Global Education in Saskatchewan Schools

March 2016
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Funded by: Community Research & Action Fund, Community Research Unit
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This report is based on a 1988 study, analysis of global education resources in the provincial curriculum, resources available from the Saskatchewan Council for International Cooperation, courses or programs offered in the province’s main universities and oral interviews with one Ministry of Education Social Science consultant, one university professor and eight teachers. The 2015 interviews focused on the goals each individual aimed to achieve in his or her own sector, what they interpreted as the main resources teachers need to teach Global Citizenship Education (GCE), and lastly what are the best methods to teach it. After examining each interview it is clear that Global Citizenship Education course or subject matter is not taught in the schools under that term. All but one teacher use a variety of terms including Global Education, Social Justice, Globalization, Environmental Justice, Stewardship, Multicultural Education and Anti-racism Education. Results show that the goals and needs identified by Wessel in 1988 are still prevalent in 2015. The main change are that the provincial curriculum, in text and online, includes international issues and focuses such teaching in grades 3, 6, 6-7 and 11. Regarding reaching goals, the provincial curriculum has four main goals and three “broad areas of learning” it aims to achieve especially in the Social Studies and Social Science courses. Until now, educators have used their own initiative to bring global education to their classroom. They use a variety of resources including guest speakers, textbooks, online videos and now the new provincial curriculum. However, educators need time and time-off to become more familiar with the provincial curriculum which is prompting positive opinions at first glance. They use a variety of methods to teach their classes including student involvement and the use of digital and online resources. The provincial curriculum, though, has either not been translated into French or it has not reached French educators. Finally, mass migrations to the main cities are creating challenges and new needs for teachers.
Introduction

This report’s original intent was to find the current situation of Global Citizenship Education in Saskatchewan schools and compare it to a 1988 study. However, after analyzing David Wessel’s *The World in the Classroom: A Review of Global Education in Saskatchewan Schools* (1988), the provincial curriculum, and most especially after interviewing ten people, it became evident that neither the provincial curriculum nor the majority of teachers employ the term Global Citizenship Education. This study demonstrates that the provincial curriculum uses Global Education or World Issues. Similarly, teachers use Global Education, Social Justice, Globalization, Advocacy, Environmental Justice, Stewardship, Multicultural Education and Anti-racism Education. Only one teacher-librarian uses the name Global Citizenship Education. While Wessel relied on Eugene M. Gilliom’s definition of global education in 1988, most teachers used their own views when they taught such topics in their schools. Gilliom’s definition and what the teachers pass onto their students in 2015 are not dissimilar.

The methodology for this study was divided into two parts. The first part included summarizing the 1988 study; conducting an online search to review what currently exists in the Ministry of Education’s curriculum, and examining what is offered in the province’s two main universities as well as resources available for global citizenship education from SCIC members and SCIC itself. The second part consists of individual interviews with one consultant for the provincial government, teachers, and one university professor. Hence, special thanks to Mr. Toles, Social Sciences consultant for the Saskatchewan Ministry of Education, university professor Lucy and teachers Josh, Lynda, Two-Color-Horse, Michelle, Jan, Mac, Nate and Margaret. All but one are English educators, one is a French teacher. Thank you to the Regina Public School Division and the Saskatoon Public School Division for their cooperation.

The writer would like to explain that this is not a comprehensive, in-depth study representing the view of all teachers in the province nor did interviewees speak on behalf of their employers or sectors. Time constraints and the scheduling to do the study did not allow for inclusion of more teachers or focus groups. A more complete study is recommended.
The 1988 report

In 1988 the Saskatchewan Council for International Cooperation (SCIC) contracted Mr. David Wessel to conduct the study The World in the Classroom: A Review of Global Education in Saskatchewan Schools. With the support of an advisory committee, composed of teachers and university educators, Wessel’s methods included 41 interviews and 476 questionnaires received from grades K-12 teachers. The teachers were subdivided into a) those that worked or travelled overseas, b) primary, middle or secondary grades teachers, c) public and separate school teachers and d) French immersion teachers. The study’s global education goals were rated by teachers, in order of importance, as follows:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Mean rating</th>
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</thead>
<tbody>
<tr>
<td>1. Critical thinking skills…global issues</td>
<td>5.403</td>
</tr>
<tr>
<td>2. A sense of justice</td>
<td>4.987</td>
</tr>
<tr>
<td>3. Empathy for people of other cultures</td>
<td>4.923</td>
</tr>
<tr>
<td>4. Understanding economic/political relations</td>
<td>3.376</td>
</tr>
<tr>
<td>5. Knowledge of facts about the world</td>
<td>3.318</td>
</tr>
<tr>
<td>6. Understanding historical reasons for events</td>
<td>3.292</td>
</tr>
<tr>
<td>7. Actions in support of the world’s poor</td>
<td>2.910</td>
</tr>
</tbody>
</table>

Whereas lower grade teachers emphasized action, higher grade teachers preferred knowledge. Although some teachers mentioned curricular areas where global education could be taught, others viewed social studies as the major vehicle for global education. However, to the question “to what extent did teacher education prepare you to be an effective global educator?” the responses were dismal: 267 teachers responded “not at all,” followed by 145 and then 48 with the same answer: “not at all.” There were zero responses “to a greater extent.” Wessel concluded that “teacher education [was] is currently a problem area for global education.”

