INSTITUTE OF EDUCATION

UNIVERSITY OF LONDON

How is global education perceived and implemented within two secondary schools in Slovenia?

Amy Skinner

MA Development Education

September 2012

Word count: 19, 943

Abstract

Taking into consideration the wider educational framework in Slovenia, which is supportive of learner-centred, progressive approaches to education, this dissertation explores perceptions and practices of global education within two secondary schools in Slovenia. It adopts a case study approach which incorporates interviews with teachers/headteachers and questionnaires with pupils. It determines teachers' familiarity with global education and assesses whether current practice is predominantly characteristic of uncritical, active or critically reflective approaches to global education. In so doing it examines the challenges and opportunities of integrating global education within the formal school context in Slovenia.

Acknowledgements

I would like to thank first and foremost the teachers, headteachers and pupils from the two case-study schools for agreeing to participate in this research and for their enthusiasm and support throughout the research process.

I am also grateful to Rene Suša, Mitja Sardoč and Natalija Komljanc for taking the time to be interviewed and providing very helpful background information about the field of global education in Slovenia.

My sincere thanks to my mentor, Dr. Doug Bourn, for his support, guidance and constructive feedback throughout all stages of my research.

I would also like to thank Andreja Šmrgut for translating and proofreading my interview questions and questionnaires into Slovene. I am also extremely grateful to Marija Stopar for her assistance in transcribing participant interviews.

Last but not least thanks to my fellow students on the MA in Development Education for our enriching learning experiences together, and to my friends and family for their interest and support throughout the year.

Table of Contents

Chapter 1: Introduction

1.1 Aims of the research

This research aims to provide an initial insight into the presence of global education (GE) within two secondary schools in different regions of Slovenia. Very little academic research has yet been carried out into GE within the formal school system in Slovenia (Suša and Vodopivec, 2011) nor in the wider Central Eastern European region. This study therefore has regional as well as national significance at a time when there is increasing priority given to the integration and mainstreaming of GE within national education systems across Europe, especially within new European Union (EU) member states (DARE Forum; Davis, 2009).

There is a common perception amongst GE stakeholders in Slovenia that although the wider educational framework is supportive of GE on paper, it is not widely integrated into educational practice (Arnuš, 2010; Suša 2009). In order to aid its integration there is therefore a need to first gain an understanding of teachers' current familiarity with key principles and concepts of GE and to explore the extent to which global education is currently implemented in practice. Both of these elements will be explored through focusing on two-case study schools. This allows an investigation into not only *what* is present but *how* and *why*. In so doing it will reveal the strengths and weaknesses of current GE practice and bring to light key challenges faced by teachers.

1.2 Research questions and context

In order to investigate perceptions and practice of GE within both schools, the research focuses on the following principal question which is answered through responding to two sub-questions:

Principal research question:

- How is GE perceived and implemented within two secondary schools in Slovenia?

Two sub-questions:

- What do teachers perceive GE to be about?
- To what extent is GE implemented in practice?

The schools are both *Gimnazija* secondary schools located in medium-sized towns (13-18,000 inhabitants) in two different regions of Slovenia, both outside of the capital city Ljubljana. Both schools are part of the Unesco ASPnetwork (ASPnet)[1] which I believe suggests an initial commitment to engaging with global issues at the school level. ASPnet is a network of schools from around the world working to support international understanding, intercultural dialogue, peace and sustainable development.

The data collection process was carried out in April 2012 and involved interviews with the headteacher and four teachers in each school. A total of 120 questionnaires were also completed by final year pupils (60 in each school). Both schools and the research respondents are referred to anonymously throughout the report in the following manner: School 1 includes Headteacher 1 and Teachers 1,2,3,4. School 2 includes Headteacher 2 and Teachers 5,6,7,8. A reference of teachers per subject they teach is provided in Appendix I. Background interviews were also held with Rene Suša (Coordinator of the SLOGA NGO Working Group on Global Education), Natalija Komljanc (National Institute of Education) and Mitja Sardoč (Educational Research Institute). Any reference to these respondents in the text relates to the interviews conducted with them.

[1] http://www.unesco.org/new/en/education/networks/global-networks/aspnet/

1.3 Rationale

My personal rationale for carrying out this research stems from my involvement in the field of GE in Slovenia. I coordinated a curriculum review project which explored representations of Africa in geography and history school text books from a GE perspective. I have also been involved in running human rights education workshops with secondary school students and I was encouraged by the level of interest and enthusiasm shown by teachers and pupils in both the content and participative learning environment created within the workshops. I was working primarily with English teachers who felt there was a lot of potential for integrating GE within their lessons given the open nature of the English curriculum in terms of content. This experience motivated me to gain a greater insight into a wider range of teacher's and pupils perceptions on GE and to understand the influences which impact upon its inclusion within the school context.

The experience of working with schools also made me aware of some of the specificities of the broader school curriculum and learning environment and of the importance of tying GE in to this wider pedagogical context. Evidence suggests that throughout Europe much GE practice has been (and still remains) within the hands of NGOs (Non-Governmental Organisations), as a “movement which speaks only to itself” rather than locating GE discourse within broader frameworks of learning (McCollum, 1996 in Bourn, 2008b: 13). Indeed, NGOs are the driving force behind GE in Slovenia (Arnuš, 2010) even though the broader educational framework is largely supportive of progressive, liberal approaches to education in theory. This is illustrated by a quote from Rene Suša who stated:

> “*If you look at what is set as the main goal for the entire educational system in terms of what kind of people, with what kind of competencies and knowledges should come out, it overlaps 90% with the goals of GE. But then in practice the*

system doesn't work in a way that would enable this. The end result is very different from what is desired."

By contextualising GE within this wider learning framework and perceived gap between theory and practice, I aim to illuminate the relationship between GE and wider educational policy both on a conceptual and practical level and examine the role which GE may serve to complement and support the achievement of wider educational goals in practice. The research brings teachers, headteachers and pupils perspectives into the GE debate in order to help ensure that future integration efforts are rooted within and built upon schools current educational realities. I believe this to be necessary in order to resolve the current over-dependence on NGOs to provide GE in schools and to move towards an approach which enables greater teacher and school ownership.

1.4 Structure of the dissertation

The first part of the report provides the background to analysing my research findings. Chapter 2 provides an overview of the broader educational framework in Slovenia and an insight into the current GE landscape. This is followed by the literature review in Chapter 3 which analyses key concepts and practices of GE and draws them together into a conceptual framework which is used as a tool to analyse the research data. Chapter 4 details the research methodology and the case study approach taken. The final part of the report is devoted to the presentation and analysis of the findings. Chapter 5 presents the findings to sub-question 1 and 2 consecutively and analyses teachers and pupils responses with reference to the conceptual framework developed in Chapter 3. The conclusion in Chapter 6 sums up the main points of the analysis in order to answer the principal research question and contextualise the findings in relation to the wider educational framework in Slovenia, as well as making brief reference to GE practice in Europe.

Chapter 2: The Educational Landscape in Slovenia

2.1 Introduction

This chapter provides a brief overview of the wider national educational framework followed by an exploration of the current status of GE in Slovenia. It reveals the overlaps and gaps between GE policy and practice in relation to this wider educational context. The debates around GE in Slovenia are then contextualised within the wider European framework through a brief comparison of Slovenia's GE experience with those of other new EU member states.

2.2 Overview of the Slovene school system

Responsibility for the public education system and its development are shared amongst the Ministry of Education, Science, Culture and Sport, local authorities, expert councils appointed by the Government and various educational institutes (Gobbo, 2011).

Since independence from Yugoslavia in 1991, Slovenia has gone through several educational reforms which have been marked by a trend “to globalise and Europeanise the school” (Novak, 2002: 1) and to shift the educational paradigm from transmissive to transformative. This has involved developing an open and transparent educational system which is “legally neutral” (Šimenc, 2003: 1) in that it does not adopt any particular ideology. Emphasis is placed on greater pupil participation (NCC 1996 in Strajn, 2008) and there is a “focus on learning as opposed to accumulation of facts” (Šimenc, 2003: 1). Furthermore, a key role of the school is to educate for democracy and participation in democratic processes (Krek, 1996 in Šimenc, 2003) and to promote “development at all levels of personality (a balanced physical, cognitive, emotional, social, moral and aesthetical development)” (Novak and Kobal, 2006).

Since the beginning of the 1990s there have been two sets of reforms to the curriculum (1998 and 2008) and two White Papers on Education (1996 and 2011) providing educational guidelines for the system as a whole. The 2008 curriculum integrates a holistic approach to learning and teaching which emphasises teacher and school autonomy, the active participation of pupils, flexibility of the learning process, competency- based learning, life-long learning principles, cross-curricular linking and the integration of sustainable development as a cross-curricular theme (Žakelj, 2008). The White Paper on Education (2011: 18) highlights the role of education in developing "the responsible, autonomous and critical individual." Key elements in educational reform have revolved around knowledge and competencies, and values and pedagogy within the learning environment, as briefly detailed below.

Knowledge and competencies

Reforms have focused on the development of higher cognitive learning as opposed to the accumulation of facts and memorisation of large quantities of information (Šimenc, 2003). Furthermore there is a focus on linking different disciplines and types of knowledge across the curriculum (NCC 1996 in Strajn, 2008). Quality education is emphasised through the development of dynamic, flexible, useable and transferable knowledge along with the development of critical thinking (Novak, 2009). The updated curricula specify key competencies to be achieved by pupils per subject as well as recommendations for cross-curricular linking and innovative teaching methods. An overview of two examples of the updated curricula is provided in Appendix II.

Values

Educational reforms have taken place in a period of great social change in Slovenia as it has moved from a society based on socialist ideology towards a society focused on a plurality of values (Strajn, 2008) and a 'neutral' school system. Yet critics of reform claim that notions of 'neutrality' have led to a reformed Slovene school "without values"

(Šimenc, 2003) and one focused on “an exaggerated fixation” on knowledge at the expense of development of the whole personality (Strajn, 2008: 146). However, Novak (2009) points out that the term 'neutrality' is not to say that there are no values or personal development in public schools but that there is an emphasis on individual freedom of thought and a pluralism of interests. Thus the White Paper on Education (2011: 15) states that the Slovene school system is based on human rights, tolerance, solidarity, justice, the legal state etc which “are common to all citizens irrespective of differences in their value preferences and world view beliefs.” However, there are still several open questions in terms of whether values should be purposefully taught within the education system and be considered a specific goal of educational programmes or whether they should be seen more as a by-product of general education (Novak, 2009).

Pedagogy

Educational reform has introduced new teaching methods and constructivist pedagogical practice which is stimulating “a general shift in paradigm from teaching to learning” (Novak and Kobal, 2006), helping to change the current transmissive paradigm into one which is holistic and transformative (Novak, 2009). This means repositioning the role of the learner and the teacher in the education process, encouraging learners to take responsibility for their learning and to develop independent and critical thinking skills.

2.3 Insight into the secondary school system

Mission of the school system

One of the main aims of the *Gimnazija* secondary school is to prepare pupils for “active civic participation” and to “develop independent critical judgement and responsible behaviour in young people” (Eurydice, 2008/9). Both of the case-study schools in this research emphasise the importance of promoting values of tolerance and preparing pupils for life and work, as well as academic success.

Secondary school (Gimnazija) curricula

The Slovene secondary school (*Gimnazija*) lasts for a period of four years, for pupils from the age of 15-19 years of age. Over 40% of pupils enroll in the *Gimnazija* programme, with the remaining attending vocational or technical schools (Eurybase, 2009: 76). At the end of the *Gimnazija* pupils sit a nation-wide external examination (*matura*) which enables them to enroll in tertiary education. The syllabus is made up of compulsory subjects, exam-selected subjects and compulsory electives which are carried out either inside or outside school and enable pupils to pursue areas of interest and develop their skills-base. Pupils must carry out 300 hours of compulsory electives over the four-year *Gimnazija* programme. On top of this, pupils can also take part in extra-curricular activities (Eurydice, 2009/10).

The following table gives a brief overview of the structure of the *Gimnazija* programme:[2]

[2] Information summarised from Eurydice report 2009/10 and information provided by teachers at case-study schools

Syllabus	**Subjects**
Compulsory subjects	- History, Foreign Languages, Mathematics, Slovene, History and Physical Education (all four years) - Geography, Physics, Biology, Chemistry (first three years then subject to selection) - Music, Art, IT (first year) - Sociology, Psychology (second or third year) - Philosophy (third or fourth year)
Selected subjects for the final exam (*matura*)	Pupils select two subjects for the final exam alongside the compulsory examination subjects (Mathematics, Slovene/Mother tongue, Foreign Language)
Compulsory electives (prescribed elective subjects that all pupils are obliged to take alongside their formal subjects)	- Citizenship education - Ethics for Family, Peace and Non-violence - Health education - IT and library skills - Sports, culture and arts events
Compulsory non-prescribed electives (further elective subjects which are obligatory but pupils individually choose from a list of options	Voluntary work, Learning to learn, Research Skills, Environmental education, Ethics, Open-air schools etc
Extra-curricular activities	Sports, music, art, reading clubs, debating societies, projects, Unesco school etc

Innovative projects- enriching the curriculum

Besides the formal curriculum, several projects are also run by the National Institute of Education which develops innovative approaches to learning based on greater interaction between teachers and pupils. These appear to provide some of the best opportunities for a more holistic approach to learning within school lessons, motivating both pupils and teachers alike. Although there are a wide variety of projects one in particular was mentioned by Headteacher 2 and Teachers 6 and 7 at School 2 within the framework of this research:

Human rights cross-curricular project

The human rights education project, "*I was born to join in love, not hate - that is my nature*" is a cross curricular project which was being carried out at school 2. Pupils had to produce various written papers on human rights topics from different subject perspectives. Amongst other elements, it involves reading a book called "Southerner's go home!" (*Čefurji raus!*) about immigrants in Slovenia. The project lasts a year and is for one class of third year students. It includes a 2-hour lesson once a week. Due to its success the school decided to continue with it upon their own initiative and it has now been running for three years. Teacher 6 said that what she has learnt from being involved in this project, she transfers to her teaching of pupils in other classes, illustrating a positive knock on effect.

Summary

This overview paints a picture of a national educational framework conducive to the development and integration of GE within the formal school system. However, concern

has been expressed more widely at the extent to which policy is being translated into the everyday realities of schools (Novak and Kobal 2006; Rene Suša). This is illustrated in the following section which explores the way in which GE is currently implemented within school practice.

