

# Global Citizenship Education in Europe. Comparative policy analysis in 10 EU countries



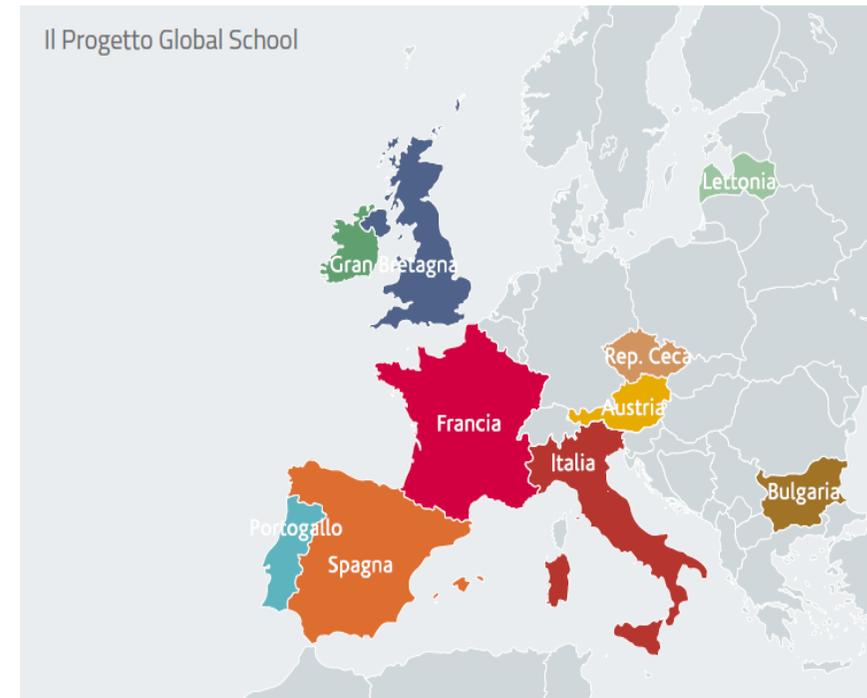
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London,  
10 May 2017

# Global Schools project description

- Started in 2015
- Co-funded by the DEAR Programme of the European Commission
- Takes place in 10 EU countries by 17 partners
- Led by Autonomous Province of Trento (PAT)
- Aimed at 3 levels
- Political:** it aims to embed Global Citizenship Education (GCE) into educational policies and curricula
- Practical:** it support teachers to build confidence and understanding so that they can integrate GCE into everyday teaching practice
- Social:** it promotes EYD and the post 2015 agenda as a vehicle to gain the involvement of teachers, parents and the wider community.



## Il partenariato

- |  |   |
|--|---|
| ■ Provincia Autonoma di Trento   | ■ Rezekne Municipality                  |
| ■ Centro per la Formazione alla Solidarietà Internazionale                 | ■ Cumbria Development Education Centre  |
| ■ Regione Marche   | ■ Le Partenariat                        |
| ■ Comunità Volontari per il Mondo (CVM)                                    | ■ Ville de Dunkerque                    |
| ■ Trócaire   | ■ Expert Support Association            |
| ■ St Patrick's College of Education  | ■ Sofia Municipality - District Serdika |
| ■ Südwind Agentur  | ■ People in Need                        |
| ■ Tiroler Landesregierung  | ■ Diputación Provincial de Zaragoza     |
| ■ Escola Superior de Educação do Instituto Politécnico de Viana do Castelo |   |

# Global Schools overall research

## Research activity objectives:

GENERAL: To analyse GCE teacher training practices in order to identify success factors, conditions for failure, promising and innovative practices and provide evidence-based policy recommendations for the development of the GCE guidelines

**PART 1:** Analyse existing educational policies, strategies, school curricula in 10 EU countries (Year 1)

**Part 2** To investigate in-service teacher training practices in 4 case countries (AT, CR, IE, IT) (Year 2 & 3)

# Research group

**Research coordinator:** Massimiliano Tarozzi (University of Bologna) with the support of Carla Inguaggiato (TCIC)

## Country policy analysis authors

- Helmuth Hartmeyer (AT),
- Zlatina Siderova (BG),
- Martina Notovna (CR),
- Luis García Arrazola and María Álvarez Roy (ES),
- Clémence Héaulme (FR),
- Sive O' Connor (IE),
- Carla Inguaggiato and Debora Antonucci (IT),
- Inga Belousa (LV),
- La Salete Coelho (PT),
- Helen Lawson (UK).

