Global citizenship at teacher training colleges in Gelderland, the Netherlands

*From "it belongs somewhere everywhere, but therefore also nowhere" to "it should be everywhere, so everyone should do something with it"**

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*Subtitle based on quote from an interview with a teacher from CHE (ICHE2, 2011)

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Abstract

In order to determine the position of global citizenship education at teacher training colleges in Gelderland, several components were reviewed on the basis of theory, interviews and a questionnaire among teachers. These components were the meaning of global citizenship education, the characterization of global citizenship education and experiences and ideas for the future according to the teachers. The definitions provided about global citizen were quite vague and global citizenship related competences turned out to be difficult to describe. The meaning of the concept was mainly shaped through subthemes. Despite clear ideas about the meaning of global citizenship, several angles were used to shape global citizenship in practice. These angles were citizenship education, sustainable development education and multicultural education. By shaping global citizenship education in practice, the teachers faced several challenges. These challenges were on the level of perceived relevance of the students and a heavy workload of teachers. There were also ideas about more coherence and an increased visibility to increase the integration of global citizenship. The integration of global citizenship education was on the level of adding global citizenship education to the existing school system, in which this system mainly remained unchanged. This is therefore a relatively weak transition. There were also examples of activities related to global citizenship education which would be described as being build-in the existing school system. Still, more debates about the meaning and aim of global citizenship education and a coherent coverage of content would be necessary to shift to the higher level of transition of being build-in the existing school system.

Abbreviations

AISHE	Auditing Instrument for Sustainability in Higher Education
CE	Citizenship education
CHE	Christian University of Applied Sciences Ede
DE	Development Education
EE	Environmental education
HAN	University of Applied Sciences Arnhem and Nijmegen
MDGs	Millennium Development Goals
ME	Multicultural Education
NCDO	National Committee for International Cooperation and Sustainable Development
NME	Nature and Environmental Education
OCW	Dutch Ministry of Education, Culture and Science
OJW	A collective noun for courses related to orientation on oneself and the world
PVV	Party for Freedom, a Dutch right-wing political party
SBL	Foundation for Professional Development of Teachers
SLO	Dutch National expertise centre curriculum development
WASH	Water Sanitation and Hygiene

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Contents

Chapter 1 Introduction

If the climate changes on a global level
Why can't people
Loesje

While my mother ate her first bell pepper twenty five years ago, the Dutch supermarkets in 2012 are stuffed with supplies from every continent except Antarctica. The world is changing rapidly and not just on the subject of our food intake possibilities. Internet and the media inform us about events all over the world. Through social media, it is possible to chat with family and friends from every side of the globe, while money, goods and people flow to every corner of the world.

Education, on the other side, does not seem to change that rapidly. Thirty years ago, the teacher was in front of a classroom with a chalkboard while students listened and made exercises. Today, the teacher is in front of a classroom with an interactive white board while students listen and make exercises. Obviously, the situation is not as black and white as it is pictured here but education changes relatively slowly. This is disturbing as there is a general belief that children should be educated for a combination of both existing and anticipated states of affairs (Parker et al, 1999). A changing world would then require an adapted and, at the same time, changing education. According to Parker et al (1999), educators are constantly trying to forecast social trends and develop curricula accordingly. This is not an easy task as Parker et al (1999: 118) explained in the following three points:

1. The rate and volatility of modern social change makes curriculum development an endless task
2. The difficulty of forecasting makes curriculum development inevitably off-target.
3. Value conflicts within societies make the school curriculum a hotly contested social terrain.

These factors can be a challenge but should not be an excuse to only reproduce the old states of affairs without the necessary innovation. In the current society, global issues are part of people's everyday life. Living in this interconnected world simply requires people to be equipped with global knowledge and global societal ideals. Further, "now the social is no longer just local (if, indeed, it ever has been)", there must be "deliberate attempts to reproduce and recontextualise global knowledge and global societal ideals in educational settings" (Marshall, 2011: 411). Lim is even more ambitious by stating that "preparing our children and young people to be agents of change rather than just passive observers of world events; and at the same time, to live together in an increasingly diverse and complex society and to reflect on and interpret fast-changing information" (Lim 2008:4).

There are several ways to address global knowledge and global societal ideals. Education can be the institution where global knowledge and global societal ideas can be addressed. Further, education needs constantly innovation. Even by looking at the ideas of the Ministry of Education, Culture and Science (OCW) of the Netherlands, the Law on Primary Education and the Core objectives in the Netherlands prescribes that one of the functions of Dutch education in general is preparing students for their future in society (OCW, 2006). Further, the anticipated states of affairs are also key to the OCW.

One possibility that has come up as an educational strategy to address the changing interconnected world is global citizenship. Global citizenship is an example of attempting to change the curriculum according to the existing and anticipated states of affairs. Further, it is an example of attempting to equip students with global knowledge, global societal ideals and related attitudes. If global citizenship is a possibility to address global knowledge and global societal ideas, this type of education requires research. To understand more about global citizenship education in the Netherlands, a qualitative research was conducted.

In this chapter, there will first be a short elaboration on the Dutch education context as every country has its own education system. Secondly, the problem statement and the research questions are provided. Lastly, an outline of the thesis is provided.

1.1 The Dutch education context

All children in the Netherlands need to attend school from the age of five till the age of eighteen to prepare students for their future in society. The Core objectives, determined by OCW, prescribe three functions of education: it supports the personal development of children, it supports the transmission of social and cultural achievements and it prepares children for participation in society (OCW, 2006).