2.4 The GE context in Slovenia

It is only really in the last ten years that GE as a field of education has started to develop in Slovenia upon the adoption of the Maastricht Declaration on GE in 2002[3]. Slovenia has an active NGO Working Group on GE (WGGE) which was established in 2006 within the framework of the national NGO platform SLOGA. The WGGE defines GE as:

> "a life-long learning process aiming to actively engage individuals and to look at their role in global development. GE aims for globally responsible citizens and active individuals and communities. GE is a process that encourages individuals and communities to engage in solving key challenges of the world" (Suša, 2009)

The term 'global education' however tends to be used primarily within the NGO sector whilst teachers are more familiar with 'Education for Sustainable Development' (ESD) (Suša, 2009). This is due to the fact that the *Guidelines on Education for Sustainable Development*[4] published by the Ministry of Education in 2007 designate ESD as a focal point for the development of the education system in Slovenia. Indeed, these guidelines are considered to be the first official GE document in Slovenia due to their all-encompassing nature which has meant that GE and ESD are considered to be almost synonymous both content-wise and methodologically speaking in Slovenia (Suša, 2009;

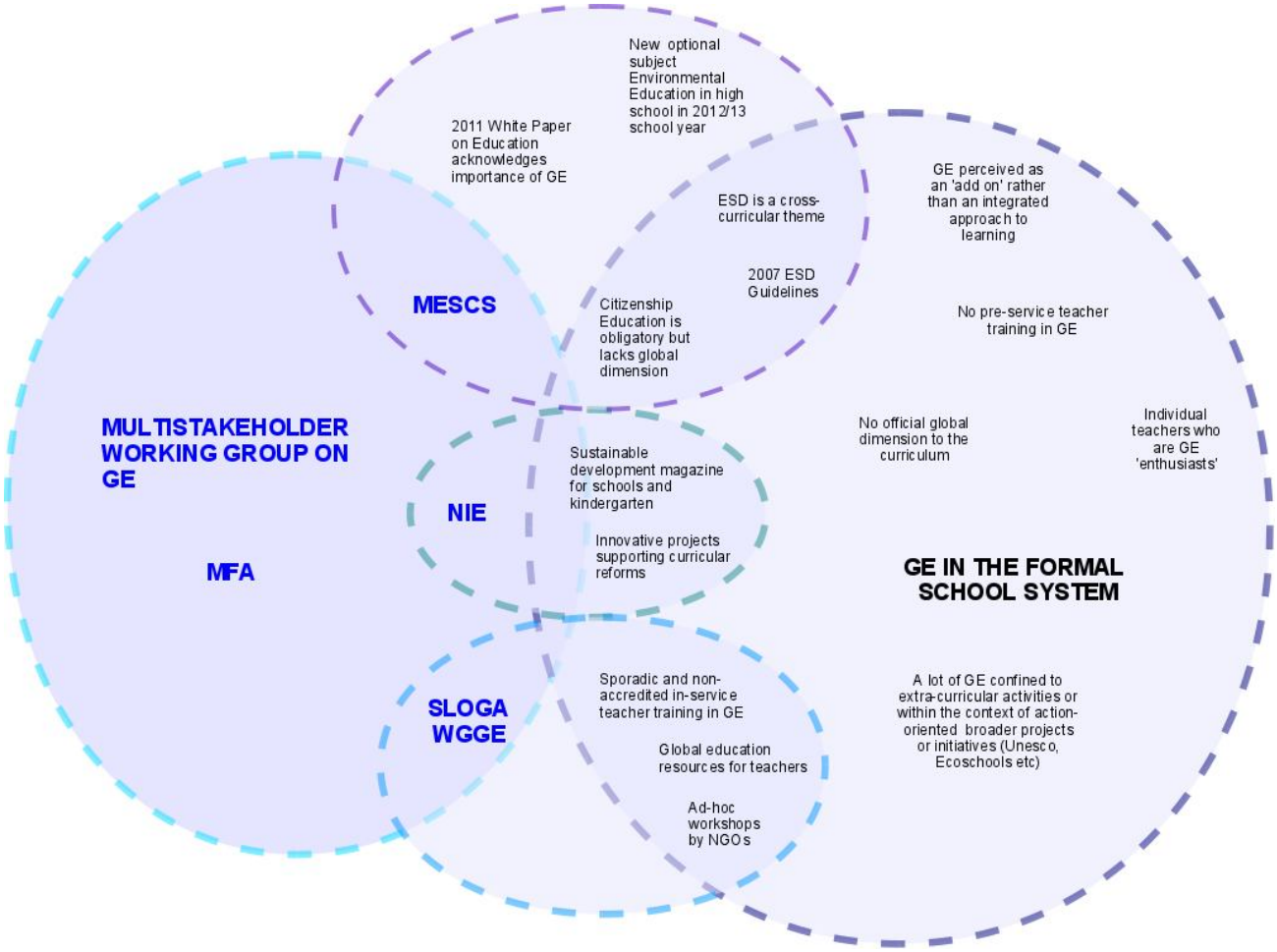
[3] http://www.coe.int/t/dg4/nscentre/GE_en.asp

[4] http://www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/podrocje/razvoj_solstva/trajnostni_razvoj/trajnostni_smernice_VITR.doc

Arnuš, 2010; Suša and Vodopivec, 2011). Attempts have been made to formalise and operationalise these guidelines through the development of a National GE Strategy but to little avail and Slovenia still remains without any binding guidelines for the inclusion of GE within the formal school curriculum.

Although limited systematic research has been carried out into current practices of GE within the school system, the WGGE believes that GE is currently characterised by ad-hoc, additional activities rather than an integral part of education (Arnuš, 2010; Gobbo, 2011). As Mitja Sardoč from the Educational Research Institute stated, "*GE is part of a bunch of topics which are perceived as an addition after we have dealt with what we have to teach and learn.*"

The following diagram provides a visual overview of the current status of GE in Slovenia and illustrates the relationship between practice (GE in the formal education system), policy (the official documents on GE) and the stakeholders who are trying to put these policies into practice:



Main stakeholders

The multi-stakeholder working group on GE was set up in 2010 in order to improve collaboration between relevant ministries, educational institutes and NGOs and to promote the concept of GE, particularly in the educational system (Suša and Vodopivec, 2011). It is the main body responsible for GE at the formal level and is led by the Ministry of Foreign Affairs (MFA). It includes the Ministry of Education, Sport, Culture and Science (MESCS) which is responsible for the various GE policy documents shown in the diagram, the National Institute of Education (NIE) which produces a magazine for schools on sustainable development and runs innovative projects involving participatory pedagogy, as well as the NGO WGGE. Members of the WGGE collaborate actively with schools, running ad-hoc workshops and teacher trainings. Individual schools and

teachers are also active, yet according to Rene Suša, these teachers are usually the real enthusiasts given that GE teacher trainings are not yet accredited by the MESCS so teachers don't gain any official benefit from attending the trainings.

Policy documents

The ESD Guidelines give ESD a central position within the educational system as a cross curricular theme and a new optional subject will be introduced in the 2012/13 school year in secondary school entitled “Education for the Environment[5].” Citizenship education is included as a compulsory elective, which means there is no official syllabus and a recent study suggests that it has a very weak 'global dimension' (Zavadlav and Pušnik, 2011). Encouragingly, the White Paper on Education (2011) includes GE and acknowledges its increasing relevance for the future as Slovenia is likely to become an increasingly multicultural country. It emphasises the need to engage with sustainable development and create critical thinkers who are able to “critically reflect upon the operation of contemporary globalised societies” and “to reflect on society and their position within it” (White Paper, 2011: 23).

GE in practice

Although the formal structure for multistakeholder collaboration is in place and GE is well-covered on paper, there still appears to be a weak level of cooperation and no real commitment at ministerial level to support NGO initiatives in developing a national GE strategy. Thus many feel that there is large gap between rhetoric and practice (Suša and Vodopivec, 2011; Arnuš, 2010, Suša, 2009). For example, out of 67 secondary school teachers questioned in a recent report on GE, 75% of them had heard of GE, yet only 20% said that they integrate it into their lessons (Dolinar and Vodopivec, 2012: 10). Thus,

[5] http://portal.mss.edus.si/msswww/programi2012/programi/gimnazija/ucni_nacrti.htm#a1

as shown in the diagram, although there are a series of guidelines and policy documents which in theory are embedded within the formal education system, in practice this currently results in a fragmented approach with GE being included in sporadic workshops, within designated project days or weeks or to commemorate certain international days such as Earth day etc (Suša and Vodopivec, 2011). In addition to this, many schools are involved in a wide range of projects and activities within the framework of national or international initiatives such as the Unesco ASPnet[6] and Eco-School[7] networks which include elements of GE. Nevertheless, as Suša and Vodopivec (2011) point out, many of these programmes tend to be very practically or action oriented rather than on critically exploring key global challenges on a deeper level. NGOs believe that this ad-hoc approach and surface-level approach to GE hinders its aim, and the aim of the school system, to develop active citizens (Arnuš, 2010).

However, on a more positive note, recently published research on GE revealed that as a concept it appears to be becoming more familiar to teachers, with a very high number of teachers stating that there is a need for GE within the school system and that it is possible to integrate GE into existing subjects (Dolinar and Vodopivec, 2012). Teachers request further trainings and information on GE, in particular techniques of moderating debates and concrete content and material connected to the school curriculum. Several teachers also suggested that teachers be included in the development of GE materials and seminars. In the absence of a national GE strategy, these are positive developments to draw on for the future.

2.5 The Slovene GE context within the broader European GE context

GE in Slovenia, as in many other new EU member states (NMS), has arisen upon joining

[6] http://www.unesco.org/new/en/education/networks/global-networks/aspnet/
[7] http://www.eco-schools.org/

the EU and becoming official donors of overseas development assistance. In this respect, it has been introduced within the framework of international development policies and thus comes under the remit of the MFA. However, in comparison, to other new larger EU member states such as Poland and the Czech Republic, Slovenia's ODA contribution is very small. Equally, the proportion of development education as ODA and as a percentage of GNI is very low in comparison to several other countries with larger ODA budgets (Kraus, 2011). Development cooperation is therefore not high on the national agenda in Slovenia and although GE is recognised by the MFA in Slovenia's Resolution on Development Cooperation, the National Strategy on Development Cooperation (which would have included GE as part of development cooperation) has still not been adopted by the Government (Davis, 2009). Furthermore, like in many other NMS with a relatively small ODA budget, there is weak cooperation between the key stakeholders in Slovenia and a lack of interest shown at ministerial level in developing a national GE strategy (Kraus, 2011; Arnuš, 2010). This makes for a relatively weak policy framework for the support for global education.

However, despite the fact that GE was introduced into Slovenia and other NMS within a development cooperation framework in many cases it has been approached from a critical educational perspective rather than a 'development' or North- South perspective characteristic of much GE practice in European countries with a colonial past (Suša and Vodopivec, 2011). Thus in Slovenia, although the MFA is officially responsible for global education, in theory it relates more to an educational framework than a development cooperation context.

At European level Slovene GE stakeholders are members of the European Multi-

stakeholder Group on Development Education within the framework of DEEEP[8] and the WGGE is a member of the DARE Forum[9]. Slovenia has received support from the Council of Europe (COE) under the 2009-2011 Joint Management Agreement between the European Commission and the COE North-South Centre[10]. Two national GE seminars (in 2009 and 2011) have been organized within this context. However, as mentioned in the Agreement, this support came to Slovenia at a later stage (2009 onwards) than several other EU member states such as Poland, Czech Republic, Slovakia and Hungary who received support through the *Visegrad* program between 2004-2005 which helped to facilitate the development of GE policy and provision.

Finally, funding for development education in Slovenia is very limited. Whilst several NGOs collaborate in cross border EU funded GE projects, there is limited private and public support for co-funding requirements at the national level compared to some other new EU member states (Suša, 2009).

2.6 Conclusion

This chapter has provided an overview of GE within the formal school system in Slovenia. It has revealed that although there is relatively weak support from the development cooperation context, there is a great deal of overlap between GE and the values, skills and pedagogical methods advocated by the broader educational framework. However, there appears to be a gap between putting policy into practice. As Rene Suša stated, *"GE is slowly increasing its profile...it is becoming prominent at least in talking about where education should go but the practice doesn't necessarily follow the theory."*

---

8 www.deeep.org

9 http://www.deeep.org/what-is-dare-.html

10 http://www.coe.int/t/dg4/nscentre/GE/UE-NSC_JMA_en.asp

Although frequent changes to the curriculum are supporting a move towards more progressive and transformative forms of education in Slovenia, he also mentioned that teachers often feel overburdened with new prescriptions and regulations on how they should be doing their job. Given the increasing interest and familiarity with GE on behalf of teachers, it would therefore seem important to ensure that GE is not perceived as one of these new changes or 'extra burdens', but rather something which can be integrated into what they are already doing. He highlighted the importance of demonstrating that:

> "*GE is not something that necessarily brings new facts but it's rather a way of doing things, its a way of learning, its a different way of educating, where you try to take all this informational knowledge, look at it and say what sense can we make of it? How does all this help us understand our position in the world and what of it can we use, what can't we use?"*

This notion of GE as an approach to learning rather than as a specific field of study will be further explored in the next chapter, which examines various approaches to GE in practice.

Chapter 3: Literature review and conceptual framework

3.1 Introduction

This chapter builds on the previous overview of GE at national level in Slovenia and outlines the broader key principles and practices of GE arising from my literature review. It refers to the social justice agenda as a core element of GE and discusses three different approaches to GE: uncritical, active and critically reflective. This overview of GE and the different approaches form the basis for the conceptual framework presented at the end of the chapter, which will be used to guide my data analysis in order to answer my research question.

3.2 Introduction to GE

Background

Very broadly speaking, GE arose from a desire to better understand the world around us by focusing on issues that are both national and global in scope (Hicks, 2007). Although precise definitions vary between countries and regions, at European level the Maastricht GE Declaration (da Silva, 2010) defines GE as “education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.”

The pedagogical basis for GE dates back to the world studies projects created by Richardson in the UK in the 1970-80s. He developed an innovative framework for learning about global issues which moved from learning about world problems in a distant and passive manner, to integrating the development of skills, values and attitudes as part of the learning process, in order to bring the topics closer to learners and enable them to gain a sense of their own agency (Hicks, 2007). Participatory learning provided the pedagogical basis for the framework, inspired by Paulo Freire's (1972) educational

philosophy and his views on education as a means for promoting social change (Bourn, 2008a). This GE framework has developed and been adapted over the years in various countries and has led to efforts to embed GE or the 'global dimension' within school curricula in Europe (Scheunpflug, 2011). Internationally, GE has also developed through the support of international organisations such as Unesco who promote education for peace and international understanding through the ASP school network, as mentioned in the Introduction to this report.

What is GE?

Although there are many content-areas which come under GE's remit (see questionnaire in Appendix IV for a list of content- themes used in this study), as a field of study it is not about delivering predetermined bodies of additional knowledge, but rather seen as an approach which enriches and broadens the dimensions of all subjects and educational fields by linking it to learner's everyday lives (Bourn, 2012). The 'content' of GE could thus be said to be the “result of a constant interrelation between abstract knowledge of theory and concrete experiences of everyday life” (da Silva, 2010: 21). GE focuses not only on the development of knowledge about global issues, but the skills, values and attitudes needed to address these issues critically, from a variety of perspectives and in a way which enable learners to give meaning to the impact of global society on their lives (Bourn, 2008a). It is thus holistic and transformative in nature, aiming to educate the whole person by engaging both the mind and the heart in order for learners to better understand the world around them (da Silva, 2010: 13), their position within it and the role they can play in working towards a fairer world for all. As a field of learning, it draws on progressive theories of education yet possesses certain characteristic elements specific to GE. These include the focus on transformative learning for social justice, recognising local/global links and interdependencies connecting people and places, as well as the thematic focus on global issues approached from multiple perspectives.

In this respect, GE is often understood as an 'approach to learning' (Bourn, 2008: 19) with an emphasis on the learning processes rather than as a topic- based form of education which stresses the learning product. It rejects the notion of knowledge as fixed, static or universal but rather sees it as dynamic, relative and subject to being questioned and reformulated in dialogue with others (Gilbert 2005 in Andreotti, 2008a). Within a globalised context characterised by greater complexity, uncertainty and increasing amounts of often contradictory information, skills to 'activate' knowledge are vital. This includes in-depth learning processes which develop the ability to think critically and in abstract terms and to recognise multiple perspectives and local-global links; in short to make sense of the wide range of knowledge and information available in today's world (Scheunpflug, 2003; Bourn, 2008). This emphasis on process over product brings to the forefront the importance of the learning environment and pedagogy associated with GE, as detailed below.

What are the characteristics of the learning environment?

Global educators believe that *how* learners learn is just as important as *what* they learn. GE focuses on self-organised and participatory learning, as opposed to transmissive or 'banking' forms of learning whereby learners are perceived as passive “receptacles” to be “filled” up with knowledge by the teacher (Freire, 1996: 53). Transmissive education aims to instil in learners “a strong foundation (in terms of content and morality) when young in order to become critical thinkers later in life” (Andreotti, 2008a: 8); thus the underlying assumption is that learners need to absorb a firm knowledge and values base before they can be expected to develop higher order thinking skills such as critical reflection.

Participatory learning processes on the other hand, encourage learners to take

responsibility for their own learning and to actively participate through interacting with others, discussing, reflecting and generating new knowledge and ideas for addressing real-world problems (Glasser, 2007: 51). Andreotti's notion of an open space for dialogue and enquiry[11] about global issues encourages educational practitioners to create a 'safe space' which enables learners to listen to and learn from each other and to be open to changing previously held opinions and assumptions. Indeed, Scheunpflug (2008: 20), drawing on Kant's philosophy of education, states that “the medium of education and the intended result of education should be the same.” Key is putting trust in learners and guiding them to take responsibility for their own learning and actions. The teacher is no longer seen as the 'beacon of knowledge', but rather as a co-learner and a facilitator of inquiry based learning.