“Global Citizenship Education in Europe. A Comparative Study on Education Policies across 10 EU Countries”. Research deliverable issued within the European project “Global Schools”, Trento, Italy: Provincia Autonoma di Trento

Summary of research results at: <http://www.globalschools.education/News/Is-GCE-integrated-in-primary-education-in-Europe>

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# Comparative qualitative policy analysis

Actors, levels of implementation and policy clusters

# Introduction

- 2012 Global Education First Initiative
- UNESCO (2014, 2015) definition of GCE
- Agenda 2030 Goal 4.7
- Maastricht Declaration

There are several historical antecedents (Tarozzi, Torres, 2016 ):

- Cosmopolitanism/intercultural education
- Development education

It is difficult to unambiguously define GCE across Europe.

Besides advices from UNESCO there are different policies to introduce GCE into primary schools



# Research methodology

- Data have been analysed through a thematic analysis (Braun and Clarke, 2006) and conceptual comparative analysis, using some procedures of grounded theory approach (Tarozzi, 2015; Charmaz, 2014). All the data have been processed through the software N-vivo.
- After the first analysis 13 relevant themes emerged; then all data has been coded on the basis of that coding table, or codebook
- 3 macro-themes
  - Levels and modes of implementation (Political scales)
  - Political actors
  - Role of NGOs
- Cluster analysis
- Conceptual analysis

# Research methodology: Sources of data

- Collection of relevant legislative documents:
  - 171 documents in 10 partners countries,
  - plus 6 from FI, DE, GR, BE
  - 10 from EU or international level
- Descriptive policy document synopsis(1 per document)
- Country Policy Analysis(10)
- Interviews to key informants (10 + 10)
  - **Policy makers:** Authors of documents, political executors of the education policy dispositive, people that implement the policy dispositive N.10
  - **Practitioners:** Teachers, educators, principals etc. n:10

# 1. Political scales

- *Intergovernmental organizations* at UN level: such as UNESCO, UNDP, UNICEF. developing countries and New EU members
- *European bodies* (both institutional and non-institutional)
  - GENE has huge impact in some countries (AT, IE, LV, PT, CR), the European program DEAR is critical elsewhere (LV, IT )
- *National governments* encompassing two main bodies (MFA and ME)
- *Regional* (ES, IT), but also states like Scotland or Wales
- *Provincial* or municipal

## 2. Political actors: Role of NGOs

NGOs play key role everywhere - main commitments and achievements

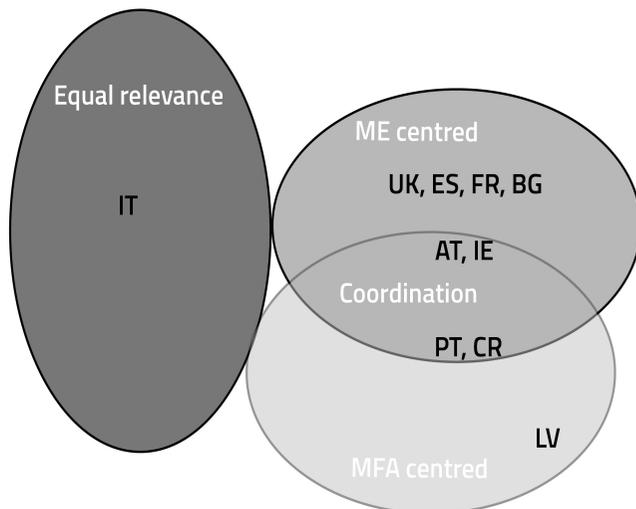
- promote a national strategy on GCE or DE
- endorse the use of new terms
- build national platforms to disseminate resources.
- provide teacher in-service training
- Lobby and advocacy
- promote a new sensitivity to integrate
- carry out activities with children and teachers
- elaborate and disseminate guidelines, lesson plans, awards etc.