Dutch education is divided into primary, secondary and tertiary education. At the age of four, children start to attend primary education. Primary education has a duration of eight year. These eight years are often divided into three parts. The first two years represent the first part, 'onderbouw' in Dutch. The classes 3, 4 and 5 are described as the second part, 'middenbouw' in Dutch. The last three years are the last part, 'bovenbouw' in Dutch, of primary education. During these eight years students are taught in different subjects. The Law on Primary Education and the Core objectives provide descriptions of what students should obtain of knowledge and skills for each subject. Schools are to a great extent free to choose their own methods to reach the Core objectives. The amount of attention for the different subjects differs through time. Currently, a particular emphasis is placed on the core subjects of literacy and numeracy. Interdisciplinary subjects have also been and are to a certain extent part of primary education in the Netherlands.

In the eighth year of primary education, there is a so called CITO-test. This test contains assignments of language, mathematics, study skills and world orientation. The last subject of world orientation is optional. This test gives an indication of the level of secondary education the child can attend. There are three levels of secondary education namely pre-vocational (vmbo), higher general secondary education (havo) and pre-university education (vwo). Pre-vocational takes respectively four years and prepares students for vocational. Higher general secondary education takes five years and prepares students for higher professional education (hbo). Higher professional education takes four years and provides student with a BSc title. Pre-university education takes six years and provides the possibility to attend University. At a university both the BSc and the MSc level can be obtained.

To become a primary school teacher, students need to follow a higher professional education program called pabo. Pabo represents the Dutch word for teacher training college. The teacher training college education has a duration of four years. A combination of theory and methods (at the academy) and practice (at intern schools) prepares students for their future career as teachers in those four years. A teacher teaches all subjects to the children at a primary school. Therefore, the

content and the didactics of all subjects are part of the teacher training education. At the end of their education, future primary teachers need to have developed seven main competences. Four of these competences are related to their students, for which the future primary teachers need to be interpersonal competent, pedagogical competent, professionally and educationally competent and organisational competent. In addition, the future primary teachers need to be competent in cooperation with colleagues, competent in cooperation with the surroundings and competent in reflection and development. These seven SBL competences are presented in a matrix in Figure 1 below. The competences are developed with distinctive situations, required knowledge and indicators.

Figure 1 Overview SBL competences after teacher training college in the Netherlands. Source: http://www.velon.nl/wiki/index.php/Bekwaamheidseisen_voor_leraren

These seven competences are developed over four years through the different subjects which are provided at a teacher training college. Besides regular subjects there are also interdisciplinary tasks. One of these tasks is citizenship education. Citizenship education has always been part of primary and secondary education but in 2006 it was made obligatory. Therefore, a legal framework has been developed with corresponding core objectives. The Dutch Inspectorate of Education monitors the compliance with the Law on Primary education and the core objectives. (SLO, 2011a)

The Dutch National expertise centre curriculum development (SLO) has developed materials and services for citizenship education. They provide no learning methods as it is not a separate course. It is an interdisciplinary subject, where certain aspects can be addressed during different courses such as learning about different religions during philosophy. The focus of citizenship education is about skills and attitudes. The idea is to use the school as a place to practice citizenship and social integration. Democracy, participation and identity form the core of Dutch citizenship education (SLO, 2011a).

This mandating of citizenship education may provide opportunities to extend it to global citizenship education. There are limitations as the Dutch Inspectorate of Education has a strong focus on the Dutch society during their content monitoring. It focuses on the attention to social competences, the focus on the Dutch society and its diversity, the Dutch constitutional, and the school as a learning place for for example democracy, participation and diversity (SLO, 2011a). Still, as schools have a certain freedom how to address citizenship education, citizenship education can be a possibility to address global citizenship.

Since the end of the sixties of the 20th century, many interest groups have tried to approach schools in the Netherlands to spread knowledge about several social issues. As a result, the concept 'educations' was developed for training programs about societal themes in Dutch education, such as development cooperation education. SLO has developed curriculum examples and guidance for incorporation of some of these 'educations' into the regular curriculum (SLO, 2011b). Some of these 'educations' have overlaps with global citizenship such as development cooperation education and education about military veterans and peace missions. The introduction of these 'educations' has, moreover, not resulted in interest groups to stop drawing attention to social issues.

Global citizenship is also one of the social themes where interest groups have drawn attention to. Global citizenship education is, among others, supported by the NCDO. NCDO in an abbreviation for Nationale Commissie voor Internationale Samenwerking en Duurzame Ontwikkeling (National Committee for International Cooperation and Sustainable Development) and is financed by the Dutch Ministry of Foreign Affairs. According to the NCDO, global citizenship is to realize that you, while you are alive, are involved in the world outside the national borders (NCDO, 2011). According to the NCDO, children learn to deal with themselves, others and the (global) environment through global citizenship (NCDO, 2011). To capture all the subjects, global citizenship for education has been divided by NCDO into eight themes. These eight themes are 'Identity', 'Diversity', 'Globalisation', 'Sustainability', 'Inequity', 'Human rights', 'Global involvement' and 'Peace and Conflict'. These eight themes have resulted in a canon for global citizenship in education, developed by Beneker et al (2007). 'Canon' is in this sense used as a group of themes which are generally seen as representing the field of global citizenship education (NCDO, 2011). An additional practical guide was also developed (Prior and Walraven 2009).

By looking closely at the Law on Primary Education and the Core objectives, certain aspects of global citizenship can be recognised. For example, core objective 39 states that pupils learn to take care of the environment and there is also a core teaching plan about sustainable development. Another core issue for education is internationalisation. Internationalisation has become a core issue for OCW because of the Netherlands' dependency on international trade and cooperation (OCW, 2011). According to the OCW there is 'a demand for people with sufficient language skills, knowledge of other countries and cultures and the possibilities to adapt to this' (OCW, 2011). Thus, although it is not explicitly part of the Law on Primary Education and the core objectives, global citizenship components can be found.

