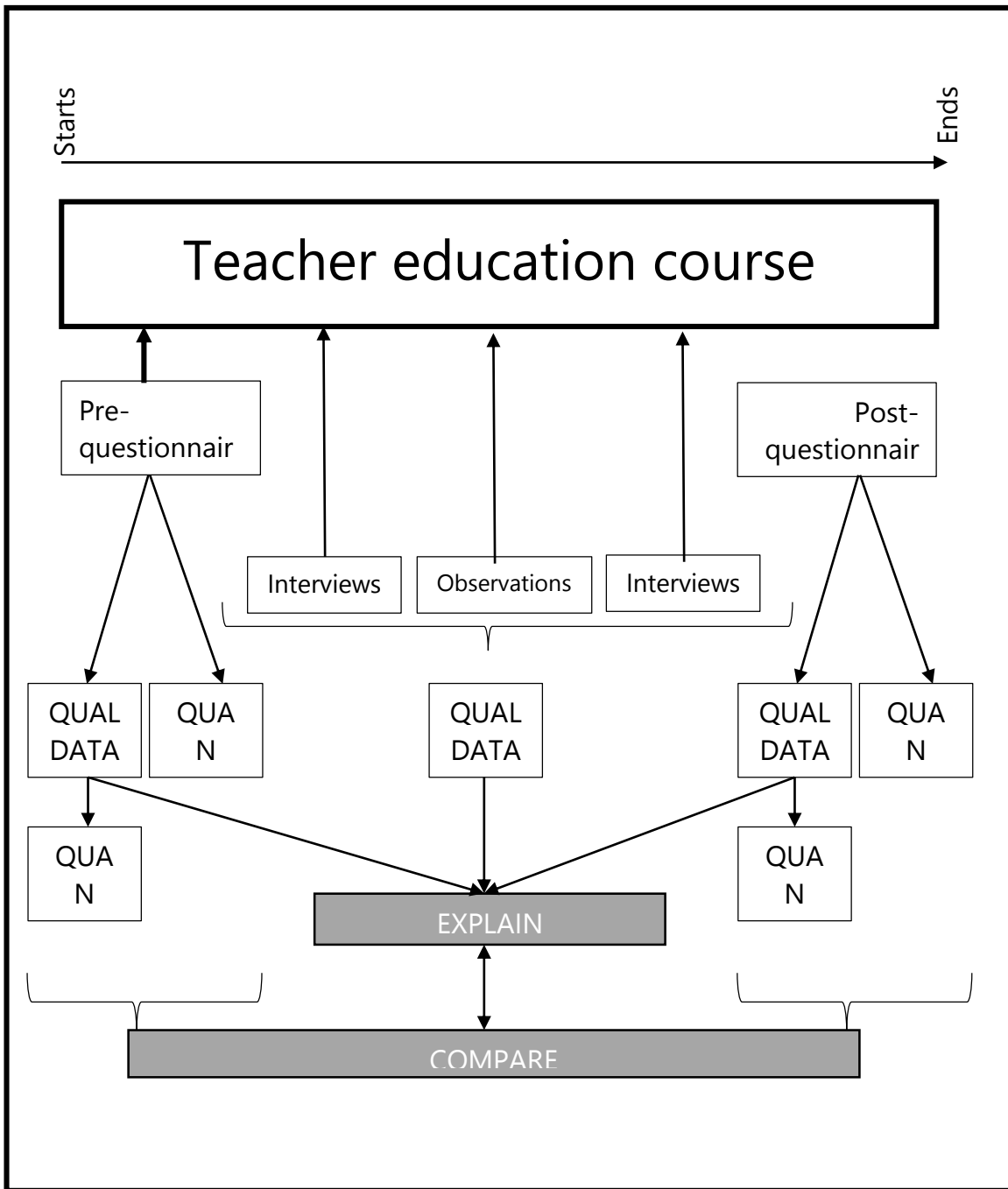
A mixed-methods approach will be used in this research. Our rationale for using this approach reflects what Johnson et al. (2007) describe as selecting the best research methods for a particular project.

We will use qualitative methods in order to gain a deeper understanding of the ways in which pre-service teachers discursively construct citizenship and global citizenship education. Data will be collected via course documentation, observations, interviews and open questions in questionnaires; this will be analysed using free and normative content analysis.

Simultaneously, we feel quantitative methods might be more appropriate for comparing pre-service teachers' perceptions in different locations. To this end, quantitative data will be obtained through two different methods. First, we will use pre-course and post-course questionnaires. Pre-service teachers will fill a questionnaire at the beginning and end of the course. These questionnaires will have some closed questions that will be immediately quantified. Second, the results from the normative content analysis will be quantified following the method of quantification.



Figure II. The research design



**[QUESTIONS FOR DISCUSSION]**

16. Do you think the **method is appropriate**? Why?
17. Do you think the **method is properly justified and described**? Why?
18. Do you think the **research design is appropriate**? Why?
19. Do you think the **research design is properly justified and described**? Why?
20. What would be the **appropriate timeline/calendar** considering the times and characteristics of the teacher education course where you will collect data?
21. Additional comments.