# 3. Political actors: role of MFA and ME

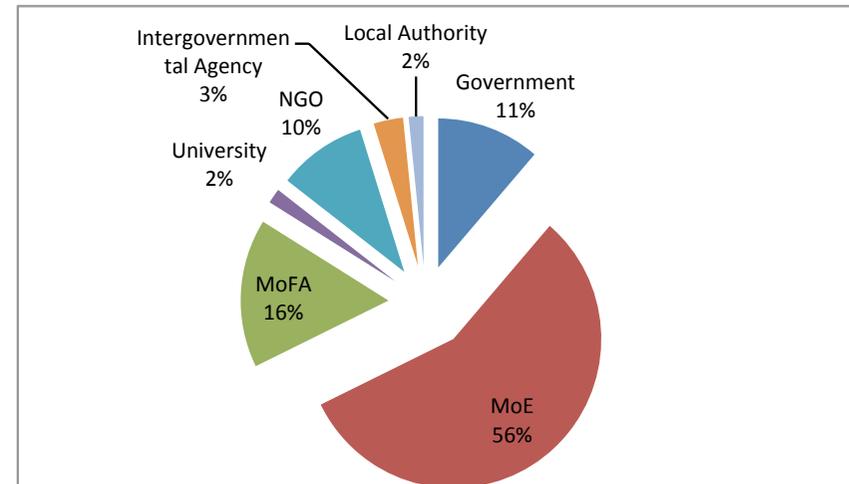
## Main approach promoted

- 1) Ministry Education: Intercultural and Citizenship Education approach
- 2) Ministry of Foreign Affairs: Development Education and International Cooperation Education.

Crucial the role of government: UK, ES



## Number of policy documents on GCE related areas



# Points of attention to introduce GCE

- Adopt a national strategy, at national level with a large consensus, phased in long-lasting steps,
- Coordination between Ministries of education and foreign affairs (CR, PT)
- Long term policy supported politically and financially for more than a decade,
- involving all the strategic political actors, both at vertical and horizontal level;
- enhancing teacher education in GCE both pre-service and in-service (PT, IE, CR)

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# Conceptual and terminology analysis of GCE

Different visions and common ground?

# GCE in Global Schools framework

GCE is a multiform and umbrella concept that contributes to make sense of and to frame theoretically and methodologically different types of knowledge, abilities and values (UNESCO, 2014).



“Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.” (UNESCO, 2015, p. 14).

“It is articulated in 3 conceptual dimensions: Cognitive; Social-emotional and Behavioural (UNESCO, 2015, p.15).

# Methodology for data collection and analysis

- The main objective: to understand if, besides the different terminology, there is a common ground in terms of GCE related themes.

The analysis has been based on 5 main steps.

- I. the identification of national umbrella term(s) to refer to GCE and their related themes (as indicated in the 10 Country Policy Analysis).
- II. merging the umbrella national terms into wider categories to reduce the number of national terms
- III. merging GCE related terms that express the same concept with different words
- IV. Producing an affiliation matrix (Wasserman, Faust, 1994, chap. 8) which connects the wider category of umbrella national term(s) with their own related themes: rows GCE related terms and on the columns GCE national term. National umbrella terms (blue squares) are connected with a tie when they share a same related theme
- V. Visualizing the network using UCINET