1.2 Problem statement and research questions

One component of the education chain which specialises in anticipated states of affairs is teacher education. Zhao summarised: "Education is a future-oriented business because it aims to prepare today's children for the future. In this sense, teacher education is an even more future-oriented business for it aims to prepare teachers for future educational institutions" (2010: 422). Following this line of thought, teacher education institutions should be the frontrunners in the field of educational innovations, especially the ones aimed at education for the future.

Further, teacher training colleges are important actors within primary education and change as the teachers need to carry out the reform (Miedema and Stam, 2008). Teacher training colleges are to a certain extent able to shape their students. After graduation, the students of teacher training colleges become primary education teachers who might not only teach pupils but also perhaps even

inspire colleagues. Further, as Halsall (1998) describes after reviewing research about reforms and innovations, "Successful, sustained change, then, can only come about through those who are responsible for its implementation and it is because of this, of course, that so much importance needs to be attached to the acquisition of new knowledge and skills on the part of teachers, and to impacting on their attitudes, beliefs and values." Therefore, information on the ideas and activities of teachers on the subject of innovation is required.

Currently, there is limited information on the activities for and ideas about global citizenship of teachers at teacher training colleges. Global citizenship as a concept has come to the surface, for example at the website of Pabo Groenewoud (Pabo Groenewoud, 2012), but where this innovation is leading to is uncertain. To find out the sustainability of this innovation, the activities and ideas of teacher training colleges on the educational innovation of global citizenship education need to be studied. Furthermore, organisations such as NCDO have a lack of information on the current position of global citizenship at these teacher training colleges and were keen to find out. The main subjects of study are four teacher training colleges in the province Gelderland. In the future, all teacher trainer colleges in the Netherlands will be studied by NCDO and Edukans on the topic of global citizenship education.

This has resulted in the following main research question for this thesis:

> What is the current position of global citizenship education at teacher trainer colleges in Gelderland and how is this characterized by teachers?

To obtain insights into the position of global citizenship education at teacher training colleges, several components need to be researched. The meaning of global citizenship is one of these components. Deliberately, a definition of global citizenship is missing in this introduction. Global citizenship education has the potential to be a catchall. Global citizenship may be shaped between and within schools and organisations. This is not necessarily a problem as sites of debate can both be inspirational and provide new insights. Wals (2007, in Jickling and Wals 2007) states that tensions about the meaning of a concept are prerequisites rather than barriers to education from a learning perspective. On the other hand, the notion of education for global citizenship implies that there is an agreed understanding of global citizenship that educationalists can work towards, and with this an agreed knowledge base (Marshall, 2011). Whether there is an agreed knowledge base, as a basis to integrate global citizenship education into Dutch primary education, is unknown. The conceptualisation of global citizenship at teacher training colleges is therefore one of the sub questions.

Further, there are a number of important actors and influences related to primary education and teacher training colleges in the Netherlands such as the OCW, (school) boards, teachers, students, publishers and pressure groups. The actors and their influences provide insights into the activities and roles different actors perform on this subject. Furthermore, teachers can characterise global citizenship in different ways. Different components of this characterisation are different angles which can be used to address issues related to global citizenship, the frequency of addressing issues related to global citizenship and related policies. In addition, teachers may have different experiences and ideas by characterising global citizenship, which need to be researched to obtain insights in the position of global citizenship.

These components have resulted in sub questions which need to be answered to be able to provide an answer to the main research question. The sub questions are:

1. What does global citizenship education mean for these teacher training colleges?
   a. How is global citizenship education at teacher training colleges in the province Gelderland related to education about other societal themes?
   b. How is global citizenship education defined at the teacher training colleges?
   c. Which competences does a graduate student from a teacher training college possess about global citizenship education?
   d. Which global citizenship education competences should a pupil possess after completing primary education?
2. Which actors are involved with global citizenship education at teacher trainer colleges in the province Gelderland and how?
3. How is global citizenship education carried out at the teacher training colleges in the province Gelderland?
   a. Which angles are used at the teacher training colleges to teach about global citizenship education?
   b. With what frequency is global citizenship education and its subthemes included in the lessons at the teacher training colleges?
   c. Which policy, curriculum and decisions about global citizenship education are made at the teacher training colleges?
4. What are the experiences, ideas and wishes of teachers of the teacher trainer colleges concerning global citizenship?

The goal of this thesis is to study the ideas, activities and experiences of teacher trainer colleges in educating future primary school teachers about global citizenship in the province Gelderland. This study is carried out to provide input for future policies about global citizenship education at teacher trainer colleges in Gelderland.

1.3 Thesis outline

The sub questions provide the structure of the findings part of the thesis. Before the findings part, detailed information about the methodologies used is provided Chapter 2. This is followed by a chapter that outlines the theoretical framework. The following three chapters represent the findings. In Chapter 4 the meaning of global citizenship is outlined in which question 1 and the accompanying sub questions are answered. Chapter 5 describes how global citizenship is shaped in practice at the teacher training colleges following question 3. The findings for question 4, the experiences, ideas and wishes of teachers are outlined in chapter 6. Information related to question 2 is interwoven into the three chapters of the findings. The thesis will be completed with the conclusions and discussion.

Box 1 Concepts

A few important concepts in the research questions related to the Dutch context deserve further clarification.

Education: In the Netherlands, education is the formal schooling system which is divided into primary, secondary and tertiary education.

