

GLOBAL EDUCATION MOVEMENT  
IMPLICATIONS FOR EDUCATION IN NOVA SCOTIA

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of the requirements for the Degree of  
Masters of Arts in Education

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**ABSTRACT**

"Global Education Movement - Implications for Education in Nova Scotia"

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The development and implementation of global education, as defined and elaborated in this study, is not, as yet, either established or widely understood in most school districts across North America, including those in Nova Scotia. The meaning and significance of such an innovation can be described, at best, as slowly emerging. Gaining widespread clientele receptiveness and implementing what global education implies will undoubtedly be a difficult and crucial challenge for the future.

Although concern for global matters is rising in educational circles, global education still remains a vague concept. There are no readily available comprehensive definitions, descriptions, or analysis of what global education is, why it is important, what it seeks to accomplish, how it differs from traditional studies, and how the content scope and sequence fits in

the overall curriculum. Also lacking is clarity in curricular thinking pertaining to the appropriate implementation strategies. These strategies are often devoid of due consideration of teachers' central role in the implementation process, capacity of social studies to absorb the innovation, level of the learner, appropriate resources, inservicing and teacher training.

The gap between curricular planners and teachers in terms of these issues, and as tested by the hypothesis central to this study, is as wide as the gap between the students and their teachers in attitude, knowledge, and interest in global-oriented courses such as Global History and Global Geography. Therefore, in addition to examining and analyzing the aforementioned problematic issues in global education, this thesis provides a set of useful definitions and preceptions on the innovation itself and recommends changes needed to facilitate successful implementation of global-minded programs in our school system.

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## CHAPTER ONE

### INTRODUCTION

Why schools adopt global education programs has been the most persistent and recurring question raised in discussions about globalizing our education. For those who are aware of the increasing impact of world events on the everyday lives of more and more people, such query is rapidly becoming nonsensical. The Global events, particularly those of the last two decades, are stimulating changes in the way individuals view themselves, other human beings, and the world. In every direction there are new economic, political, cultural, ecological, and technological realities that are sometimes astounding, such as the opening of the Berlin Wall and the collapse of Communism in Eastern Europe. World trade and financial, economic, and political developments have transformed various economic systems into a highly interdependent global market place. Revolutionary advances in science, technology, communication and transportation have brought nations and peoples closer together. The impact of computers, satellites, and supersonic jets alone have ended the era of regional isolation. For instance, it is now possible



to rapifax a message as far away as China, where the recipient can sign it and send back the reply in a matter of minutes. Changes are truly global in nature, affecting all life on the planet. Environmental problems, such as ozone depletion, global warming, and toxic pollution, are now non-regional issues which demand global solutions and international cooperation. To live in the 1990s is to witness an increasingly more integrated and interconnected world. Yet these important changes are not reflected sufficiently in the way many North American schools prepare students for citizenship. In educating students, languages, values, cultures, and even the location of other nations are often ignored. Schools and universities reflect the same lack of global understanding that pervades the rest of our society from government and business leaders to school children and parents. A world in which there is lack of awareness or appropriate knowledge of global issues could result in effectively disenfranchising future citizens from survival skills needed to preserve democratic values and responsible decision-making. Educated individuals not only need to know how the interdependent world in which they live works, but they also need to know how they may better function, live, and serve this increasingly interconnected global village.

Proponents of global education argue that education for a global perspective is a necessity and the only real choices center on how well and how rapidly the task gets executed. These choices about how well we respond and how rapidly we accomplish the task face an increasing number of school systems, including our own. Nova Scotia opted to create and implement a new global education program as part of our mission. This response to the perceived need resulted in the formation of a Global Education Project under the auspices of the Nova Scotia Teachers' Union (N.S.T.U.), the Department of Education, and the Federal Government. The success or failure of the mission of the Global Education Project will be largely determined by the degree of foresight and flexibility curricular planners and educators exhibit in addressing probable and potential problems. Naturally, the level of success will, as with any curricular innovation, depend to a large extent on the ability and willingness of the classroom teacher to implement that innovation as it was intended. Thus, while the need for global perspectives may be generally recognized in curricular circles, a powerful and convincing rationale, objectives, and content base need to be established to create some order in thinking about appropriate implementation strategies.

Although various reports, journals, and studies echo the need to infuse global perspectives into schools, in practice it is the curricular planners who often determine their own vision of global education. Such is the case in Nova Scotia where the Report of the Advisory Committee on the Public School Program in June 1987 recommended two new compulsory grade 12 Social Studies courses, one in Global History and the other in Global Geography. Both of these courses have been adopted by the Nova Scotia Department of Education and have been approved for final implementation in 1995. Although such courses are desirable, it is highly questionable whether or not they really constitute global education as defined by documented research. A host of other relevant questions are also at issue. What are the goals and objectives of these courses and how relevant are they to the actual content? Do sufficient, unbiased resources exist to offer a multi-perspective approach to global education? Do the teachers who will be ultimately responsible for implementing this innovation possess adequate understanding, background, and skills in global and cultural literacy? How receptive are teachers to the Nova Scotia Department of Education-centered innovation, its intended material, and strategies for implementation? Can teachers realistically expect to

succeed in changing attitudes of grade 12 students with respect to their perceptions of various cultures and social values within the confines of a single year? How receptive and interested is the target group of students to this innovation?

Needless to say, implementing an innovation of this scope, involving many participants, such as the developers, implementors and intended benefactors, is a daunting task worthy of closer scrutiny. The purpose of this study is to explore various aspects and implications of global education: Why is it important? What is the rationale behind it? What constitutes global education? What images of global education predominate the educational agenda in North America? How should it be implemented? and How does the Nova Scotia global education program measure up in the view of current literature? In addition, central to gauging the success of the proposed program, this research will determine the dominant attitudes social studies teachers and students have in Queens County regarding need for, interest in, and background in world issues. Furthermore, this research will test the hypothesis that a significant gap exists between students, teachers, and curricular planners in their realities and perceptions of what global education is and what it seeks to accomplish.

## DEFINING GLOBAL EDUCATION

Global education is becoming increasingly synonymous with many educational reform programs being introduced into secondary school systems in both Canada and the United States. Although many educators are espousing this trend, few of them understand neither the need for global education nor its promise (Tye, 1991). Much of the misunderstanding stems from vague and often generic definitions of global education, as well as the lack of consensus of how it should be implemented in schools (Lamy, 1991). Terms such as global education, international education, global awareness, multicultural studies, global systems, global issues and Global History mean different things to different people (Arum, 1987). Therefore, global education, argues Kniep (1986), must be first and foremost clearly defined by its scope and its content.

United Nations Educational Scientific Cultural Organization (UNESCO), at its 1974 General Conference, adopted the recommendations concerning "Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms" (UNESCO General Conference, 1974). These recommendations represent a consensus of governments

regarding the role of education in developing global perspectives and required is a periodically specified report on action taken by each member state to implement the "Recommendations". The two following articles from the guiding principles of the Recommendations provide a full agenda for global education.

Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of UNESCO and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace." [para. 3]

In order to enable every person to contribute actively to the fulfillment of the aims referred to in paragraph 3, and promote

international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:

- (a) an international dimension and a global perspective in education at all levels and in all its forms;
- (b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
- (c) awareness of the increasing global interdependence between peoples and nations;
- (d) abilities to communicate with others;
- (e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
- (f) understanding of the necessity for international solidarity and co-operation;
- (g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large. [para. 4]

These principles are consistent with Anderson (1991), Flemming (1991), Gilliam (1981), Hanvey (1982), Kniep (1989), Tucker (1991), Weaver (1988), and other proponents of global education who argue that public education, in its present form, must be transformed into a global education where global perspectives permeate every subject and every grade level. Gilliam (1981, p. 170) writes, "global education should be viewed as pervasive - a thread that runs throughout a student's entire school experience," a type of "thread" which cultivates in young people a global perspective and provides opportunities "to develop in them 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." (p. 170)

In addition to pervasiveness, Dekock and Paul (1989, p. 47) state: "in brief, global education means purposefully acknowledging that we are part of an interconnected and interdependent world and that we need to know how to operate in it." An even broader view of global education is offered by Kniep (1989, p. 11). Kniep proposes four essentials of global education: "the study of systems; the study of human values; the



study of persistent issues and problems; and the study of global history." The State Plan for Global Education in Florida similarly defines global education as:

the process that provides students and individuals with the knowledge, skills and attitudes necessary for them to meet their responsibility as citizens of their community, state and nation in an increasingly interdependent and complex global society.

(Tucker, 1991, p. 45)

All of these views are accompanied with a sense of urgency in keeping up with expanding knowledge, developing new attitudes, and redefining skills needed to survive in the 21st century. Also implicit in many discussions on global education is the realization that society can no longer afford the luxury of ignoring the need for global education and treat it as an exclusive domain of one or two subjects (Flemming, 1991; Gilliam, 1981; Tye, 1991). Apart from the interdisciplinary and pervasive nature of global understanding, the following definition developed by Hanvey and revised by Tye, (1991, p. 5) embodies the essence and meaning of global education with exemplary foresight.

Global Education involves learning about these problems and issues that cut across national boundaries, and about interconnectedness of systems--ecological, cultural, economic, political, and technological. Global Education involves perspective taking--seeing things through the eyes and minds of others--and it means that realization that while individuals and groups may view life differently they also have common needs and wants.

Despite the existence of well-documented definitions of global education, it still remains a fuzzy concept. This fuzziness is primarily due to the intermittent usage of generic terms which quite obviously do not have the same meanings. Therefore, it is appropriate to distinguish global education from incorrectly used would-be assimilators. International Education is one such commonly misappropriated example. Arum (1987, p. 9) writes:

International education is an all-inclusive term encompassing three major strands  
(a) international content of curricula  
(b) international movement of scholars and

students concerned with training and research,  
and (c) arrangements engaging [domestic]  
education abroad in technical assistance and  
educational cooperation programs.

Clearly, the content of international education is quite different from global education. Other terms often used synonymously with global education, such as global awareness, development education, interdependence, multicultural studies, global systems, global issues and Global History, are all components of global education which individually constitute a Gestalten phenomenon or a part of the whole. These terms are often used ambiguously when attempts are made to infuse global content into certain areas of the curriculum (Harris, 1990). Global education, on the other hand, encompasses and integrates all of these components throughout the entire curriculum and provides a much broader scope and sequence. Individual components are often used as specific year-long courses, whereas global education is an orderly process that permeates the whole curriculum at all grade levels for the duration of the students' stay in school. Global education, in its totality, represents all inclusive "efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among

cultures, species and the planet." (Meyer, 1988, p. 30)

A global perspective on the other hand, is simply an awareness of emerging global concepts such as those of change, conflict, communication, and interdependence; it implies dealing with affective content and stresses student competencies which incorporate essential knowledge, skills and attitudes. (Kobus, 1982 p. 6)

Different conceptualizations, images, and approaches to global education have hindered the development of a consistent and comprehensive program that satisfies the essential content base (Arakapodavil, 1985). Since global education is "pervasive", liberal minded, integrative, interdisciplinary, multidimensional, and espouses "harmonious" coexistence of human kind, in essence, it is what an ideal education should be.

#### A RATIONALE FOR GLOBAL EDUCATION

Although our educational institutions have been snail-paced in addressing the exponentially accelerative

challenges of the emerging new world realities, the need for global direction in education is becoming increasingly apparent. The confrontation with rapid technological and sociological global changes was the central thesis of Toffler's (1970) book, Future Shock. The author questioned our ability to cope, not only appropriately but quickly enough, with the problems confronting us. These problems include keeping up with expanding knowledge, developing new attitudes, and redefining skills needed to survive in the 21st century. As Kniep (1989, p. 399) so aptly put it, "for a number of our most pressing environmental and social problems... there will be either international solutions or no solutions at all."