# Conceptual analysis

## How do different countries call GCE

	<b>Min. Education term</b>	<b>Min. Foreign Affairs/NGOs term</b>	<b>Umbrella term</b>
<b>AT</b>	Global Learning		Global learning
<b>BG</b>	Global (Development) education		Global learning
<b>CZ</b>	Education towards Thinking in European and Global Context	Education for development and global citizenship	Education for Development and Global Citizenship
<b>FR</b>	Development and international solidarity education	Citizenship and international solidarity education	Development education/Citizenship education
<b>IE</b>	Intercultural Education	Development Education	Intercultural Education/Development Education
<b>IT</b>	Intercultural Education	Development Education	Intercultural Education/Development Education
<b>LV</b>	Global education		Global learning
<b>PT</b>	Development Education		Development education
<b>ES</b>	Education for Citizenship and Human Rights	Education for Development and Global Citizenship	Citizenship education/Education for Development and Global Citizenship
<b>UK</b>	Global Learning		Global Learning

# Conceptual analysis

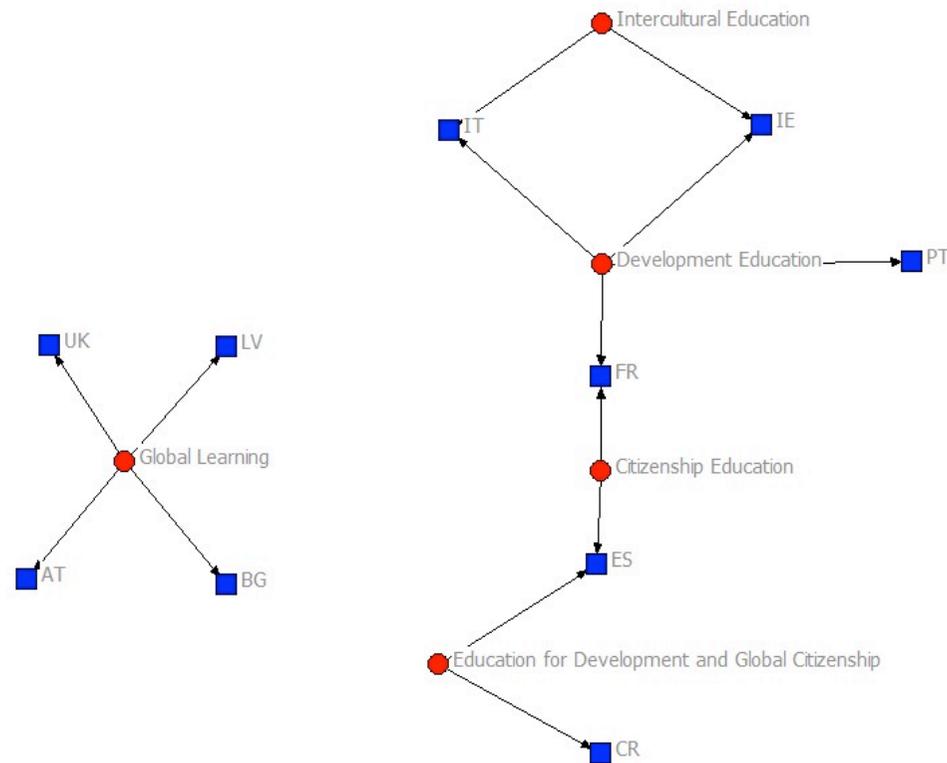
## Short reflection on the main concepts used

- ❑ *Development Education, European tradition, since the 70s, related with Development Cooperation and Aid and the North/South relations (used mainly in Ireland, Italy and Portugal);*
- ❑ *Global Education, historically used within the Council of Europe and its institutions (used in Bulgaria and Latvia) and promoted by the Maastricht declaration (2002);*
- ❑ *Global Learning, used mostly in Northern Europe countries, since the 90s, and more related to the Education field (preferred option in Austria and England);*
- ❑ *Global Citizenship Education, Introduced by the Global Education First Initiative from UNESCO, in 2012, and now consecrated in the SDGs.*