RESPONSIBILITIES

We propose that **each national team** (MMU, UAB, UB, US) will be responsible for:

- **Collecting data** – including pre and post questionnaires and interviews.
- **Introducing and analysing data** – as described in this handbook.
- Developing a **national report** – reporting the major findings of the national analysis.
- **Sharing** the analysis documents (excel) and the national report with the PI of the project [**Deadline: June 2018**].

As coordinators and **PI of the project, Edda and Chris** (in addition to leading the MMU team) will be responsible for:

- **Collecting** all the reports and excels from the national teams.
- **Conducting the comparative analysis.**
- Developing the **comparative report** (in collaboration with Ian Davies). [**Deadline: December 2018**].
- **Develop a research proposal** for a funding agency (in collaboration with Ian Davies). [**Deadline: December 2018**].

[QUESTIONS FOR DISCUSSION]

22. **Do you agree** with the responsibilities as here described? Why?

23. Can you commit yourself to this research in the **terms/deadlines** here described? Why?

24. Additional comments.



DATA COLLECTION

Our proposal is to use:

- (1) Pre-questionnaire (beginning of the course) [essential]
- (2) Interviews (during the course) [essential]
- (3) Observations (during the course) [optional]
- (4) Post-questionnaire (end of the course) [essential]

[1 – PRE-QUESTIONNAIRE]

Data will be collected via online questionnaires if possible. The proposed questions for the pre-questionnaire in relation to the research objectives are:

1. Name
2. Gender [RO3]
3. Age [RO3]
4. Nationality [RO3]
5. Place of birth (locality and country) [RO3]
6. Place of birth of your parents (if know. Locality and country) [RO3]
7. Previous studies [RO3]
8. Languages spoken at home [RO3]
9. Other languages spoken [RO3]
10. How would you describe yourself? [RO3]
11. Do you identify yourself as belonging to particular groups / communities?
What are these? [RO3]
12. Do you identify yourself as a citizen of your state/nation? Answers: don't know, I don't identify, I partially identify, I identify, I entirely identify [RO3]
13. In relation to the previous question, specify which state/nation. [RO3]
14. In relation to the previous two questions, specify why. [RO3]
15. Do you identify yourself as a global citizen? Answers: I don't know, I don't identify, I partially identify, I identify, I entirely identify [RO3]



16. In relation to the previous question, specify why. [RO3]
17. How do you see yourself in your future role as a teacher? [RO1]
18. What do you think it is expected from you in your future role as teacher? [RO1]
19. In your view, what are the purposes of education? [RO1]
20. In your view, what does 'educating citizens' mean? [RO1]
21. To what extent do you feel that educating citizens is your responsibility as a teacher? Answers: don't know, not responsible, partially responsible, responsible, fully responsible [RO1]
22. In which ways might teachers educate citizens? [RO1]
23. (If appropriate) To what extent do you feel educating citizens is related to your subject? Answer: don't know, not related, partially related, related, fully related. [RO1]
24. In which ways might teachers from your subject area educate citizens? [RO1]
25. If you feel that one of the purposes of education is the education of citizens, which/what communities are you thinking about? [RO1]
26. Do you think your life experiences have had an influence your views on your understanding of the purposes of education? Answers: Don't know, Do not influence, partially influence, influence, fully influence. [RO3]
27. In which ways? [RO3]
28. In your view, what defines a 'global citizen'? [RO2]
29. Do you think your life experiences have had an influence your views on global citizenship? Answers: Don't know, Do not influence, partially influence, influence, fully influence. [RO3]
30. In which ways? [RO3]
31. In your view, what is global citizenship education? [RO2]
32. To what extent do you feel that educating global citizens is your responsibility as a teacher? Answers: don't know, not responsible, partially responsible, responsible, fully responsible [RO2]
33. Explain why [RO2]
34. (If appropriate) To what extent do you feel that educating global citizens is related to the purposes of (your discipline) ...? Answer: don't know, not related, partially related, related, fully related. [RO2]
35. Explain why [RO2]
36. In your view, what are the similarities and differences between educating the global citizenry and educating the citizenry of other communities that you might consider relevant (e.g. national, local, regional)? [RO2]
37. Describe briefly and justify (as far as you can) how you would include global citizenship education (education aimed at promoting global citizenship) in your practices. [RO2]
38. Do you think your life experiences have had an influence in the way you would include global citizenship education in your practices? Answers: Don't know, Do not influence, partially influence, influence, fully influence. [RO3]

39. In which ways? [RO3]
40. To what extent do you think your Teacher Education Programme should prepare you to better understand global citizenship education? Answer: don't know, should not prepare, should partially prepare, should prepare, should fully prepare [RO4]
41. Why? [RO4]
42. To what extent do you expect your Teacher Education Programme to prepare you to include global citizenship education in your practices? Answer: don't know, will not prepare, partially prepare, prepare, fully prepare [RO4]

[2 – INTERVIEWS]

Data will be collected via semi-open interviews. Next we describe some questions that interviewers should use to achieve certain cross-country coherence. Interviewers might feel free to expand their questions from the following basis:

1. Name
2. In your view, what are the purposes of education?
3. In your view, what does 'educating citizens' mean?
4. In what ways might teachers educate citizens?
5. In what ways might teachers from your subject area educate citizens?
6. In your view, what defines a 'global citizen'?
7. In your view, what is 'global citizenship education'?
8. To what extent do you feel that educating global citizens is your responsibility as a teacher?
9. (If appropriate) To what extent do you feel that educating global citizens is related to the purposes of your specialist subject area or academic discipline?
10. In your view, what are the similarities and differences between educating the 'global' citizenry and educating the citizenry of other communities that you might consider relevant (e.g. national, local, regional)?
11. Describe briefly and justify (as far as you can) how you might include global citizenship education (education aimed at promoting global citizenship) in your practices.
12. To what extent do you think your Teacher Education Programme should prepare you to understand better what global citizenship education means?
13. To what extent do you expect your Teacher Education Programme to prepare you / to what extent has it prepared you, to include global citizenship education in your practices?
14. Why?
15. In what ways?

[3 - OBSERVATIONS]

Researchers might want to collect data via observations. Although this data will not be directly compared, it might serve to explain other data.

[4 – POST-QUESTIONNAIRE]

Data will be collected via online questionnaires if possible. The proposed questions for the pre-questionnaire in relation to the research objectives are:

1. Name
2. How would you describe yourself? [RO3]
3. Do you identify yourself as belonging to particular groups / communities? What are these? [RO3]
4. Do you identify yourself as a citizen of your state/nation? Answers: don't know, I don't identify, I partially identify, I identify, I entirely identify [RO3]
5. In relation to the previous question, specify which state/nation. [RO3]
6. Do you identify yourself as a global citizen? Answers: I don't know, I don't identify, I partially identify, I identify, I entirely identify [RO3]
7. In relation to the previous question, specify why. [RO3]
8. How do you see yourself in your future role as a teacher? [RO1]
9. What do you think it is expected from you in your future role as teacher? [RO1]
10. In your view, what are the purposes of education? [RO1]
11. In your view, what does 'educating citizens' mean? [RO1]
12. To what extent do you feel that educating citizens is your responsibility as a teacher? Answers: don't know, not responsible, partially responsible, responsible, fully responsible [RO1]
13. In which ways might teachers educate citizens? [RO1]
14. (If appropriate) To what extent do you feel educating citizens is related to your subject? Answer: don't know, not related, partially related, related, fully related. [RO1]
15. In which ways might teachers from your subject area educate citizens? [RO1]
16. If you feel that one of the purposes of education is the education of citizens, which/what communities are you thinking about? [RO1]
17. Do you think that your teacher education course has influenced your understanding of the purposes of education? Answers: Don't know, Do not influence, partially influence, influence, fully influence. [RO3]
18. In which ways? [RO3]
19. In your view, what defines a 'global citizen'? [RO2]



20. Do you think your teacher education course has influenced your views on global citizenship? Answers: Don't know, Do not influence, partially influence, influence, fully influence. [RO23]
21. In which ways? [RO3]
22. In your view, what is global citizenship education? [RO2]
23. To what extent do you feel that educating global citizens is your responsibility as a teacher? Answers: don't know, not responsible, partially responsible, responsible, fully responsible [RO2]
24. Explain why [RO2]
25. (If appropriate) To what extent do you feel that educating global citizens is related to the purposes of (your discipline) ...? Answer: don't know, not related, partially related, related, fully related.
26. Explain why
27. In your view, what are the similarities and differences between educating the global citizenry and educating the citizenry of other communities that you might consider relevant (e.g. national, local, regional)?
28. Describe briefly and justify (as far as you can) how you would include global citizenship education (education aimed to promote global citizenship) in your practices.
29. Do you think that your teacher education course has influenced your views on global citizenship education? Answers: Don't know, Do not influence, partially influence, influence, fully influence.
30. In which ways?
31. To what extent has your Teacher Education Programme prepared you to include global citizenship education in your practices? Answer: don't know, will not prepare, partially prepare, prepare, fully prepare
32. Why?
33. In which ways has it prepared you?

[QUESTIONS FOR DISCUSSION]

25. Do you think the **questions are coherent** with the research objectives?
26. Do you think the **questions are understandable**?
27. Is **anything missing** for any data collection instrument?
28. Is **anything unnecessary** for any data collection instrument?
29. For the pre and post-questionnaires, do you think **online questionnaires** are appropriate? Why?
30. For the interviews, do you think **semi-open interviews** are appropriate? Why?

31. For the post-questionnaire, is there any **question from the pre-questionnaire that we should or should not repeat?**

32. Additional comments?

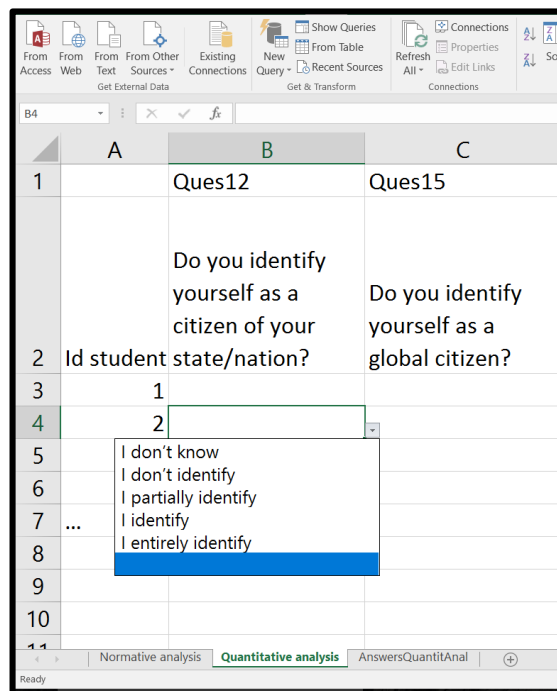


DATA ANALYSIS

We propose to conduct quantitative and normative content analysis to examine data from questionnaires and interviews. We will develop an excel document that will guide this analysis. The team of researchers in each context will be in charge of conducting the analysis, filling the excel document and sharing the excel with the other teams.