In recent years, the rate of social, political, economic, ecological, and technological change has increased to a degree never before experienced (Anderson, 1991). As a consequence of this rapid change, individuals will be faced with a "period in which human choice will operate more decisively than ever before" (Cornish, 1980, p.7). Preparing individuals to function effectively in an ever-changing environment will be undoubtedly a responsibility of the educational process. Appropriate education must foster adaptive personalities, attitudes, skills, and coping

strategies to preserve and enhance the quality of life of future citizenship. This view is consistent with Fuller (1979, p. 93) who contends that educators should "focus on designing a curriculum of change, not merely changing curriculum." On the basis of speculation about the orientation of society, global interdependence, the nature of man, and the function of education, "harmonious survival" must be a primary educational theme in the curriculum of the 1990s. Preparing individuals with the necessary survival skills is an urgent task of all educators. To accomplish this objective, education will need to emphasize the following new basics in education (Hanvey, 1982 p. 162):

1. Perspective Consciousness
2. State of the Planet Awareness
3. Cross Cultural Awareness
4. Knowledge of Global Dynamics
5. Awareness of Human Choices

The events of the past couple of decades have clearly served as catalysts in initiating educational criticism and reform-mindedness as evidenced by the sheer volume of literature urging radical changes. Due to serious disparities in education, such as the

obsolete curriculum in relation to the advancing state of knowledge, Coombs (1981, p. 5) maintains that the failure to radically change our attitudes will undoubtedly "crack the frame of educational systems, and in some cases, the frame of their respective societies." Unfortunately, much of the recent change that has been taking place continues to be cosmetic--curricular tinkering--nothing more than an attempt to refine the existing machinery (Lasch, 1985). What has been lacking is a total change, with new goals and mandates for the future. Global education can be the change agent or the integral part of the new educational imperative (Kirkwood, 1991).

The rationale for global education overwhelmingly rests on the following justifications. Anderson (1991) maintains that the events of the past two decades have ushered in profoundly converging changes in the social structure of the world. These changes include the growth of global interdependence, the erosion of Western dominance of the rest of the world and the decline of American hegemony in the world's political economy. Secondly, because of the accelerating convergence of these trends, our society became markedly more globalized in the 1970s and 1980s and will likely become even more globalized in the 1990s and the next century

(Naisbitt, 1984). Thirdly, given the emergence of the increasingly interconnected world, the test of responsible democratic citizenship in the 21st century will be to respond to problems and opportunities that affect all countries and that can only be met globally (Baker, 1991; Cleveland, 1980). Thus, contends Schyler (1987), the new generation of students must be empowered to understand, "think and act" as citizens of both their nation and the world. Finally, the vast transformations in the world's social structure are not only forcing global orientation in our economy, but are also initiating educational changes to accommodate these converging global trends (Tye, 1991). In Anderson's perspective, educational institutions and processes are not isolated from economics, politics, demography and culture. On the contrary, he argues, education mirrors society and social change, therefore, reciprocally generates educational change. Furthermore, given that individual social systems are inter-connectedly embedded within an emerging global system, then it is this world system that is in fact creating pressure to globalize our education. This is evidenced by the intensity and the number of efforts to infuse global perspectives into our curriculums.



As a reform movement, global education emerged in the 1970s and grew in visibility and influence in the 1980s and continues to do so into the 1990s. For instance, in the mid-1970s, the Modern World Problems course was introduced into Nova Scotia high schools as an elective credit. Currently the Nova Scotia Department of Education is introducing two new compulsory courses in grade 12, one in either Global History or Global Geography to replace the seemingly inadequate Modern World Problems course. By the mid-1980s, many school boards in Canada and the U.S. began to introduce a global orientation in their curriculum (Anderson, 1991).

It is no historical coincidence that the decade of the 1970s and '80s first witnessed the intensification of efforts to globalize our education. It is in these two decades that the changes in the world's social structure converged. Consequently, points out Anderson and Tye, many facets of our society, including our education process became more globally sensitive.

One monumental development in the emerging new world order was the acceleration of the decline in Western civilization's dominance of the world social structure, particularly during the second half of the

20th century (Anderson 1991; Tucker 1982). The decline of Western dominance is indicated in a variety of ways. Certainly, one of the most dramatic and significant is the rapid decolonization that has occurred, particularly since World War II. Other indicators include the rise of Japan as a major economic power, as well as the growing international importance of China, Brazil, India, Nigeria, and the oil rich regions of the Middle East. The world that the West once dominated is now placing increasingly powerful demands on the West, demands for a new international economic order based on mutual cooperation, trade and diffusion of technology and information (Hunter, 1990). The reformation of global thinking, epitomized by the concepts of "North-South" and the "developing nations", has added a new important dimension to a world view dominated by decades of East-West geopolitical structures.

The second development, dating from the decade of the 1970s, was the demise of the United States hegemonic position in the world's social structure. Due to the decline of the American financial, commercial, productive, and political dominance, emphasized by the growing debt, stiff competition from abroad and the

emergence of the European Economic Community, the U.S. found itself increasingly with a less imposing world posture (Kennedy, 1987). Even in Europe, it is the German drum-beat that the rest of Europe followed in recognizing Slovenia and Croatia, despite U.S. objections.

The growth of global interdependence is the third and perhaps the most important development manifested through the expansion of technological, political, cultural, economic, and ecological networks connecting different peoples, cultures, and regions. Interdependence has been growing throughout much of world history, accelerating to a world-wide phenomenon over the last five centuries. From the age of the Industrial Revolution and European Imperialism to the post World War II era of decolonization and technological proliferation, interdependence has escalated to unprecedented heights. This trend has become the modern era's driving force responsible for globalizing every facet of human existence (Anderson, 1991; Glasner, 1983). The immense changes underpinning the world's social structures are a product of three inter-related events that, in modern historical perspective, stand as a monumental legacy to the world's

character: (1) European expansion; (2) emergence and extension of capitalism; and (3) the diffusion of modern science and technology. The growing global interdependence generated by these events is clearly evidenced when one ponders the rapidity of change in the globally interconnected world--technologically, economically, politically, scientifically, ecologically--and the resulting stress on institutions, human beings, and the planet itself. The argument for a new educational effort designed to prepare young people to cope with these realities therefore seems compelling (Anderson, 1991).

Based on these trends and rapidity of change, one can easily predict that more and more Canadians will be exposed to economic, political, and social situations where, according to Anderson (1991), Kniep (1989), and Tucker (1991):

- The absence of understanding of contemporary human condition will render one incapable either of protecting self-interest or furthering human values;
- The lack of ability to participate actively and self-consciously in transnational political and social action will prove destructive to self-interest and democratic values;

- The absence of cross-cultural awareness will prove to be segregating and impeding;
- The lack of competency in recognizing complex interlockings of world systems will result in potentially inappropriate decision-making by future citizenship;
- The absence of the basic knowledge of history, sociology, and geography of world systems will increase ones chances of becoming the subject of manipulation and contempt;
- The lack of competency in one or more foreign languages will be embarrassing at best and painful, if not disastrous, at worst.

Such convincing scenarios serve as a powerful rationale to globalize our education. To borrow Anderson's answer to the question, Why should our education be globalized? "The question is comparable to asking why should we die. The only real issues are when, how, and with what degree of dignity" (1982, p. 161). So it is with the task of globalizing our education. The only real choices we have are how well and how fast the objective gets accomplished.

## CHAPTER TWO

### IMAGES AND SCOPE OF GLOBAL EDUCATION

#### CONFLICTING IMAGES OF GLOBAL EDUCATION

Global education programs should be mainly concerned with the development of a sense of responsibility toward ourselves, others, and future generations, all of which are threatened by "psychological, social, and material structures which education has been at least partially responsible for building" (Fasheh 1985, p. 113). Some of the undesirable or threatening trends which education helped develop include homogenization and standardization of tastes, attitudes and needs, cultural hegemony, the dependent relationship of the Third World countries on the First World, threats to cultural diversity, the belief in one way for progress, and an absolute belief in science. Unfortunately, maintains Fasheh (1985), these issues and concerns do not seem to be the focus of many forums, programs, curriculum, or books on global education. The main justification for offering global education continues to be expressed by countless references to our declining economic position, eroding

competitiveness and the perceived danger to our democratic way of life. The prevalent attitude of our political and economic establishment reflects not so much the need to understand others but, rather, the need to conduct business with them more efficiently and with continued profitability. One report after another links the need for educational reform to the United States' declining position in the world markets. The National Commission on excellence in education issued in 1983, a report bearing the alarmist title A Nation at Risk: The Imperative for Educational Reform, illustrates this point quite well. The Commission insists that the nation will have to upgrade its educational systems "if only to keep up and improve on the slim competitive edge we will retain in world markets" (p. 2). Although it goes on to suggest other reasons for reform, most of them are based on the assumption that our society is entering a global information age in which lack of appropriate education could prove to be an irresponsible and irreversible failure in planning for the future. But the sections of this report that often find themselves echoed in the mass media are the ones "linking the rising tide of mediocrity" in education to the nation's economic and military security.

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war... We have in effect been committing an act of unthinkable, unilateral educational disarmament. (p. 3)

In the educational newsletter, Equation, published by the Government of Canada, our concerns reflect those of the United States. The Human Resource Development Committee of the National Advisory Board on Science and Technology (NABST), chaired by Prime Minister Mulroney, states:

Canada is putting \$50 billion a year into education--proportionately more than almost any other country in the world...since the skills of the nations' people are recognized as the most important factor in its economic performance, Canada should be at the top. Instead we have dismal results including the lowest productivity growth of the Group of Seven industrial countries, and a miserable score in international comparisons of the key elements of competitiveness. (p. 1)

In the September 9, 1991, issue of the Mail Star, Paul and Eva Huber pose a question: "Are Our Schools'



Globally Competitive?" Both the business world and governments think not, as they foresee a negative depreciative change in the status quo. To prevent this from taking place, the number one educational mandate in both the United States and Canada is, unquestionably, to preserve the further erosion in the status quo as world economic leaders. The second mandate is clearly entrenched in the first. If our way of life is threatened by eroding economic dominance, then so are our democratic values made vulnerable by our weakness. This raises a very important question about the background out of which many global education programs are emerging. Can our global education programs be free of political strings and be truly unbiased, espousing understanding for the sake of understanding? Many skeptics think not, because there are at least four very powerful contending interest groups who seek to influence and perhaps control global education programs in the United States and Canada. The group with the most influence are the neomercantilists. They constitute an alliance of big business and government which is reluctant to accept a relative decline of North American power and prestige, particularly in economic policy areas. Lamy (1991, p. 56) writes: "Those who ascribe to this position believe that global education

should prepare U.S. citizens for a participation in a competitive international system where self-interest rules and where chances for cooperation are limited." From this viewpoint, using force to achieve or protect national interest is always an option. Liberating Kuwait to secure the free flow of oil from Saudi Arabia would be a good case in point for neomercantilists.

The second world view represented by ultraconservatives is gaining ground in educational debates. The ideal world, for ultraconservatives, writes Lamy (1991, p. 57), "is one shaped by American hegemony in economic, political, and cultural affairs." The global educators promoting a more judicious equality line that emphasizes cooperation and power sharing are seen as misguided, naive, and irrational. Failure to maintain power or to promote domestic and international support for American ideals and traditions is considered a cardinal sin, for the ultraconservative.

The third group, whom the ultraconservatives label as the New Agers, Globalists, or the utopian left, seek to create a humanistic equitable international system through the creation of socialist subsystems in which power is decentralized and economic well being, social

justice, peace, and respect for all cultures and humanistic values are reflections of domestic and foreign policy goals.

The last world view, which is gaining momentum among educators and researchers, examines global issues from the perspective of an international society or a community of nations which cooperatively and multilaterally respond to global problems and challenges. This communitarian group emphasizes many of the less controversial, non-dogmatic, global educational goals as stressed by Anderson (1991), Gilliam (1981), Hanvey (1982), Hunter (1990), Kniep (1989), Lamy (1991), Tucker (1991), and others. These are:

- To promote awareness and understanding of the complexities of international systems and events via resources that represent various international perspectives and research;
- To introduce knowledge of world cultures and foster sensitivity to the multicultural and transnational nature of human condition;
- To nurture appreciation of the diversities and commonalities of human values and interests that shape individual images of the world;
- To introduce students to a wide range of conceptual, analytical, and evaluative skills, as

well as strategies for participation and involvement in local, national, and international affairs.

Effective global education begins with a premise that information and knowledge about the rest of the world must make a feedback loop into our own consciousness, so we can better understand ourselves and our relationships to each other and other peoples, cultures, nations and global issues. This feedback loop is the essential ingredient in teaching for global understanding. Without this provision, simply studying about the rest of the world within the confines of one or two enclaves of knowledge is not adequate global education (Tucker, 1990). Becker (1990), Hanvey (1982), Lamy (1991), Tucker (1982), and argue that if global education is to permeate our consciousness then it must be multidimensional and interdisciplinary, beginning at much earlier, more formative elementary grade levels, at ages 7-12, and not a one-shot deal in high school. Therefore, any proposed global education program which lacks this important primary criterion is seemingly flawed from conception.