3.3 GE in practice

Although the aim of GE is to work towards a more socially just world, there are various understandings of how this can be best achieved. Indeed, across Europe different approaches to GE are present which differ in their emphasis on awareness raising, action for change or developing competencies needed within a complex globalised world (Kraus, 2011). Raising awareness about global issues may relate to a relatively uncritical approach to GE which is often associated with GE in schools (Pike, 2008) and tends to equate to learning about the wider world more generally as opposed to situating learning within a social justice context. Furthermore, whilst action-based approaches aim at developing a certain set of moral values in pupils in order to work towards predefined models and actions for social justice (Temple and Laycock, 2008), competency based approaches tend to emphasise learner autonomy and the importance of equipping learners with higher order thinking skills so they can come to their own moral judgement about the best way to achieve social justice (Scheunpflug and Asbrand, 2006; Asbrand,

[11] http://www.osdemethodology.org.uk/osdemethodology.html

2008; Andreotti, 2006). These different approaches are detailed below in the form of uncritical, active and critically reflective approaches:

3.3.1 Uncritical approach

Although successful efforts have been made in many countries to integrate GE into the school curriculum, in many schools this has been reduced to teaching about global issues in an uncritical way or as something 'extra'- “a distraction from priority learning needs” (Bourn, 2012: 6) rather than an integral part of different subjects (Pike, 2008; Davis, 2009). Indeed, many global educators believe that schools currently fail to provide pupils with the chance to put their learning or interest in global issues into action through becoming involved in projects or activities, as attempts to encourage active citizenship often tend to be tokenistic, extra-curricular and perceived “as add-ons to the real business of education” (Pike, 2008: 233).

The reasons for this are multiple. Pike (2008) refers to the compartmentalisation of learning and knowledge into specific subjects can constrain pupils from seeing the bigger picture and making the links needed to develop a holistic understanding of global issues. He also states that the very existence of a curriculum presumes there is a fixed body of 'important' knowledge which pupils need to know, and that any other knowledge is complementary and by implication less valid. It's prescriptive and time-constricted nature also limits opportunities to explore issues of interest in depth, which is by nature more time-consuming, and thus not compatible with standardised and tightly structured forms of learning. Finally, teachers often lack training in GE which means that even if global themes are being covered in practice this may not necessarily be in line with the key principles and pedagogy associated with GE (Davis, 2009; Kraus, 2011).

These elements appear to present a common challenge to education systems across

Europe. Even though teachers may see the benefits and need for GE, a common perception is that “effective integration into school curricula inevitably accentuates existing problems of overloaded school systems struggling to keep up with increasing demands on teachers’ time” (Davis, 2009: 6). Furthermore, even if GE is included in the curriculum the mainstreaming of GE throughout the learning process is a challenge (Kraus, 2011; Davis, 2009).

3.3.2 Active approach

GE based on a normative conception of social justice has a holistic world view with a clear agenda for social change (Temple and Laycock, 2008). This appears to be the predominant approach amongst NGOs in Europe (Kraus, 2011). It strives to develop a notion of 'one-worldliness' based on values of solidarity, empathy, compassion, tolerance, human rights, respect and open-mindedness etc (Scheunpflug and Asbrand, 2006; DARE forum; da Silva, 2010). A strong value framework is seen as conducive to transformative learning and giving young people- and teachers- encouragement and the belief that they can make a difference” (Temple and Laycock, 2008: 107). This approach focuses on empowering learners to play an active part in society and aims for a balance between the skills to think critically and the skills to take action for change, warning against an overcritical approach which could “dishearten or deter young people from taking well-meaning action” (Temple and Laycock, 2008: 106). The focus is on developing the skills to 'activate' knowledge and values into action in order to challenge injustice and inequality. There is the belief that a great deal of learning actually comes from the process of taking action and then reflecting on those actions in order to develop a greater (perhaps more critical) engagement with the issues (Temple and Laycock, 2008). Putting learning into practice in daily life through developing an understanding of local-global connections and interdependencies in order to be able to 'think global' but 'act local' is crucial. This is done through rendering the issues familiar; locating them at

the local level, rather than learning about them as distant problems in a detached manner (Scheunpflug and Asbrand, 2006). This provides the groundwork for inspiring action for social justice, as learners realise that these increasing links enable them to have an impact on challenges around the world through acting locally. However, this approach is based on the assumption that “moral communication” (Asbrand, 2008: 36) or the teaching of certain values will necessarily inspire learners to take action; an assumption which is challenged by more critically reflective approaches as detailed below.

3.3.3 Critically reflective approach

This framework for GE is less directive and more critically reflective in its approach. It focuses on the broader skills needed for living in a globalised society through critically challenging dominant assumptions about the world and about the best way to go about improving it. It questions notions of universal values and an overemphasis on concepts such as 'common humanity' or compassion and empathy, which can risk leading to paternalistic or charitable action without critically exploring the complexity of global issues and potential complicities in halting real social justice (Andreotti, 2006, 2008b). Rather than seeing GE as teaching “a specific moral point of view” it promotes a more self-reflective approach which supports “reflection on ethical or moral values” (Asbrand, 2008: 43) and individual autonomy. Rather than emphasising interconnectedness through rooting issues at the local level, this approach focuses on the development of abstract thinking skills which enables learners to develop “a global ethic” or a “*consciousness* of global reality” (Dower, 2003) which makes all human suffering equally relevant to our daily lives. This is based on the notion that ethically we should be as concerned about distant people and problems as we are about those in our local sensory environment (Scheunpflug and Asbrand, 2006). However, this is indeed a challenge within a “global village” in which individual citizens don't feel they live in a global village

on a daily basis, but are very much rooted in their local contexts (Ignatieff 1994 in Pike, 2008: 225). This approach therefore takes learners out of their local context by developing skills to analyse issues from multiple perspectives, to question assumptions and universal notions of values and knowledge and to develop the skills to deal with uncertainty and complexity in today's world (Andreotti, 2006, 2008a; Scheunpflug, 2003). Proponents of this approach thus believe that GE cannot aim to change behaviour or cause a 'change in consciousness' but can only attempt to provide a conducive learning environment for self-organised learning (Scheunpflug and Asbrand, 2006: 37). In this sense, “GE is therefore not about changing the world, but about promoting learning” (Scheunpflug, 2011: 40).

3.4 Relating the discussion to the Slovene context and my research question

The perceived pitfalls of GE within the Slovene education system detailed in Chapter 2 reflect the challenges experienced in formal education systems more widely in Europe as detailed above. However, as mentioned in the previous chapter, the wider educational framework in Slovenia is supportive of many of the GE elements detailed in this chapter. It places particular emphasis on the integration of participative learning methods, dynamic use of knowledge and critical thinking skills which resonate with that of a GE learning environment. Yet in practice does this pose challenges within the formal education system which tends to be based on compartmentalised learning for the purposes of assessment? To what extent are global issues taught about as fixed forms of knowledge to be reproduced for the exams or as dynamic content to be actively engaged with through participative learning processes? Interestingly, the debates about normative social justice values or the development of autonomous moral judgement within GE are similar to wider debates about the position of values within the education system in Slovenia, as mentioned earlier. What implications does this have for GE practice? Finally, the recognition of the difficulty in developing a 'global ethic' (Dower, 2003) amongst

learners who don't experience the notion of a 'global village' on a daily basis may be particularly pertinent to the Slovene context which has a relatively homogenous society (Strajn, 2008). These key elements and questions will be responded to through using the following conceptual framework to analyse my data in order to answer my overall research question.

3.5 Conceptual framework and conclusion

This chapter has outlined the defining elements of GE. It has provided an overview of some of the key approaches to global education in practice and indicated possible overlaps with the wider educational framework in Slovenia. The following conceptual framework summarises the above review of the literature into three typologies of GE which will be used as a tool to analyse my research data. In reality, these typologies are not clear cut and overlaps obviously exist but they serve as a useful tool for analysis in order to help determine both current perceptions and practices of GE in the case-study schools.

Conceptual framework

	Uncritical approach	**Active approach**	**Critically reflective approach**
Purpose	To learn about the world and become more aware of global issues	To encourage active engagement with global issues through taking action for social change	To encourage critical engagement with global issues and self-reflection
Role of school in GE	To cover global issues in relevant curriculum subjects; limited active engagement	To motivate and empower pupils to become active citizens working for a better world	To enable pupils to develop as autonomous, critically minded global citizens
Teaching methods	Predominantly transmissive	Participative: project, activity and action based learning; "moral communication" (Asbrand, 2008)	Participative: discussion-based, self-reflective learning
Knowledge	Fixed bodies of knowledge to be transferred and learnt	To be understood, discussed and used to take responsible action	- To be critically analysed from multiple perspectives -To be used to question assumptions and reflect on one's own position in the world
Skills	-Understanding and remembering -Applying knowledge within 'closed' contexts (e.g. assessment frameworks)	-Willingness to play an active role in society -Belief that people can make a difference -Challenging injustice and inequality through action for societal change	-Analysing issues from multiple perspectives - Challenging injustice and inequality through self-change -Thinking critically and challenging assumptions
Values	Theoretical learning about normative values e.g human rights	Empowerment to take action based on normative values (eg. empathy, solidarity)	Empowerment to make own moral and value judgements
Local-global linking	Global issues learnt about and compared at different levels but limited connections made between the levels	Connecting the local and the global through 'thinking globally, acting locally'	Connecting the local and the global through developing a critical global consciousness

Chapter 4: Methodology

4.1 Introduction

As illustrated in the previous chapters, there is a common perception that GE is not very familiar to teachers and is not widely integrated into current educational practice (Arnuš, 2010; Suša 2009). Furthermore, little is known about pupil's experiences of GE at school. Nevertheless, the wider educational framework would appear to be broadly supportive of progressive education which would indicate a favourable environment for the inclusion of GE. I therefore felt it was important to research teachers familiarity with GE and their understanding of it given the wider educational context they are operating within. Yet given the perceived gap in educational policy and its actual implementation, I also wanted to gain an insight into the extent to which the school environment was conducive to GE in practice. Given the importance of voice in development education through the inclusion of multiple perspectives, I was interested in gaining the perspective of three of the most important stakeholders within an individual school context: headteachers, teachers and pupils. I therefore composed the following research questions, focusing on both perceptions of GE *per se,* and perceptions of GE in practice:

4.2 Research questions

The principal research question is:

- How is GE perceived and implemented within two secondary schools in Slovenia?

In order to answer this overall question I will investigate the following two sub-questions:

- What do teachers perceive GE to be about?
- To what extent is GE implemented in practice?

The first research question aims to determine the meaning that teachers and headteachers assign to GE. The second question investigates the extent to which headteachers, teachers and pupils think GE is implemented in practice. This two- step

approach enables an insight into the convergences and divergences between perceptions of GE and actual practice and enables an initial investigation into reasons for this.

4.3 Pragmatic approach

The research focus on perceptions of GE required a constructivist approach which would allow for an exploration of the concept from participants eyes, through the ways in which they assign meaning to the world around them. However, my focus on obtaining multiple view points within a limited time-frame (one day at each school) meant that practically speaking the time consuming nature of qualitative research made it impossible to conduct with all respondent groups. Consequently, my focus then turned to the best way to tackle and understand the research problem, which is characteristic of a pragmatic worldview to research (Creswell, 2009; Johnson and Onwuegbuzie, 2004). A mixed-method case-study approach combining qualitative and quantitative methods was therefore deemed most suitable in order to best answer my research question within the allotted time-frame.

4.4 Case study

My research question does not only seek respondents' views on GE *per se*, but on its presence and practice *within a specific setting,* i.e. the school context. In this respect, case studies enable an understanding of the interlinking between contextual factors and participants viewpoints as they "deal with the case as a whole, in its entirety, and thus have some chance of being able to discover how the many parts affect one another" (Denscombe, 2005: 31). Gaining an insight into these contextual factors, i.e. the way in which the educational system (as perceived and experienced by teachers and pupils) inhibits or facilitates GE practices was of particular importance given the lack of research on GE within the formal school context in Slovenia. Clearly caution needs to be taken in

terms of the generalizability of findings from case studies. Nevertheless, the rationale behind a case study approach is that certain insights may be gained through focusing on a specific case, which wouldn't necessarily be gained through wider scale approaches, yet may indeed be more widely applicable (Denscombe, 2005).

Two case-study schools were selected in an attempt to avoid "the 'radical particularization' of many case studies" (Firestone and Herriot in Schofield, 2000: 79) and slightly increase the generalizability of my findings. For this reason, the schools were selected because of their similarities. The focus of the research is thus not on comparing the schools, but rather on merging and corroborating the results in order to get a general picture of the GE situation. The case element is thus perceived as a supportive role in facilitating an understanding of my "external interest" (Sake, 2003: 137), i.e., the presence of GE within a secondary school setting.

Selection of schools

In the absence of criteria identifying schools involved in GE in Slovenia, I decided to select schools that are part of the Unesco ASPnet. I believed this demonstrated an initial commitment to engaging in certain global issues at the school level. I then selected two secondary schools (both *Gimnazija*) with which I had already had previous contact and could thus most easily gain access. Both schools are located in towns outside of the capital city, albeit in different regions of Slovenia. Although each individual school has a certain degree of flexibility in the way that the curriculum is implemented, they are still functioning within a common educational framework which provides a common context for analysis. Nevertheless, this is not to deny that each case study school will also have "important atypical features, happenings, relationships, and situations" (Stake, 2003: 140) which it is clearly important to bear in mind when determining the extent of generalizability.

4.5 Mixed-methods

My research question is best answered through gaining a holistic understanding of GE which draws on teachers, headteachers and pupils view points. Given that the main focus is on the views of teachers and headteachers with pupils views providing a counter-balance, there was greater need to gain an in-depth, descriptive account from a small group of teachers and a broader, quantifiable response from a wide range of pupils. This meant a combination of qualitative and quantitative methods, characteristic of a pragmatic mixed-method research paradigm (Cresswell, 2009). Indeed, one of the advantages of combining methods is that the "logic of inquiry includes the use of induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one's results" (de Waal in Johnson and Onwuegbuzie, 2004: 17). Patterns will therefore be discovered through qualitative semi-structured interviews with teachers/headteachers which build up one picture (or 'theory'), which is then tested through quantitative questionnaire responses from pupils, as detailed below.

Selection of methods

My decision on research methods was initially informed by a consultative process with the teachers/headteachers of each school. This was particularly helpful, in that it helped me to ensure I used the methods which would best answer my research question and ensure the most effective participation of respondents. This helped to provide an initial framework for developing my final research methods explained below.

Semi-structured interviews with teachers and headteachers

Given that very little research has been done in the field of GE in Slovenia, it was essential to include open ended research techniques in order to enable participants to

assign their own “categories of meaning” to the topic under study (Johnson and Onweugbuzie, 2004: 20). The exploratory nature of qualitative research methods renders them particularly appropriate when studying topics or phenomenon which are new and have not been subject to previous research (Morse 1991 in Creswell, 2009: 18). Besides understanding interviewees perceptions of *what* GE is about, qualitative approaches also enable an exploration as to *why* and *how* GE is present or not.

Selection of teachers

The headteacher of each school was interviewed in addition to 4 teachers of humanities subjects. The selection of subject teachers was based on an assessment of the subjects taught by teachers who attend the GE seminars provided by NGOs. Upon this basis, teachers of geography, sociology, history, English and philosophy were interviewed in each school.

Quantitative questionnaires with pupils

Given the ratio of teachers to pupils in a school setting, in order to reliably ‘test’ teachers view points, there was a need to acquire a representative sample of pupils viewpoints. My focus was thus not on depth, but on breadth and generalizability to the broader population of final year school students. A quantitative questionnaire, with mainly closed ended questions was compiled for ease of analysis and due to the fact that it could be easily applied to a large sample, meaning that the results “are likely to be generalizable and reliable statistically speaking” (Denscome, 2003: 233). The deductive nature of quantitative research enables it to test and validate teachers viewpoints.