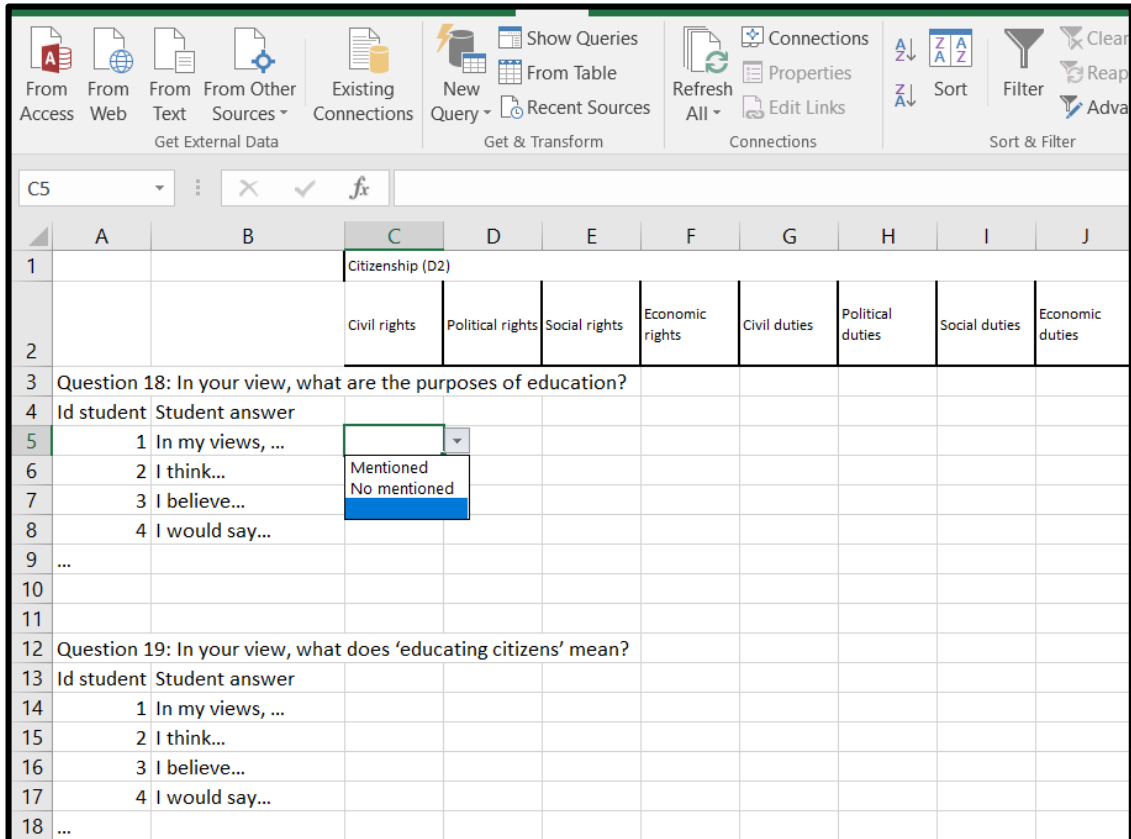
For the ordinal data (participants have selected one among 5 possible answers) (e.g. strongly disagree, disagree, neutral, agree, strongly agree), the researchers will introduce data in the excel sheets as illustrated in the figure III (Id student + answer).

Figure III. Screenshot of the proposed document to introduce ordinal data.



For open questions, researchers will introduce the student’s id, the student’s answer and will identify whether or not the student mentions each of the categories created through the theoretical framework (see figure IV).

Figure IV. Screenshot of the proposed document to introduce nominal data.



	A	B	C	D	E	F	G	H	I	J
1			Citizenship (D2)							
2			Civil rights	Political rights	Social rights	Economic rights	Civil duties	Political duties	Social duties	Economic duties
3	Question 18: In your view, what are the purposes of education?									
4	Id student	Student answer								
5	1	In my views, ...	<input type="text"/>							
6	2	I think...	Mentioned							
7	3	I believe...	No mentioned							
8	4	I would say...								
9	...									
10										
11										
12	Question 19: In your view, what does 'educating citizens' mean?									
13	Id student	Student answer								
14	1	In my views, ...								
15	2	I think...								
16	3	I believe...								
17	4	I would say...								
18	...									

Additional qualitative analysis might be conducted in each context. Although this will not be directly compared, it might serve to explain the comparative analysis.