## SCOPE AND SEQUENCE OF GLOBAL EDUCATION

The content of global education is drawn from the present as well as the historical, geographical, and cultural realities that describe and define the world as a global society. Therefore, it is easy to understand why the instinct exists, among curricular planners, to lump global education into history or geography courses. As the importance of global education becomes more widely recognized and accepted, it is probable that, in some systems, global perspectives will come to permeate the entire school curriculum. This is certainly the focus and the objective of the Nova Scotia Global Education Project, coordinated by Dave Ferns. Independent efforts are being made by the Nova Scotia Global Education Project to inservice and help teachers to use global perspectives in their classrooms, regardless of their subject discipline. This type of direction must be encouraged simply because it recognizes not only the importance and the scope of global education but also its interdisciplinary nature. However, since the main thrust in the mandated implementation of global education in Nova Scotian high schools is limited to history and geography, then social studies teachers, who will teach these subjects, must be

prepared. Social Studies teachers, provided with adequate inservicing and training, should view this challenge as an opportunity to assume leadership in bringing global perspectives, eventually, to the entire social studies curriculum. By virtue of their interests and their speciality, they are certainly the most likely candidates to assume a leadership role.

To help students acquire global perspectives entails radical new approaches to teaching which will undoubtedly require many teachers to change not only their methodologies but also their own teaching philosophies. Based on a formal interview with John R. Stone, Social Studies Curriculum Development Consultant with the Nova Scotia Department of Education, some skepticism remained whether or not change in teaching approaches is an attainable goal. Mr. Stone wants global education courses which emphasize process rather than product oriented classroom teaching. Specifically, this orientation can be summed up as follows:

- learning occurs when the student works through a process in which knowledge is actively manipulated and restructured to reach insight;
- problem-solving skills develop when learning the content and when the student reflects on the process used to work through the content;

- the student has a growing awareness of how he or she learns and can learn;
- obtaining a solution is as important as the solution;
- tasks involve a process of learning and content;
- the teacher evaluates the process and the product;
- the student evaluates and thinks about what he or she did.

Although global education is not yet integrated within social studies, it is encouraging to see the evolution of change in some aspects of curricular thinking. Needless to say, intentions and outcomes are two different things, but it is a positive development to at least acknowledge the need for new approaches to learning, particularly in global education. On the question of textbooks, Mr. Stone is currently involved in refining both Global History and Global Geography drafts to reflect his department's emerging philosophy of learning. This philosophy defines learning in Social Studies as:

- meaningful and purposeful;
- active, experiential, experimental, and requiring risk-taking;

- based upon prior/ongoing knowledge and experiences;
- facilitated by language;
- integrated;
- enhanced by good models and research;
- supported by ongoing, positive and constructive feedback.

Ideally, any new curriculum development should encompass all of the proceeding principles. If global education is, indeed, based on such principles, then it is lacking, by the Department of Education's own admission, both integration and utilization of research-proven models. These deficiencies have been pointed out earlier as serious flaws that may render the entire program functionally useless.

In contrast, the New York global education program begins with the introduction to global perspectives in grade 1 and concludes it in grade 12. Despite such a progressively reinforcing immersive approach, the program is still criticized for not being integrated enough. The critics of the New York model do not like the monopoly that Social Studies, particularly history and geography, hold over global education. New York began a process of curriculum revision in 1980 that



changed both the elementary and secondary level Social Studies programs (Flemming, 1991). In the late 1980s, the revised program, which included new examination requirements and four compulsory Social Studies units in high school, was put into place. In grade one, students "consider topics in the news, of global concerns, illustrating interdependence and human needs" throughout the world. In grades two and three, the program nurtures a global perspective by having students explore how families live throughout the world, including studying about their food, shelter, clothing, and customs. As a stated goal, the global education program strives to "decrease egocentric perceptions." At these levels, the curriculum focuses on ethnic and cultural diversity while, at the same time, it promotes a sense of interdependence and the need for cooperation between local and foreign communities. In grade four, lessons center on the local community in relationship with the state and national levels of government. Grade five activities emphasize geographic and economic aspects of interdependence between the United States, Canada, and Latin America. In grade six, the focus is on Western and Eastern Europe from a geographic and economic perspective. The next two grade levels devote

much effort to regional studies, concentrating on domestic history of the states/nation, including the linkages with Canada and Mexico. The main global thrust of the curriculum takes place in grades nine and ten under the title of "global studies". The two-year block is designed to be flexible, with units incorporating such non-Western regions as Africa and South Asia, but it does not neglect the role of Western Europe in shaping North American institutions and values. The content features case studies to illustrate major themes, such as "change", "technology", and "justice". The contemporary world is in focus via sequence of eight units which form a two-year syllabus. If the unit sequence is followed, the grade nine and ten courses provide a survey of the development of the Western world, beginning in the Middle East and ending with the world today. In the eleventh and twelfth grades, students study four chronological units covering such topics as international trade, alternative economic systems, economic problems of developing nations, population growth, and the human stress on resources and the environment.

Although such a program is still open to criticism, it is far more extensive and superior in comparison to

Nova Scotia's one-shot deal in grade twelve. In California, as well as in New York, the entire social studies program revolves around global education, whereas in Nova Scotia, global education is a small component of social studies. However, irrespective of the choice of models, social studies teachers have become, in both cases, the main medium of global education, undoubtedly due to the nature of the subject they teach and their academic background. Nevertheless, to bring some order in thinking about these realities, Kniep (1986) proposes four elements as being essential and basic to global education, regardless of subject domain. These include:

- the study of human values,
- the study of global systems,
- the study of global problems and issues,
- and the study of the history of contacts and interdependence among peoples, cultures, and nations.

Kniep (1986), maintains that "unless these four elements are included, educational programs will fall short of being truly global" (pp. 437-438).

The Nova Scotia Department of Education's revised Global History Draft presently consists of five units:

East-West, North-South, Justice, Social Change and Technology and Interdependence. Although the draft is overburdened with a litany of concepts, it does not meet Kniep's criteria of global education content. This is no great surprise. Other research by Peters (1987), East (1990), Harris (1990), and Lampton (1991) show that one or two courses in high school are grossly inadequate to make any significant impact. The study of human values, a very essential and primary component in global education, is not found in either the Global History or Global Geography drafts. However, in all fairness, the proposed Global History curriculum is still under review and some suggestions have been put forward whereby the five-unit construction would attempt to satisfy some of the requirements basic to global education. It has been recommended that the concept of values be incorporated into certain case study topics, such as human rights and apartheid, in the unit dealing with justice. Since Global History itself is being redrafted, it is difficult to say whether or not it is adequate in addressing human values. Nevertheless, studying human values is crucial because our values determine how we view the world. Values also influence our decisions and behaviors as we interact with the global community. Kniep (1986) writes:

In global education, we must also provide students with the opportunity to engage with and understand the diversity of the world's peoples. The cultural differences that go with group membership are the most obvious manifestations of the variety of values and perspectives among human beings. These differences are reflected in peoples' tastes, preferences, attitudes, and world views.

(p. 437)

Studying human values, therefore, is a good starting point in global education, because values define, in part, what it means to be human. Seeing yourself through the eyes of those with another world view promotes appreciation for universal human rights and the understanding of human commonalities within cultural diversity.

Secondly, in order to help students understand the pervasive nature of interdependent world systems, global education must also engage students in the study of the global, economic, political, ecological, and technological systems in which they live. With these four themes alone, there is enough material to more than justify a year's study. Any more thematic additions

would be stressing the content past the limit. Naturally, the argument of quantity versus quality would also arise. Simply, there would be too much content to squeeze into a single year. The Nova Scotia Global History draft alone, in its original form, consisted of seven units and contained approximately 32 key terms and concepts per unit, or 205 in total. The revised version is slightly more streamlined. However, it is still highly questionable whether or not all of these could be adequately covered during a school year.

Kniep's (1986) third element constituent of global education facilitates student introduction to global issues and problems that go beyond the borders of any single nation. As part of the global system, students must see how they effect and are effected by global problems and issues. Ultimately, students must be involved in the process of finding multilateral solutions to transnational problems, while minimizing the degree of conflict inherent in each. To create opportunities to facilitate such involvement, Kniep proposes four general categories that encompass a majority of global issues and problems. These need to be included in the global education curriculum:

- peace education,
- development education,

- environmental education,
- and human rights education.

Needless to say, there is enough content in these categories also to create one or two year-long courses.

The final necessary ingredient of global education calls for studying global history from a non-traditional perspective. Specifically, a new mentality or a new pedagogical philosophy is needed in studying world history, one which involves a new perspective that goes beyond the focus of the Western world or the "us versus them" approach.

So called "world histories" are often primary histories of Western civilization or of the spread of Western influence to the rest of the world. Often they are the histories of separate regions with little attention to relations among them. Usually, these histories focus on the development of states that are most powerful in the contemporary world. In general, traditional approaches to the study of world history add little to the understanding of contemporary interdependence because they do not emphasize the historical roots of that interdependence. (Knip, 1986, p. 444)

In terms of content and objectives, the Nova Scotia Global History is a thematic approach to an overabundant mixture of past and present concepts. The interdependence component is reduced to a single unit at the end of the draft indicating, perhaps, its order of priority. In organizing the sequence of Global History, or for that matter any social studies curriculum, every effort should be made to retain the "holistic" character of global education. Doing so will ensure that students can understand various value-shaped world views and capture the sense of interdependence characterizing global relations. Furthermore, the sequence of study should be integrated, reinforcing, and conceptually transferable to the order of themes (Knip, 1989). Knip proposes a thematic-conceptual model for generating scope and sequence for social studies. He lists five themes as basic curriculum organizers essential to the development of global perspectives, interdependence, culture, change, scarcity, and conflict. They are important because they consistently appear in the language and thinking of global perspectives and provide the nucleus for the organized clustering of concepts.

The second category of four themes is equally important in developing global perspectives, but is less



dependent on chronology. This category is comprised of major case studies of events and persistent global problems. Kniep (1989) basically categorizes them into the following thematic components:

Peace and Security

- the arms race
- East-West relations
- terrorism
- colonialism
- democracy and tyranny

National and International Development

- hunger and poverty
- overpopulation/urbanization
- North-South relations
- appropriate technology
- international debt
- foreign aid

Environmental Problems

- acid rain
- pollution
- depletion of the rain forest
- depletion of ozone

- waste management
- sustainable development

#### Human Rights

- apartheid/racism
- political imprisonment
- religious persecution
- refugees

The Nova Scotia global education model is a far more selective thematic-conceptual approach using some components of certain themes and deleting others. For instance, both global geography and global history drafts borrow heavily from Kniep's (1989) second category of themes. Considering that one of the two courses is considered compulsory in Nova Scotia, it is likely that a great number of students will only be exposed to a uni-disciplinary and limited selection of thematic components. Contrary to the Nova Scotia approach, Kniep (1989) prescribes his two categories of themes to the entire social studies curriculum from K-12. This approach was partially assimilated by the New York and California school systems, as mentioned earlier. The allocation of global perspective building

themes in a K-12 system involves studying chronologically dependent themes of the first category at lower grade levels while the second category is mainly directed at 9-12 grade levels. In addition to the appropriation of themes to particular grade levels, Kniep (1989) also supports an active and interactive student-centered approach to teaching global education.

The message supported by research is quite clear--global education is much too broad and comprehensive to be confined to one or two subjects. It cannot be properly taught at a single grade level, limited to a one-year study, nor can it be monopolized by a lone doctrinal perspective. Global education must be culturally unbiased, accurate, multiperspective, integrated, structurally immersive, sequenced, reinforcing, and participation-oriented. A past and present perspective, inclusive of the evolution of value-shaped world views and the development of the interdependent global systems, as well as active student participation in today's global issues and problems, is the essence of global education.

### CHAPTER THREE

#### CURRICULAR IMPLICATIONS FOR THE NOVA SCOTIA GLOBAL PROGRAM

The Nova Scotia Department of Education's global program consists of two compulsory courses, one in either Global History or Global Geography. This means that only those students who complete grade 12 will have a year-long exposure to global issues either from a historical or a geographical perspective. The implications for the proposed program are tremendous, to say the least. Considering the national drop-out rate of up to 30%, approximately one-quarter to one-third of the future citizenship will not have any formal academic global awareness education. For the bulk of the graduating grade 12 students, who already possess well entrenched positive or negative values and perceptions, a single course in History or Geography will simply be too little, too late. Although the need for a world-class, globally aware, competitive workforce and citizenship has been prioritized and advocated with renewed urgency and vigor by the government and the corporate community, through popular media, the old

problems facing education have been largely ignored. To have a huge number of future citizens globally disconnected or ill-prepared is totally unacceptable, certainly from any business point of view. The question comes to mind how global education can make an impact in education when it is merely a new cog in the old rotten machinery? Schools, contends Lasch (1985), cannot be expected to encompass growing new areas of responsibility and, at the same time, cope with the backlog of unsolved problems as long as they remain organized and ill-prepared as they are. Schools need to be changed fundamentally and radically.