# Conceptual analysis

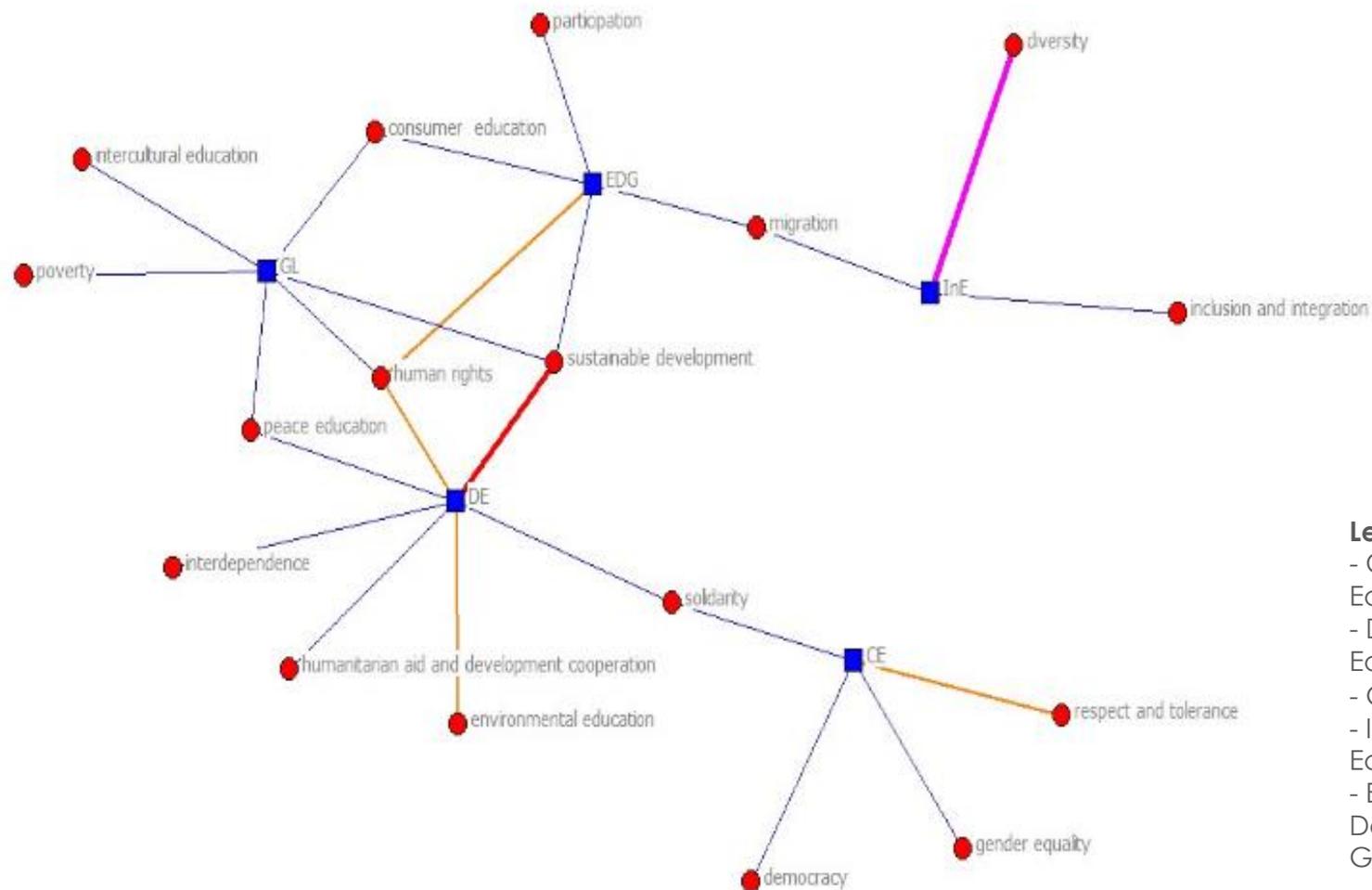
Relationship between the concepts and the countries promoting them