Selection of pupils

60 pupils from each school responded to the questionnaire. Pupils were selected from the final year of secondary school due to the fact that they have been through the school

system and are in a good position to reflect on their overall experience.

Concurrent research

I adopted the concurrent mixed methods approach to my research design, collecting both sets of data at the same time and then integrating the findings in the data interpretation phase (Creswell, 2009). This was a pragmatic decision because I was only able to arrange one data collection day in each school.

Additional interviews with external stakeholders

Three interviews were conducted with people external to the case study school environment. This included Rene Suša, the Chair of the WGGE, Natalja Komljanc from the National Institute of Education who is part of the multistakeholder group on GE and Mitja Sardoč from the Pedagogical Institute who works on Citizenship Education. The rationale behind these interviews was to provide background information to the wider situation of GE in Slovenia within which to situate my findings.

4.6 Ethical considerations

Written consent was obtained from the headteacher to have access to the school, teachers and pupils for the purposes of my research, as well as from all teachers interviewed (see Appendix V for participant consent forms). All respondents were ensured that the data would be treated anonymously and confidentially, and they had the chance to opt out at any point during the research.

4.7 Conceptual framework for the research

The fact that 'GE' is not a term widely used within schools in Slovenia, meant that it was necessary to break down the concept into ideas and concepts which would be understandable to respondents. Lines of questioning for both the interviews and

questionnaires were developed based on the conceptual framework arising from my literature review in Chapter 3 in order to ensure comparable data sets for analysis in the final stage of research (questionnaires and interview questions are included in Appendix III and IV). A list of 10 themes was drawn up in order to create a common content focus. Key to ensuring the terminology used in the interviews and questionnaires were 'user friendly' was the piloting process, as detailed below.

Pilot questionnaires and interviews

The questionnaire was piloted on a group of 30 final year students at one of the schools. After filling in the questionnaire, pupils provided comments and feedback for improvement. The questionnaire was consequently redefined in light of these suggestions and through an individual process of reflecting on the limitations of the results I had received. I realised that some questions needed to be restructured in order to be more focused and produce useful results for analysis. Further feedback to the modified questionnaire was also provided by one of the main GE NGOs and several further adaptations were made. The interview questions were piloted with one teacher and several minimal linguistic changes were made. The final questionnaires and interview questions were translated into Slovene by a native Slovene speaker who is a qualified teacher and has worked within the field of GE.

4.8 Data analysis

Integration of data

The integration or mixing of the data is a key requirement and distinguishing feature of mixed method research in order to “form a more complete picture of the problem than they do when standing alone” (Creswell and Plano Clark, 2007: 7).

The data will be analysed in the following two stages:

Stage 1:

Each research sub-question is answered consecutively in relation to the conceptual framework (Chapter 5)

Stage 2:

The principal research question is answered through summarising the answers to the sub-research questions from stage 1 (Chapter 6). The overall answer is contextualised within the wider educational framework in Slovenia, with brief reference to the GE context in the formal school system in Europe more widely.

Teachers and headteachers responses from both schools are grouped together as one set of data and pupils responses from both schools are analysed descriptively and grouped together as another data set. These two data sets are mixed, contrasted and analysed in relation to the conceptual framework developed in Chapter 3.

The analysis of the first research question relates only to teachers and headteachers responses and is used to gauge an understanding of overall familiarity with GE *per se*. The analysis is therefore considerably shorter than that for question 2, which seeks greater elaboration and exploration into actual practice, and includes both pupils and teachers/headteachers responses. Pupils' responses are used to provide a brief introduction to the global dimension within the school context at the start of the analysis to question 2. The remainder of the analysis is then structured in terms of teachers' responses, with pupils' responses serving as a counter-balance. In this respect, the study doesn't intend to analyse everything that came out of the questionnaires but to coherently integrate the relevant elements in light of teachers' answers.

4.9 Challenges and limitations to the research

One of the key challenges present within the research was the language dimension. This

posed a challenge in the data collection process in terms of GE terminology and ensuring it was appropriately translated into Slovene. Although the piloting process enabled this to be verified to a certain extent, there may have been differences in conceptual understandings amongst respondents, particularly given the lack of familiarity with the GE field.

Furthermore, 8 out of 10 of the interviews were conducted in Slovene and two in English (with the English teachers). I felt respondents were likely to feel more comfortable in their own language, and more likely to respond openly and in-depth which would increase the validity of my results. However, the fact that I was conducting the interviews in a second language may have heightened the interviewer effect and the way in which they understood me and the research questions. Equally, respondents may have tried to simplify complex answers in order to avoid misunderstandings and it may have been harder to develop a rapport between interviewer and interviewee. At times I felt that the spontaneous nature of semi-structured interviews meant that some of my 'unprepared' questions were not put across as clearly as they could have been, and this may have influenced the responses. Equally, interpreting and analysing the data in a different language and then translating it into English could have led to certain misunderstandings or misrepresentations of respondents. In order to limit the implications of this on my research results, respondents were sent a brief overview of my field of research beforehand. Interviews were also transcribed and sent back to respondents to check, in order to avoid any potential misunderstandings or misinterpretations of what was said. This also provided me with an opportunity to clarify any further questions I had.

Carrying out the research sequentially also meant that all my research questions were predetermined and I lacked the flexibility to design the questionnaire for pupils in accordance with what had been told to me by teachers and this may impact upon the

coherency of the findings. Whilst teachers were able to construct their own framework of GE through assigning their own meanings to it, the pupils' framework for responses was fixed by the terms of the questionnaire. This posed certain challenges in the data integration stage as not all elements were present in each of the separate data sets. It also means that pupils were more directed in their response than teachers and their responses may thus be more reflective of my research concerns than their real opinions (Bryman, 2008). Furthermore, I was not present within the classes where the questionnaires were being carried out which meant I was unable to clarify any misunderstandings.

Finally, due to the lack of academic research or literature on GE in general, but especially in Slovenia, several sources used within both the landscape and literature review chapter were written by NGOs. Although they don't meet the peer-reviewed standards of academia, they nevertheless provide a valuable source of information.

4.10 Conclusion

As detailed above, this study applied a mixed-method case study approach to research within two secondary schools. This approach enabled an in-depth exploration of headteachers/teachers views on GE, with pupils' views acting as a counterbalance. Obtaining the views of multiple stakeholders also enabled a richer and more holistic response to my principal research question.

Chapter 5: Presentation and analysis of findings

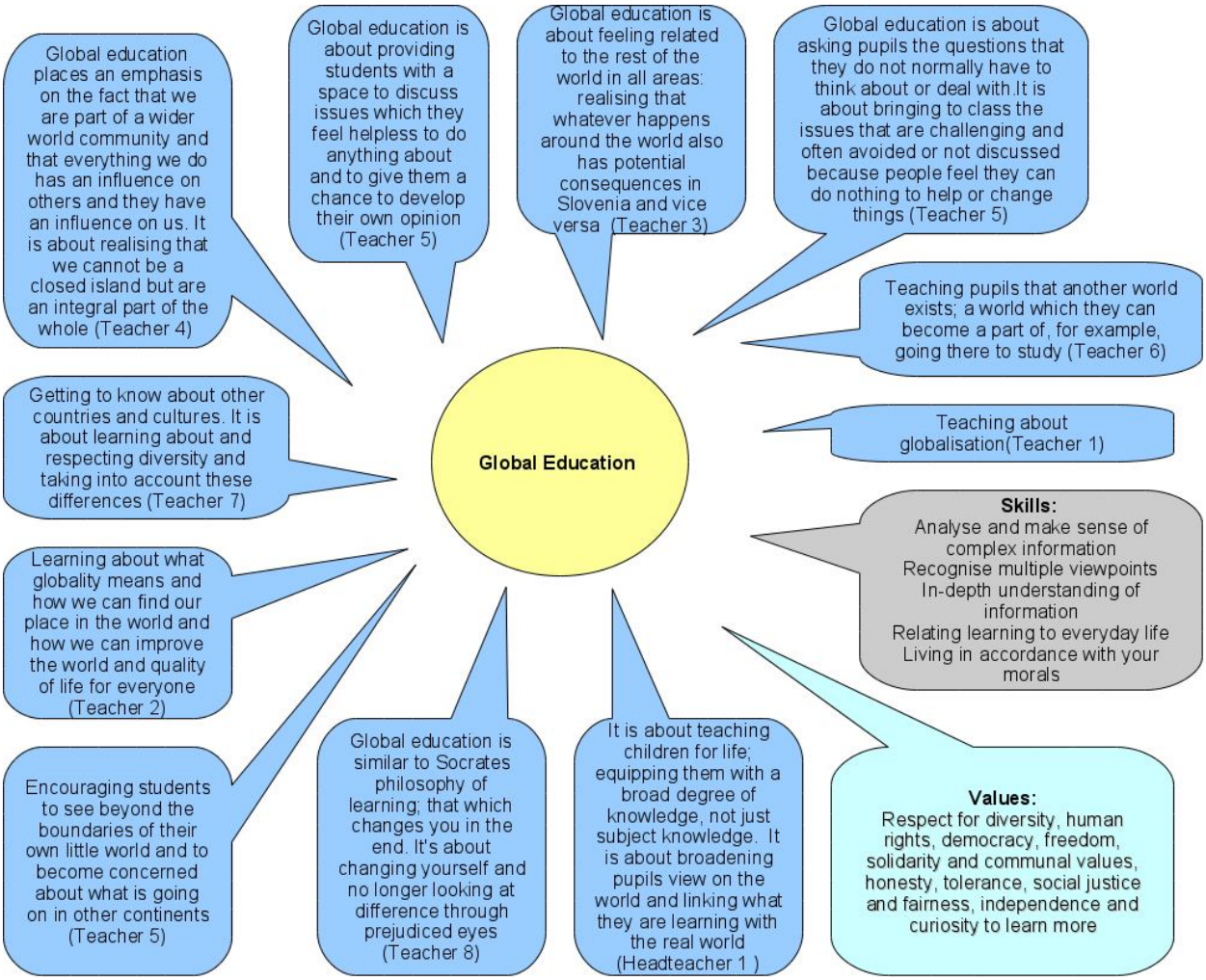
5.1 Introduction

This chapter presents and analyses the findings to research sub-question 1 and 2 consecutively. Firstly an insight into teachers' perceptions about GE is provided. This is then summarised in relation to the conceptual framework in Chapter 3 in order to provide an answer to research sub-question 1.

This is followed by the presentation and analysis of findings in response to research sub-question 2. An overview of GE within the school context is provided initially through drawing on pupils responses. This initial picture is then explored in further detail through integrating teachers and pupils responses in relation to the three GE typologies presented in the conceptual framework in Chapter 3. It then provides an overall analysis of the interplay between the elements from each typology in order to reveal the overall characteristics of GE implementation in answer to research question 2.

5.2 Research question 1: Teachers'/headteachers' perceptions of GE

In order to gain a holistic understanding of their perceptions of GE, headteachers/teachers were asked what GE means to them and what skills and values they feel that pupils need in the 21st century. The following diagram summarises their responses:



A summary of the above elements suggests that teachers and headteachers perceive GE to be about:

- teaching children for life and enabling them to relate what they learn at school to the real world and everyday life
- providing a space to discuss difficult and controversial issues
- recognising interdependence and local-global links
- transformative learning which changes the individual and society
- the ability to assess and evaluate information from various perspectives
- in-depth exploration of issues

- developing values of tolerance, respect for human rights and diversity
- values of social justice and living in accordance with your morals and values

5.2.1 Discussion

Despite the fact that there is no official GE strategy or global dimension to the curriculum, the evidence suggests that teachers and headteachers have a good understanding of the key tenets of GE. They appear to have a holistic understanding of GE based on a broad approach to learning which enables learning for life and the 'real world' as opposed to solely for academic purposes or exam success. Teachers mentioned the ability to make learning relevant and to gain an in-depth understanding of complex information through processes of analysis. Indeed, Headteacher 1 elaborated on the need for broader learning for use in the wider world, highlighting the need for flexible knowledge given the rapidly changing nature of global society. She questioned the notion of fixed knowledge, stating that:

> *"there is always the question as to how much of what they (pupils) have to learn is really vital to know, because I believe that the world is changing so fast and constantly placing different demands on people in terms of what we are supposed to know, that it often seems to me that some things are already outdated as soon as you learn them!"*

This reflection indicates the importance of developing the skills to be able to analyse, apply and potentially adapt knowledge in line with a constantly changing world. Furthermore, one teacher recognised the need to provide a space for pupils to discuss issues in order to develop 'their own opinion'. This reference to participative learning processes also resonates with active and critically reflective GE approaches. Finally, several teachers felt that bringing a global perspective to their subjects was done

intuitively and was part of being a good teacher. Teacher 3 stated that "*being a teacher is trying to teach them to be responsible grown ups sooner or later, not just to teach them maths or whatever your subject is."* These perceptions of GE clearly go beyond 'learning about the world' and make reference to the development of skills and values in line with more active or critically reflective approaches to GE as outlined in the conceptual framework in Chapter 3. However, given that there is no official global dimension to the curriculum, many of these elements could simply equate to teachers referring to progressive or 'quality' education for the 21st century which currently underlines education reform in Slovenia as outlined in Chapter 2, as opposed to GE as a specific discipline.

Specific GE elements

Nevertheless, several teachers did appear to go beyond principles of progressive education, bringing their definitions in line with several of the unique elements associated with GE as detailed in the literature review. This includes mentioning its transformative nature and the ability to assess information from multiple viewpoints, as well as the social justice dimensions and the importance of making local-global links. Indeed, the transformative nature of GE towards greater social justice was acknowledged through an emphasis on understanding one's place in the world and striving to improve the world based on values of solidarity, social justice, tolerance, respect for diversity and human rights. Equally, several teachers referred to self- reflection and transformation, emphasising 'changing yourself and no longer looking at difference through prejudiced eyes' as well as 'asking pupils the questions that they don't normally have to think about' which indicates a certain notion of challenging assumptions which is reflective of a critically reflective approach to GE as outlined in the conceptual framework.

5.2.2 Conclusion to research question 1

In conclusion, teachers' perceptions of GE appear to draw on wider notions of progressive education present within the wider educational framework, although several specific GE dimensions were also mentioned. Responses relate to elements of all three typologies in the conceptual framework in Chapter 3. However, overall teachers/headteachers appeared to have an understanding of GE which goes beyond the uncritical approach often associated with schools, and includes elements of both active and critically reflective approaches. They have emphasised both higher order thinking skills, discursive learning and self-transformation- all characteristic of critical approaches to GE. Reference has also been made to transforming society, making local-global connections and normative values of tolerance, solidarity and respect for human rights- characteristic of active approaches to GE. However, generally speaking little reference was made to the learning environment or interactive pedagogy associated with GE. This lack of emphasis on participative learning processes would appear to correlate with wider challenges to incorporating GE within the formal curriculum across Europe, as mentioned in Chapter 3. Furthermore, none of the teachers explicitly mentioned the role of GE in encouraging critical thinking or challenging assumptions. Indeed, some teachers appear to perceive GE to be about 'learning about the world' or learning 'about globalisation' as opposed to how a globalised society impacts upon the learner. Whilst others emphasise a sense of 'one-worldliness' in terms of recognising the interdependencies and interconnectedness, no reference was made to critically assessing local-global links or to global power relations influencing these links. This suggests a certain overlap with a more transmissive, uncritical approach to GE, as detailed in the conceptual framework.

Taking into consideration this understanding of GE, the following section will look at the extent to which these perceptions are translated into practice within the school

environment, in order to answer the second research sub-question. It provides an insight into the reality of the school environment and reveals key tensions in implementing holistic forms of GE in practice.

5.3 Research question 2: GE in practice

As outlined in the conceptual framework, the role of the school in GE can range from teaching pupils about the wider world, to engaging them in activities and actions for a better world, to developing pupils as critically minded, autonomous global citizens. The following section provides a brief overview of the current 'global dimension' within schools and then analyses the data using the three typologies developed in the conceptual framework consecutively.