C. Anderson, L. Anderson, Becker, Boston, Kirkwood, Lamy, Tucker, and Urso collectively state in their Yearbook, Global Education: From Thought to Action:

We are not concerned with adding a unit or a course on international affairs to the already overburdened curriculum. Neither do we wish to confine global education to social studies. Rather global education calls for the infusion of global perspectives into all curriculum areas. (1991, p. 5)

Recognizing the limitations and realities of the present system, Gilliam (1981, p. 170) writes:

Global education should not be viewed as the private domain of any one teacher or any single subject area. Nor should it be equated with discreet subjects such as history, Spanish or geography. The subject matter of global education permeates the total curriculum. It can be drawn from all subject areas and can be studied in a wide variety of ways.

If students are to develop a genuinely global outlook, they must come to recognize that virtually all aspects of their lives are influenced by development beyond national boundaries. This can only be done through a continuous, progressively reinforcing, immersive approach to global issues.

Preparing students for living in a more pluralistic, interconnected global system requires new competencies and skills that are interdisciplinary, non-monolithic and free of dogmatism, blind nationalism and militarism. Education for responsible, democratic citizenship, in the global age, requires a fresh look at the past with much greater concern for the future. "From a teacher's perspective, global education is as much a change of vision or perception as it is a

change of activities or curriculum" Dekock and Paul (1989, p. 48). Courses, such as those proposed by both the National Commission on Social Studies in Schools (1989) and the Nova Scotia Task Force on Education (1989), in Global History and Global Geography, are much like the traditional social studies courses. Becker (1991) and Tye (1991) point out that social studies curriculum in most secondary schools is organized around themes, places, continents, and subjects that were established 60 years ago. These courses continue to focus and emphasize how various academic disciplines or thematical units should divide the time allocated to social studies. Although having such courses is not altogether without merit, they are grossly inadequate to provide what Tucker (1991) describes as the "feedback loop into our social consciousness" or to create a vision of what future citizens or society should seek to achieve. The need for a fresh direction in education should by now be overwhelmingly apparent, given the overabundance of literature urging educational reform. Unfortunately, current reform efforts fail to address the overriding concerns, as evidenced by the continuity of meager responses. Thus, it appears that the weight of evidence has not penetrated curricular decision-making processes sufficiently to offer substantial changes.

Infusing even the best global education designs into the curriculum will not alone make students culturally and globally literate. Teacher preparation programs must also be changed to make instructors more aware of global perspectives. Farley and Gilliam (1991, p. 70) state that "the international background of the average teacher-in-training tends to be shallow, as it is narrow both professionally and personally." It is not enough to say that teachers, as professionals, should present all sides of the controversial issue (Lamy, 1991). The fact is that most teachers are not prepared to do that. There are few formal opportunities for teachers to enroll in courses that introduce them to the variety of perspectives in international debates and policy-making (Tucker, 1982). Although there are university courses that specialize in international relations, formal collaborative efforts between schools and universities to educate or inservice teachers across Canada and the U.S. in global perspectives are sporadic, at best. However, an increasing number of recent efforts are being made to globalize teacher education. In the paper presented to the Conference of Atlantic Educators at the University of New Brunswick, Sargent (1991), a Professor of Education at Saint Mary's



University, outlines a number of relevant strategies and recommendations for action in globalizing teacher education. These include:

- Teacher education programs with a built-in selection criteria that expects global awareness of new candidates;
- Full-time sabbatical year programs to train regional and district inservice co-ordinators who would, in effect, facilitate implementation of global education at local levels;
- Expand the course offering in all professional development programs to include Global Issues and Global Methods courses;
- Course content in all teacher-in-training programs to be infused with the content and philosophical pedagogy of global education as outlined by UNESCO at its 1974 General Conference.

The record in innovative implementation and adoption is not much better. The last two decades of Canadian educational history have witnessed the onslaught of various curriculum innovations, such as Maritime Studies and global education, for schools. The assumption behind most of these innovations was that curricular planners could design new curricula that

would subsequently be used in the prescribed manner by schools. Teachers using innovative curricular materials would change their practice and consequently enhance student learning. In practice, however, the change in schools did not happen as anticipated. Researchers, such as Common (1981), Fleming (1991), and Schukar (1983) claimed that most of the recommended programs developed during the past two decades were only vaguely conceived by teachers and partially realized, if at all, in schools claiming their use. It appeared that most innovative features of the proposed programs were largely reshaped into familiar schemes and established patterns. By 1985, North American schools were littered by the remains of innovative projects that had all but disappeared. Common (1981) writes, "two decades of curriculum innovation and so little change. Teachers resisted innovation and administration often felt helpless in initiating curriculum change within their schools" (p. 43). If we are to avoid the mistakes of the last two decades, we need to know why so many curriculum innovations failed. One answer was that the innovations themselves were inadequate and did not address the needs of those left to implement them. Innovation, it seems, takes hold within a single school

or inside few classrooms. Another was that proposed programs were too broad and not enough attention was directed at specific concerns, such as students, schools, or community needs. Still another answer was that change was directed from the top, not the grassroots, as is the case with the global education program in Nova Scotia. Others have suggested that efforts at change reflected some schools' desires to join the bandwagon and appear mainstream or progressive-minded, while, at the same time, only haphazardly embracing the proposed innovation. On the surface, things generally appeared glossy, but underneath it was more of the same.

To achieve success, there must be cooperation, partnership, support systems, and open channels of communication between all those who will be directly or indirectly involved in the project. This includes decisions and input from teachers, curricula teams, school boards, universities, and administrators. Furthermore, the needs of the community and the clientele target group must also be considered. The implementation of any innovation must be viewed as a process rather than an event. As part of this process, universities and schools must develop interdisciplinary training and curriculum development programs for

teachers and administrators. This must be the foundation for new programs in order to achieve success (Hall and Hard, 1987).

In the emerging field of global education, the efforts at the Florida International University and Denver Graduate School of International Studies might serve as models for others. These university affiliates offer programs which include:

- graduate credit and teacher inservice training programs;
- a publications department for curriculum development, evaluation, and dissemination;
- coordination of an M.A. program in curriculum with a core in international or global studies;
- consulting services for schools;
- grants for special programs;
- community education programs.

At the Center for Teaching International Relations (CTIR), an affiliate of Denver University, the primary objective is to provide the classroom teacher and administrators with new resources and training, so that they become more proficient in the teaching of global education perspectives in their schools and classrooms. CTIR offers a variety of courses on a full-time or

part-time basis to accommodate teaching schedules. These include:

1. Teaching Global Perspectives - a multipart modular course focusing on conflict, change, interdependence, power, authority, and perception;
2. Teaching About Ethnic Heritage;
3. Area Studies - a modular course focusing on China, Japan, India, Western Europe, Eastern Europe, and South America;
4. Multicultural Studies;
5. Skills for Changing World;
6. U.S. History - a comparative approach;
7. World Politics - a special two-part seminar course.

The Global Awareness Program (GAP) at Florida International University is another example of a collaborative effort combining the resources of the university, the Dade County Public Schools, and the State of Florida Department of Education. The program is structured on three major premises: First, the nature of global education is a grass-root movement which requires rethinking in teacher education; secondly, the program is a functional endeavor; and,

thirdly, higher education can and must assume a leadership role in teacher education for global outlook (Tucker, 1982).

Both Florida and Denver frameworks encourage teacher participation in developing and testing new teaching units in their classrooms. This is a very important criterion in global education. Studies by Kirkwood (1991), Tucker (1991), and Urso (1991), indicated a need for fresh multiperspectived, unbiased social studies units, textbooks and resources focusing on skills, user process and action. In the case of the Arkansas and Indiana global projects, the curricular planners not only used teachers to create appropriate lessons and resources, but also solicited teacher's input in establishing rationale, goals, and implementation strategies for their programs. Furthermore, as in the case of Florida, surveys were conducted to determine student awareness to better assess the needs and attitudes of the clientele target group. No similar studies were conducted in Nova Scotia, according to John Stone, the Social Studies Curricular Consultant for the Nova Scotia Department of Education. Although a national cooperative research effort by Saint Mary's University International Education Center and Dalhousie University's School of

Education (1990) identified areas of student weakness pertaining to global interest and understanding, it is questionable whether or not this information will play a part in structuring the Nova Scotia program. It stands to reason, if we are aware of past failures and proven research and programs that have used successful approaches and benefited from new information, then we should emulate those examples that work. The development of such programs is everyone's business, particularly the educators in schools and universities, and they must be involved in collaborative processes for change. Such is the challenge of global education.

#### CHAPTER FOUR

##### IMPLEMENTING GLOBAL PERSPECTIVES: RESEARCH VS. PRACTICE

The case has been established, in this thesis, regarding the critical necessity for education to help students develop global perspectives. It is also apparent that attempts to introduce global education into the curriculum are generally sporadic, often misconstrued and usually limited in success. The lack of success can be understood more clearly when the complex problems encountered are made more explicit in the view of research and past educational experience. What follows is a discussion of problematic issues concerning implementation of global education. Included in this discussion are the results of the small survey component addressed by this paper pertaining to teacher/student attitudes and interest regarding global education (see Appendix 1 for method, Appendix 2 for questionnaire and Appendix 3 for detailed results).

Developing curricula is never an easy task and the nature of global education poses some serious obstacles. However, the belief in the importance of global education, as a critical change agent in school, must be



strong enough to provide the persistence to resolve potential problems--though no one should be deluded into thinking that global education is a magical cure for all social and educational ailments. After all, teaching in global education programs can only be as good as the system delivering it. Similarly, teaching global perspectives must not be viewed as yet another passing fad in social studies. Without adequate thought, understanding, or planning, the result will predictably be discouraging and disastrous as the innovation itself is made abstract by the lack of rationale, objectives, and even appropriate conceptualization. As Barry (1989, p. 16) so brilliantly stated: "The heroes of abstraction keep galloping in on their white horses to save the planet--and they keep falling off in front of the grandstand." To avoid failure, therefore, an appropriate strategy must be put into effect. Although the Nova Scotia Department of Education is proposing a very limited global education program, the strategy still applies.

There is an emerging consensus among the proponents of global education to consider four instrumental factors when implementing global perspectives into

various levels of education (Arakapadavil, 1985):

1. The level and orientation of the learner.
2. Creating an appropriate and adequate resource base.
3. Methods and strategies to be used.
4. The role of the teacher.

Since social studies has generally been delegated the bulk of responsibility for addressing global concerns, we need to, first of all, change our approach and perspective in this area (Cushner, 1990). With respect to the first factor, research has shown that social studies education does not have prominence among students or curriculum organizers. Much of the research on high school reform (Goodland, 1984; Zuckerman, 1984) portrays a dismal picture. Students are particularly illiterate in their geographic (Leslie, 1988) and historical (Close, 1984) knowledge base. Research suggests that achievement levels of students in social studies are unacceptably and shockingly low.

A study by Meyer (1988) found that a sample of 339 secondary students in Ontario urban schools was at the lowest degree possible with respect to their global orientation in interest and attitude. This parallels the findings of the survey conducted in support of this

thesis. Eighty-eight grade 12 students polled in Queens County; two high schools showed a below average mean score of 2.5, with 5 being highest and 1 being lowest. Based on the Likert scale, 5 questions were used to determine both student and teacher self-assessed degree of knowledge and interest of international issues, events, regions, and cultures. The questions ranging in responses of never, a little, moderately, quite a bit, and a great deal, were as follows:

Question 3: To what degree do you feel that you follow international issues and events on a regular basis?

Question 4: Do you consider yourself to have a good grasp in understanding various international issues and events?