Pabo / teacher training college: the system of training for Dutch future teachers in preparation of their primary education teaching career. Pabo represents "pedagogische academie voor het basisonderwijs" (pedagogic academy for primary education). The study focuses on four pabos (teacher training colleges), located respectively in Ede, Doetichem Arnhem and Nijmegen (see Figure 2 below).

Teachers: Individuals who teach at a teacher training college. While referring to 'teachers' in this research, this term refers to the teachers interviewed or respondents of the survey (unless stated otherwise)

Pupils: children who attend primary education

(Graduate) Students: Individuals who attend (or completed their education) at a teacher training college

Gelderland: Gelderland is one of the twelve provinces in the Netherlands. A map of the Netherlands is displayed in Figure 2a. The yellow part is the province of Gelderland. Gelderland has 2.004.671 inhabitants (CBS, 2011) on 5.136,5 km2 (CBS, 2010). The province of Gelderland and the cities of the teacher training colleges are displayed in Figure 2b.
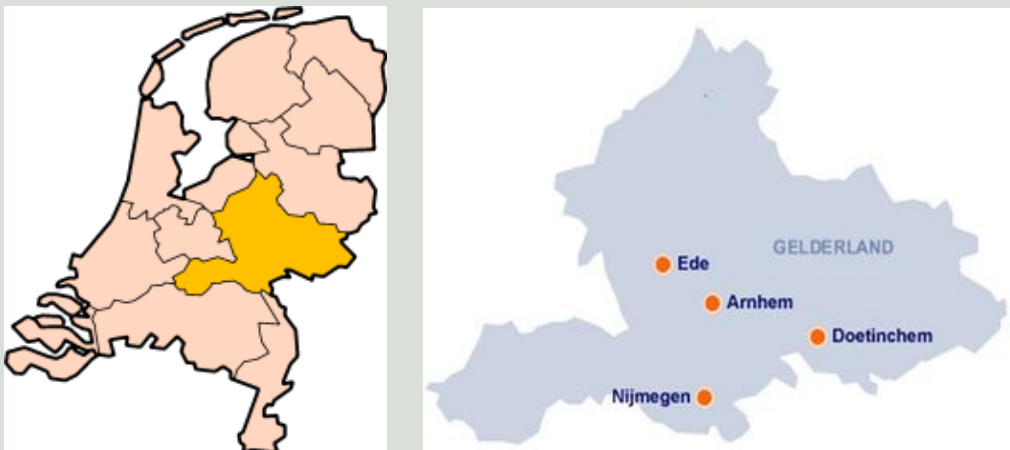

Figure 2a (left) Map of the Netherlands with province Gelderland in orange
Figure 2b (right) Map of the province Gelderland

Competences: The Dutch education system aims to develop competent students. Competences are a combination of knowledge, skills and attitudes used to improve performance.

Chapter 2 Methodology

Verbal and nonverbal activity is a unified whole, and theory and methodology should be organized or created to treat it as such
Kenneth L. Pike

The descriptive research question required information about the ideas and the activities carried out by different actors. It also required information about theoretical insights on the topic and means of analysis. To gather relevant data, information and informants were selected and acquired through different forms of methodology. There was aimed for triangulation within the study. Triangulation is the use of multiple sources of information concerning a subject to facilitate validation of data (Olsen 2004). To reach this, different sources of information were used such as interviews, a questionnaire and document review. If possible, different people involved in the same project or programme were interviewed to verify the information provided.

The literature reviewed provided the basis for the theoretical framework in Chapter 3. The literature and the theoretical framework provided the focus for both the questionnaire and the interviews. The questionnaire was used to obtain general information about the activities for, ideas about and knowledge of global citizenship education at the teacher training college. Interviews at the teacher training colleges where a questionnaire was conducted, were conducted to shed more light on the statistics and add to an understanding of teachers responses. Interviews on teacher training colleges where no questionnaire was conducted were used to obtain both general information about global citizenship education at that teacher training college, and more in-depth information about the activities and ideas of the teachers.

2.1 Literature

One source of information was literature and documents review. Scholarly literature was used to find (theoretical) insights, empirical findings, suggestions for further research, and references to other fields. The literature used was from the field of globalisation, citizenship education, global citizenship education, educational innovation and reform, teacher education, competencies and related subjects such as sustainable development education and international education. These key words were used in search engines of EBSCOhost, Scopus and Google Scholar to find relevant articles. Through the reference lists of the relevant articles and by scanning articles in the same issue, additional articles for this research were found. This has resulted in eighty articles selected for relevancy on their title, abstract and keywords. The abstracts of these eighty articles were carefully read again and the full article has been looked into by scanning the text. Following this methodology, twenty-eight articles were selected to carefully read the full article. This part of the literature was used to build the theoretical framework which is provided in Chapter 3. The insights derived from this literature are brought forward throughout the thesis.

Secondary information in the form of policy documents, teaching and training modules, and evaluations from the teacher trainer colleges and NCDO actors were another source of information. This information was requested from the interviewees.

2.2 Access

To carry out interviews and conduct surveys, key informants and informants needed to be selected and found. Motivated teachers for subjects related to global citizenship within the personal network were approached. By looking for a common interest, it was aimed to arouse their interest to participate. These common interests were searched in the focus points of the teacher training college, the study background of the teacher and the current roles the teachers fulfil at the teacher training colleges. Through the personal network these teachers were approached by email and if necessary, reminded by email or phone. After a positive response, an appointment was made to discuss the research possibilities and information about the teacher training college. At Iselinge Hogeschool and CHE, key informants were found and willing to contribute to the research by distributing the questionnaire and participating in an interview.