Discrepancy was found between claiming that global education is very important (with a mean rate of 3.949) and how it was applied in the classroom (with a mean rate of 2.619). Teachers with working or travelling overseas experience tended to see global education as more important than did those who did not travel outside Canada and the U.S. French immersion, young, and Regina and Saskatoon teachers also saw global education as an important subject to teach.

The report found that the national and provincial teacher organizations and more than 50 voluntary agencies were having some impact in global education. The Canadian Teachers Federation (CTF) and its provincial branch, STF, sponsored “short-term overseas work” while the community agencies, parallel to fundraising for their projects “educate[d] the Canadian public concerning development issues.” Agencies’ resources
included “kits, written materials, audio visuals and speakers on global education.” Other projects included placement overseas, peace education in schools, and some agencies’ education programs were country or region (Central American or African) specific. In addition to print materials the voluntary agencies used arts and crafts, performing arts, speakers, simulation games, organized student clubs and conferences to teach global issues in schools and to the public. French immersion teachers indicated that they had difficulty in finding resources in French as most resources were in English.

Regarding the future of global education in Saskatchewan, teachers ranked their needs for global education as follows:

<table>
<thead>
<tr>
<th>Need (in terms of importance)</th>
<th>Mean rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More good-quality classroom-ready resource materials</td>
<td>4.095</td>
</tr>
<tr>
<td>2. In-service workshop on global education</td>
<td>3.695</td>
</tr>
<tr>
<td>3. More emphasis on global education in pre-service teacher education</td>
<td>3.634</td>
</tr>
<tr>
<td>4. A speakers’ bureau on global issues</td>
<td>3.585</td>
</tr>
<tr>
<td>5. Better use of existing resource materials</td>
<td>3.497</td>
</tr>
<tr>
<td>7. Changes in provincial curricula to global perspectives</td>
<td>3.353</td>
</tr>
<tr>
<td>8. Allocation of more financial resources to global education</td>
<td>3.262</td>
</tr>
<tr>
<td>9. A credit course in global education in the secondary years</td>
<td>3.107</td>
</tr>
</tbody>
</table>

Moreover, good-quality classroom-ready resource materials; workshops, teachers education and a speakers’ bureau on global education were rated higher than other needs.

The report concluded: “current [1988] curriculum development in Saskatchewan within the framework of the Core Curriculum provides an opportunity for the entire curriculum to become more global in approach.” An important issue was that teachers acknowledged that they taught “less global education than they might wish to or than they consider should be done.” Evidently, in 1988, teachers had a strong interest in teaching global education but they lacked the resource materials, the training, the support and the financial resources to do it. On the other hand, voluntary agencies were filling the gap with their resources and expertise and were bringing the world to students and other Canadians with materials, speakers and opportunities to travel overseas.

2015 Findings

Global Education in the provincial curriculum

Global Citizenship Education (GCE) as part of the current Saskatchewan curriculum does not exist per se. Since the 1980s, as stated by Mr. Brent Toles, Social Sciences consultant for the Saskatchewan Ministry of Education, any topic similar to GCE is called Global Education or World Issues taught as part of the Social Studies course. In fact, in the 1988 SCIC study Wessel used Eugene M. Gilliom’s definition of global education which states: “Global education seeks to develop the knowledge, skills
and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence."

Mr. Tate indicated that global education is part of the Ministry of Education’s four goals of Social Studies and Social Science education. The four goals are:

- First, to examine the local, indigenous and global interaction and interdependence of individuals, societies, cultures and nations;
- Second, to analyze the dynamic relationships of people with the land and the environment, events and ideas as they have affected the past, shape the present and influence the future;
- Third, investigate the processes and structures of power and authority, and the implication for individuals, communities and nations;
- Fourth, to examine various worldviews about the use and the distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and to contribute to sustainable development.

The above goals apply to grades K-12. Further, Mr. Tate mentioned that there are three Areas of Learning and the four competencies guiding the Ministry of Education curriculum development.

The Areas of Learning consist of: i) Sense of Self, Community and Place; ii) Lifelong Learners; and iii) Engaged Citizens.

The “Cross-curricular competencies,” for grades K-12, and their respective goals are:

1. To develop thinking: contextuality, creativity and critical thinking.
2. To develop identity and interdependence: intellectual, emotional, physical and spiritual understanding and care; care for others; and understanding of social, economic, environmental interdependence and sustainability.
3. To develop literacies: construct knowledge related to various literacies; explore and interpret the world using various literacies; and express understanding and communicate using various literacies.
4. To develop social responsibility: use moral reasoning processes, engage in community thinking and dialogue, and take social action.