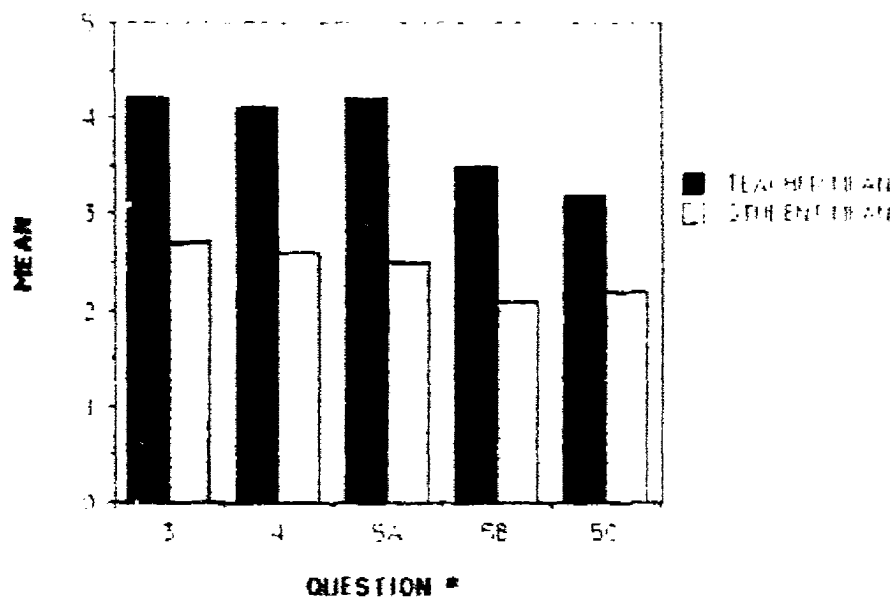
Question 5(a): To what extent do you consider yourself to have knowledge of world regions?

Question 5(b): To what extent do you consider yourself to have knowledge of world peoples or their values?

Question 5(c): To what extent do you consider yourself to have knowledge of world cultures?

Expectedly, 13 senior high social studies teachers in Queens County polled scored much higher, averaging a 3.8 in the mean score. (See figure 1 below for a detailed teacher-student comparison.)

**FIGURE 1**  
INTEREST AND KNOWLEDGE OF GLOBAL ISSUES  
(SURVEY QUESTIONS 3, 4, 5(a), 5(b), 5(c))

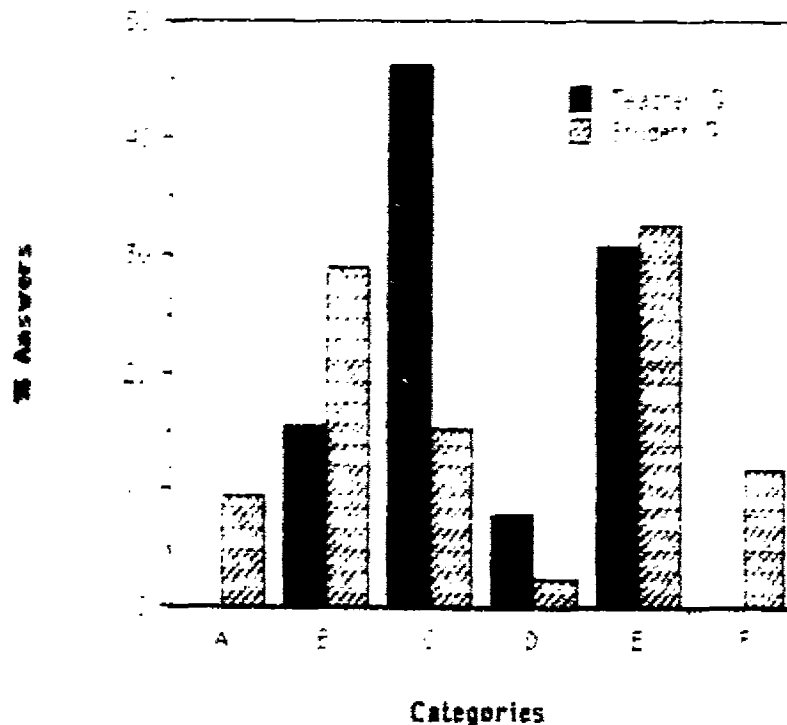


Similarly, there was a mismatch between students and teachers in almost every question pertaining to perceptions, goals, awareness, and attitudes to global education. For instance, in question 8, students and

teachers were asked at what grade level should the global education courses be offered: a) elementary; b) Junior level; c) senior level; d) grade 12 only; e) at all levels; f) not at all.

In Figure 2 below, there is a significant difference in all responses except (e). Approximately 30% of the teachers and students polled feel that global education should be offered at all levels.

**FIGURE 2**  
**GLOBAL EDUCATION AND GRADE LEVEL**  
**(SURVEY QUESTION 8)**



Other findings in Meyer's study showed a strong correlation between interest in global issues and the opportunity within the classroom to discuss global issues. It was noted that Ontario's secondary curricula offers minimal global content. The study also concluded that females were far more sensitive to and interested in global issues.

A more extensive national global perspective survey conducted by Murphy, Roald, Schlyer & Wright (1990) has found that a representative sample of 12,535 Canadian youths are only slightly or marginally global-minded. These findings, combined with dismal student performance in humanities, not only give social studies a bad image, but it also makes one wonder how adequate social studies really are to handle the mandate of global education programs. On one hand, the experts talk about the urgent need for global education to nurture and develop future survival skills and, on the other, the curricular planners exclusively relegate a seemingly and crucial imperative into an area long neglected. The degree of this neglect is manifested through an increasing number of teachers with little or no social studies background who end up teaching social studies courses. For instance, out of the 13 secondary social studies

teachers in Queens County, 3 are English majors and one has a math and science background and yet, between them, they share well over 50% of their teaching assignment in social studies. Our educational system is such that when a teacher graduates from a university, there are no guarantees that he or she will strictly teach within their field of expertise.

This explains why, for whatever reason, English, French and Physical Education instructors end up teaching one or two or more social studies courses. Such a practice can only further promote a perception among parents, students and even educators that social studies is a less important and, perhaps, an easier discipline. Therefore, ideally, it is a more manageable place for those students who have difficulty in other areas.

The image of social studies can change if the system changes but, unfortunately, that borders on the realm of idealism. We can easily talk about implementing global education together with new strategies, goals, and mandates for the teacher but, realistically, it is very difficult to build a new program, of such scope, on a shaky infrastructure. Considering the immense importance of infusing global

perspectives throughout students' educational experience, the integrative and pervasive nature of global education, and the designated centrality of social studies in motivating and changing student attitudes, much needs to be changed in social studies. Improvement can be made by simply introducing compulsory courses throughout the secondary curriculum. Also, the entire social studies program from K-12, as recommended by Kniep (1989), should eventually be integrated within the context of global education. In addition, uncompromising allocation of qualified personnel to appropriate subjects should be made, particularly at the secondary level.

In addition to changing our approach to social studies, Torney (1982) outlined several troublesome obstacles in the way of development of global perspectives. Most notably, strong evidence was presented to support the idea that by age 14 young people tend to lose their "plasticity" in attitudes. Opinions become more rigid and stereotyping of others actually increase between ages 9-14. As Torney (1982) points out, this does not mean that it is impossible to encourage understanding and acceptance of others. Instead, the lesson to be drawn is that great care must



be taken in developing appropriate curriculum materials and teaching strategies. Other obstacles to global perspectives stem from the existing curriculum itself and media which are undoubtedly influenced by neomercentalists, or the power elite, mentioned earlier. Both television programming and school curricula tend to emphasize unusual or exotic elements of other countries and cultures. Research indicates that students' attitudes focus on the "bizarre and the backward" and, consequently, promote stereotyping, prejudice, and narrow-mindedness. Therefore, it is imperative for teachers to identify learning materials that promote a true global perspective which does not contain inaccuracy and contrary covert messages. An extensive list of appropriate resources for strengthening global studies in schools, for all grade levels, can be obtained from the Social Studies Development Center at Indiana University, an Eric Clearinghouse for Social Studies. In Nova Scotia, a number of appropriate resources can be obtained from the NSTU Global Education Project. Learning resources also exist outside institutions. Many studies concerning implementation of global education programs have identified the community as a valuable resource base. Business, industries,

stores, churches, organizations, government agencies, community people, media, museums, parents, etc., were listed as effective and yet underutilized resources. A good global education program must take advantage of these resources, as well as the traditional ones used in the classroom. This is important because many teachers in various studies, such as Barak's (1991), have expressed concerns about the lack of appropriate resources.

Closely tied to decisions about providing appropriate resources is the third curricular question centered on the relevance of the teaching methodology. Directly related to this are the goals and objectives of the proposed program. Goals are usually defined as specific purposes or the direction which the curriculum should take, while objectives include the more precisely defined student behaviour, which are desired outcomes of the way the curriculum is taught (Becker, 1979).

The Nova Scotia Department of Education has outlined an impressive list of goals and specific unit objectives for both Global History and Global Geography courses. These goals and objectives are generally appropriate and relevant to the subjects and themes proposed but tend to be somewhat overambitious in scope. However, despite their stated presence in the drafts, it

is highly questionable whether or not these can be obtained. When the array of goals, objectives, activities, and resources for global education programs are examined, it becomes apparent that radically new approaches in teaching are needed. This is a very tall order. A study conducted by Tye (1991) shows that most teachers do not deviate from conventional practices nor do they often meet together to discuss curricular objectives and instructional changes. The pervasive feeling among teachers seems to be a desire to remain "behind the classroom door". Despite such a negative prognosis, in some global education programs, described by Anderson (1991), Gilliam (1981), and Kniep (1988), the teachers were not standing at the front of the class lecturing. They were participating in discussion, monitoring, observing, supervising group work, and in some cases, completely out of the picture. Therefore, it appears that if Global History and Global Geography are to become significantly different from traditional social studies courses, then they must be taught in accordance with the process-oriented methodology as identified by the Nova Scotia Department of Education social studies consultants. To persuade teachers to buy into this will require a careful reconsideration of the

teacher's role in the entire innovation. Here, again, a classic problem between prescriptive research and actual practice is accentuated. It has been shown earlier that many teachers are inadequately prepared to teach global perspectives. Furthermore, research conducted by Barak (1991) on teacher attitudes, readiness, and receptiveness towards implementation of Global History and Global Geography courses, showed that most of the 37 teachers surveyed were ill-qualified in the areas of study dealing with Africa, Latin America, Asia, East-West or North-South relations. Although teachers who participated in the study were generally receptive to the need for Global History and Global Geography, they also expressed serious concerns regarding the availability of appropriate resources and the lack of teacher involvement in curriculum development. These findings parallel the results of the survey conducted in this research study. In addition, concerns were expressed regarding virtually nonexistent inservicing by the Nova Scotia Department of Education. Clearly, there is a need for some type of partnership between Nova Scotia universities, the Nova Scotia Department of Education, and schools to enroll social studies teachers in global perspective training programs. Perhaps a previously mentioned strategy, reflective of Sargent's

(1991) recommendations, could be utilized by all parties concerned.

Contrary to the abundance of available literature on curriculum implementation strategies that urge greater recognition of teacher participation in the process of designing, inservicing, and implementing new programs, the Nova Scotia Department of Education has unwisely decided to exclude teachers from decision making. This exclusion helps to explain why the majority of Queens County high school social studies teachers characterized as unsatisfactory the general changes to the Nova Scotia Public Schools Program in terms of foresight, planning, and implementation.

Goals, objectives, methods of teaching, and desired student and teacher receptiveness levels are all part of an intrinsic innovational chain, with each link being equally important. This being the case, students, parents, administrators, and especially teachers should have some input in the decision-making process.

For instance, curricular planners, by merely asking the teachers, could determine which goals are appropriate or what strategies are most relevant and useful. In addition, teacher, student and community attitudes and perception could be utilized to custom

design appropriate features of the program. Both teachers and students surveyed, in support of this thesis, identified certain educational goals as more important than others. Interestingly enough, goals perceived less important were characterized as least likely to be attained by the year 2000. Goals (E) and (F), pertaining to global perspectives, in education received high priority status among teachers and a relatively lesser prioritization in the students' view.

Students and teachers were asked which goals of the Nova Scotia Public Education System they would give a very high, high, low, or very low priority, with 4 indicating the highest and 1 the lowest degree.

Goals A - H, as represented by teacher and student responses in Figure 3, are as follows:

- A. To provide an opportunity in school programs for students to be creative and to exercise originality and imagination.
- B. To develop competence in effective written and oral communications, with emphasis on clarity and precision in the use of language.

- C. To develop competence in the use and understanding of basic principles of mathematics and science.
- D. To provide an opportunity for students to learn both official languages of Canada.
- E. To develop interest and knowledge, understanding, and an appreciation of oneself, our culture, values, as well as those of other human beings, their environment, and relationship of the three.
- F. To provide students with knowledge, skills, and attitudes necessary for them to meet their responsibilities as citizens of an interdependent and complex global society.
- G. To develop knowledge, habits, and skills that will be helpful in training for employment and appropriate uses of technology.
- H. To develop knowledge, habits, and skills related to achieving and maintaining good health and physical fitness.