5.3.1 The global dimension

The following table presents a summary of pupils opinions in terms of the coverage of global issues in school subjects. Whilst Geography and Sociology have the strongest 'global dimension' in terms of content coverage, each of the global themes are covered in at least 5 subjects or more, which indicates that pupils are being exposed to the topics from various subject perspectives:

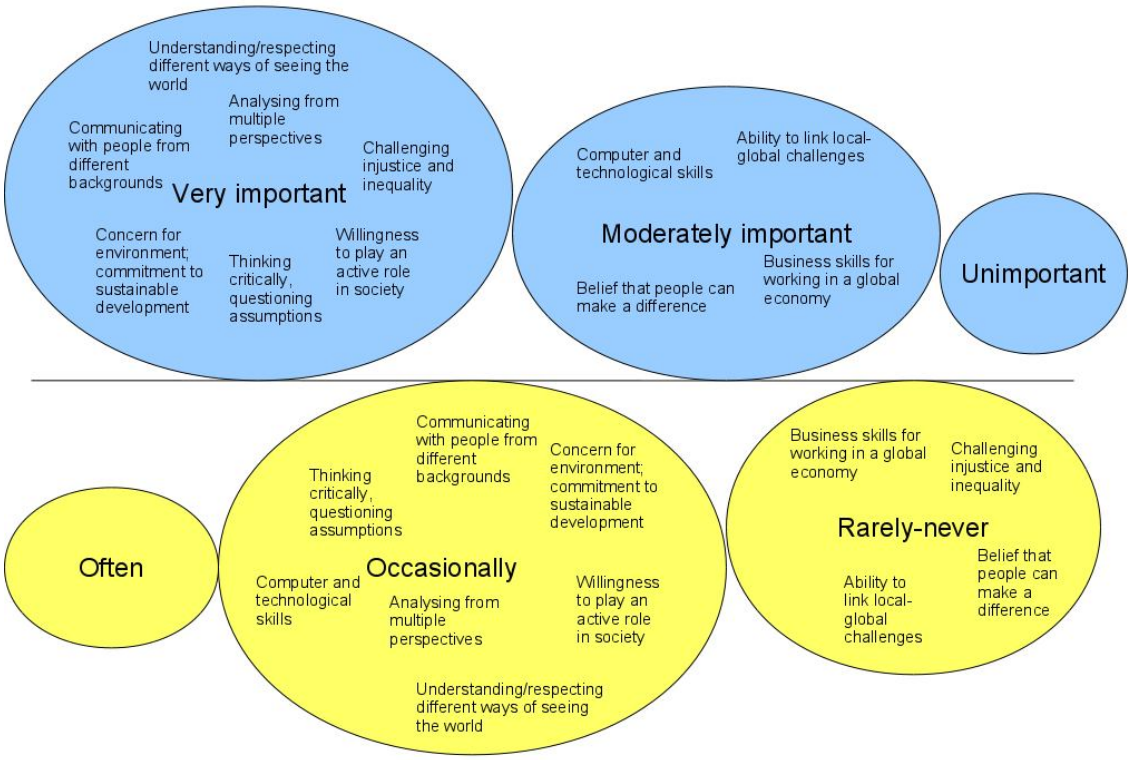
Presence of GE themes within obligatory school subjects:

GE theme	No. subjects covering this theme	Main subjects covering this theme
Human rights	7	Sociology, English, History
Prejudice and discrimination	7	Sociology, English, Psychology
Diversity in society	7	Sociology, Geography
Sustainable development	6	Sociology, Geography
Poverty	6	Sociology, Geography
Globalisation and interdependence	5	Sociology, Geography
Peace and prevention of conflict	5	Sociology, History
Development and humanitarian aid	5	Sociology, Geography, English
Climate change	5	Geography, English, German
Social justice and inequality	5	Sociology, Geography, History

All teachers acknowledged that they covered most, if not all, of the ten GE themes shown in the table. However, they felt limited in terms of the extent to which they could explore these topics in depth due to the large quantity of curriculum material they are under pressure to get through. Nevertheless, GE related content is present across the formal curriculum and a variety of projects and activities including elements of GE are also on offer to pupils (see Appendix VI). Questionnaire results also reveal that pupils are interested in learning about all of these global themes and feel they have a good understanding of most of the issues. However, as discussed in Chapter 3, GE is not just about 'covering' particular topics but about developing the knowledge, skills and values to put the learning into practice.

In this respect, although pupils feel that their teachers have encouraged them to develop the skills to 'link what they are learning at school to the real world', 'become a responsible and socially aware citizen', 'contribute to a better world', to 'develop and express their own opinion' and 'see the links between their lives and the lives of others around the world' (Q7 questionnaire) they feel that in practice they have had limited opportunity to develop related values and skills at school (Q8 questionnaire). The diagram below contrasts the skills and values which pupils feel are important for their future with the opportunity they felt they had to develop them at school. It presents 9 GE skills and 2 further skills (computer and technological skills and business skills for working in a global economy) which were added for the purpose of gaining an overall understanding of pupils' priority skills for the future.

Skills and values pupils consider to be important for their future



Frequency with which pupils felt they had the chance to develop these skills and values at school

The diagram suggests that recognition of the importance of these values and skills is very high amongst pupils, with an apparent emphasis on social justice oriented skills, as opposed to business or technological skills. However, the opportunity to practically develop the skills and values at school appears to occur 'occasionally' or 'rarely'. This may suggest that teachers are 'theoretically' encouraging pupils to develop these skills and values through 'moral communication' (Asbrand, 2008) in lessons yet to limited effect in practice. This sets the stage for the ensuing discussion which explores the school context in terms of the extent to which it enables pupils to learn about global issues and at the same time develop the skills and values which they consider important for their future. The relationship between knowledge, values and skills within the school environment will be explored in relation to the three typologies developed in Chapter 3.

5.3.2 Typology 1: Uncritical approach to GE

This approach tends to relate predominantly to transmissive learning about the world and applying knowledge within primarily 'closed contexts' such as for the purposes of assessment, as detailed in the conceptual framework. It is often associated with school-based GE. In order to determine the nature of learning about global issues within the school context, the following discussion provides an insight into the learning environment at school.

Teaching methods

Teachers emphasised that the main focus of the secondary school system is learning large quantities of facts and information to be reproduced in the exam. Although most teachers said they used a combination of teaching methods, many felt that frontal teaching predominates as it enables a great deal of information to be passed to pupils as efficiently as possible. Teachers mentioned the time-pressure of getting through curriculum requirements and stated that an interactive approach to teaching is time-

consuming and more difficult to do. Headteacher 1 said that she would describe innovative modern teaching methods as ***"****the cherry on top of the curriculum"* stating that:

> "*It is difficult to find the time to ensure that pupils are adequately prepared for the exams on the one hand, and to carry out manifold activities, which enrich the lessons and provide pupils with a greater breadth of knowledge on the other hand."*

Pupils felt that teacher led sessions using the textbooks were the most common way in which a lesson was conducted yet 8 out of 10 pupils also felt that discussion 'often' or 'occasionally' formed a part of their lessons, which indicates active pupil participation and discursive learning. However, Teacher 1 said the time constraints of the curriculum mean that "*the debates are carried out quickly; usually in one school hour...we are definitely restricted in terms of the depth with which we can explore content*."

According to pupils, group work, projects and independent research are the least frequently used methods, with 7 out of 10 pupils stating that they 'rarely' or 'never' do independent research and 6 out of 10 'rarely' or 'never' get involved in projects or group work. These figures are relatively high and raise questions as to the extent to which pupils are actively engaged in the learning process. Nevertheless, Teacher 2 pointed out that the current system is slowly changing in line with the updated curriculum, stating that:

"a*s teachers we need to see ourselves more as leaders, mentors, facilitators and coordinators of lessons and pupils must be active and able to independently acquire knowledge."*

Indeed, teachers said that they use a range of resources on top of the standard textbooks and try to encourage student-led learning by getting pupils to research a particular topic and make a presentation to the class.

Yet most teachers seem to agree that key ideas and concepts are best taught by frontal lectures, and once pupils have gained this 'knowledge basis' teachers can then introduce more interactive learning methods. Three teachers also felt that there should be a difference between the methods used for younger and older pupils. They felt that in the first two years of secondary school there is more of a focus on transmitting facts and information through frontal teaching modes in order to broaden pupils knowledge base. Then in the final two years interactive methods and the problematisation of topics can be introduced. This suggests a sequential notion of the development of lower order to higher order thinking skills and a need to 'fill' pupils with knowledge to a certain extent before they can be expected to use it, characteristic of a more transmissive or 'banking' (Freire, 1972) type of education as outlined in Chapter 3.

Pupil passivity

Several teachers expressed concern that pupils were rather passive and unsure about how to express their opinions when they have tried to incorporate more participative learning approaches. As Teacher 5 said "*...even if they have a sort of vague opinion, they can't really express it because they never have*" saying that "*pupils like to be told things rather than asked for their views*". Equally, Teacher 8 felt that "*pupils like to copy things down- that is their ideal lesson...you can see that they prefer it if you write something on the blackboard and they then copy it down. They like to remain passive.*" According to Teacher 5, trying to include a debate in the classroom therefore either meant being faced with having "*to drag things out of them*" or resulted in a situation where "*in the end it may be you who does all the talking and they probably will want to take notes about*

everything that you say, because that is what they are used to and it's easiest for them."

This recognition of the passive environment within which pupils usually learn suggests that pupils may not systematically be provided with the chance to develop the skills to use their knowledge in practice. As Teacher 1 summarised:

> "*our education is still very much based on learning facts and information. We are slowly moving towards a system in which we guide pupils to find the information they need to resolve a certain problem. But the fact that everything is geared towards the final exams limits the extent to which we are able to problematise the topics in our lessons.*"

Local-global links

Whilst teachers and pupils felt that there was a global dimension to the teaching in that topics were looked at on the national, regional and global level, in several cases this appeared to be approached in terms of *comparing* or *learning 'about'* the same issue in different places, as opposed to exploring the interdependence, relationships and links *between* the different levels. For example, Teacher 2 stated that:

"*we look at how human rights are dealt with in Slovenia, and how they are dealt with in somewhere in an undeveloped region of the world. Then also in those countries which formally recognise human rights, but in practice they are violated...*".

Although it may make pupils more globally aware, it doesn't necessarily make local-global links and interdependencies more relevant to the lives of learners, which is an important element in both active and critically reflective approaches to GE, as outlined in the conceptual framework.

Conclusion

This evidence would suggest that whilst there is learning about global themes taking place, the content is delivered primarily as fixed 'bodies of knowledge' (Bourn, 2008a,b) to be learnt and reproduced for the final exam. This is reflective of the uncritical school based approach to GE detailed in the conceptual framework. Although teachers stated that more interactive learning is included in the final two years of secondary school, this may be limited to short debates. Group, project and individual research work appears to be lacking throughout the 4 years of secondary school. In this case knowledge is seen as a fixed product related to exam success, rather than an active process characteristic of more critically reflective forms of GE. This could be compromising not only pupil's breadth of knowledge, but the extent to which they are able to activate the knowledge so that is made relevant to their lives and helps shape their values, attitudes and behaviour.

5.3.3 Typology 2: Active approach to GE

This approach involves schools encouraging pupils to become active global citizens; enabling them to get involved in activities, actions and projects to help contribute to a better society. Teachers at both schools recognised the important role that schools play in this respect yet in practice it appears to be allocated to extra-curricular and ad-hoc activities, characteristic of much GE practice within formal school settings as detailed in Chapter 3.

Both schools mentioned two main approaches to enabling pupils to become actively engaged in global issues, make local-global links and to develop the skills and values outlined in the active GE approach in the conceptual framework:

Projects encouraging local action

Both schools offer a variety of extra-curricular activities, projects and humanitarian actions which enable pupils to become actively engaged with global issues and/or take action at local level. Notably, one school had a combined environment and humanitarian project *Preserving Slovenia, Helping India* whereby pupils collected used paper which was bought by the local recycling company and the money was then used to help a school for children in India. The schools also participated in various fundraising activities for different causes and pupils made clothing donations to the Red Cross. Both schools got involved in the national day of action *Clean Up Slovenia* and are involved in an *Environment Online* learning community which encourages students to act locally and think globally with regards to the environment. Further details on these and other projects and activities are detailed in Appendix VI. These activities provide excellent examples of ways in which pupils are able to actively engage with global issues within the school framework. However, they tend to occur predominantly outside of formal lessons, in extra-curricular activities where teachers don't feel restricted by curriculum material and assessment.

Bringing global issues to the local level through inviting speakers

Both schools also invite speakers or activists to give presentations in order to bring global issues to life and inspire pupils to become engaged in local action for a better world. As Teacher 8 said

"*until you really 'feel' the problem, until there is a revolt inside of you, learning about these issues is no more than further study material. I think that is the problem*."

For example, a well- known Slovene activist working in Sudan gave a presentation about the genocide in Sudan. His organisation funds cameras which local people can use to

bring the perpetrators of violence to justice. Pupils are then able to get involved in fundraising for these cameras. However, although some pupils were touched by his presentation, Teacher 6 felt that many failed to understand why he felt that such a distant place as Sudan was of his concern. She felt that pupils are "*wrapped in their own little cocoon*" and appear to have a "*well it wouldn't happen to us*" kind of localised mentality which inhibits their ability to empathise with others and recognise local-global interconnections. Several teachers in one of the schools felt that this type of reaction was because the region of Slovenia in which they are based has a very 'homogenous' society which hinders recognition of local-global links as the idea of living in a 'global village' was not their experience of everyday life. Headteacher 1 mentioned that pupils are shocked at the time, but then put it to the back of their minds because it is the easiest way to deal with it. Although presentations do bring the topic to life, the learners however still remain relatively passive unless there are follow up activities afterwards in which they are able to put their learning into practice and further explore the issues. Although several teachers did mention that they try to do this, many mentioned they are limited due to time constraints and the quantity of curriculum material they need to cover.

This approach may thus reflect 'moral communication' (Asbrand, 2008) to pupils about values of empathy, solidarity, compassion as detailed in Chapter 3, but limited active engagement with the issues. Indeed, 5 out of 10 pupils felt they rarely or never had the chance to 'link global and local problems and challenges' at school. As Teacher 1 said

> "*pupils would definitely learn more easily, more intensively and long-term through project learning. That is to say, when they actively participate in their own learning, search for information, do some field work etc. But time-wise this approach is very demanding. We are often restricted to a certain space, to the curriculum and thus to the screening of a short film, which we then problematise.*

Then we have to move on."

To what extent are pupils empowered to take action?

Given that many of the projects, activities and presentations mentioned above are extra-curricular and not always obligatory it is questionable whether involvement is actively encouraged or whether it is left to chance and individual pupil interest. As Headteacher 1 summarised:

"*the priority is on acquiring formal knowledge because that is how the school system works and pupils need to have a certain amount of knowledge at the end of their schooling. But I think teachers constantly give pupils the opportunity to look for more information through the online classrooms which we have where they can see and evaluate the theoretical knowledge which they have gained in the classroom...but it is the formal knowledge that is graded and this is what defines the form of learning...and then there are the extras.*"

Indeed, several teachers felt that the school system overwhelms pupils with large quantities of information which can lead to them feeling that they don't have time for these 'extras'. Headteacher 1 explained that:

"these extra- activities are an additional burden for pupils who often say 'why would I become involved in this or that project or activity if it then means I lack time to learn what I really need to learn to do well in the final exam' and then they only cover what is strictly connected to their academic success. I think this is quite a big problem."

Indeed, Teacher 7 mentioned, that a lot of pupils don't demonstrate this sense of initiative

or interest and unless the teacher actively encourages and motivates them, they are unlikely to engage in these wider learning opportunities. Indeed, it would appear that being part of the Unesco school network has limited influence on getting pupils involved in GE activities at school, with only 2 out of 10 pupils saying they had been involved in any Unesco school projects or activities, although many pupils had been involved in one-off actions such as tree planting and foreign language recitals.