The resources (books, videos, online sources) to teach global education as part of Social Studies in Saskatchewan schools can be found in appendix “A.” They are listed in grade order. The reason for developing such a list was to match them to the province’s intended competencies and goals and, for the purposes of this paper to see if they are
related to SCIC 1988 findings as well as SCIC’s 2015 intended research questions. Whereas the resources listed are relevant to the Ministry of Education intended goals, there are some grades (Grades 3, 6, 6-7, and most especially Grade 11 with focus on international issues) where most of these materials are to be used. Mr. Tate credits the Western and Northern Canadian Protocol (WNCP) collaboration in education, which took place in the 1990s, to make global education a common theme in those grades. He emphasized, however, that in Saskatchewan “we have a fairly strong belief, as is in most of Canada, that we don’t want [to teach] just a domestic focus. We believe that our students are going to be more and more engaged as global citizens in an interdependent world.”

Consequently, a closer review of the provincial curriculum shows that in Grades 1 and 2 resources are minimal; however, it increases to 10 books in Grade 3. The same is true for Grades 4 and 5, which include very few resources but in Grade 6 there are six books listed and in the combined Grades 6-7 there are seven sources. The middle years again go back to list minimal materials and go up only in level 20 (Grade 11) where there are 20 sources: 17 videos, one book and one kit. Mr. Tate noted that in Grade 11 Social Studies course students have three international course options. “We tend to offer more choice than any other province or territory in Canada” he said. He also clarified that listing up to twenty videos, and not books, in Grade 11 was simply a “technical situation” which was going to be rectified in the following months.

As part of the teaching tools for Grade 9, two websites are listed: Global Issues: Social, Political, Economic and Environmental Issues that Affect Us All hosted by GlobalIssues.org and administered by one person, Mr. Anup Shah. GlobalIssues.org has links to more than 7,000 sites. Its resources can be used for educational purposes: http://www.globalissues.org/ and Worldbeat: Global Education Project originally hosted and administered by SCIC http://worldbeat.earthbeat.sk.ca/ which moved to the domain http://earthbeat.sk.ca/. More specifically, SCIC resources are under “Resources: Global Citizen Education modules” http://earthbeat.sk.ca/for-educators-and-youth/resources/global-citizen-education-modules/.

The Saskatchewan Council for International Cooperation role in Global Education

SCIC is the umbrella organization for 35 Full members and 38 Associate members. Both full and associate members work in development and relief projects around the world, mostly in Africa and Latin American countries. The majority of the full member organizations are not based in Saskatchewan: five are based in Ottawa, five in Toronto, three in Montreal, and two in Winnipeg and the rest are in other Canadian cities. Only the Mennonite Central Committee lists its main office in Saskatoon. Most of
these organizations have public education links on their websites where they report what kind of projects they implement and in what countries. After reviewing each full member website there was no evidence showing that they provide public education on an ongoing basis in Saskatchewan. More information about full and associate members can be found in Annex “B.”

On the other hand SCIC’s website provides “free, downloadable teaching resources for high schools and elementary schools.” The lesson plans are divided into grade sections: Grades 1-3; Grades 4-6; Grades 7-9; and Grades 10-12. SCIC also has one printed resource, SCIC Comic Series, listed under Grade 6 in the Ministry of Education curriculum (See appendix “A” under Grade 6). Mr. Tate mentioned SCIC’s publication and online materials as resources “well received” by teachers. French educator, Margaret, uses SCIC’s comic book. On the other hand, in a close examination of SCIC’s monitoring of how many teachers used its resources the following survey information shows not many teachers use such resources.

SCIC surveys teachers to rate its Worldbeat, E-zine website and contents. Despite the low survey participation the most-used link in 2011\(^1\) and 2013\(^2\) was “Lesson Plans for Global Justice activities” with 100% (5 responses in each year), followed by “Activities or Contests” at 75% in 2011. In 2012\(^3\) (11 responses) and 2014\(^4\) (17 responses), Lesson Plans still came first but not as high: 55% in 2012 and 47% in 2014 respectively. The second survey is to rate Worldbeat Ezine on Global Education.\(^5\) Since 2003 a total of 38 people have completed the questionnaire. The majority, or 57% of the respondents said that their school divisions informed them about the website; 8.5% said it was through printed information; 5.7% through email and 2.6% by doing an internet search. What is relevant about these responses is that 68.7% suggested that Social Studies classes are where Worldbeat resources were most applicable; 43.7% suggested English classes and 12.5% in Language and this same percentage was given to Native Studies.

University courses and programs

Another matter identified in the 1988 SCIC report was the need to provide training in global education for pre-service teachers. This issue is compatible with one of the 2015 research goals, which intended to find out teachers’ needs to deliver GCE or other courses in global education or social justice.

The University of Regina’s Faculty of Education offers courses in social studies including ESST 310: Social Studies for Elementary School Teachers; ESST 300: Secondary Social Studies Curriculum; ESST 350: Social Studies Instruction; and ESST
360: Critical Issues. One course that matches the province’s “Broad Areas of Learning” and the subsequent “Cross-curricular competencies” is ESST 317: Teaching Engaged Citizenship: Social Studies and Social Environmental Activism. The Faculty of Education offers three undergraduate programs in Elementary Education and five in Secondary Education. Students can select their major areas of study available from the Secondary Education programs. One of them is Secondary B.Ed Program Social Studies Major (ESST).