# Conceptual analysis

Network of the main thematic areas identified as related to the concept(s) used



**Legend:**

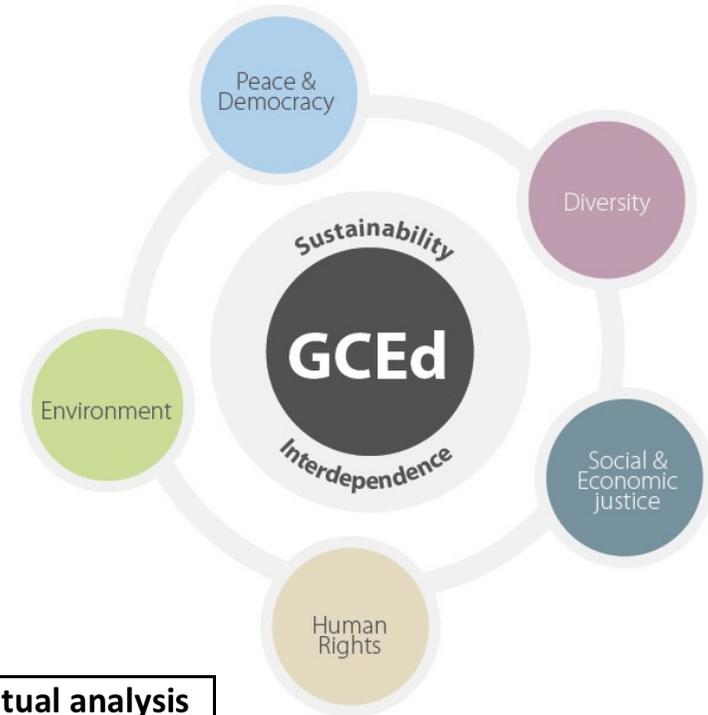
- CE "Citizenship Education",
- DE "Development Education",
- GL "Global Learning",
- InE "Intercultural Education",
- EDG "Education for Development and Global Citizenship"



# Conceptual analysis

## A common ground beside different labels?

Even if the concept GCE is not an official option, the main areas identified as related with the concepts used are common to those agreed within GS project:



GCE related terms – Dublin meeting	GCE related terms – conceptual analysis
Human rights	Human rights
Peace	Peace
Environment	Environment
Diversity issues	Diversity
Social and economic justice	Poverty, equality

# Final remarks (I)

- ❑ The choice of the concepts officially used is related with its History and Tradition in each country and with its main promoters.
- ❑ Even having different concepts to express the values, principals and practices defined within GCE concept, it is possible to verify that there is a common ground about the thematic areas and the methodologies that unifies them.



# Final remarks (II)

## Important Notes:

- ❑ In some countries it was identified for different reasons, some reluctance in the use of the term CITIZENSHIP (e.g. Austria, Latvia and France);
- ❑ Some reports call our attention for the risks of using the word GLOBAL, once it can be understood as a way of preparing the citizens for internationalisation, for globalisation in terms of “global markets, competition, etc.”, for instance the UK report;
- ❑ In the countries where the concept of Development Education is used (sometimes due to its promoters role and funding reasons), this concepts is often understood not just as the reflection about North/South relations but is used (specially among the practitioners, in a wider meaning, similar to GCE), e.g the Portuguese case.

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## II Phase of the research (on-going)

GCE Teacher Education: The case of Ireland

## II phase of the research: on-going

Analysis (ethnographic approach) of 9 teachers' training courses in GCE (or related themes) in 4 EU countries (AT, CR, IE, IT).

For each country one course inside Global Schools and one outside except for Italy where there are 2 internal case studies.

Qualitative methodology: teacher ed. in GCE an emerging field.

Research questions:

- Description of how and under which conditions do these course take place
- Pedagogical ideas
- Link with educational policies (if present)

.....this presentation explains the pathway to more focused questions.