FIGURE 3  
EDUCATIONAL GOALS  
(SURVEY QUESTION 1)

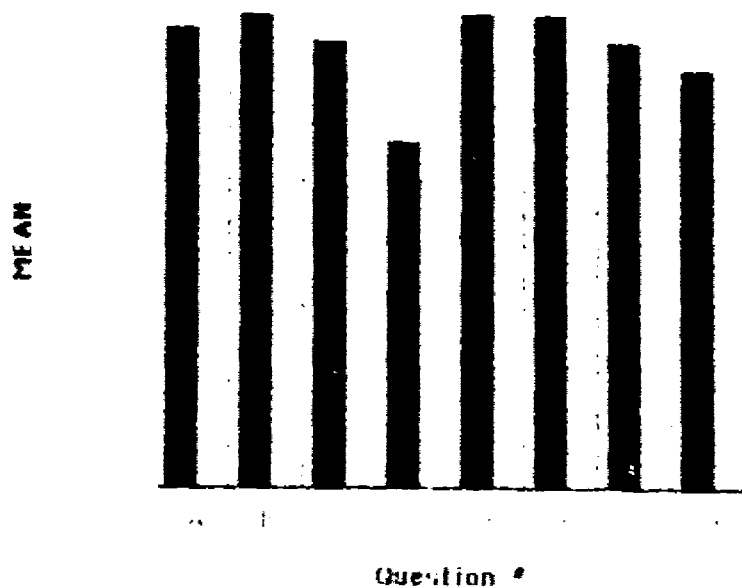
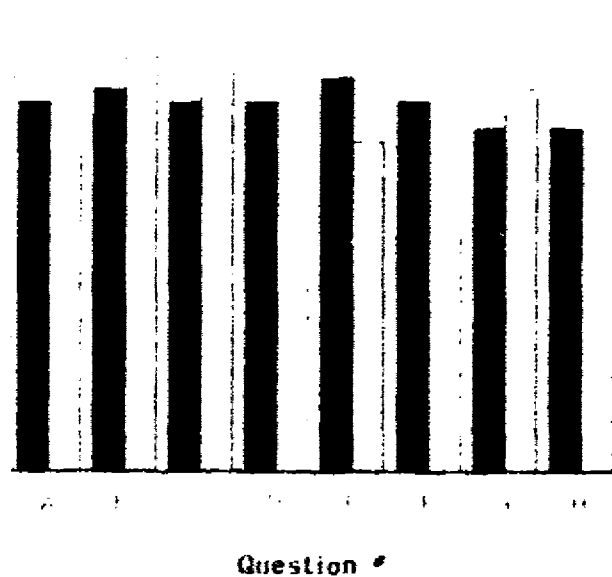


Figure 4 represents the mean scores between teacher and student perceptions regarding which of the A-H goals have a very likely, likely, unlikely, or very unlikely chance of being attained by the year 2000. A score of 4-1 represents the highest to lowest mean.



**FIGURE 4**  
**LIKELY TO ATTAIN GOALS**  
**(SURVEY QUESTION 2)**



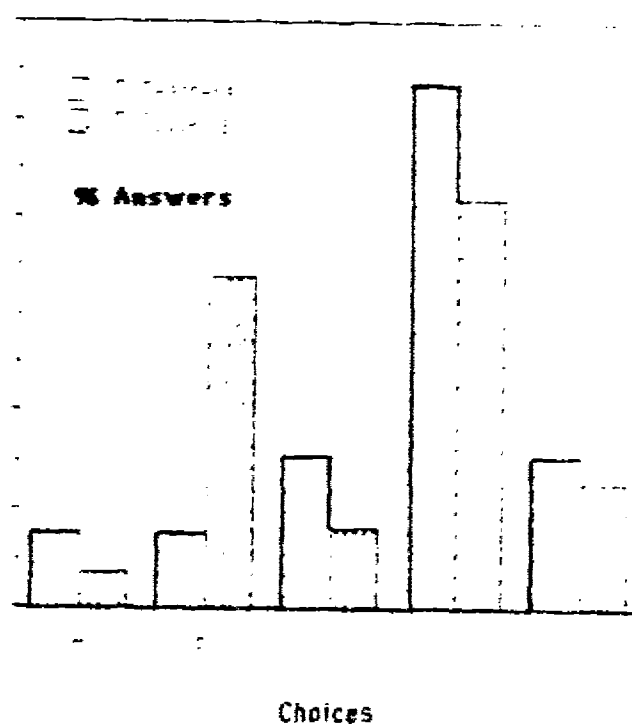
The mean scores of both students and teachers are generally closer together with only negligible differences. Information such as this could be used to strengthen global education program goals, objectives and rationale. Similarly, students and teacher perceptions regarding global awareness, understanding of issues, cultural attitudes and perceived needs would almost instantly identify the program areas which are

lacking or may need improvement. For instance, most teachers and students surveyed felt that a single Global History or Global Geography course will have minimal impact. Similarly, a majority of students and teachers characterized global education courses as another trend, though an important and a needed development, but are not crucially important (see Figure 5).

**FIGURE 5**  
**CHARACTERIZING THE GLOBAL EDUCATION PROGRAM**  
**(SURVEY QUESTION 9)**

**KEY**

- a - unnecessary
- b - another trend
- c - imposed
- d - good idea
- e - extremely important



This information is vital in determining appropriate strategies to address weaknesses and needs of a new program. There are other advantages when soliciting teacher input and recognizing the importance of their contribution. Research conducted by Pratt (1980) and others have shown that teachers are less likely to assimilate something that is foreign to their frame of reference, especially when they had no say or feeling of ownership towards the innovation. If teachers are basically isolated from decision-making processes that affect them, they may be less than enthusiastic about a program they had no say in. Consequently, the teachers may very well subvert the main features of the innovation and thus render it effectively useless.

The bottom line in this discussion are words of caution to curricular planners and decision makers. Don't sell a product that is not worth buying. The more time invested in planning, inservicing, gathering information and inputs from all those involved, including teachers, students, community members, and universities, the less time will be spent selling the idea or making it work, hence the innovation consumers will ultimately also be producers with vested interest. It is the basic law of consumer economics--quality sells itself.

## CONCLUSION

The preceding chapters of this study set out to accomplish four purposes:

1. To explain as clearly as possible what global education is and why it is critically important.
2. To provide a knowledge data base and an order of thinking pertaining to global education objectives, views, content, sequence, and approaches.
3. To offer some recommendations and insight regarding appropriate programming and implementation strategies in comparison to those selected by the Nova Scotia Department of Education.
4. To determine the dominant attitudes social studies teachers and students have regarding their perceptions of need, interest, and background in world issues and how these relate to the success of the program.

The first two purposes are collectively based on the research-proven premise which suggests that present and future conditions in the world necessitate educating for a global perspective to a degree far surpassing

anything attempted thus far. The sheer importance of the need to prepare young people to live and survive in the complex globally interconnected world provides a very strong rationale and a deep sense of urgency to globalize our curriculum. To attain such a vital imperative, an argument has been made illustrating the immense significance of establishing a solid foundation based on appropriate objectives, content and approaches. This study, while reflecting the urgency and need for global education, also establishes a case to support the hypothesis that a significant gap exists between curricular planners, teachers, and students. The gap, as clarified in the last two purposes, between teachers and curricular planners is manifested mainly through lack of communication, decision sharing, inservicing, training, provisions for appropriate resources, and teacher input, as well as unaddressed incongruencies between social studies mandated central role and its diminishing status. The gap between students and teachers, on the other hand, is primarily accentuated by apparant student indifference to international issues and events. Clearly, the challenge for educators, as shown in this study, is to pay heed to strategies which would narrow the gap and, consequently, improve the quality of education. Some of these include:

- 1) involving all parties concerned in decision making;
- 2) creating partnerships between schools and universities;
- 3) introducing pre-service and graduate credit inservice teacher education courses to include Global Issues and Global Teaching methods courses;
- 4) integrating school curriculum within the context of global education;
- 5) allocating or qualified teachers to appropriate subjects;
- 6) introducing compulsory global oriented core courses throughout the entire social studies curriculum;
- 7) developing new teaching strategies reflective of student needs.

If global education is, indeed, considered to be survival skills for the citizenship on the threshold of the next century, then its creation and implementation must be the responsibility of all educators. Given such imperative and the strategies suggested here, global education can be used to develop dynamic, relevant, and future oriented schools for our students who will surely need them in the 21st century.

## APPENDIX 1

### METHOD

In this descriptive research, all South and North Queens Senior High Social Studies teachers, as well as half of the grade 12 student population, were given the enclosed questionnaire. A total of 13 teachers and 88 students participated in the survey.

The questionnaire, consisting of 12 items, was administered to grade 12 students during the beginning of their English class by their English teachers. The English teachers were instructed to hand out the questionnaire to every second student found in their usual seating order for that class. No explanations were given except that the questionnaire was for the purpose of university research. The surveying took place on January 6 and 7. On January 6, the Social Studies Department Heads administered the 12-point questionnaire with an additional 6 questions to their teachers. The first 12 questions were designed to determine the dominant self-assessed attitudes Social Studies teachers and grade 12 students have regarding their perceptions of need, interest, and knowledge with

respect to the global education program. The additional 6 questions for teachers only were created to determine academic background and attitude towards the manner of development and implementation of the proposed curricular changes.

The raw scores from the survey questionnaire were tabulated by the computer using the Statview statistical software. The computer produced mean scores for the first 5 questions utilizing a Likert Scale and percentage response for the rest of the questions. The responses were graphed on the Crickets Graphics Program and analyzed in order to describe whatever pattern, if any, was evident to support the hypothesis.



APPENDIX 2

QUESTIONNAIRE ON GLOBAL EDUCATION PROGRAM  
PROPOSED BY THE NOVA SCOTIA DEPARTMENT OF EDUCATION

Questions 1-14 are for both students and teachers.  
Questions 15-20 are for teachers only.

Check appropriate box      Student ☐      Teacher ☐

Which of the following goals of the Nova Scotia Public Education System would you give a very high, high, low, or very low priority?

1. Read each goal and circle your priority choice.

A. To provide an opportunity in school programs for students to be creative and to exercise originality and imagination.

Very High      High      Low      Very Low

B. To develop competence in effective written and oral communications, with emphasis on clarity and precision in the use of language.

Very High      High      Low      Very Low

C. To develop competence in the use and understanding of basic principles of mathematics and science.

Very High      High      Low      Very Low

D. To provide an opportunity for students to learn both official languages of Canada.

Very High      High      Low      Very Low

E. To develop interest and knowledge, understanding, and an appreciation of oneself, our culture, values, as well as those of other human beings, their environment, and relationship of the three.

Very High      High      Low      Very Low

F. To provide students with knowledge, skills, and attitudes necessary for them to meet their responsibilities as citizens of an interdependent and complex global society.

Very High      High      Low      Very Low

G. To develop knowledge, habits, and skills that will be helpful in training for employment and appropriate uses of technology.

Very High      High      Low      Very Low

H. To develop knowledge, habits, and skills related to achieving and maintaining good health and physical fitness.

Very High      High      Low      Very Low

2. As you read each goal by letter again, which of these goals do you think has a very likely, likely, unlikely, or very unlikely chance of being attained by the year 2000?

A. To provide an opportunity in school programs for students to be creative and to exercise originality and imagination.

Very Likely      Likely              Unlikely      Very Unlikely

B. To develop competence in effective written and oral communications, with emphasis on clarity and precision in the use of language.

Very Likely      Likely              Unlikely      Very Unlikely

C. To develop competence in the use and understanding of basic principles of mathematics and science.

Very Likely      Likely              Unlikely      Very Unlikely

D. To provide an opportunity for students to learn both official languages of Canada.

Very Likely      Likely              Unlikely      Very Unlikely

E. To develop interest and knowledge, understanding, and an appreciation of oneself, our culture, values, as well as other human beings, their environment, and relationship of the three.

Very Likely      Likely              Unlikely      Very Unlikely

F. To provide students with knowledge, skills, and attitudes necessary for them to meet their responsibilities as citizens of an interdependent and complex global society.

Very Likely      Likely              Unlikely      Very Unlikely

G. To develop knowledge, habits, and skills that will be helpful in training for employment and appropriate uses of technology.

Very Likely      Likely              Unlikely      Very Unlikely

H. To develop knowledge, habits, and skills related to achieving and maintaining good health and physical fitness.

Very Likely      Likely              Unlikely      Very Unlikely

3. To what degree do you feel that you follow international issues and events on a regular basis?

- a) Never
- b) A little
- c) Moderately
- d) Quite a bit
- e) A great deal

4. Do you consider yourself to have a good grasp in understanding various international issues or events?

- a) Do not understand
- b) A little
- c) Moderate amount
- d) Quite a bit
- e) A great deal

5A. To what extent do you consider yourself to have knowledge of world regions?