To find more key informants and informants, the snowball sampling method was used. Snowball sampling is a form of purposive sampling. In purposive sampling, the sample is made with a purpose in mind (Trochim, 2006). The people found who met the sample, were asked to refer to at least one other person who would met the sample. Through this method, the research group expands. By following up on these referrals and repeating the method, a bigger 'snowball' is created. This method is useful if you do not have access to a sufficient number of people with the characteristics you are looking for (Trochim, 2006). This method was used as a continuous process within the research until a key informant was found at every teacher training college in Gelderland. During every interview, the interviewee was requested to mention at least one person by name and email address who would be interested in the research and possibly willing to contribute. These potential key contacts were also approached by referring to the person who has referred me to him or her, introducing the research, and by looking for a common interest.

2.3 Questionnaire

Questionnaires can be used for different research strategies, namely surveys, experiments and case-studies. Questionnaires are a sufficient way to compare ideas and behaviour as every respondent answers the same range of questions (Saunders et al 2004). On the other hand, it is important to prepare a good questionnaire as it is unlikely you will be able to ask for more information after respondents have completed the questionnaire (Saunders et al 2004). Being aware of this advantage and disadvantage, a questionnaire was developed and activities were undertaken to reduce the disadvantage and benefit from the advantage. One of these activities to limit the disadvantages was that the questionnaire was also combined with interviews.

This study has aimed to provide, among other aims, a general overview of the activities and ideas around global citizenship on a teacher training college. To realise this, a questionnaire was distributed at two teacher training colleges. The purpose of this questionnaire was to acquire information about the meaning of global citizenship to the respondent, the interests of the respondent, the role of the respondent, the differences between the current situation and the desired situation concerning global citizenship, and the relationship of global citizenship to other societal themes.

The questionnaire was used to provide a general overview about the opinions of respondents and the behaviour of respondents. The questionnaire was therefore composed of four parts. First, there

were some general characteristic questions. In part two, social themes, of which global citizenship education was one, were introduced. This part was used to provide insight in the position of global citizenship education related to other societal themes. The third part elaborated on global citizenship education. The meaning of global citizenship education, the interests, activities and wishes of the respondents of the survey were handled in this part. The last part was the closing section. The questionnaire consists of closed questions and open-ended questions. The questions were carefully designed to avoid leading questions and a clear lay-out was developed. The questionnaire was also tested on people working at NCDO. The questionnaire (in Dutch) can be found in Appendix A.

There are different ways of conducting a questionnaire. Three types of distributing and conducting questionnaires to be filled in by respondents can be distinguished. The questionnaire can be an online questionnaire, a questionnaire send by post, and a questionnaire can be distributed and collected in person. As the addresses of the teachers are unknown, sending by post was not an option. Advantages of an online questionnaire are the possibility to structure the questionnaire in such a way that only the relevant questions for the respondent will be asked and it is possible to oblige respondents to complete a question before they are able to go to the next question. Disadvantages are a relatively lower response rate, respondents need to have access to a computer and skills to work on a computer. Distributing and collecting a questionnaire during a joint meeting has the advantage of a high response rate. Disadvantages are that the responses can be formed by consultation with others and the costs for copies and travelling.

Due to the advantages of a high response rate for distributing and collecting a questionnaire, this method was preferred. Still, for distributing the questionnaire among teachers, permission was necessary from the management of the teacher training college concerned. At the teacher training colleges of the HAN, pabo Arnhem and pabo Groenewoud, there was no permission to distribute a questionnaire by the management of the concerning teacher training colleges. The provided explanation was that it would take too much time of the teachers and therefore of the students. Instead, interviews were conducted. More information about interviews can be found in the next section.

At the other teacher training colleges, the questionnaire was distributed to teachers at the teacher training college through the key informants. The possibilities to distribute the questionnaire were discussed with the key informants, and through the key informants with the management of the teacher training college. It was thus preferable to distribute and collect the questionnaire during a general teaching meeting. This would result in reaching many people at the same time, cover teachers from different courses and time was made available to fill in the questionnaire. At Iselinge Hogeschool this was possible. Iselinge Hogeschool is a relatively smaller school with 32 teachers and 490 students, and the management was willing to cooperate. The questionnaire was completed by 25 teachers, which is a response rate of 78 per cent.

At the CHE, there was only permission for an online questionnaire. To increase the response rate, the research was properly introduced. Firstly, a few lines about the research were placed in the bi-weekly spread newsletter to inform the teachers. During the week's opening the research and the questionnaire were also mentioned. Following this, the key informant sent the questionnaire by email to all the teachers of the CHE pabo. Two reminders were sent to acquire a high response. At the teacher training college of the CHE work 59 teachers for 642 students. In total, 13 teachers

completed the questionnaire, which was a response rate of 22 per cent. The data from the two questionnaires were combined due to the lack of differences between the different teacher training colleges. The combination of the two questionnaires resulted in a response rate of 42 per cent.

There was a risk that the online questionnaire was completed by a selected group such as 'more active teachers in the field of world citizenship'. This was partly prevented by introducing the subject of the questionnaire as it was about 'several societal themes'. It could have been prevented to a greater extent by taking a sample according to teaching subject, gender and age. As this research was dependent on the good will of teachers to fill in the questionnaire, there was no sampling done according to teaching subject, gender or age. Further, as the questionnaire was conducted to create a comprehensive picture of the integration of world citizenship education at teacher training colleges, every teacher received the questionnaire.

2.4 Interviews

Informants related to teacher training colleges and global citizenship education were selected for interviews. The teacher training colleges were the teaching training college at Christelijke Hogeschool Ede (CHE), Pabo Arnhem and Pabo Groenewoud of Hogeschool van Arnhem en Nijmegen (HAN), and Iselinge Hogeschool. Informants related to these teacher training colleges were teachers, NCDO, Edukans, Europees Platform and a teacher of a training college (Marnix Academie in Utrecht) which was described by NCDO as an active teacher training college in the area of global citizenship education in the Netherlands.