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# Case Characteristics

Details		
Organisation(s)		
Model		
Participants		
Location		
Certification		

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# Case Characteristics

Details	Internal Case	
Organisation(s)	Partnership between Irish HEI & Irish NGO	
Model	Summer school (5 days)	
Participants	3 Facilitators (Fs) 20 Teachers (Ts)	
Location	Dublin (2 Spanish Teachers)	
Certification	Department of Education Certified	

# Case Characteristics

Details	Internal Case	External Case
Organisation(s)	Partnership between Irish HEI & Irish NGO	International CSO
Model	Summer school (5 days)	1) TF Training Days (3 days pa) 2) Teacher Education (30 hrs pa)
Participants	3 Facilitators (Fs) 20 Teachers (Ts)	1 Facilitator; 15 Teacher-Facilitators (TFs); ≥5 Teachers
Location	Dublin (2 Spanish Teachers)	1) Dublin 2) Radius of TFs (maj. Dublin)
Certification	Department of Education Certified	No official certification

# 1) Spaces for In-Service Teacher Education

Status	E.g.	
Compulsory	<i>Croke Park Hours</i>	
Incentivised	<i>Summer School (EPV)</i>	
Voluntary	<i>After-School/ Weekend</i>	

# 1) Spaces for In-Service Teacher Education

Status	E.g.	Opportunities/ Challenges
Compulsory	<i>Croke Park Hours</i>	<b>Reach:</b> Interested, committed and others <b>Opportunity:</b> for whole school event/focus <b>Challenge:</b> Follow-up; time;
Incentivised	<i>Summer School (EPV)</i>	<b>Reach:</b> Interested & committed teachers <b>Opportunity:</b> deeper immersion <b>Challenge:</b> Follow-up;
Voluntary	<i>After-School/ Weekend</i>	<b>Reach:</b> Committed teachers <b>Opportunity:</b> Specialist pitch <b>Challenge:</b> Follow up; time

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## 2) Purpose of activities

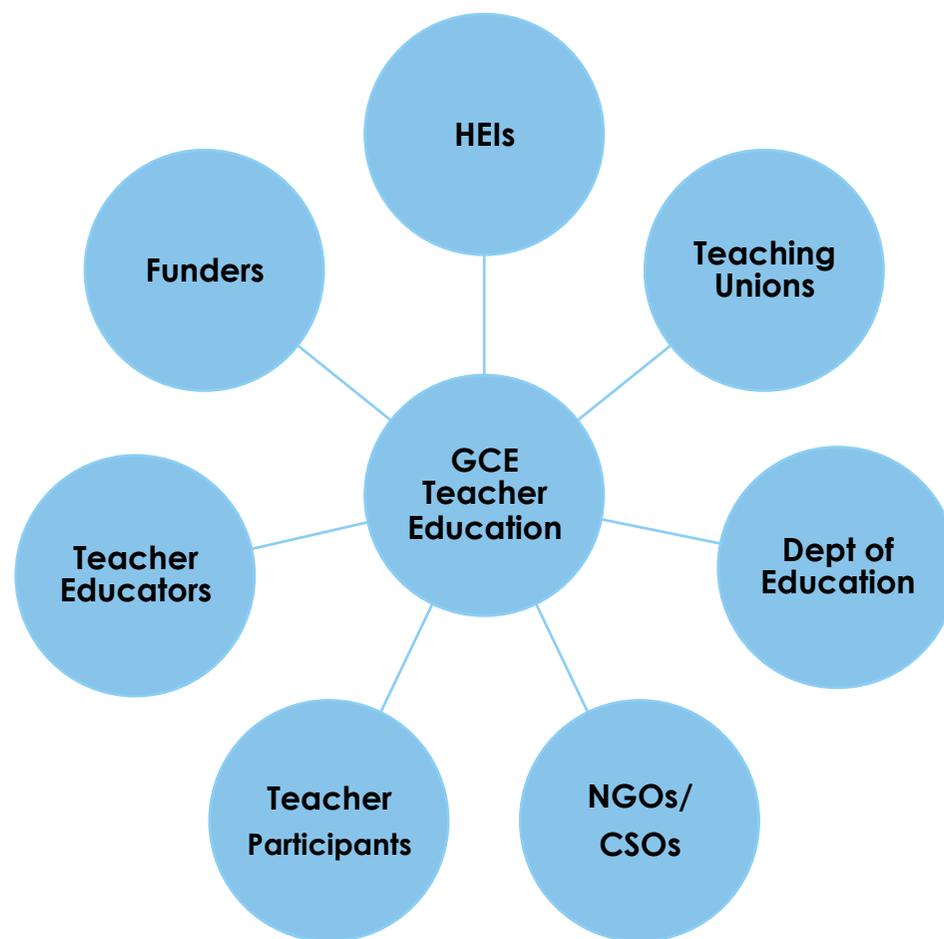
“There may be three different types of learning activity used within IC:

- a) Those which are modelled in the same manner as they would be in the primary classroom (content and methodology same)
- b) Those adapted for teacher education (content more complex than primary)
- c) Those described rather than enacted”

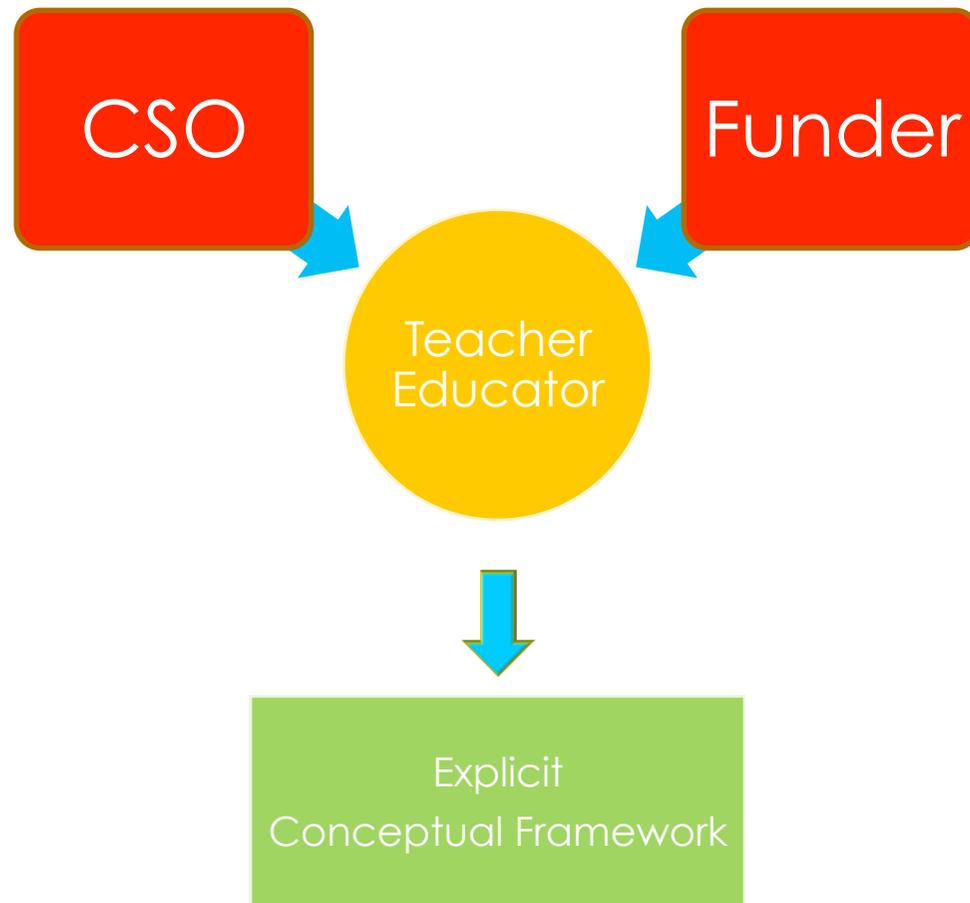
(IE-M-3-15.12.2016)

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### 3) Conflicting visions of GCE?



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## Focused research questions...

- Teacher motivation/ profile/ expectations: *what are the barriers to teacher participation?*
  - GCE: value free or value based?
  - How is GCE conceived? (Vision, method, tool)
  - Contrasting cultures?
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## **Summary and full report at:**

<http://www.globalschools.education/>