- a) No knowledge
- b) A little
- c) Moderate amount

- d) Quite a bit
- e) A great deal

5B. To what extent do you consider yourself to have knowledge of world people or their values?

- a) No knowledge
- b) A little
- c) Moderate amount
- d) Quite a bit
- e) A great deal

5C. To what extent do you consider yourself to have knowledge of world cultures?

- a) No knowledge
- b) A little
- c) Moderate amount
- d) Quite a bit
- e) A great deal

6. In your view, is there a need for Global History?

YES NO

7. In your view, is there a need for Global Geography?

YES            NO

8. At what grade level should the global courses be offered?

- a) Elementary level
- b) Junior level
- c) Senior level
- d) Grade 12 only
- e) At all levels
- f) Not at all

9. In your view, which of the following would best describe the new Global Education Courses in History and Geography?

- a) Unnecessary
- b) Another trend
- c) Imposed
- d) A good idea
- e) Extremely important



10. Overall, how would you best describe the perceived student attitudes towards Global Education?

- a) Students will be generally receptive
- b) Most students will think of it as yet another Social Studies course
- c) Most students will be interested in these courses
- d) Will only take it because it is compulsory

11. Do you feel that being more globally aware will be helpful in students' future careers?

YES NO

12. Do you feel a single grade 12 course in either Global History or Global Geography will provide adequate knowledge, skill, understanding, and appreciation of global issues and events?

YES NO

THE NEXT 6 QUESTIONS ARE FOR TEACHERS ONLY

13. On the basis of your academic background, interest and/or teaching experience, which subject area do you feel most qualified to teach?

- a) History
- b) Geography
- c) Economics
- d) Sociology
- e) Modern World Problems
- f) Other (please specify) \_\_\_\_\_

14. How many academic courses have you taken that were related to ideas, issues, events, problems, etc., that dealt with the following subject area? (Circle the appropriate response.)

- |                             |         |        |        |       |
|-----------------------------|---------|--------|--------|-------|
| - Canada and/or U.S.        | a) none | b) 1-2 | c) 3-4 | d) 5+ |
| - Central and Latin America | a) none | b) 1-2 | c) 3-4 | d) 5+ |
| - North-South Relationship  | a) none | b) 1-2 | c) 3-4 | d) 5+ |
| - East-West Relationship    | a) none | b) 1-2 | c) 3-4 | d) 5+ |
| - Europe                    | a) none | b) 1-2 | c) 3-4 | d) 5+ |
| - Africa                    | a) none | b) 1-2 | c) 3-4 | d) 5+ |
| - Asia                      | a) none | b) 1-2 | c) 3-4 | d) 5+ |

15. As a teacher of Social Studies, what percentage of your teaching load deals with High School Social Studies courses?

- a) 20% (1 of 5 teaching assignments)
- b) 40% (2 of 5 teaching assignments)
- c) 60% (3 of 5 teaching assignments)
- d) 80% (4 of 5 teaching assignments)
- e) 100% (5 of 5 teaching assignments)

16. Have you had an opportunity to discuss either Global History or Global Geography drafts with Department of Education curricular planners?

YES

NO

17. To what extent do you feel you had an opportunity to discuss or share input through inservicing or other means regarding creation or implementation of the Global Education Program?

- a) No Opportunity
- b) Minimal Opportunity
- c) Fair Amount of Opportunity

18. How would you characterize the general changes to the Public Schools Program undertaken by Nova Scotia Department of Education in terms of foresight, planning, and implementation?

- a) Satisfactory
- b) Unsatisfactory

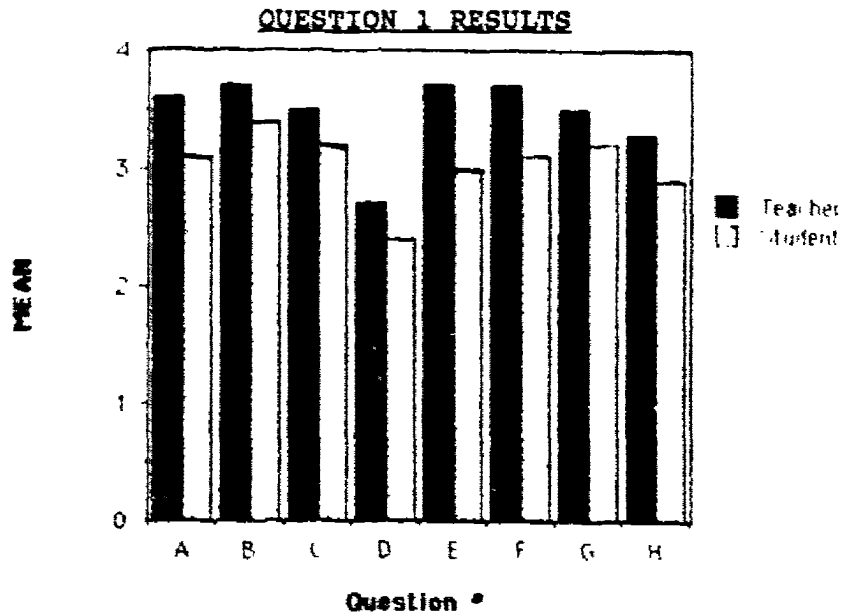
### APPENDIX 3

#### RESULTS

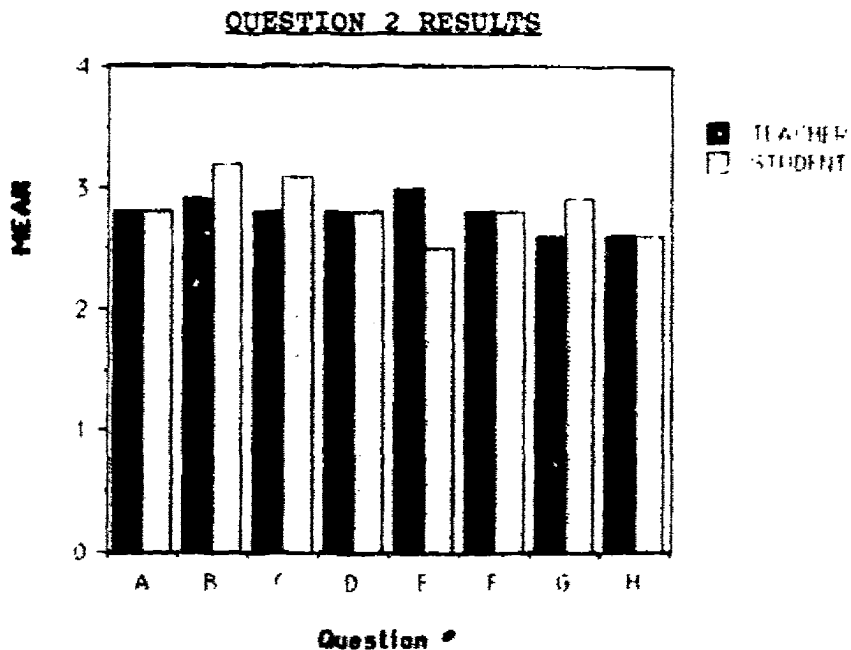
QUESTION 1: Indicates goals of the Nova Scotia Public Education System to which the respondent selected a very high, high, low, or very low priority. A mean score of 4 -> 1 shows highest to lowest degree. Goals (E) and (F) pertain to global perspectives in education. Goals A to H inclusive are as follows:

- A. To provide an opportunity in school programs for students to be creative and to exercise originality and imagination.
- B. To develop competence in effective written and oral communications, with emphasis on clarity and precision in the use of language.
- C. To develop competence in the use and understanding of basic principles of mathematics and science.

- D. To provide an opportunity for students to learn both official languages of Canada.
- E. To develop interest and knowledge, understanding, and an appreciation of oneself, our culture, values, as well as those of other human beings, their environment, and relationship of the three.
- F. To provide students with knowledge, skills, and attitudes necessary for them to meet their responsibilities as citizens of an interdependent and complex global society.
- G. To develop knowledge, habits, and skills that will be helpful in training for employment and appropriate uses of technology.
- H. To develop knowledge, habits, and skills related to achieving and maintaining good health and physical fitness.



**QUESTION 2:** Shows goals (in question 1 A-H) which respondents perceived as very likely, likely, unlikely, or very unlikely to be attained by the year 2000. A mean score of 4 -> 1 indicates most to least likely degree of attainability.



QUESTION 3, 4, 5A, 5B, 5C:

Indicate self-assessed student and teacher level of interest, understanding and knowledge of international issues, events, regions, cultures, and values. Mean score 5 -> 1 represents high to low degree of interest, knowledge, or understanding.

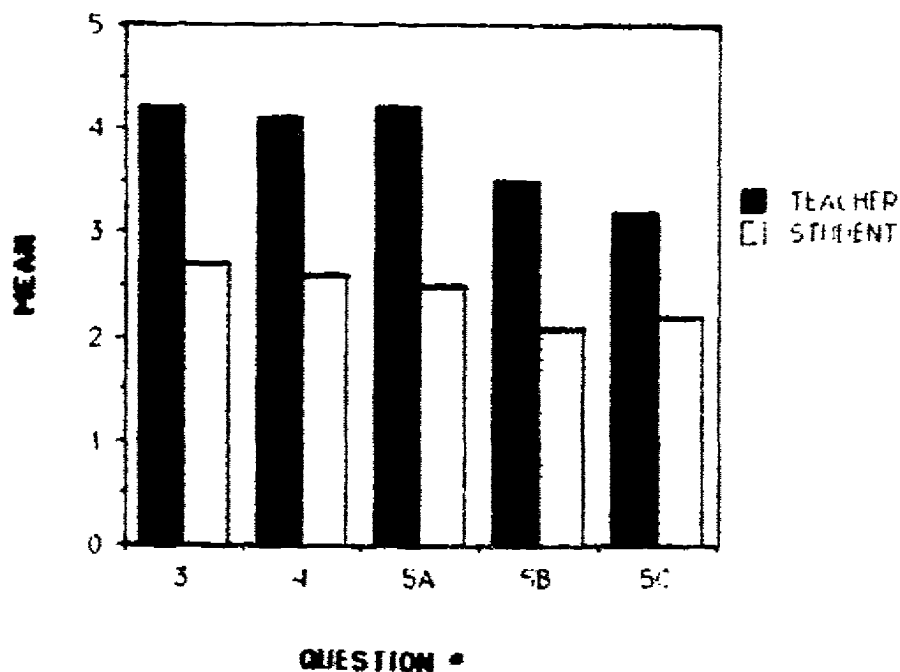
Question 3: Shows level of interest in international issues and events.

Question 4: Shows level of understanding of international issues and events.

Question 5A: Shows level of knowledge of world regions.

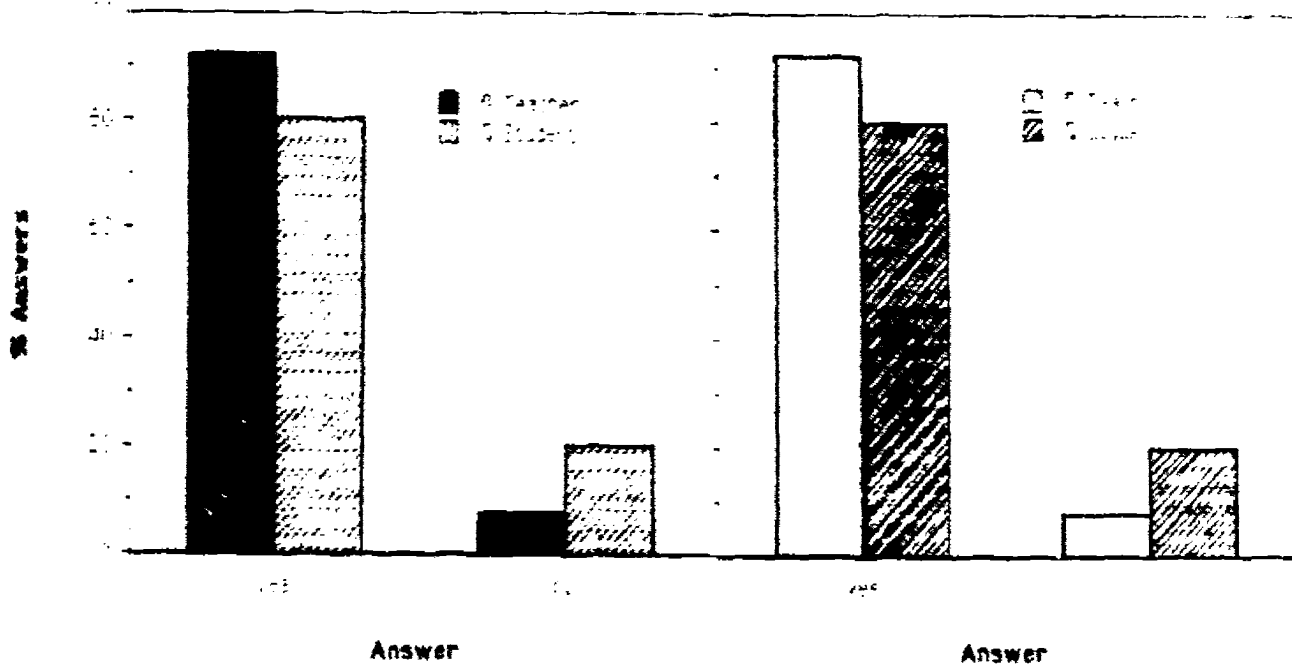
Question 5B: Shows level of knowledge of world peoples and their values.