Different types of interviews could be used to gather relevant data. There are roughly three kinds of interviews, namely the unstructured, the semi-structured and the structured interviews ('t Hart et al 2005). The unstructured interviews do not have a pre-defined structure. This is a useful method if little is known about the subject but can be inefficient to gather detailed knowledge. The semi-structured interviews combines a structured list of topics or questions with the flexibility in sequence and possibilities to ask clarifying or additional questions. Semi-structured interviews are conducted to allow for focused, conversational two-way communication. It provides opportunities to find the reasons behind answers and discuss more sensitive issues. The third form of interview is a structured interview. This allows no flexibility and is therefore not suitable for qualitative research.

Due to flexibility it provides, but also the structure to address all topics, the (phone) interviews in this research were semi-structured interviews based on a topic list. The topic list can be found in Appendix B. The interviews were used to obtain specific qualitative information and a range of insights. At every teacher training college, at least two teachers were interviewed. The interviews were conducted with the key informants, teachers who were considered active in the field of global citizenship education by key informants and teachers who volunteered through the questionnaire. This last group was reached by asking every respondent at the end of the questionnaire to fill in his or her email address if he or she was willing to elucidate the answers in an in-depth interview.

In the initial plan there would have been a focus group at every teacher training college in Gelderland. Focus group is useful to look at the group dynamics, focus on attitudes and experiences, finding why people do certain things and there is the ability to share and compare. On the other hand, the validity of focus group are smaller than with interviews and participants may feel reticent in expressing their opinions. Due to the comparing advantages, a focus group was preferred. Due to a

limited number of participants and limited time of the participants, a focus group was only conducted at Pabo Groenewoud. The alternative was to conduct separate interviews as interviews might also increase the validity of the information provided. Therefore, at the other three teacher training colleges, separate one depth interviews were conducted. The focus group and the in-depth interviews were recorded. After recording, the interviews were typed out literally and analysed per person and per teacher training college. The numbers interviewed are too small to enable meaningful comparisons of all the teachers at a teacher training college and are therefore used illustratively.

The interviews were translated from Dutch to English. In the quotations included in the following chapters, some meaningless words and phrases have been removed from some quotations to improve the readability. Further, punctuation has also been added in some quotations. Three dots (…) mean that an insignificant word, words or sentences were removed from the quotation. Two dots (..) mean that there was a pause of two seconds or longer. Some words or comments between square brackets […] have been added to some of the quotations to improve readability. The quotations have been coded as displayed in table 1. As the respondents were anonymous, they were all referred to as he, even though the answer could be provided by a female.

Code	Meaning
ICHE1	Interviewee teacher 1 at CHE
ICHE2	Interviewee teacher 2 at CHE
IIH1	Interviewee teacher 1 at Iselinge Hogeschool
IIH2	Interviewee teacher 2 at Iselinge Hogeschool
IPA1	Interviewee teacher 1 at Pabo Arnhem
IPA2	Interviewee teacher 2 at Pabo Arnhem
IPG1	Interviewee teacher 1 at Pabo Groenewoud
IPG2	Interviewee teacher 2 at Pabo Groenewoud
IPG3	Interviewee teacher 3 at Pabo Groenewoud
IPG4	Interviewee teacher 4 at Pabo Groenewoud
QCHE	Respondent of questionnaire conducted at CHE
QIH	Respondent of questionnaire conducted at Iselinge Hogeschool

Table 1 Coding of the quotations

The combination of these methodologies has resulted in a theoretical framework and the findings. The theoretical framework is outlined in the next chapter.

Chapter 3 Theoretical framework

Most ideas about education are not new, but not everybody knows the old ideas
Euclid

3.1 Globalisation

It is generally agreed we are living in an era of globalisation. The ideas differ about what globalisation contains and how education responds or should respond. According to Schaeffer (2003), it is useful to ask what is being globalised to understand different assumptions and expectations around globalisation. Some analysts argued that globalisation is not a new phenomenon but something that has been happening for hundreds of years (Wallerstein, 2000) while others stated it is a relatively "new" phenomenon (Schaeffer, 2003).

Some analysts used a more narrow view of globalisation as the impact of global economic processes while others also include political, cultural, environmental and social changes (Burbules and Torres, 2000). Following Long (2001) and Schaeffer (2005), it would be misguided to expect that globalisation has an identical impact everywhere and that it can have very different consequences. Not only researchers, also politicians, journalists and others use the term globalisation to signify that the world is changing and a new world order is emerging (Kellner, 2000). There are thus different ideas about globalisation but there are also some ideas about globalisation which people seem to have in common:

"Globalization reflects a widespread perception that the world is rapidly being moulded into a shared social space by economic and technological forces that developments in one region of the world can have profound consequences for the life chances of individuals or communities on the other side of the globe." (Held et al, 1999)

According to Kaufman et al (2004), the children of today grow up in a world that is interconnected in ways beyond their imagination. They further explained that the effects of globalisation might well affect children directly as in the case of war, migration, or rapid urbanization, or indirectly as their parents cope with new economic realities. At the same time, the possibilities to acquire information and opportunities in terms of jobs, studies or travelling may also increase. These changes and interconnections might well undermine the traditional values and ways of life (Kaufman et al, 2004: 4). The changes that effect children are not just economic processes. Therefore, globalisation is viewed as the economic, political, cultural, environmental and social changes, and related interconnections of the people in the world. Global citizenship education is a response to the realities of globalisation and the combination of combination of existing and anticipated states of affairs.