[QUESTIONS FOR DISCUSSION]

33. Do you think the proposed **procedures for analyzing data** are appropriate?
Why?
34. Do you think that the proposed procedure for **introducing data** is appropriate? Why?
35. **Would you change** anything in relation to the procedures of analyzing and introducing data? Why?
36. Additional comments.



OUTCOMES

We want to ensure that everybody directly and actively involved in this research project will be able to submit a paper for a journal article or a conference presentation. Simultaneously, we need to be sure that different levels of participation will be considered.

We also want to guarantee certain level of flexibility so teams can publish their own 'national' findings.

Considering these criteria, we would like to propose the following outcomes.

Journal papers

- Submission of a paper to one of the following journals: **Comparative Education/ Comparative Education Review**. Proposed authors: Sant, Davies, Gonzalez (or alternative author from UM), Syed (or alternative author from US), Santisteban (or alternative author from UAB), Hanley.
- Submission of a paper to **British Educational Research Journal**. Proposed authors: Hanley, Syed (or alternative author from US), Santisteban (or alternative author from UAB), Gonzalez (or alternative author from UM), Davies, Sant.
- Papers based **only on 'national' reports** can be submitted according to the needs and interests of each 'national' team.

Conference presentations

- Submission of a **Symposium** (4 different presentations based on national reports) to **ECER 2019**. Proposed authors: Hanley, Sant, + all other researchers interested in participating.
- Submission of a **Symposium** (4 different presentations based on national reports) to **AERA 2019**. Proposed authors: Sant, Hanley, + all other researchers interested in participating.
- Papers **based only on 'national' reports** can be presented according to the needs and interests of each 'national' team.

Other forms of dissemination

- Presentation of our **comparative report** through our **website** www.readytoteachglobalcitizenship.com

[QUESTIONS FOR DISCUSSION]

37. **Do you agree** with the **outcomes/authors** as here described? Why?
38. Do you think we should consider any **additional outcome**?
39. Additional comments.



THE LIVE PROJECT – AN INNOVATIVE APPROACH – A FUTURE RESEARCH?

Schools can play a significant role in the development of global citizenship education (Sant et al., 2015). National and international policies and research require teachers not only to teach specific subject areas but also to educate a citizenry prepared for an increasing globalized world (e.g. UNESCO, 2014; OECD, 2016). Previous research indicates that teachers are committed to global citizenship education but they lack the conceptual and pedagogical resources to perform their role as civic educators (see e.g. Osler, 2011; Rappoport, 2010). Studies often highlight the need for a clearer commitment from teacher educator programmes to the education of the global citizenry (e.g. Reilly & Niens, 2014; Schweisfurth, 2006).

In 2015-2016, we (Hanley and Sant) conducted a small scale project in MMU researching how PGCE English pre-service teachers would understand their role as civic educators. Our initial findings suggest that pre-service teachers perceive the education of the global citizenry as something disconnected from their experiences in higher education and their futures as professional educators.

To overcome this situation, this year we have introduced an innovation in the teacher education programmes at MMU. A small number of students will participate in an innovative approach to teacher education, a live project (see Sara, 2006). The live project will bring together pre-service teachers, teacher educators, researchers, students and councillors (with various of you among

them). During the live project (Wednesday 12th of October and Friday 14th of October) the participants will discuss the nature, desirability, challenges and possibilities of including global citizenship education in the teaching practices of the future teachers. In the first part of the event (Wednesday), the participants will discuss the concept and global citizenship and the relevance of educating a global citizenry. In the second part of the event (Friday), drawing upon the previous discussions, the participants will design lesson plans to teach global citizenship through three different curriculum areas. As part of our research programme, we will explore the possibilities and challenges of this approach.

We believe that the future research activity of this comparative research project could follow a similar pathway. Once we finish our research describing, explaining and comparing the present situation of teacher education programmes, we understand that our next research/educational aim should be to explore ways in which pre-service teachers can be 'better prepared' to 'teach' global citizenship.

We understand this possible future project requires more extensive funding. This is why we would like to develop a larger research proposal that makes possible a coordinated innovation (among the partner institutions) as well as the evaluation of this innovation.

[QUESTIONS FOR DISCUSSION]