Question 5C: Shows level of knowledge of world cultures.

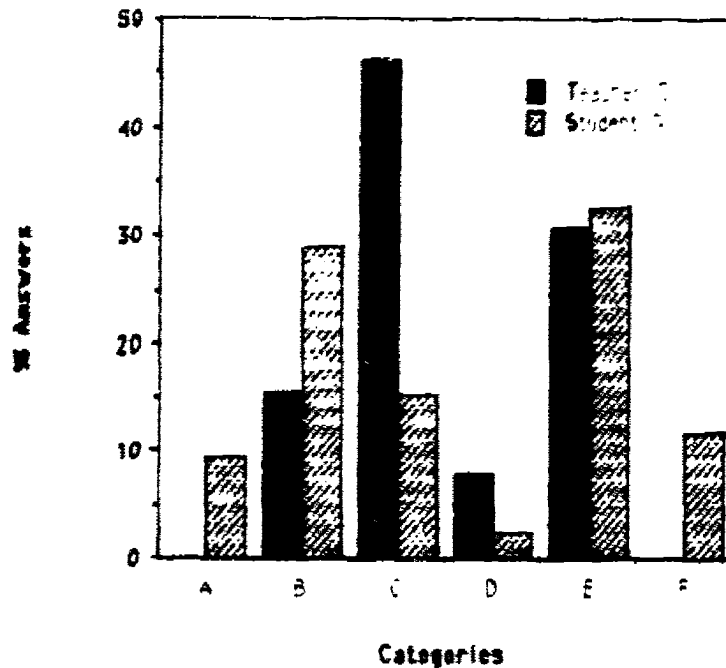
QUESTION 3, 4, 5A, 5B, 5C RESULTS



QUESTION 6 AND 7: Indicate Yes or No percentage response to need for Global History (question 6) and Global Geography (question 7).

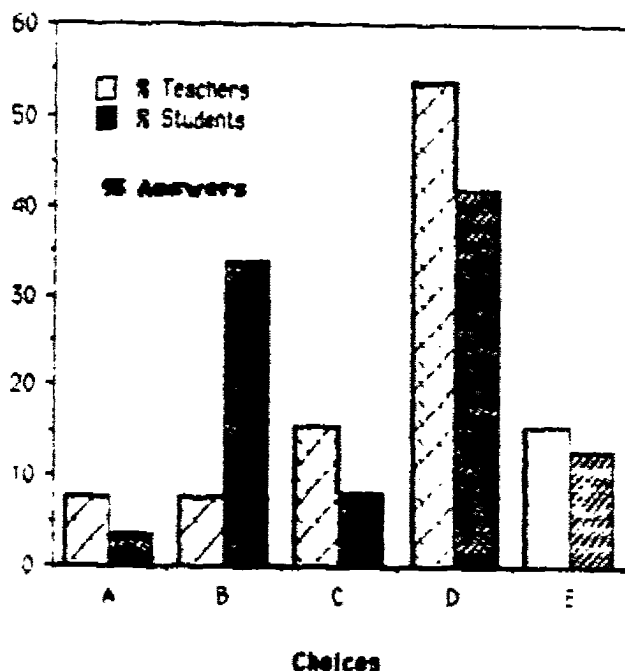
QUESTION 6 RESULTSQUESTION 7 RESULTS

QUESTION 8: Indicates percentage response to the selected grade level deemed appropriate for global education courses (a) elementary, (b) junior, (c) senior, (d) grade 12, (e) all levels, (f) not at all

QUESTION 8 RESULTS

QUESTION 9: Shows respondents selected characterization of Global History and Global Geography based on the following options:

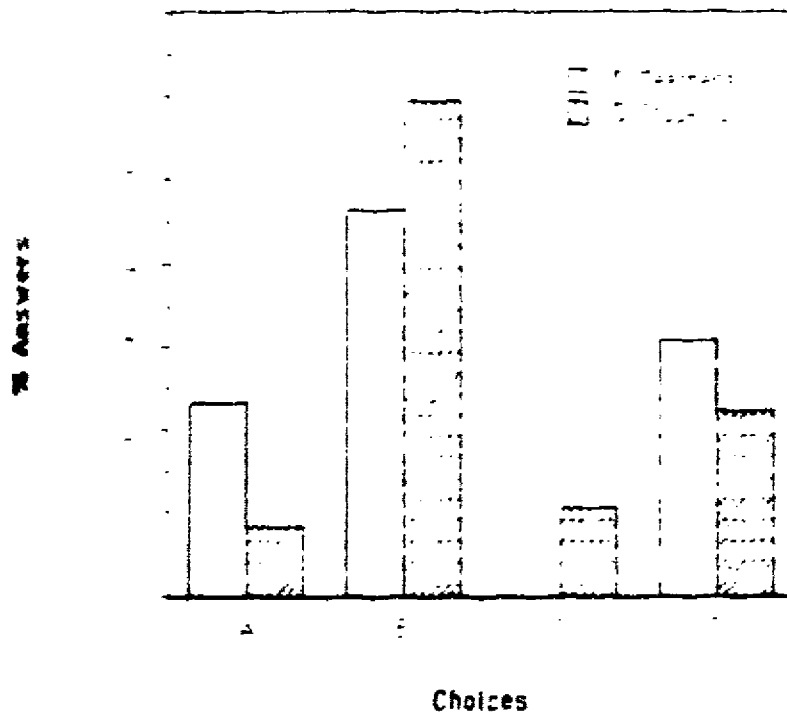
- (a) unnecessary, (b) another trend, (c) imposed  
 (d) a good idea, (e) extremely important

QUESTION 9 RESULTSKEY

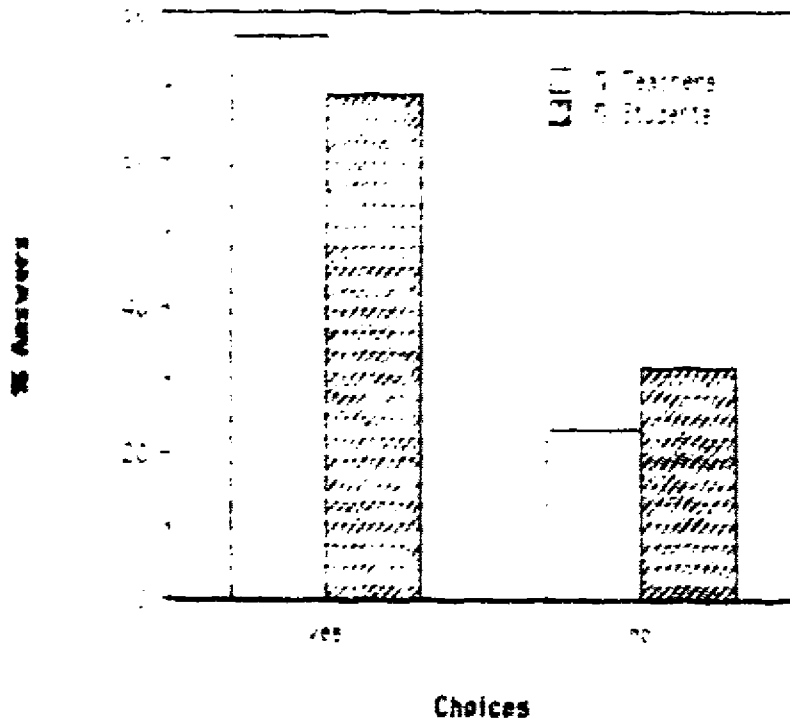
- a - unnecessary
- b - another trend
- c - imposed
- d - good idea
- e - extremely important

QUESTION 10: Indicates respondents attitudes of students in general toward Global Education courses based on the following options:

- a) students will be receptive
- b) students will think of it as yet another social studies course
- c) most students will be interested in these courses
- d) will only take it because it is compulsory

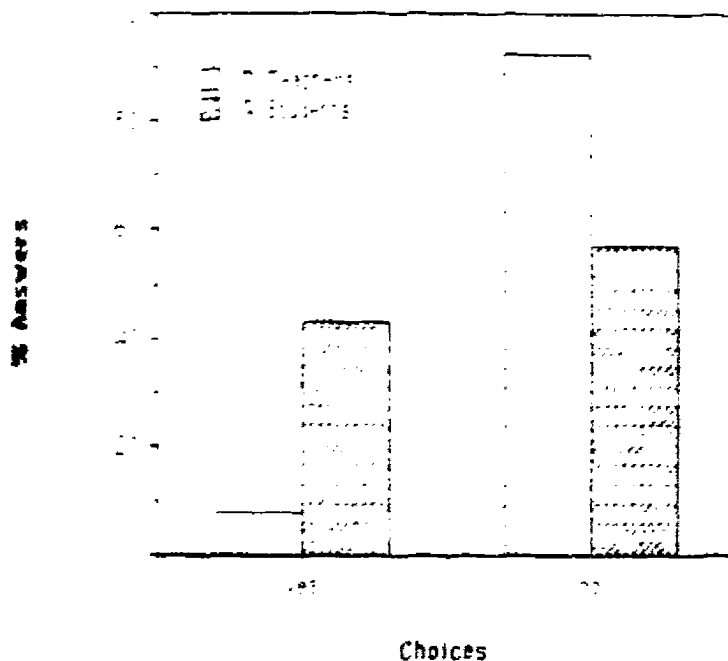
**QUESTION 10 RESULTS**

**QUESTION 11:** Yes or No responses shows whether or not being more globally aware will be helpful in students' future careers.

**QUESTION 11 RESULTS**

**QUESTION 12:** A Yes or No response shows whether or not respondents feel that Global History or Global Geography will provide adequate knowledge, skill, understanding, and appreciation of global issues and events.

**QUESTION 12 RESULTS**



The following set of 6 questions pertain to teacher responses only. Results are given in percentages unless indicated otherwise.

QUESTION 13: Results show subject areas teachers felt most qualified to teach based on academic background, interest and/or teaching experience.

<u>Subject</u>	<u>% of Respondents</u>
History	38
Geography	8
Economics	8
Sociology	0
Modern World Problems	15
Other (non social studies courses)	31

QUESTION 14: Indicates academic courses teachers have taken related to ideas, issues, and events, problems that dealt with the following subject areas.

Subject Area                      0 Courses   1-2 Courses   3-4 Courses   5+

Canada and/or U.S.	16%	38%	38%	8%
Central or Latin America	77%	23%	0	0
North-South Relations	54%	30%	8%	8%
East-West Relations	38%	38%	16%	8%
Europe	16%	22%	31%	31%
Africa	68%	16%	8%	8%
Asia	54%	30%	8%	8%

QUESTION 15: Indicates percentage of teaching assignment in Social Studies.

Teaching Assignment                      Number of Teachers

20% (1 of 5 teaching assignments	5
40% (2 of 5 teaching assignments	2
60% (3 of 5 teaching assignments	1
80% (4 of 5 teaching assignments	0
100% (5 of 5 teaching assignments	5

QUESTION 16: Yes or No reply indicates opportunity to discuss Global History or Global Geography drafts with the Department of Education.

YES                      NO

23%                      77%

QUESTION 17: Shows the degree of opportunity to discuss or share input through inservicing or other means regarding creation or implementation of Global Education program.

NO OPPORTUNITY                      MINIMAL OPPORTUNITY                      FAIR AMOUNT OF OPPORTUNITY

46%

46%

8%



QUESTION 18: Indicates level of satisfaction teachers have regarding the general changes to the public school program undertaken by the Nova Scotia Department of Education in terms of foresight, planning and implementation.

SATISFACTORY                      UNSATISFACTORY

23%

77%

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