The University of Saskatchewan’s College of Education website offers undergraduate programs, but none are about global citizenship education. Under its “Local and Global” options it offers programs of interest “to many potential and active Aboriginal graduate students (in Plains Cree) and international graduate students from China and Brazil.” The College offers, among others, the Bachelor of Education (B.Ed) – Program 2012 for elementary and secondary education.

The interviews: achieving Global Education goals from different perspectives

From Mr. Tate’s perspective, the Global Education goals, as established in the new provincial curriculum described above, are achieved, first, with teachers who are “involved in reference community processes where they help guide the curriculum developer.” In that regard, teachers develop curriculum drafts and bring back those drafts to the reference community group “to provide reflection and direction.” After the community consultation, the draft is refined and then tested or piloted to see if the curriculum actually works during the outcomes. The end result, or goal, is the completion of the provincial curriculum.

Due to its recent development most teachers are noticing a shift, from local and North American focus to more global studies in the provincial curriculum. Mac remembers her first years as a teacher: “in Grade 4 we taught about Saskatchewan, in Grade 5 about Canada and Grade 6 about the United States and Atlantic and Pacific neighbours. Now we talk about interdependency. We have broadened the horizons.” Teachers expressed their views about what they were doing and accomplishing in global education. Only Michelle said that while she uses Global Citizenship Education to teach students how they fit in the world she observed that “there is no concerted thrust to teach GCE.” Global education “is really lacking” she says. Her personal goal is to “develop engaged citizens who care about their local and global communities.” Other teachers expressed similar views.

In the past, or at least before the current provincial curriculum was developed, achieving global education or social justice goals was left to the teacher’s initiative. This
view is shared by all teachers. Michelle said that although the new curriculum’s goal is “to develop engaged citizens who care about their local and global communities, it does not happen.” She credits History and Social Studies teachers who take the initiative and search for sources to teach global education. Mac and Margaret fit Michelle’s description because they, on their own creativity, work to “expose students to all things that make a society: the different cultures and economies of the world. We are in an interdependent world.” Mac’s goal is to pass that knowledge to her students. Margaret says that her goal is for students “to understand we do not live in a bubble. Our actions impact other people...This is not a have and have-nots situation but a colonizer-colonized relationship.”

Clearly, teaching world issues in Grades 3, 6, 6-7 and 11, as explained by Mr. Tate, is having a positive impact on teachers like Mac. However, as found by Wessel in 1988, and mentioned by some teachers, that was not always the case. Two-Color-Horse argues that in the early 1990s the subject was “taboo” and misunderstood by teachers. Overtime, there was a shift “with the coming of younger teachers” who have embraced Indigenous and global education teachings. She remembers some of her colleagues saying “I will try something different. Can I piggy-back on what you did?” Margaret echoes that sentiment and adds that in the 1990s she was part of a team of educators who were “trying to come up with a way of integrating global education into the daily routine of elementary education… The interest was very high but I also found that there were other demands on teachers’ time and if there was not something published, for teachers to have at hand, it got put on the back burner…”

Most teachers’ goal was to teach local students the similarities and differences with children from other parts of the world. Josh, Nate and Margaret not only want their students to learn people’s and societies’ cultural similarities and differences but also to study what are the source and effects of social inequalities in other countries. Jan agrees with that view. She hopes that by teaching what happens in other parts of the world some students will get involved in local activities to help others. Her goal is for her students “to think beyond their own community, to understand the world as a whole and to understand that whatever happens in the world affects us as well.” Linda says that very few students experience living abroad and when they travel usually go to a resort. Her goal mirrors Michelle and Mac’s goals: to teach students how other people live in other countries and “how it would be if they lived there.”

To achieve his goal Josh teaches the theoretical foundations, mechanisms and consequences of power relations in society. Nate’s goal, similar to Margaret’s goal, is to show how power relations abroad expand to students’ own purchasing choices. For example, he said “last year [2014] we talked about other countries, about sweatshops, to teach them where the products we purchase come from. I teach them the reciprocity that
exists in this world.” Both Jan and Josh, who work in different schools and even different cities, use the media to teach students to be critical analysts of stories and news. One example was to analyse how reputable television networks were broadcasting documentaries about the end of the world in 2012 when in reality nothing of that was true. To prove his point, Josh showed films using Mayan sources denying this prophecy. Two-Color-Horse and Josh introduce their students to non-mainstream views in other topics. For instance, when discussing Columbus’ discovery of the Americas, Josh shows his students the conquistadors’ view but also the Indigenous people’s view, the Taino people, and what it meant for them to be colonized.