3.2 Meaning of global citizenship education

The concept of global citizenship education is already a contested and debated concept. Parmenter (2011) stated that the three words of global citizenship education are even separately subject of negotiation and discussion for political, social and cultural purposes. The 'global' part is subject of debate as it could take into account the wide variety of global perspectives with different societal, political and cultural contexts, but also the more homogenising version of globalisation. 'Citizenship' and citizenship education is already an area of many debates (see for example Osler and Starkey, 2003, Philippou et al, 2009). 'Education' and the role of education is an area of concern for many

actors. The combination of these topics into one concept is bound to be partial, controversial and a site of debate. (Parmenter, 2011)

The meaning of global citizenship varies from a vague sense of belonging to a global community to more specific ways of involvement in global politics with human rights and responsibilities found in international law (Heater, 1997 in Ibrahim, 2005). Urry (1998: 4) further described several forms of possible citizenships related to global citizenships:

- Global capitalists who seek to unify the world around global corporate interests which are increasingly 'de-nationalised'.
- Global networkers who set up and sustain work or leisure networks constituted across national boundaries and having forms of non-national regulation
- Earth citizens who seek to take responsibility for the globe through a distinct and often highly localised ethics of care
- Global cosmopolitans who develop a stance and an ideology of openness towards 'other' cultures, peoples and environments;

Global citizenship can thus mean different things to different people. Within one organisation the meaning of global citizenship can differ and this might also be the case within one teacher trainer college. This might result in uncertainties and confusions for students but also miscommunications between teachers. The forms of possible citizenships of Urry and the foci apparent at teacher training colleges in Gelderland are therefore analysed.

While conceptualising global citizenship, an educated global citizen can also be conceptualised and characterised. Osler and Starkey (2003) adapted UNESCO's (1995) framework to identify some characteristics of an educated global citizen. According to them, the educated global citizen will be confident in his or her own identities and "will work to achieve peace, human rights and democracy within the local community and at a global level, by:

- accepting personal responsibility and recognising the importance of civic commitment;
- working collaboratively to solve problems and achieve a just, peaceful and democratic community; respecting diversity between people, according to gender, ethnicity and culture;
- recognising that their own worldview is shaped by personal and societal history and by cultural tradition;
- respecting the cultural heritage and protecting the environment; promoting solidarity and equity at national and international levels" (Osler and Starkey, 2003: 246)

A more extended list of characteristics was developed by Oxfam (2006) in the form of a curriculum with a specific set of knowledge and understanding, skills, and values and attitudes to become a responsible global citizen. These elements are displayed in Figure 3 below. The elements are integrally related as co-operation and conflict resolution demands for example the belief that a person can make a difference and values and respect for diversity. Therefore, this set of knowledge and understanding, skills, and values and attitudes is also seen as a set of competences.
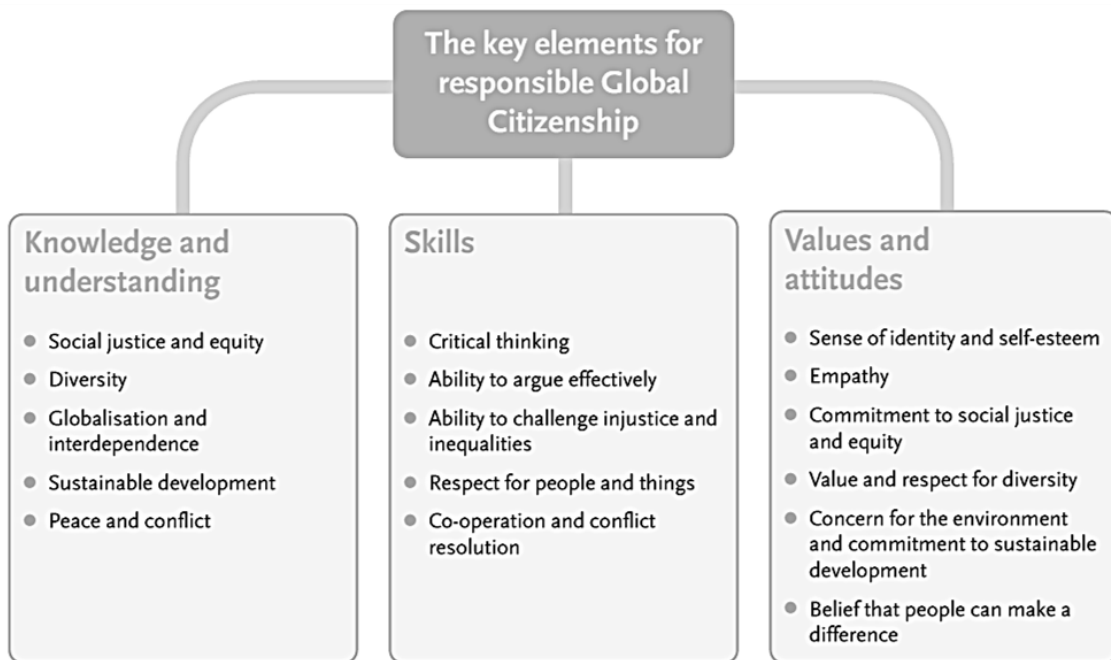
Figure 3: The key elements for responsible Global Citizenship (Oxfam, 2006)

Most of the characteristics provided by Osler and Starkey are also represented in the elements provided by Oxfam except "recognising that their own worldview is shaped by personal and societal history and by cultural tradition" (Osler and Starkey, 2003: 246). Oxfam has an extended list of elements which also includes knowledge and understanding. The extended list of Oxfam, combined with the element of Osler and Starkey, are used to mirror the ideas about competences at teacher training colleges in Gelderland.