Headteacher 1 mentioned that it is not a problem to get pupils involved for one off actions, but consistent involvement is a challenge. Indeed, two teachers expressed reservations about the depth of engagement in these activities with Teacher 8 saying "*it's more about clearing your conscience than actively working to solve the problem."* Teacher 6 tried to engage pupils deeper in the issues surrounding humanitarian actions by questioning whether they should be 'giving a man a fish' or 'teaching a man how to fish' however, she said "*we try to do this, but it is hard, because it is easier to just collect paper and say OK, we have done something to help and then you don't need to concern yourself with it anymore."*

Consequently, on average pupils felt that they were only 'occasionally' encouraged to develop a 'willingness to play an active role in society'. Furthermore, 5 out of 10 pupils felt they had 'rarely' or 'never' had the chance to develop the skill to 'communicate with people from different backgrounds' or to 'develop the belief that people can make a difference'. Likewise, 6 out of 10 pupils felt they had 'rarely' or 'never' had the opportunity to develop the skill to 'challenge injustice and inequality'.

Conclusion

The ad-hoc or extra-curricular nature of activities appears to lead to surface level learning about social justice issues but limited active engagement on behalf of pupils.

Although several efforts are made by schools to engage pupils it would appear that 'moral communication' (Asbrand, 2008) does not necessarily lead to action, especially given that most opportunities for engagement occur outside of formal school time and take pupil's focus away from learning 'what they need to know' for the purposes of grades and assessment. This limits both learning to *take* action, and learning *through* action. It also means that GE is optional and not something which involves all learners as a matter of course.

5.3.4 Typology 3: Critically reflective approach to GE

This approach to GE places less emphasis on taking action *per se* but is more about developing pupils as critical global citizens who are able to think abstractly, challenge assumptions and see issues from multiple perspectives. Learning is largely discursive through debates and exchanges of opinions with others, as detailed in the conceptual framework.

Critical thinking and challenging assumptions

All teachers agreed that although the school system is slowly changing, it is still focused on learning facts over critical thinking. Teacher 6 stated that:

> *"There is so much information to learn, that pupils get lost, and are then unable to make links or connections between what they are learning...they are less inclined to read things independently and they don't know how to probe into the information further, to dissect and analyse it, which means they consequently have a very generalised view of everything. There isn't much real thinking: critical thinking. And they don't develop this because as a matter of course they don't need to"*

If learning is predominantly about memorising large quantities of information and reproducing it for the exams, then there is little need to 'do something with it' apart from learn it. Headteacher 2 felt that *"the system is not about real learning but about getting a grade"* and as Teacher 8 pointed out, this leads to pupils only wanting to "*know the essentials*" needed for the exam through developing the skill "*to gain knowledge as quickly as possible.*" Indeed, Teacher 7 mentioned that the final exam tends to test the recollection of factual knowledge with very limited opportunity to incorporate your own opinion or critical view on the issue being examined. Given that critically reflective skills are not necessarily required to be successful academically, it can risk being neglected by both pupils and teachers, maintaining a relatively passive role for pupils in the learning process. The lack of emphasis on critical thinking was also supported by pupils, of whom 1 in 3 felt that they rarely or never had the chance to develop the skill to 'think critically and question your own assumptions' at school. However, the majority felt that it was one of the most important skills for their future.

Nevertheless, Teacher 2 felt that "*there are more and more active forms of learning taking place, that pupils are aware that what they are learning is just a basis, and that what the teacher says is so, is not necessarily so, but there is a need to think critically*." Indeed, Teacher 6 mentioned that she introduces new topics and themes such as globalisation and development by challenging pupils assumptions, posing critical questions to them such as: Does globalisation mean that we are now dependent or independent? Are we or are we not a part of global society? Are we the developing world? What does it mean to be developed? She also questioned discriminatory practice of 'white society' in exploiting Africa's resources and then refusing migrants or refugees from Africa entry into our countries.

Furthermore, she spoke about how she made global issues relevant to pupils by looking

at the role that pupils may be playing in certain global challenges without necessarily being aware of it. She gave examples of illustrating the exploitation of rare minerals in conflict zones by looking at how workers are being exploited in the mines in order for pupils to have their own mobile phones. She questioned pupils as to the impact and necessity of changing their mobile phone every 6 months. She also stated that she looks at the globalisation of production through focusing on multinationals familiar to pupils and getting them to look at the branded clothing they are wearing, explore the origins and discuss labour conditions etc. This approach is highly characteristic of a critically reflective approach to GE, as it encourages pupils to challenge their assumptions and develop abstract thinking skills conducive to the development of a global ethic (Dower, 2003).

Multiple perspectives

As mentioned in Chapter 3, a key element of a critically reflective GE approach is recognising multiple perspectives and being able to reflect on your own perspective through interaction with others. Several teachers mentioned the ethnocentric nature of the curriculum and tried to counteract it by asking pupils to reflect on how people in different countries might reflect on certain issues. They also mentioned including debates and discussion in their lessons, yet several expressed concern at the fact that pupils tend to express strong and prejudiced view points. This is particularly in relation to discussing local issues, because "*students have very strong opinions and they argue and they can't control themselves. Some of them are, well, intolerant, they are not ready or willing to accept everything and everybody so it can be quite tricky*" (Teacher 3). Several other teachers felt that pupils were unwilling to change their views in discussions and Teacher 5 felt that pupils are able to 'comment' but they are not able to 'discuss'. This means that in some cases discussion ends up becoming an argument or a 'battle of wills' and so some teachers cut discussions short or avoid them altogether.

However, others actively try to respond to it but find it difficult because they need to remain 'neutral'. Teacher 1 therefore said that she tended to deal with the issues from a purely statistical view point in order to counteract the value-judgements made by pupils. Teacher 3 said that she lets the students speak and contradict each other themselves, whilst others mentioned that they try to question pupils back in order to make them reflect on what they are saying, imagine themselves in a different position and how that may alter the way they think. For example, Teacher 6 said that:

"*pupils often generalise about migrants from the South in Slovenia and make negative comments about them not knowing Slovene etc. I then always ask them how they look at Slovene migrants in Germany for example- do they all speak perfect German? And they tend to reply that that is different and I point out that it's not. I try to counter these divisions or double-standards that they have, but its hard.*"

Thus although self-reflection may occur to a certain extent, pressure to remain neutral or focus only on 'facts' within limited time-frames for discussion, as mentioned earlier, may limit the extent of in-depth reflection on perspectives required for deeper transformation in ways of thinking. Furthermore, acknowledgement of pupil's prejudiced viewpoints could reflect a lack of opportunity to discuss issues in-depth at school or to challenge their own assumptions. Indeed, 5 out of 10 pupils felt they 'occasionally' had the chance to develop the skill to analyse information from a variety of different perspectives, whilst 1 in 4 said they 'rarely' or 'never' had the chance to do so. Furthermore, the depth of engagement and real-life exposure within the school context to diverse cultural perspectives appears limited. Whilst pupils felt that the most important skill for their future was the ability 'to communicate with people from different backgrounds', 5 out of 10 said they 'rarely' or 'never' had the opportunity to develop this skill at school.

Nevertheless, one school in particular is making an effort to confront these issues head on and to take a value-stance. Headteacher 2 stated that in recognition of prejudices to immigrants from the South she said she puts her "*hands into the fire and make sure that at this school we deal with themes in a professional and skilled manner*." She refers to examples of inviting speakers to come to the school to talk about controversial issues and make them of relevance to pupils who don't always have direct experience of the issues they appear to have prejudices about. For example, when there was an issue with the Roma community which received a great deal of press, they invited a speaker to come and present to pupils and talk about how it could be resolved. Pupils also read a book about immigrants in Slovenia as part of the cross-curricular human rights project and take part in the Gay and Lesbian film festival. So instead of turning a blind eye to the issues in an attempt to remain neutral, the school is actively attempting to provide pupils with different perspectives on key topical issues in Slovenia so that they can make their own informed value-judgements.

Conclusion

Efforts to include critical thinking, challenging assumptions and multiple perspectives are clearly evident in both schools. However, teachers feel that critically reflective learning is not yet incorporated as a matter of course and much depends on the individual teacher's approach. In-depth consistent critical engagement may therefore be limited. However, on a positive note, Teacher 2 referred to the shifts occurring from transmissive to more critically reflective learning, stating that:

> *"the updating of the curriculum means there will be less emphasis on learning facts but on more active forms of learning, whereby the teacher will in effect be a mentor-no longer ex-cathedra or 'I speak and you repeat what I have said' but*

that what I provide to pupils is a base, some guidelines, which they build on through thinking critically...A good teacher is one which is exceeded by their pupils. Otherwise there would be no further development"

5.3.5 Conclusion to research question 2: To what extent is GE implemented in practice?

This section draws together the different elements of GE practice as presented above, along with some concluding observations from teachers, in order to determine the extent to which GE in practice reflects an uncritical, active or critically reflective approach overall.

Discussion

The evidence shows that overall GE in practice includes elements of uncritical, active and critically reflective learning. Efforts are clearly being made to include more of the latter elements but at present it would appear that the overall school framework for GE renders it more transmissive in practice. This base is then built on either in lessons by teachers including critically reflective approaches when time permits, or through extra-curricular activities or projects, which is often voluntary. Although several teachers were critical of the current emphasis on learning large quantities of factual information for assessment, it would still appear that GE within school lessons concerns theoretical teaching about the world, whilst broader learning which incorporates the practical development of skills and values is left to extra-curricular activities, compulsory electives, projects and pupil initiative.

This suggests a divisive as opposed to holistic approach to GE. Indeed, Teacher 1 felt that:

"*theoretically pupils definitely get taught these skills and values because they are part of the curriculum, and practically, they obtain them through European exchange programmes, visits and through the compulsory electives.*"

This theoretical-practical gap is precisely the divide which GE seeks to bridge in order to ensure that learning does not remain simply theory but is made relevant to learners lives and can be used to empower pupils to become active or critical citizens.

Indeed, it would appear that this theoretical-practical divide comes to the forefront and disadvantages pupils in certain international or European projects in terms of their participation in 'real life' situations, as pointed out by Teacher 5:

> "*With many international exchanges, I have seen students that were so self confident, they believed in what they were saying in a debate, whereas our students, my students, I know that we have covered all those topics, that they know that they could say something, but they were too intimidated. It wasn't really a test, it wasn't something where they could get a mark, yet they simply didnt feel confident enough to express their opinion, with all the learning that they have, because our students learn a lot. It is just that then, in that crucial moment, they never speak up."*

As several teachers pointed out, the school system is creating pupils who are able to reproduce a lot of knowledge but without the skills to know how to apply the knowledge and make it relevant to everyday life.

The notion that pupils *theoretically* have the chance to develop skills, values and knowledge in their lessons, appears to be supported by pupils themselves, who as

mentioned at the start of this chapter all attach a great deal of importance to GE skills and values and feel that their teachers have in theory encouraged them to develop them, but with limited opportunities to practically do so.

Indeed, whilst the majority of pupils felt that the skill of 'challenging injustice and inequality' was important for their future, 6 out of 10 pupils felt they had 'rarely' or 'never' had the chance to develop the skill at school. As mentioned earlier in the chapter, 5 out of 10 pupils felt they were 'rarely/never' encouraged to develop the 'belief that people can make a difference' and only 'occasionally' the 'willingness to play an active part in society'. 1 in 3 pupils felt they 'rarely/never' had the chance to develop the 'ability to think critically and question your own assumptions' and 1 in 4 'rarely/never' had the chance to develop the skill to 'analyse issues from a variety of different perspectives'. This limits the opportunity for transformative learning to take place and may account for the fact that only 1 in 3 pupils felt that learning about these topics had an influence on the way in which they lead their lives. The lack of systematic participatory learning methods throughout the schooling process raises questions as to whether a conducive environment is created to enable learners to engage in-depth with the issues in order to take action as a result of 'moral communication' (Asbrand, 2008) or develop their own moral judgement about social justice through processes of critical reflection.

As a matter of fact, Teacher 8 explicitly questioned the assumption that schools both 'school' pupils as well as enable them to 'develop personally' in terms of ethics and values:

> *“we school them, but whether we bring them up to really internalise these values and attitudes, the answer is no, not yet. We are not nurturing a solidarity-minded Kantian enlightened subject, but rather we are developing happy consumers.*

Even though everyone would say that our school does deal with this, I think we need to focus on it more."

Conclusion

The gaps or divides in the learning process highlighted above are precisely those which GE seeks to bridge. Yet currently the evidence suggests that pupils are developing theoretical knowledge about global issues and a passive *awareness* or *acknowledgement* as to the importance of GE skills and values through a degree of 'moral communication' (Asbrand, 2008) but not to the extent of their development in practice. There appears to be a divide between the learning needed for school, which occurs in lessons, and learning needed for the wider world and personal development which occurs predominantly ad-hoc within lessons or outside of formal lessons. Whilst schools and teachers are clearly committed to including elements of active or critically reflective approaches more within their lessons, they are not yet embedded as a matter of course. Priority appears to be currently given to theoretical learning about global issues characteristic of more of a transmissive or uncritical approach to GE, whilst active and critically-reflective approaches predominate in extra-curricular activities or upon individual teachers' initiatives. This divide appears to obstruct the breadth of learning and the integration of pupils' personal development with their academic development, supported by a statement from Teacher 5 who said:

"*There are students that will learn anything that the teacher says and get a good mark for it regardless of what they think about the subject. And there are others that will try to contradict and discuss things but not necessarily learn everything by heart. So it depends on what they want from the subject- whether they want their personal development or whether they want a good mark."*

Chapter 6: Conclusion

The previous chapter presented the findings of my research in response to the two research sub-questions. This chapter draws together the key elements of these findings in order to provide an overall response to my principal research question and contextualise it within the broader educational context in Slovenia and briefly relate it to the challenges faced more widely in incorporating GE into formal education systems in Europe.

6.1 Conclusion to principal research question: How is GE perceived and implemented within two case study schools in Slovenia

The evidence suggests that teachers/headteachers have a relatively holistic understanding of GE, yet they themselves recognise that in many cases this is not being mainstreamed into everyday school practice. Their perceptions of GE clearly draw on progressive theories of education underlying the wider educational framework in Slovenia. Yet they also make reference to elements specific to GE such as local- global links and interdependencies, values of social justice and self and societal transformation. They perceive GE to go beyond just learning about the world through the transmission of a series of 'bodies of knowledge' (Bourn, 2008a,b) and emphasise the importance of recognising local-global connections and making learning relevant to everyday life. This suggests acknowledgement of the need to breach the gap between learning for exam success and broader learning for life, or linking “abstract knowledge of theory and concrete experiences of everyday life” (da Silva, 2011:21).

However, in practice it would appear that the grades and assessment- driven learning process at school appears to create a divide between transmissive learning in formal lessons about global issues and more active forms of learning outside. In this sense, personal development and the fostering of skills and values appears to occur *alongside*

the overall learning process in schools, rather than as an *integral* part of it. Pupils are thus theoretically learning about global issues and theoretically developing a recognition of the importance of certain values and skills through their lessons, but their development in practice occurs predominantly outside the constraints of the formal curriculum- in compulsory/non-compulsory electives and extra-curricular projects and activities. This clearly limits the depth to which issues are explored as well as the number of pupils engaged. Contrary to my assumption, it also appears that being a member of the Unesco ASPnet is not significant in terms of GE engagement in either school.

Two elements which lacked emphasis in teachers/headteachers perceptions of GE were critical thinking skills and participative teaching methodologies. These also appeared to be some of the weaker elements of GE in practice and may serve to contribute to a more transmissive form of learning about global issues overall given the focus on the learning product over the learning process. Although teachers/headteachers are aware of the limitations of transmissive modes of learning they feel constrained in their ability to include more time-consuming participative methods as a matter of course due to the wealth of curriculum material they need to cover.