Mr. Tate explained that while the province is not “in the role to direct pedagogy” he strongly believes in the teachers’ professionalism to achieve their goals. To prepare teachers and to teach pedagogy is a task for higher education institutions. This writer found that the two main Saskatchewan universities’ education programs offer very few courses similar to Global Citizenship Education (GCE). Some instructors, as stated by Professor Lucy, do include global citizenship issues in their courses but on their own initiative. In Lucy’s case she does not use “mainstream goals” to teach educators or adult learners about GCE at the university level. She uses goals from an Edward Sullivan book published by the Centre for Transformative Education. Sullivan, she says, wrote about people experiencing a paradigmatic shift in the way they saw the world; the way in which they are interconnected. Sometimes, “that shift is personal, spiritual or another area of study.”

Resources to successfully teach Global Education

According to Mr. Tate, the provincial curriculum, which has teacher and community involvement, is the main resource to teach global education. Most teachers not only agree but are pleased with the new provincial curriculum and the respective textbooks. One issue to clarify is that the new curriculum and any other resource produced in English have not reached French educators. Margaret said that she has to wait for resources to be translated into French, sometimes up to two years. Nonetheless, English and French teachers complement the provincial curriculum textbooks by using other texts and resources available on the internet. For example, Mac uses novels and diaries to expose her students to the Holocaust and Indian Residential Schools. Jan visits the Amnesty International website to find political prisoners’ cases. She then explains to her students what the cases involve and what they can do to help a political prisoner. Students are then encouraged to find cases on their own. Linda, on the other hand, searches for travelling opportunities for her small town school students, especially to events involving social justice issues.
Michelle thinks that the resources most needed are teachers “who are sensitive about global issues so in turn they can teach it.” She welcomes the provincial curriculum’s Broad Areas of Learning and says that not all teachers may realize it but the curriculum contains not only tools but also “basic thrust [and a] philosophy. We need to find ways to infuse that into every teacher.” Nate, a recent graduate, defines himself as “passionate and a steward” when it come to teach international issues. He thinks that the main resources are in the community: new immigrants he knows or who even work in the school system. He stated “the reason I use them is to humanize our learning, allow students to see their connection with them, some worked in our school, demonstrate the power of story, and provide an opportunity for students to interact with them.” Nate, Linda, Josh, Two-Color-Horse and Margaret use resources available on the web, mostly educative videos.

_Educator needs_

For Mr. Tate, teachers “need curricula, need direction and some understanding of the content and philosophy which is provided in the provincial curricula.” Further, Mr. Tate adds, they need instructional support and resources, such as a “tool kit of pedagogy,” to implement that curriculum. In the same line of thought, university professor Lucy says that teachers need “theory and a background on global issues.” Using that approach, she says, teachers can learn that we live in a global society and in that way “break the cycles of colonialism.” Josh agrees with Lucy: students need to be exposed to theoretical foundations, explanation and social influence of terms such as globalization.

Two-Color-Horse says that teachers need to realize that the world is here. Consequently, they need support to deal with that new reality. She has observed an increasing number of students coming from India, Pakistan, China, Vietnam, Israel, Russia, Sudan, Burundi, Congo, Thailand, Burma and other countries. This immigration phenomena, she says, is both an opportunity and a problem. A problem because the support system “to transition them into Canadian society is not there.” Other problems include cultural differences and behaviour between new immigrant and Canadian students. For instance, she says, what is normal in Canada may not be common in the new students’ countries of origin such as the role of women in society, even how women dress in Canada. Josh agrees with Two-Color-Horse. Therefore, Josh would like teachers to attend seminars in “cultural sensitivity.” He acknowledges that some teachers do have the skills but others do not. Margaret says that “teachers love to walk away from conferences or training with something in-hand, something that allows them to have resources they can reference.”
With the exception of Linda, who travelled to Uganda, most teachers did not mention having international travel experience. Professor Lucy, on the other hand, says that at the University of Regina there is “emphasis toward international internships” and while she does not oppose them she would like education students to be educated in “how power structures operate in different parts of the world” and not go with the mentality of “helping” lower income countries because that mentality only replicates colonialism. Nate acknowledges university professors like Lucy: “They taught us to think and act nationally and internationally.” However, despite his passion for teaching global issues Nate thinks teachers can always benefit from more education and more resources.

Regarding other needs, Mac welcomes the resources recently published by the province but says schools need to have the option to continue with their own subscription to other materials. In her school, teachers subscribe to What in the World which contains “Timely Topics.” Josh agrees. Before the new curriculum provided teachers with a philosophy, goals and outcomes, he was using curriculum information from Alberta Education. While he welcomes the new provincial material he believes he, and other teachers, need time-off from his teaching duties to digest the new information and how to use it in the classroom. Margaret constantly finds herself at a disadvantage as most resources are in English and she has to wait before she gets materials to be translated into French. Michelle and Josh believe that field trips are needed to give students an actual experience of the world, particularly for small town students. Guest speakers, according to most teachers, are still needed to expose students to other worldviews.