40. Do you believe we should start considering **further funding opportunities**?

41. Would you be interested in **being involved** in plans for future research?

42. Do you think an "international live project" or similar could be a "**good way**" **to go**?

43. Are you aware of any **funding opportunities** that would welcome this type of activity/research?

44. Additional comments.



REFERENCES

- Apple, M. (2015). Can education change society? Paper presented at ECER, Budapest, 8-11, September 2015
- Arthur, J., Davies, I., & Hahn, C. (Eds.). (2008). Sage handbook of education for citizenship and democracy. London: Sage.
- Beerens, E. (2003) 'Globalisation and Higher Education Research.' *Journal of Studies in International Education*, 7(2) pp. 128–148.
- Biesta, G. (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and ...*, 21(1), 33–46.
- Biesta, G., & Lawy, R. (2006). From teaching citizenship to learning democracy: overcoming individualism in research, policy and practice. *Cambridge Journal of Education*, 36(1), 63–79.
- Davies, I., Evans, M., & Reid, A. (2005). Globalising citizenship education? A critique of "global education" and "citizenship education." *British Journal of Educational Studies*, 53(1), 66–89.
- Davies, L. (2006). Global citizenship: abstraction or framework for action? *Educational Review*, 58(1), 5–25.
- Delanty, G. (1997). Models of citizenship: defining European identity and citizenship. *Citizenship Studies*, (October 2013), 37–41. doi:10.1080/13621029708420660
- Faulks, K. (2000). *Citizenship (Key Ideas)*. London: Routledge
- Gonzalez Valencia, G. A. (2013). La formación inicial del profesorado y la educación para la ciudadanía: representaciones sociales, diseño de clases y prácticas de enseñanza. *Enseñanza de Las Ciencias Sociales*, 12, 37–45.
- Giroux, H., & Penna, A. (1979). Social education in the classroom: The dynamics of the hidden curriculum. *Theory & Research in Social Education*, 7(1), 21–42.
- Haigh, M. (2008) 'Internationalisation, planetary citizenship and Higher Education.' *Compare*, 38(4) pp. 427–440

Heater, D. (1999) *What is Citizenship?* Cambridge, Polity Press

Isin, E. F., & Turner, B. S. (Eds.). (2002). *Handbook of citizenship studies*. New York: Sage

Janoski, T., & Gran, B. (2002). Political citizenship: Foundations of rights. In Isin, E. F., & Turner, B. S. (Eds.). (2002). *Handbook of citizenship studies*. New York: Sage, pp. 13-52

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.

Kymlicka, W., & Norman, W. (1994). Return of the citizen: A survey of recent work on citizenship theory. *Ethics*, 104(2), 352–381.

Laclau, E. (2007). *On populist reason*. London: Verso.

Leask, B. (2013) 'Internationalizing the Curriculum in the Disciplines—Imagining New Possibilities.' *Journal of Studies in International Education*, 17(2) pp. 103–118.

Mahon, R. (2010). After Neo-Liberalism?: The OECD, the World Bank and the Child. *Global Social Policy*, 10(2), 172–192. doi:10.1177/1468018110366615

Nussbaum, M. (2002). Education for citizenship in an era of global connection. *Studies in Philosophy and Education*, 21, 289–303.

OECD (2016). *Global competency for an inclusive world*. Paris: OECD.

Olssen, M. (2004). From the Crick Report to the Parekh Report: multiculturalism, cultural difference, and democracy—the re-visioning of citizenship education. *British Journal of Sociology of Education*, 25(2), 179–192.

Osler, A. (2011). Teacher interpretations of citizenship education: national identity, cosmopolitan ideals, and political realities. *Journal of curriculum studies*, 43(1), 1-24

Osler, A., & Starkey, H. (2003). Learning for cosmopolitan citizenship: theoretical debates and young people's experiences. *Educational Review*, 55(3), 243–254.

Oxley, L. and Morris, P. (2013) 'Global Citizenship: A Typology for Distinguishing its Multiple Conceptions.' *British Journal of Educational Studies*, 61(3) pp. 301–325.

Pike, G. (2008). Global education. In J. Arthur, I. Davies, & C. Hahn (Eds.), *The Sage handbook of education for citizenship and democracy* (pp. 468–480). Los Angeles: Sage Publications.

Rapoport, A. (2010). We cannot teach what we don't know: Indiana teachers talk about global citizenship education. *Education, Citizenship and Social Justice*, 5(3), 179-190

- Rauner, M. (1999) UNESCO as an organizational carrier of civic education *Information, International Journal of Educational Development*, 19, 91–100
- Ravitch, D. (2006). Should we teach Patriotism? *Phi Delta Kappan*, 87(8), 579-81.
- Reilly, J., & Niens, U. (2014). Global citizenship as education for peacebuilding in a divided society: structural and contextual constraints on the development of critical dialogic discourse in schools. *Compare: A Journal of Comparative and International Education*, 44(1), 53-76.
- Rutkowski, D. J. (2007). Converging us softly: how intergovernmental organizations promote neoliberal educational policy. *Critical Studies in Education*, 48(2), 229–247.
- Sant, E., Davies, I. & Santisteban, A. (2015) Citizenship and Identity: the self-image of secondary school students in England and Catalonia, *British Journal of Educational Studies*, DOI: 10.1080/00071005.2015.1070789
- Sant, E. & Hanley, C. (2006). Whose values? Paper accepted at the International Conference on Critical Education. London.
- Sara, R. (2006) Live Project Good Practice: a Guide for the Implementation of Live Projects, Brief Guide, 8. Available at <https://www.heacademy.ac.uk/resource/live-project-good-practice-guide-implementation-live-projects-briefing-guide-no-08#sthash.iWgyR91v.dpuf>
- Schweisfurth M (2006) Education for global citizenship: teacher agency and curricular structure in Ontario schools, *Educational Review*, 58(1), 41–50.
- Sklair, L. (1999). Competing conceptions of globalization. *Journal of World-Systems Research*, 2, 143–163.
- Spring, J. (2004). *How educational ideologies are shaping global society*. Mahwah, NJ: LEA.
- Spring, J. (2008). Research on Globalization and Education. *Review of Educational Research*, 78(2), 330–363. doi:10.3102/0034654308317846
- Standish, P. (2003). The nature and purposes of education. In R. R. Curren (Ed.), *A companion to the philosophy of education* (pp. 221–231). London: Blackwell.
- Tarrant, M., Rubin, D., and Stoner, L. (2014) 'The Added Value of Study Abroad Fostering a Global Citizenry.' *Journal of Studies in International ...*, 18(2) pp. 141–161.
- Torres, C. A. (2015). Global citizenship and global universities. The age of global interdependence and cosmopolitanism. *European Journal of Education*, 50(3), 262-279.
- UNESCO (2014). *Global citizenship education*. Paris: UNESCO.