6.3 Wider contextualisation

Although this study only provides a very small-scale insight into practice of GE within two secondary schools in Slovenia, the findings appear to reflect both the wider challenges of embedding an integrated approach to GE within formal school systems across Europe, as well as assumptions about GE within the formal school system in Slovenia more specifically. In both cases, teachers face the challenge of an “overstretched curriculum” (Davis, 2009) and the prescriptive and time-constricted nature of educational curricula (Pike, 2008) outlined in Chapter 3. This leads to GE practice being perceived “as add-ons to the real business of education” (Pike, 2003: 233) and occurring predominantly

outside of the formal curriculum, as detailed in Chapter 2 and 3.

However, teachers perceptions about global education appear to indicate greater familiarity with GE than may have been thought. This would seem to reflect the increasing familiarity indicated in Vodopivec and Dolinar's (2012) report mentioned in Chapter 2. Moreover, the fact that teachers drew on wider knowledge of progressive education (which provides the base for current school reforms) in order to conceptualise global education, shows the supportive and influential role which wider educational reform can have for GE more specifically.

Furthermore, it would appear that the gap between GE perception and practice is reflective of the gap between policy and practice within wider educational reform, as mentioned in Chapter 1 and 2. The integration of GE within the formal school system would therefore appear to be highly dependent on the implementation of wider reforms. This suggests that discussion about GE in Slovenia should not be divorced from the educational debates and reform taking place in the broader educational landscape. I believe that GE can make an important contribution to these discussions and the achievement of wider educational goals in practice.

Indeed, the wider educational framework in Slovenia is in theory very supportive of GE as mentioned in Chapter 1 and 2, especially now that the recent White Paper (2011: 44-45) makes explicit reference to the importance of GE for the future. Global themes are included throughout the curriculum, there is a focus on competency-based learning, dynamic use of knowledge and active learning processes, along with support for cross-curricular initiatives. The conducive context for the integration of GE into the formal school context therefore exists. Furthermore, the evidence from this research shows that in practice there are elements of positive interest, commitment to and engagement in GE

on behalf of teachers/headteachers and pupils. Pupils are very interested in learning about global issues and teachers/headteachers recognise the social role of the school in providing a broad approach to learning which educates the whole person. However, the evidence has also shown that pupils have limited opportunity to develop the skills and values to put their knowledge into practice at school and acquire the depth of learning advocated by GE. For this reason, learning remains relatively on the surface level and the depth of active or critical engagement remains limited, despite pupil's interest in the issues themselves. This hinders the development of critically minded and active citizens which the educational system aims for (White Paper, 2011).

6.4 Implications for future GE practice

I propose that future integration of GE within the school system is dependent on finding its place within this broader educational framework and the complementary role it can play in helping to achieve these wider goals. Key is looking at how GE can be integrated in a way that can help support teachers to take forward this broader approach to learning in practice.

Due to the multiple requirements which schools and teachers have to meet, it is important that GE is rooted in schools reality rather than in the reality or aims of outside GE practitioners, as mentioned in Chapter 1. Key to doing so is to embed global education efforts within the wider educational framework through drawing on and making explicit links to the current curriculum. This will not only facilitate the strengthening of the GE dimension but help ensure teacher and school ownership of GE as they see the ties and relevance to what they are already doing. GE can bring the curriculum to life and make learning relevant to learners.

A further key contribution which GE can make is to demonstrate how the integral

development of skills, values and knowledge enriches the overall educational approach needed for success in both formal examinations and in life more broadly; a divide which currently exists and inhibits schools achieving their aims of developing pupils as critically minded, active citizens. Indeed, one of GE's key attributes lies in its belief that "the medium of education and the intended results of education should be the same" (Scheunpflug, 2008: 20). The focus of educational reform from transmissive to transformative forms of learning (Novak, 2009) reflects this understanding of education and provides an opportunity for GE to support schools in facilitating the achievement of their own aims, the aims of the wider educational system and the aims of GE itself. This implies rising to the challenge of showing that:

"GE is something that can infuse meaning into the entire educational system and this huge pool of information that we have available; it is something that operationalises knowledge and makes it useful and connected to our everyday lives" (Rene Suša).

6.5 Final thought

Several teachers mentioned that change within the school system takes time but that the education system in Slovenia is heading in the right direction. Teacher 2 emphasised the importance of GE and transformative education for the future of both the educational system and society itself, stating that:

> *"education provides the foundations for society and how we want it be. It is not just about pupils gaining knowledge, but about developing their emotional intelligence. It is about realising that we can do a lot together and our actions will influence the world in which we live. The schools role is to teach pupils they are capable of changing the world- they just need to want to. In other words, where there is a will there is a way."*

Bibliography

Andreotti, V. *Open Spaces for Dialogue and Enquiry Methodology,* www.osdemethodology.org.uk/groundrules.html. Accessed 28.07.2012.

Andreotti, V. and de Souza, L. (2008a) 'Global learning in the 'knowledge society': Four tools for discussion' in *Zeitschrift fur internationale Bildungsforschung und Entwicklungspadagik, 31. Jg*

Andreotti, V. and de Souza, L. (2008b) 'Translating Theory into Practice and Walking Minefields: Lessons from the project 'Through Other Eyes', *International Journal of Development Education and Global Learning,* Vol. 1, No. 1. p. 23-36.

Andreotti, V. (2006) 'Soft versus critical global citizenship education', *Policy and Practice: A Development Education Review*, Issue 3, p. 40- 51.

Arnuš, N. (2010) *Publikacija o globalnem učenju v Sloveniji*. SLOGA: Ljubljana.

Asbrand, B. (2008) 'How adolescents learn about globalisation and development' in Bourn, D. (ed) *Development Education: Debates and Dialogues*. London: Institute of Education Publications.

Bourn, D. (2012) *Global Learning and Subject Knowledge*. Research Paper No. 4, Development Education Research Centre.

Bourn, D. (2008a) 'Development Education: Towards a re-conceptualisation', *International Journal of Development Education and Global Learning*, Vol. 1, No.1. p. 5-22.

Bourn, D. (2008b) *Development Education: Debates and Dialogues*. London: Institute of Education Publications.

Bryman, A. (2008) *Social Research Methods*. Oxford: Oxford University Press.

Creswell, J. (2009) *Research Design: qualitative, quantitative and mixed method approaches.* London: Sage.

Creswell, J. and Plano Clark, V. (2007) *Designing and conducting mixed methods research.* Sage Publications.

DARE Forum- Development Awareness Raising and Education Forum.http://www.deeep.org/what-is-dare-.html. Accessed 16.08.2012.

Davis, P. (2009) *Development Education and the School Curriculum in the European Union: A report on the status and impact of development education in the formal education sector and school curriculum in member states of the European Union.* DEEEP.

da Silva, M. (ed) (2010) *Global Education Guidelines: Concepts and Methodologies on Global Education for Educators and Policy Makers.* North-South Centre of the Council of

Europe: Lisbon.

DEEEP- Developing European's Engagement for the Eradication of Global Poverty. www.deeep.org. Accessed 05.08.2012.

Denscombe, M. (2003) *The Good Research Guide for Small Scale Social Research Projects* (second edition). Open University Press.

Dolinar, M. and Vodopivec, N. (2012) *Globalno učenje v Sloveniji: Raziskava o globalnem učenju v slovenskih osnovnih in srednjih šolah.* Humanitas: Ljubljana.

Dower, N. (2003) *An introduction to global citizenship.* Edinburgh: Edinburgh University Press.

Eco- Schools Network, www.ecoschools.org . Accessed 18.08.2012.

Eurydice Unit Slovenia (2009/10) *Structures of Education and Training Systems in Europe: Slovenia 2009/10 edition.* European Commission. Available at: http://www.eurydice.si/index.php?option=com_content&view=article&id=1259&Itemid=358

Eurybase (2008/9) *Organisation of the Education System in Slovenia 2008/9.*Available at:http://www.eurydice.si/index.php?option=com_content&view=article&id=1259&Itemid=358

Freire, P. (1996) *Pedagogy of the Oppressed*. New Revised Edition: Penguin Books.

Freire, P. (1972) *Pedagogy of the Oppressed.* Harmondsworth: Penguin.

Glasser, H. (2007) 'Minding the gap: The role of social learning in linking our stated desire for a more sustainable world to our everyday actions and policies', in Wals, A. E. J (ed) *Social learning towards a sustainable world: principles, perspectives, and praxis.* Wageningen Academic: The Netherlands.

Gobbo, Ž. (2011) *Izobraževanje za trajnostni razvoj Slovenija: Poročilo raziskave*. Fokus, društvo za sonoraven razvoj. Ljubljana.

Helin, J. (2009) 'Development Education in School Curricula in Europe: Global Challenge for Estonian Schools', *Citizenship, Social and Economics Education.* Vol. 8, No.2 & 3. p. 129-143.

Hicks, D. (2007) 'Principles and precedents' in Hicks, D. and Holden, C. (eds) *Teaching the Global Dimension: Key principles and effective practice.* Routledge.

Johnson, R. and Onwuegbuzie, A.J (2004) 'Mixed Methods Research: A Research Paradigm Whose Time has Come', *Educational Researcher,* Vol. 33, No. 14. p. 14-26.

Joint Management Agreement between the European Commission and the North-South Centre of the Council of Europe (January 2009 – December 2011) *Description of project/activities - global education and raising public awareness in Europe and beyond.* http://www.coe.int/t/dg4/nscentre/GE/UE-NSC_JMA_en.asp. Accessed 07.08.2012.

Krause, J. (2011) European Development Education Monitoring Report- “DE Watch”, European Multi-Stakeholder Steering Group on Development Education.

Ministry of Education (2007) *Guidelines on Education for Sustainable Development.* http://www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/podrocje/razvoj_solstva/trajnostni_razvoj/trajnostni_smernice_VITR.doc.

Novak, B. (2009) *Prenova slovenske šole*. Znanstvena poročila pedagoškega inštituta. Pedagoški inštitut Ljubljana.

Novak, B. and Kobal, D. (2006) *Objectives of the Slovenian High School Compared with those of selected European Countries.* Paper presented at the European Conference on Educational Research, University of Geneva, 13-15 September 2006. Available at: http://www.leeds.ac.uk/educol/documents/157090.htm.

Novak, B. (2002) 'Changing the paradigm of the Slovene school' in *Oldroyd, D. Leading Schools for Learning- Proceedings of the 10th annual conference of the European Network for Improving Research and Development of Educational Management Bled, Slovenia · September 2001.* Published by National Leadership School, Ljubljana and School of Management in Koper.

Pike, G. (2008) 'Reconstructing the legend: educating for global citizenship' in Abdi, A. and Schultz, L. (eds) *Educating for human rights and global citizenship.* State University of New York Press.

Pike, G. (2000) ‘Global Education and National Identity: In Pursuit of Meaning’ in *Theory into Practice,* Vol. 39, No. 2. p. 64-73.

Scheunpflug, A. (2011) 'Global education and cross-cultural learning: A challenge for a research-based approach to international teacher education', *International Journal of Development Education and Global Learning,* Vol. 3, No. 3, p. 29-43.

Scheunpflug, A. (2008) 'Why global learning and global education? An educational approach influenced by the perspectives of Immanuel Kant' in Bourn, D. (ed) *Development Education: Debates and Dialogues*. London: Institute of Education Publications.

Scheunpflug, A. and Asbrand, B. (2006) 'Global education and education for sustainability', *Environmental Education Research*, Vol. 12, No. 1, p. 33-46.

Scheunpflug, A. (2003) 'Learning and skills for a global society: the education context' in *Learning for a Global Society: Evaluation and Quality in Global Education, Proceedings of the GENE conference* (Global Education Network Europe)

Schofield, J. W (2000) 'Increasing the generalizability of qualitative research' in Gomm, R., Hammersley, M. and Foster, P. (eds) (2000) *Case study method*. Sage publications.

Stake, R. 'Case studies' in Denzin, N.K and Lincoln.S.Y (eds) (2003) *Strategies of*

qualitative inquiry (second edition). Sage Publications.

Strajn, D. (2008) 'Adapting Educational Systems to Social Changes in Post- Socialism', *Journal of Comparative Policy Analysis*, Vol. 10, No. 2. p. 135-149.

Suša, R. and Vodopivec, B. (2011) *National Identity in the Context of Global Citizenship: Central and South Eastern Europe and the EU Mediterranean Countries (Conference Report).* SLOGA: Ljubljana.

Suša, R. (2009) *With Global Education to Global Solidarity: Building Global Citizenship and Intercultural Competencies in Schools (Conference Report).* SLOGA supported by the North- South Centre of the Council of Europe.

Šimenc, M. (2003) 'Citizenship education in Slovenia between past and future' in the *Journal of Social Science Education,* Vol.2. Issue 2.

Temple, G. and Laycock, A. (2008) 'Education for global citizenship: towards a clearer agenda for change' in Bourn, D. (ed) *Development Education: Debates and Dialogues*. London: Institute of Education Publications.

Unesco Associated Schools Project Network (ASPnet) http://www.unesco.org/new/en/education/networks/global-networks/aspnet/. Accessed 16.06.2012.

White Paper on Education in the Republic of Slovenia 2011 prepared by the National Specialist Group for the Preparation of the White Paper on Education in the Republic of Slovenia. Available from: http://www.belaknjiga2011.si/indexen.php.

Zavadlav, A. and Pušnik, T. (2011) *Citizenship education in Slovenia: An analysis of the institutional framework, theoretical backgrounds, teaching curricula and text books in the field of citizenship education.* Faculty of Social Sciences, Ljubljana. Available at: www.drzavljanska-vzgoja.org.

Žakelj, A. (2008) *Posodabljanje kurikula za večjo fleksibilnost učnega procesa. Posodobitev učnih načrtov: vpeljavanje in spremljanje ter usposabljanje učiteljev*. Zavod za šolstvo. Powerpoint presentation given on 19.6.2008.

Appendices

Appendix I- Referencing of teachers and subject

School 1		**School 2**	
Headteacher 1		Headteacher 2	
Teacher 1	Geography/Sociology	Teacher 5	English
Teacher 2	Sociology	Teacher 6	Geography
Teacher 3	English	Teacher 7	Sociology
Teacher 4	Geography/History	Teacher 8	Philosophy

Appendix II- Syllabus examples (Sociology/Geography)

	Sociology[12]	**Geography**[13]
Example content areas	The individual and society, identity and culture, cultural diversity and inequality, community decision making, challenges of the contemporary world, globalisation, religion and belief systems, societal development and the environment etc.	Climate, world geography (per continent), geography of Europe (north, west, south, central, south east, east), Slovenia, tourism, sustainable development, energy, farming etc.
Key skills/competencies	Analysing society, individual behaviour and events from various perspectives; importance of reflecting on your own position in society, your views and prejudices in order to act tolerantly and responsibly towards others; ability to understand the complexity of society; ability to think critically and to critically analyse data and information; argumentation skills and conveying your opinion in a tolerant manner; empathy and tolerance to difference; democratic citizenship skills etc.	Recognising the right to equality; ability to imagine yourself in the position of others; develop an interest in solving national, regional and global problems through awareness about sustainable development and human rights; to take into consideration different values when intervening in the environment etc.
Recommended teaching methods	Teachers are free to individually chose their methods of teaching with respect to enabling pupils to develop a high level of independence and initiative.	Experiental learning, excursions, research projects, independent learning, debates and discussion, role play.

[12] portal.mss.edus.si/.../un_**sociologija**_gimn.pdf
[13] www.mss.gov.si/.../UN_**GEOGRAFIJA**_gimn.pdf

Appendix III- Interview questions

Theinterview questions for teachers and headteachers are included in English. The Slovene version is available upon request.

Interview questions

Preamble:
Thank you for taking the time to be interviewed.

Just to recap, the interview is for the purposes of my Masters research in which I am researching the ways in which pupils at your school learn about the wider world and issues of local, national and global concern. This type of learning is often termed “global education”.

I am particularly interested in looking at the role of education in equipping young people with the knowledge, skills and values to make sense of the world around them and to become responsible citizens of their own community and the world at large.

I will start off with a set of general, open questions in order to gain an insight into your ideas and opinions about global education, and will then introduce some key themes and areas which I would like us to discuss.