Methods to teach Global Education

Most teachers and university professor Lucy agree that one of the best methods to teach global education is through student involvement and bringing different world views to schools and universities. In her university courses, Lucy invites guest speakers from Malawi, Guatemala, China, and other countries and cultures “to talk about their worldviews.” Linda, who teaches in a small town school, not only encourages research on a subject but does her best to bring different perspectives to her students. For instance, learning how students live in other countries and how it would be if “her students live there.” Her approach is similar to what Mr. Tate expressed above regarding Saskatchewan’s new approach in teaching world issues: “… We don’t want just to have a domestic focus but we believe that our students are going to be more and more engaged as global citizens in an interdependent world.”

More than a resource, Nate thinks that guest speakers are “the most phenomenal method because these people are real human beings and they can interact with the students and in return the students can interact with them.” Digital and online resources
offer a new teaching method. Nate uses it and says “that’s the reality our students live-in today.” Josh uses “The Hunger Games which my students love.” He added “there are lots of similarities between the North Korean government and the Hunger Games government.” Jan, however, caution other teachers: “we cannot force students to follow our own interests of what is important.” The role of a teacher, she adds, is “to provide research materials and let them explore and let them discuss what is important to them.”

Josh and Lucy think that teachers, first, need to be equipped with theory, methodology and methods before they can teach Global Education or Global Citizenship Education. Lucy insists that training teachers should “provide them with solid theories in order not to duplicate ‘colonialism’.” In the same line of thought, Margaret and Josh think that teachers need “professional development opportunities” to know more about GCE and emphasise cultural sensitivity workshops. Josh thinks that SCIC could facilitate training in GCE and explain what it is. He also thinks that students should be encouraged to question terms such as globalization and to become critical thinkers. In his view, the new provincial curriculum allows his students to critique, for instance, the media. Mac and Margaret say that the best methods are those that students can relate to. Methods, Margaret says, have to be interactive because terms such as “globalization and capitalism are very huge issues that are very difficult to explain in theory. [As a teacher] one needs practical methods [for students] to understand them.” For Mac there is no one method but a variety and combinations of methods. Linda agrees with Mac and adds that it is not enough to find anecdotes or do research but actually involve students and let them find the answers. Michelle opts for an “inquiry approach/participatory education” whereby students “can learn by doing” through project-based learning.

Conclusion

Global Citizenship Education is not a provincial curriculum course nor is it taught in the province’s schools. The terms teachers use are Global Education, Social Justice, Globalization, Environmental Justice, Advocacy, Stewardship, Multicultural and Anti-racism Education. The 1988 SCIC study showed a variety of teachers’ responses about global education and what they needed to teach it in the provincial schools. The main responses were: more quality resources, specialized workshops, university training, and a speakers’ bureau. In 2015, those same needs have not changed substantially. The new provincial curriculum, however, is being received positively and is providing a sense of support for teachers. These new resources have not, however, reached French educators.

In 2012, the Ministry of Education published new texts and these were given to teachers in 2014. Also, the Ministry of Education was in the process of updating its website to make the curriculum accessible to teachers and the public. This curriculum
includes materials for all grades, but targeted grades contain more resources than others. For example, Grades 3, 6 and Level 20 (Grade 11) are packed with more materials than the rest of the grades. Regarding workshops or training, the two main universities do not offer programs specific to global education in their Faculty or Colleges of Education. In the University of Regina one course, ESST 317: Teaching Engaged Citizenship: Social Studies and Social Environmental Activism matches the province’s “Broad Areas of Learning” and the “Cross-curricular competencies.” University professors, on the other hand, are credited for influencing new teachers to be concerned, even “passionate” about the world.

SCIC surveys demonstrate that only a few teachers visit WorldBeat websites. On the other hand, the rating and opinions provided by some teachers show that the SCIC’s Global Education Lesson Plans and the Comic Book are used (and are useful) when teachers know about them. The main vehicle for teachers to know about WorldBeat is through the school divisions. In spite of resources available electronically, and used by teachers, classroom speakers continue to be identified as resources teachers would welcome; however, SCIC members’ resources are only available online. Developing a Speakers’ Bureau as indicated in 1988 continues to be a need today. On the other hand, mass migration to the province shows teachers are accessing people from various countries to be guest speakers.

While we did not find direct evidence that Global Citizenship Education was taught in Saskatchewan schools, the new Ministry of Education goals and the Cross cultural competencies and their respective goals, are aiming at building the citizenship part in students. For decades now, English and French educators, at their own initiative have been developing the global citizenship aspect in their teaching methods.

While teachers Josh, Nate and Mac welcome the provincial curriculum goals, Michelle wonders whether teachers are aware that now they have not only the tools but also a philosophy they can use. In that regard, Two-Color-Horse says teachers “need to learn how to do the dance” of teaching global education and not expect the university and the provincial curriculum to provide them with all the answers. In her view, teachers have to take some initiative. She is hopeful that upcoming teachers will not only continue teaching global education but also realize that students from all over the world are now part of the student population. Finally, Michelle cautions us all. She says:

“Teachers may become so obsessed with reaching the [curriculum] outcomes that they won’t see the big picture of Global Citizenship Education. What we teach has consequences. We need to teach what the term ‘new person’ means to our students... The provincial curriculum has to be more flexible in not just getting the
curriculum across to teachers but also in how they see the big picture of making our students citizens of the world.”