Veugelers, W. (2011). The moral and the political in global citizenship: Appreciating differences in education. *Globalisation, Societies and Education*, 9 (3-4), 473-485.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2).

Zembylas, M. (2009) Affect, citizenship, politics: implications for education, *Pedagogy, Culture & Society*, 17(3), 369-383, DOI: 10.1080/14681360903194376



ANNEXES

[BACKGROUND INFORMATION FORM EACH COUNTRY]

Country	Pakistan
University where the research would take place	University of Sindh, Jamshoro, Pakistan
Teacher Education Programme you will investigate (e.g. English PGCE, MA Didactics in History and Geography)	B.Ed (Bachelors in Education- Arts group)
Who provides teacher education and certification?	The University of Sindh provides the certification.
Who decides teachers' accreditation?	Faculty members in the Education department.
What are the entry requirements for Teacher Education programmes?	You have to have a first degree in your relevant subject.
Are these entry requirements the same for all levels (primary, secondary) and specialities (English, Spanish, Social Sciences)?	The primary school teachers (Year 1-5) need a diploma whereas the secondary (Year 6-8) and high school teachers (9-12) need B.Ed or M.Ed- these degrees are usually divided under Arts and Science groups.
At what time of the year do Teacher Education programmes begin?	The start of the academic year is January.
What is the length of the Teacher Education programme?	The length of the course (B. Ed) is eighteen months.



<p>What is the content of the Teacher Education Programmes?</p>	<p>The subjects taught include:</p> <ul style="list-style-type: none"> Perspectives of Education in Pakistan School Organization and Classroom Management Human Development and Learning Measurement and Evaluation in Education Curriculum and Instruction Comparative Education Education and Technology Critical Thinking Research Techniques Teaching of English, Islamiyat (specific subjects in accordance with the student teacher's previous qualifications)
<p>Who decides the curriculum of the Teacher Education Programmes?</p>	<p>It is decided by the higher Education Commission of Pakistan with changes made by the Board of studies within the department which are further approved by the Academic Council of the University of Sindh.</p>
<p>Do the student teachers spend part of their training in schools? And if so, what percentage of the Teacher Education Programme is happening in each setting?</p>	<p>There is no specific part of the course that they have to spend in schools, they just have to present certain lessons in specified schools. The course contains 75% coursework and 25% practical. The practical part involves preparing and presenting up to 40 lessons during coursework and 2 final lessons after exams.</p>
<p>How are teachers hired once they have been accredited?</p>	<p>They have to apply through written application when posts are announced by provincial and federal government. The hiring process involves a written test and an interview.</p>
<p>Are you aware of any links between Teacher Education Programmes and Global Citizenship Education?</p>	<p>Not really but I know that the USAID did run a campaign in Pakistan a few years back to help teacher training programs and one of their objectives was global citizenship education.</p>
<p>Any other comment or observation</p>	



Country	Colombia
University where the research would take place	University of Medellin and University of Antioquia
Teacher Education Programme you will investigate (e.g. English PGCE, MA Didactics in History and Geography)	<p>In Colombia teachers are training in two kind of institutions: Colleges and Universities.</p> <ul style="list-style-type: none"> • College (are similar to IUFM, France). This institution offer training for teachers by primary level. Duration: 2 years • Universities: this offer two kind or programs. The first one is specific in education. The student achieve a degree as teacher in basic education (general or with major area), the denomination is: Licenciado en Educación básica con énfasis en... The second one is specific in some science, discipline or area (Maths, History, Geography, etc.). If this person want to work as teacher, have to do a short course in pedagogy, curriculum and teaching. Duration: 5 years in both cases.
Who provides teacher education and certification?	Universities and Teacher College (as IUFM)
Who decides teachers' accreditation?	<ul style="list-style-type: none"> • Legal frame: Ministry of Education • Academic proposal: every university and college. Ministry evaluate this before to star.
What are the entry requirements for Teacher Education programmes?	<ul style="list-style-type: none"> • The person have to show a certificate of Pruebas Saber 11 (test at the end of high school). • Some universities have his own access test.
Are these entry requirements the same for all levels (primary, secondary) and specialities (English, Spanish, Social Sciences)?	Yes
At what time of the year do Teacher Education programmes begin?	Every semester (January and August)
What is the length of the Teacher Education programme?	<p>Colleges: 2 years</p> <p>Universities: 5 years</p>



What is the content of the Teacher Education Programmes?	The focus are there concepts <ul style="list-style-type: none"> • Pedagogy • Curriculum • General and specific didactic
Who decides the curriculum of the Teacher Education Programmes?	Ministry: Framework Specific program: every institution
Do the student teachers spend part of their training in schools? And if so, what percentage of the Teacher Education Programme is happening in each setting?	Yes, They have to do a preservice across the training. Around 30%
How are teachers hired once they have been accredited?	<ul style="list-style-type: none"> • In private sector: selection process • In public system: by public examination
Are you aware of any links between Teacher Education Programmes and Global Citizenship Education?	Yes, in some programs, like Social Studies, History, Geographic, Science and Idioms
Any other comment or observation	Nowadays teacher training police is a big discussion, because there are a lot programs with low quality. The Ministry published a new frame for quality evaluation of teacher training programs.