Questions:

- Could you please introduce yourself.
- The new White Paper on Education makes reference to the fact that "education in Slovenia is part of a broader global framework of increasing connections and interdependency and it is therefore important to include global education within the school system." What do you understand by the term 'global education'?
- Global education is not just about learning about global issues but includes the development of various skills and values. Which skills and values do you think that young people need for life in the 21st century?
- To what extent do you feel that pupils have the opportunity to develop these skills and values at your school?
- I am going to show you a list of themes (see below). These are some of the main themes which are considered to be part of global education.
- Where does learning about these issues tend to occur at school (in lessons, cross-curricular or extra-curricular)?
- Do you cover any of the following issues in your lessons? If so, which ones?
- Which of these issues do you think pupils are most interested in learning about?
- Do you cover these issues in relation to the situation in Slovenia (national level),

on the European level or wider on a global level? To what extent do you feel that pupils have the chance to discuss and learn about issues that are problematic in wider society, at school? For example discrimination against certain groups, inequalities etc?

- How would you describe your approach to teaching about these themes?
- To what extent do pupils have the chance to analyse the issues from various perspectives and to develop their own opinion?
- One of the main criticisms of the Slovene school system is that too much emphasis is placed on learning large quantities of factual information and less on developing critical thinking and how to use the knowledge learnt in practice. To what extent do you agree with this?
- What role do you feel that schools have in encouraging pupils to become active and responsible citizens at a local and global level?
- How familiar are you with the Unesco initiative within your school?
- What would you say are the key challenges and opportunities for gobal education within the formal school system in Slovenia?

List of themes:

Human rights

Sustainable development

Climate change

Poverty

Social justice and inequality

Prejudice and discrimination

Diversity in society

Globalisation and interdependence

Peace and prevention of conflict

Development and humanitarian aid

Appendix IV- Questionnaire

The questionnaire included is in English. The Slovene version is available on request.

Global education questionnaire

Thank you for taking the time to fill out this questionnaire.

I am researching the ways in which pupils at your school learn about the wider world and issues of local, national and global concern. This is part of my Masters research project which I am doing at the Institute of Education in London and is an independent study. **The questionnaire is to be filled out anonymously. Neither your name or the name of your school will be mentioned in the final report so please respond to the questions as honestly as possible.** I am interested in finding out your views and opinions- there are no right or wrong answers!

Please read through all the questions once before you start filling out the questionnaire. In questions 1-6 you are asked a series of questions about the same ten issues which are repeatedly listed in the left hand column. For each question, please do give a response in relation to each issue.

Questions:

1. On a scale of 1-5, how interested are you in learning about the following issues?

	1 (not interested at all)	2	3 (moderately interested)	4	5 (very interested)
Human rights					
Sustainable development					
Climate change					
Poverty					
Social justice and inequality					
Prejudice and discrimination					
Diversity in society					
Globalisation and interdependence between countries					
Peace and prevention of conflict					
Aid and development[14]					

[14] Economic, political and social development in countries outside of Europe; international cooperation and aid to 'developing countries'/ 'third world' countries

2. When did you learn about these issues at school? Please write down the subject/s in which you feel you covered each issue. If you think that you learnt about them in lessons <u>and</u> in extra activities please mark both answers. Please also indicate the depth of understanding which you now have about each theme. If you don't feel that you covered the issue then leave the box blank.

Theme	In lessons **(please state which subject)**	Extra activities at school (eg. project days etc)	What level of understanding do you feel you now have about these themes?Please circle your answer.
Human rights			No understanding A little understanding A good understanding An in-depth understanding
Sustainable development			No understanding A little understanding A good understanding An in-depth understanding
Climate change			No understanding A little understanding A good understanding An in-depth understanding
Poverty			No understanding A little understanding A good understanding An in-depth understanding
Social justice and inequality			No understanding A little understanding A good understanding An in-depth understanding
Prejudice and discrimination			No understanding A little understanding A good understanding An in-depth understanding
Diversity in society			No understanding A little understanding A good understanding An in-depth understanding
Globalisation and interdependence between countries			No understanding A little understanding A good understanding An in-depth

			understanding
Peace and prevention of conflict			No understanding A little understanding A good understanding An in-depth understanding
Aid and development			No understanding A little understanding A good understanding An in-depth understanding

**If you feel you have not learnt about any of these issues, please skip to question 6.*

3. In general, did you study these topics in relation to the situation in Slovenia, in Europe or to the world? Please tick as many answers as relevant.

	In Slovenia	In Europe	In the world	I don't know
Human rights				
Sustainable development				
Climate change				
Poverty				
Social justice and inequality				
Prejudice and discrimination				
Diversity in society				
Globalisation and interdependence between countries				
Peace and prevention of conflict				
Aid and development				

4. In general, how often were the following teaching methods used to learn about these issues?

Teaching method	Often	Sometimes	Rarely	Never
Teacher presenting information				
Working from textbooks				
Independent research				
Project work				

Discussion and debate				
Group work				
Excursions				
Other (please state)				

5. Has learning about any of these issues had an influence upon the way you lead your life in any way? Please give any specific examples of things you have done.

Issue	Yes	No	I don't know	Example of activity/things I have done
Human rights				
Sustainable development				
Climate change				
Poverty				
Social justice and inequality				
Prejudice and discrimination				
Diversity in society				
Globalisation and interdependence between countries				
Peace and prevention of conflict				
Aid and development				

6. Are there any other issues of concern to you which you would like to learn about at school but haven't had the chance to do so?

Yes No I don't know

If yes, please specify one of the issues which you would like to have learnt about:

7. Please reflect on your teachers at school and indicate the extent to which you agree or disagree with the following statements (please circle the relevant answer). *Please note that this question is about your perception of your teachers and what you think they have encouraged you/not encouraged you to do.*

My teachers have encouraged me to:

a) Relate what I learn at school to what is going on in the real world

Strongly agree Agree Disagree Strongly disagree I don't know

b) Become a responsible and socially aware citizen

Strongly agree Agree Disagree Strongly disagree I don't know

c) Want to contribute towards making the world a better place

Strongly agree Agree Disagree Strongly disagree I don't know

d) Develop and express my own opinions

Strongly agree Agree Disagree Strongly disagree I don't know

e) Be aware of the connections between my life and the lives of others in different parts of the world

Strongly agree Agree Disagree Strongly disagree I don't know

7. Below you will find a list of skills and values. This question is split into two parts. For each part please circle your answer.

Question 1 requires you to state how important you think each skill or value is for your future.
Question 2 requires you to reflect on how often you had the opportunity to develop this skill or value at <u>school</u> (as opposed to elsewhere/other influences and activities in your life)

How important do you consider the following skills and values to be for your future and how often did you have the opportunity to develop these skills and values at schools? Please circle the relevant answer.

a) Being able to analyse issues from a variety of different perspectives					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

b) Understanding and respecting different ways of living and seeing the world					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

c) Ability to communicate effectively with people from different backgrounds					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

d) Ability to challenge injustice and inequalities					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

e) Ability to think critically and to question your own assumptions					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

f) Willingness to play an active role in society					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

g) Business skills for working in a global economy					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

h) Computer and technological skills					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

i) Concern for the environment and commitment to sustainable development					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

j) Belief that people can make a difference					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

k) Ability to link local and global problems and challenges					
1. Importance for my future:	Very important	Moderately important	Unimportant		I don't know
2. Chance to develop this skill/value at school:	Often	Occasionally	Rarely	Never	I don't know

11. Is your school part of the Unesco school network?
Yes No I don’t know

12. If yes, have you been involved in any Unesco school activities or projects?
Yes No I don’t know

If yes, please briefly explain which activity or project:

THANK YOU VERY MUCH FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE

Appendix V- Participant consent form

Research for Masters in Development Education at the Institute of Education in London, UK

My name is Amy Skinner and I am currently studying for an MA in Development Education at the Institute of Education in London, UK. As part of my MA I am carrying out a research project into the ways in which pupils learn about the wider world and issues of local and global concern at school. This involves looking at the role of education in equipping young people with the knowledge, skills and values to make sense of the world around them and to become responsible citizens of their own community and the world at large. I will be focusing on your school and another secondary school as case studies for my research.

The research project will involve face-to-face interviews with the head teacher and 4 teachers as well as a written questionnaire for two classes of final year pupils.

I would like to request permission to conduct an individual interview with you. Interviews will take place on 11 April 2012 at your school and will last a maximum of one hour.

Conditions of the research:

- Interviews will be recorded with a dictaphone.
- Transcripts of the interview will be sent back to you for verification and agreement.
- Information provided in the interviews will be treated as confidential and both your name and the name of the school will remain anonymous in the final report.
- You will be sent a summary of the findings for further comment and a copy of the finished report.
- You are free to withdraw your consent at any time before, during or after the interview without any need to offer an explanation and without any penalty.
- The finished report will be made available to the public.

If you agree to take part in the research, please print and sign the attached form and send it back to me.

If you have any questions please do not hesitate to contact me at amyeskinneruk@yahoo.com or on phone number 040-784-610.

Yours sincerely,

Amy Skinner

Participant Consent Form

I agree to being interviewed for the purposes of the above-mentioned MA research project and understand that my views may form part of the final report.

I have read the participant information sheet and have had the opportunity to ask questions about the study. I have received satisfactory answers to any questions I asked, and received any additional details that I requested.

I understand that I am free to withdraw from the study without penalty at any time.
And that all information I provide will be dealt with in a confidential manner, as described above.

Name: Position at school:

Signed: Date:

Appendix VI- Examples of GE activities in class and extra-curricular activities/projects

Theme	Example activities in class
Human rights	- Cross curricular project on human rights for third year students in one school "*I was born to join in love, not hate - that is my nature"*. See Chapter 2. - Amnesty International workshops (English)
Sustainable development	- Reflecting on mass tourism and its impact on the environment (Geography) - Teaching sustainable development in terms of questioning whether famine in Africa can be combated through aid from the West or whether it is best to focus on self-sustainability (Geography)
Climate change	- Looking at the role of climate change in causing famine in Africa (Geography)
Poverty	- Looking at poverty in the UK and comparing to the situation in Slovenia (English) - Discussing charities working in Slovenia and at global level and independent research into some of the charities (English) - Watching the film *Slumdog Millionaire* and discussing why nobody believed that the boy from the slum had any valuable knowledge and debating what can be done to tackle poverty (Sociology) - What is absolute and relative poverty, and how does this relate to Slovenia and other area of the world (Sociology)
Social justice and inequality	- Right to vote, when voting rights were won in different countries (History)
Prejudice and discrimination	- Discrimination from a geographical perspective- looking at how deforestation discriminates against indigenous peoples living in the forest, and how resource exploitation by the West discriminates against the people living in Africa or the resource- rich countries (Geography) - Apartheid in South Africa and the reasons behind the system (Geography) - The issue of racism- slavery, Martin Luther King (English) - The Roma issue and discrimination against homosexuals (Sociology) - Watching a film about people living on rubbish dumps. This was used to then discuss prejudices, the damaging results they can have, how they quickly develop and how they can be combated (Sociology)
Diversity in society	- Marriage and different family forms (English) - Language diversity around the world- importance of preservation, what happens if a language dies? What is lost if a language gets lost? (English)

Globalisation and interdependence	- Questioning pupils about what globalisation actually is- is it good or bad? Are we now dependent or interdependent? Are we or are we not part of a global society? (Geography) - Illustrating the exploitation of rare minerals in conflict zones by examining their use in mobile phones. How workers are being exploited in the mines in order for pupils to all have their own mobile phones. Questioning as to the impact and necessity of changing your mobile phone every 6 months. (Geography) - Explaining globalisation through looking at multinationals which pupils know of. Looking at brand names, sport brands etc and ask whether pupils know how the garment was made, under what conditions. Look at the “made in...” labels- is it enough if it says “made in the EU”- what does that mean? Are the conditions the same in Poland and Germany for example? (Geography) - Colonialism and neo-colonialism on behalf of global institutions, relations between cultures, eurocentrism and ethnocentrism. Discussing problems of globalisation through looking at problems from the perspective of people in various different countries. Discussing the notion of glocalism. (Geography)
Peace and conflict resolution	- Terrorism- looking at Somali pirates (English) - Studying the UN (History)
Development and humanitarian aid	- Questionning pupils whether we are the 'developed world'? What is the 'developed world'? (Geography) - Looking at the proverb “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime”- using this proverb to launch the discussion and to link it to projects going on at school (Geography) - Discussing the most appropriate forms of aid (Geography) - Watching and discussing the film “Darfur- War for Water” by the Slovene activist Tomo Križnar (Geography) - Talking about charity on the local, national and international level – do we need charities? Why? On a personal level do they give to charity? What charitable actions do they know of in Slovenia? Questioning accountability of charities (pupils bring up these doubts). Usually they write short essays on topics such as “charities are not needed” etc or problems of poverty and the economic crisis (English).

Name of project/activity	Theme	Details
ENO- Environment Online	Sustainable development, climate change	Global online learning community encouraging students to act locally and think globally with regards to the environment. Activities include tree planting days, working out your ecological footprint (cross curricular project) etc
Model International Criminal Court	Human rights, Social justice and inequality	A group of 8 pupils from school 1 went to Poland to take part in a simulation of the International Criminal Court. Pupils from 7 different countries from around the world took part. They learnt about how the Court works, they had presentations and debates on human rights. The simulation then took place and they dealt with 4 different case examples. Pupils worked in international teams of judges, accused and defence and were trained and guided by trainers. Cultural evenings were also included.
Project days or project weeks	One project day or week per year with a different theme each year (climate, food etc)	Aim is to increase pupils lifelong learning competencies. Food was the theme for one of the project days. In English they watched film Food Inc. about multinationals and their control over the food market and farmers and had a discussion about it. They tackled the same theme in other subjects. The teachers decide on the theme of the project day.
UNESCO project	Sustainable development, cultural diversity	Each year the schools plant a treat to celebrate the Day of the Earth. Both schools also attended foreign language recitals organized for Unesco schools.
My featured space 2025	Sustainable development	“My featured space 2025” focused on the quality of life in rural regions in the future. Together with researchers, teachers and stakeholders pupils from the Alps-Adriatic region developed scenarios for rural living spaces in 2025. The main focus was on what pupils will need in the future to live and work in attractive rural regions. “My featured space” was an interdisciplinary and transdisciplinary research project. The project enabled students to connect with their local environment and the international environment. 5 pupils from school 1 were involved.

Guest speakers giving presentations at the school (Slovene activists)	Various social justice issues	Presentation on the uprising of young people in France and the UK- and looking at Slovene youth and analysing the role of young people in today's society (School 2) Presentation by Vasja Badalič the author of a book called “100 Euros a month”on the exploitative nature of globalisation (School 2) Presentation by Tomo Križnar- Slovene activist for Darfur (School 1 and 2) Speaker on homosexuality and rights, followed by participation in gay and lesbian film festival (School 2) Presentations by people who have come to study in Slovenia and present their culture, country etc (School 1)
Humanitarian actions	Various	Clothes collections for the Red Cross (School 1 and 2) Combined environmental and humanitarian project “Preserving Slovenia, helping India”- pupils collected used paper which was bought by the local recycling company and the money was then used to help a school for poor children in India- in order to help provide them with an education and a better quality of life (School 1) Fundraising for cameras for Tomo Križnars programme in Sudan (School 2)
Homeseek project: Singapore-Slovenia International School Exchange	Intercultural learning	A group of 15 pupils from Singapore and 15 Slovene pupils participated in an inter-cultural learning exchange programme (School 2)
Comenius	Foreign languages	Language exchange programme in Europe
Cleaning up Slovenia- Cleaning up the World! (Očistimo Slovenijo-Očistimo Svet)	Environmental protection, sustainable development	National day of action where teams of volunteers clean up their local environment (collecting rubbish, clearing unofficial waste dumps etc). A group of pupils from both schools took part.

Cross-curricular linking and team teaching	All subjects	Happens within the framework of project days or project weeks or specific cross-curricular projects and also upon individual teacher initiative. Is a recommended teaching method by the National Institute of Education and each teacher has at least one cross curricular linking project a year.
European Youth Parliament	Social justice issues	A few students from School 1were involved in this initiative.