Citations and references


2 Wessel, D. 8.

3 Wessel, D. 11.

4 Wessel, D. 16.

5 Wessel, D. 18.

6 Wessel, D. 1.

   https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf The Broad Areas of Learning, Appendix “A”

8 At the time this study was conducted, the province’s Ministry of Education website was in development. In its home page it notified “The Ministry of Education is revising curricula. These documents will be clear, consistent and concise. Please note that not all curricula have been renewed and may appear slightly different until they are completed.” This website development was confirmed by Mr. Tate.


10 This list is subject to change as website is under development.

11 Mr. Tate said that having all these videos for grade 11 was a technical and temporary mistake.


Appendix “A”

Resources, related to global education, found in the Ministry of Education -Saskatchewan Curriculum online\(^1\) include (in grade or multi-grade order):

**Grades K-7**


**Grade 1**


**Grades 1-2**


**Grades 1-3**


**Grade 3**


**Grades 1-5**


**Grades 1-6**


**Grades 3-5**


**Grades 3 and 6**


**Grades 3-8**


**Grade 6**


Bauer, Brandy; Dahl, Michael; Spenger, Kremena and Hodgkins, Fran. Questions and Answers: Countries. Markham, ON: Capstone Press.


**Grades 6-7**


**Grades 6-8**


**Grade 7**


[No authors listed]. 2011 [2008]. *This is My World Series.* Video (ROVER, Distributor)


**Grades 6-9**


Self, David. 2010 [2008]. *The Lion Encyclopaedia of World Religions.* Toronto, ON: Lion Hudson PLC.


**Grades 7 and 9**


**Grade 8**


Grades 6-7 and 11-12

Grade 9

Resources for higher grades – some do not include bibliographic data, other than title

Grades 6-8

Grade 8
Human Geography 8. Student text: Discovering Global Systems and Patterns (2nd Ed.)

Grade 8 and Levels 10 and 30
Canada in the Contemporary World.

Grade 9
GlobalIssues.org. Global Issues: Social, Political, Economic and Environmental Issues that Affect Us All  http://www.globalissues.org/ Accessed 01/06/15


Social Studies 10 – This level emphasizes Canadian Studies
Africa. The Gambia: Communities in Action [ROVER, video].

Social Studies 20-

Addicted to Aid [to Africa]. [ROVER video].

A Deadly Earthquake Devastates Haiti. [ROVER video].

BURMA AND THE GREAT AWAKENING. [ROVER video].

Chicken for Africa: The Dirty Trade of Leftovers [ROVER video].
EGYPT’S REVOLUTION ONE YEAR LATER [ROVER video].


HAITI IN A TIME OF CHOLERA [ROVER video].

JAPAN AND THE NUCLEAR NIGHTMARE [ROVER video]

LYBIA AND THE FALL OF GHADAFI [ROVER video]

Milking the Rhino [ROVER, video]

THE 9/11 ATTACKS: TEN YEARS LATER [ROVER video]

The Birth of Israel [ROVER, video]

THE COPENHAGEN CLIMATE CHANGE SUMMIT [ROVER video].

THE DARK SIDE OF CHOCOLATE [ROVER video]

THIS IS OUR HOME: STANDING FOR FREEDOM IN BURMA [ROVER video]

Waging Peace: Canada in Afghanistan [ROVER video]

WAR AND FAMINE IN SOMALIA [ROVER video]

WOMEN’S RIGHTS: RAISING THE GLASS CEILING [ROVER video]

Appendix “B”

SCIC members

SCIC has 25 full members and 38 associate members. The following list provides very brief information of the full members which the writer found had a public information section in their websites. The list for associate members is incomplete.

Full members working overseas and providing education programs for Canadians

1. Canadian Co-operative Association, Based in Ottawa, ON has projects in 10 African countries, five Asian countries, three in Latin America and the Caribbean and Ukraine, Europe. CCA hosts a variety of electronic publications, including a link to the Huffington Post. June 18, 2015. http://www.coopscanada.coop/

2. The Canadian Hunger Foundation, with western offices in Winnipeg, works in Africa, Asia and the Americas. In its website and under its “Take Action” sub-headline it lists What’s New? Let’s Find Out! The news is that CHF was no longer going to provide volunteer speakers in schools. Its “Global Education Program will be tailored back to be more an online resource for teachers and students.” CHF did not provide such service in Saskatchewan. June 18, 2015. http://www.chf.ca/take-action/for-educators/what-s-new-for-educator


9. The Mennonite Central Committee, with an office in Saskatoon, has offices in more than 50 countries around the world. The MCC has projects in relief, food and water, health, education, refugees, peace, restorative justice, and Canadian programs. Under its “Learn More” headline the MCC offers a Speakers Bureau service for Winnipeg and the Manitoba area. June 22, 2015. [http://mccc canada.ca/stories/assignment-teacher-mentor](http://mccc canada.ca/stories/assignment-teacher-mentor)