Country	England
University where the research would take place	Manchester Metropolitan University
Teacher Education Programme you will investigate (e.g. English PGCE, MA Didactics in History and Geography)	Post Graduate Certificate of Secondary Education, English, History, Modern Foreign Languages
Who provides teacher education and certification?	The university and schools share partnership arrangements. Subject pedagogy and professional issues session take place in university (about 40 days), the majority of the course (120) days are based in school.
Who decides teachers' accreditation?	The university confers the award, both school and university contribute to the student assessments.



What are the entry requirements for Teacher Education programmes?	They vary, reflecting course demand. Until recently, for secondary courses there was a requirement for a 2:1 degree classification (approximately a 7/10 in the Spanish system) in the subject area, significant school experience, a successful application and interview. Recent changes to course allocations to a market model indicates a more varied picture, with universities recruiting faster to fill an uncertain allocation of students. Schools have much more say than previously with the growth and government backing of vocational routes.
Are these entry requirements the same for all levels (primary, secondary) and specialities (English, Spanish, Social Sciences)?	The 2:1 classification was fairly strict across secondary although there was some variation. I don't know about primary (but could find out). Different subjects have different interview techniques, e.g., History and Geography have, I believe, put more emphasis on joint interviews and team work scenarios to see how students work together. In English we have typically had a solo interview with some tasks, e.g., read and analyse a poem.
At what time of the year do Teacher Education programmes begin?	Early September.
What is the length of the Teacher Education programme?	9 months
What is the content of the Teacher Education Programmes?	There is currently no national curriculum though this is under review and I suspect will appear soon. The content is required to meet the National Teachers' Standards and university 'M' level requirements. There are other frameworks for deciding what goes in a level 7 course and in a teacher course, but I'm not sure what all of them are.
Who decides the curriculum of the Teacher Education Programmes?	The subject pedagogy aspects are decided by subject tutors though increasingly in consultation with school and gearing up to school expectations. The professional aspects are decided centrally. Overall time allocations are decided centrally.
Do the student teachers spend part of their training in schools? And if so, what percentage of the Teacher Education Programme is happening in each setting?	As above, it is about 75% in school.
How are teachers hired once they have been accredited?	They apply for jobs advertised nationally. The teaching school alliances sometimes have different arrangements where the student is employed in the lead school or elsewhere in the alliance.
Are you aware of any links between Teacher Education	We do have occasional sessions on 'British Values', Social and Moral education, etc. I suppose these are considered part of the



Programmes and Global Citizenship Education?	'professional' as opposed to 'pedagogic' role. Social Science courses and others presumably deal with related issues directly in subject sessions, in English I like to think we do connected and relevant things that help students to understand their place in a wider environment, things like teaching learners with English as an additional language, exploring texts from other cultures, etc.
Any other comment or observation	

Country	Spain
University where the research would take place	Universitat Autònoma de Barcelona
Teacher Education Programme you will investigate (e.g. English PGCE, MA Didactics in History and Geography)	MA of Secondary Education, English, History, Modern Foreign Languages
Who provides teacher education and certification?	The university.
Who decides teachers' accreditation?	The university. Student teachers are also assessed in school context but the university lectures decide final grades.
What are the entry requirements for Teacher Education programmes?	Primary teachers are educated at Undergraduate level. The requirement changes depending on the offer/demand. Secondary teachers are educated at Postgraduate level. They need to have a degree in the area (history, language, maths, etc.) and then they access the MA degree that accredits them as secondary school teachers. The requirement changes depending on the offer/demand.
Are these entry requirements the same for all levels (primary, secondary) and specialities (English, Spanish, Social Sciences)?	Primary teachers – certain grade in pre-university course. Secondary teachers – certain grade in a UG degree.
At what time of the year do Teacher Education programmes begin?	Early September.



What is the length of the Teacher Education programme?	9 months
What is the content of the Teacher Education Programmes?	Student teachers take pedagogy and didactics (subject area). They also spend some time in school.
Who decides the curriculum of the Teacher Education Programmes?	The professional aspects are decided by the regional government. The particular curriculum of each subject/course is decided by the university.
Do the student teachers spend part of their training in schools? And if so, what percentage of the Teacher Education Programme is happening in each setting?	As above, it is about 20% in school.
How are teachers hired once they have been accredited?	They can apply for jobs in private institutions. They also can join a list to substitute permanent teachers in public institutions. To become a permanent teacher in a public institution, they need to pass regional exams and to obtain certain grade on those.
Are you aware of any links between Teacher Education Programmes and Global Citizenship Education?	No.
Any other comment or observation	