10. Plan Canada has projects in education, health, water and sanitation, protection [for children], economic security, emergencies, child participation, sexual health including HIV in 51 countries of Africa, Asia and the Americas. Under the sub-headline “Resources” Plan Canada lists the various resources they use to inform about their programs. June 22, 2015. [http://plancanada.ca/resources](http://plancanada.ca/resources)

11. The Presbyterian World Service & Development (PWSD) works “with local partners around the world to address the roots causes of poverty and create new futures of hope and opportunity through programs addressing… food security, livelihoods, health, human rights, refugees and emergency relief.” The PWSD works in Latin America, Africa and Southern Asia. Under the heading “Resources” the PWSD has the Advocacy and Educational Resources to raise awareness about development. June 22, 2015. [http://presbyterian.ca/pwsd/category/advocacy/](http://presbyterian.ca/pwsd/category/advocacy/)

12. The Primate’s World Relief and Development Fund (PWRDF), with Head office in Toronto “is the Canadian Anglican response for emergency relief, refugees, development and justice. PWRDF has projects in 22 countries and its partners include farmers, young people, women, Indigenous peoples, and diverse ethnic groups. In its website and under “Resources” they offer video presentations about the organization and they work they do in Canada and overseas. June 22, 2015. [http://pwrdf.org/](http://pwrdf.org/)

13. Save the Children, a member of Save the Children International, has its Canadian office is in Toronto, ON. Save the Children “is the world’s leading independent organization for children. We are committed to ensuring children realize the rights to which they are entitled under the UN Convention on the Rights of the Child.” Save the Children works in Africa, Asia, Latin

14. Based in Ottawa, ON., USC Canada’s main program is Seeds of Survival and works in Latin America, South Asia and Africa. Other issues they work are agro-ecology, seed diversity, small scale farmers, food sovereignty and climate change. Under its “Resources” headline USC Canada lists three resources for educators. June 22, 2015.  http://www.usc-canada.org/resources/for-educators

15. World Relief Canada’s “aim is to break the cycle of suffering and help communities tap into their God-given potential so that they have real hope for the future.” WRC works primarily in Africa and Southern Asia. Under “Happening Now” WRC lists the project it currently has and an emergency campaign for Nepal. June 22, 2015.  http://www.worldrelief.ca/happening-now


20. The Salvation Army “is present in 400 communities across Canada and more than 125 countries around the world.” June 22, 2015.  http://www.salvationarmy.ca/


22. The United Church of Canada, with offices all over Canada, focuses most of its work in Canada but also works assisting refugees and immigrants around the world. Another theme the Church works is Social Justice. June 22, 2015.  http://www.united-church.ca/media
**Associate members**


2. Bonding Together for a Brighter Future: Encounters and Dialogue with Cuernavaca, Mexico links to Project 2013 [http://www.project2013.ca/Project_2013/Welcome.html](http://www.project2013.ca/Project_2013/Welcome.html) which is exclusive to one project in Mexico led by two Regina residents. This site is linked to the Centre for Encounters and Dialogs (sic). July 13, 2015.

3. Briarpatch Magazine is a monthly independent magazine based in Regina. Topics it covers include politics, society, economy, the environment and action. Website is [http://briarpatchmagazine.com/topics](http://briarpatchmagazine.com/topics). July 13, 2015.


8. Engineers without Borders (EWB) - University of Regina chapter “seek to make foreign aid more transparent and improve the accountability of multinational companies working in developing countries.” EWB Regina “holds High School presentations and youth outreach across Saskatchewan.” In 2011 it reached 2900 High School students. [http://uregina.ewb.ca/what-we-do/advocacy](http://uregina.ewb.ca/what-we-do/advocacy). July 13, 2015

9. Engineers without Borders-University of Saskatchewan holds meetings on campus, promotes fair trade in Saskatoon, and advocate for efficient international aid with local MPs. [http://usask.ewb.ca/](http://usask.ewb.ca/). July 13, 2015

10. Fair Trade Saskatoon is a member of the Canadian Fair Trade Network. The Saskatoon chapter “is working towards Fair Trade Campus Designation.” [http://cftn.ca/partners/university-saskatchewan](http://cftn.ca/partners/university-saskatchewan) July 13, 2015


15. HELP International is based in Weyburn, SK. It has overseas and local programs. Under the local programs it includes Development Education which involves sending 2-4 facilitators to schools for a one-day presentation about Africa, identify problems and how to fix them. http://help-international.com/~Development-Education.php. July 14, 2015


17. Humanity First Canada no longer has a website. July 14, 2015

18. INTERPARES (among equals), based in Ottawa “believes in solidarity not charity as an approach to international cooperation.” It has projects in Asia, Africa, Latin America and Canada.

19. International office, University of Saskatchewan. This office oversees the international mandate of the University via international partnerships, agreements, and programs. Current projects include “Feeding a Hungry World” to improve food security in Ethiopia, Nigeria, and Benin and “Community Partnership for Food Security and Health” in partnership with Ugandan organizations. http://www.usask.ca/international_office/. July 20, 2015.