Ibrahim (2005) brings in two relevant points about the Oxfam curriculum which need to be kept in mind. A discussion was missing of how this set of elements can be used at the local level to prepare for participation at the national and international level. Teachers at the teacher training college are, through their students, concerned with practising at a local level on a daily base. Further, Oxfam recommended integrating the above displayed elements across all subjects at schools. Ibrahim (2005) is a proponent of giving global citizenship also a place in a specific subject with a clear status and proper resources. Different possibilities to integrate global citizenship at schools are discussed in the next section.

Besides global citizenship competences, there are global citizenship teaching competences as well. These competences are the knowledge, skills and attitudes needed to teach global citizenship successfully. Zhao has developed a set of competences to cultivate global citizenship by teachers:

 "Cultivating global citizenship requires teachers to have a global perspective, model cultural sensitivity, model global citizenship, and engage students in educational activities aimed at developing global citizenship. Teachers should be able to explain to students how people in different parts of the world are interdependent, why caring about others is beneficial to ourselves, and what we can do to ensure a peaceful and sustainable world for all human beings." (Zhao, 2010: 427).

Zhao described two additional components, of which the knowledge and ability to guide students to consider global problems from multiple perspectives is the first one. The second element is to

understand and pass on the understanding to students that physical locations no longer define a person's self-interest or protect their well-being as through the interconnectedness the places we live can change quite fast (Zhao, 2010). Looking at the ideal elements of Zhao, three components can be distinguished. These components are that teachers need to be a global citizen, they need to model global citizenship for their students and being didactic capable.

This set of elements of Zhao was developed for teachers in general and focuses on the context of the US. There is no Dutch set of teaching global citizenship for primary education competences available. There are, nevertheless, the seven SBL competences for teacher training college students in the Netherlands as indicated in section 1.1. These SBL competences were developed to cover teaching in primary education in general and are not developed for teaching about global citizenship. It is interesting that the Dutch word for world or a global perspective was not mentioned as such at all in the seven competences.

One element listed by Zhao which was extensively described in the SBL competences was about cultural sensitivity. According to the SBL competences, teachers need to have knowledge about the cultural determination of the pupils, the related social environment, basic needs, expectations, educational practices, identity, meaning and value development. Further, knowledge about cultural communication is required and especially the implications for the teachers own comings and goings. Modelling cultural sensitivity is thus represented in the SBL competences while the other competences are not. The reflection and development of norms and values of teachers are also part of the competences. What teachers point out as global citizenship competences for graduate students at their teacher training college is compared with Zhao's list of competences and the list provided by SBL.

3.2 Characterising global citizenship education

To characterise global citizenship in education programs, different subjects can provide possibilities with their methodologies and materials. First of all, there are different ideas about the characterisation of global citizenship education in relation to other types of citizenship education or other types of education in general. Osler (2011) preferred the term of cosmopolitan citizenship as it links the local, the national and the global. It is at this level people have the opportunity to practise citizenship (Osler, 2011, Bloomfield 2008). Some people see global citizenship in the same way as Osler sees cosmopolitan citizenship (Islam, 2005). Philippou et al (2009) concluded in their paper that in several cases supra-national citizenship is reframed in the curricula in which it reflects what is significant for the national context. The nation remained at the centre of citizenship. Their concluding remark provides an interesting perspective: "If European or global citizenship is always being reimagined in, and for, national frames of reference, then European citizenship almost has no meaning independent of national citizenship" (Philippou et al, 2009: 295).

Rapopart (2009) stated global citizenship education should be placed under the umbrella of citizenship education due to the similarity of rationale and the variability it offers. Davies et al (2005) stated that it is not enough to just add international content into citizenship activities. Justly, Pashby (2011) raised the question whether we need to add or make slight alteration to citizenship education or re-theorise citizenship education. The directions of teacher training colleges on the issue of citizenship education are therefore taken into account. It should also be kept in mind there are people who see the purpose of citizenship education as nation building and those who want to

promote global solidarity (Osler, 2011). The relationship with other levels of citizenship is thus very relevant.

While some see citizenship education as the point of departure to educate about global citizenship, there are also other possibilities. According to Rapopart (2009) global citizenship education is usually conceptualized within the framework of other topics of education. These topics, multicultural education (Banks, 2008), human rights education (Gaudelli and Fernekes, 2004 in Rapopart, 2009) and peace education (Smith and Fairman, 2005 in Rapopart, 2009), have not secured a position in school curricula in Great Britain, which makes global citizenship even more secondary (Rapopart, 2009). In the Netherlands, these subjects have not secured a position in school curricula either but might also be used as possibilities to characterise global citizenship education. Davies et al (2005) discussed the combination of global education and citizenship education.

Mannion et al (2011) combined multiple educational sub-fields to characterise global citizenship. Mannion et al (2011) brought together three educational sub-fields, namely environmental education, development education and citizenship education. This framework offers an interesting view on the relationship between different relevant educational fields. They suggest that, based on Laclau and Mouffe (1985 in Mannion et al, 2011), global citizenship education functions as a nodal point of these three educational sub-fields. A nodal point "sets out to allow diverse meanings to converge while subordinating other meanings" (Mannion et al, 2011: 444). It provides points of arrival and departure for at least the three educational sub-fields, each with their own critical sub-traditions which have been developed over time. These sub-fields and their sub-traditions are displayed below in Figure 4. There are nevertheless concerns as global citizenship education as a nodal point seeks to wrap-up three agendas. Components of the different sub-fields, such as the justice-oriented citizen might easily be obfuscated (Mannion et al, 2011). This concern does not seem to be shared with that of other researchers who state that global citizenship education is directly concerned with social justice (Davies, 2006).
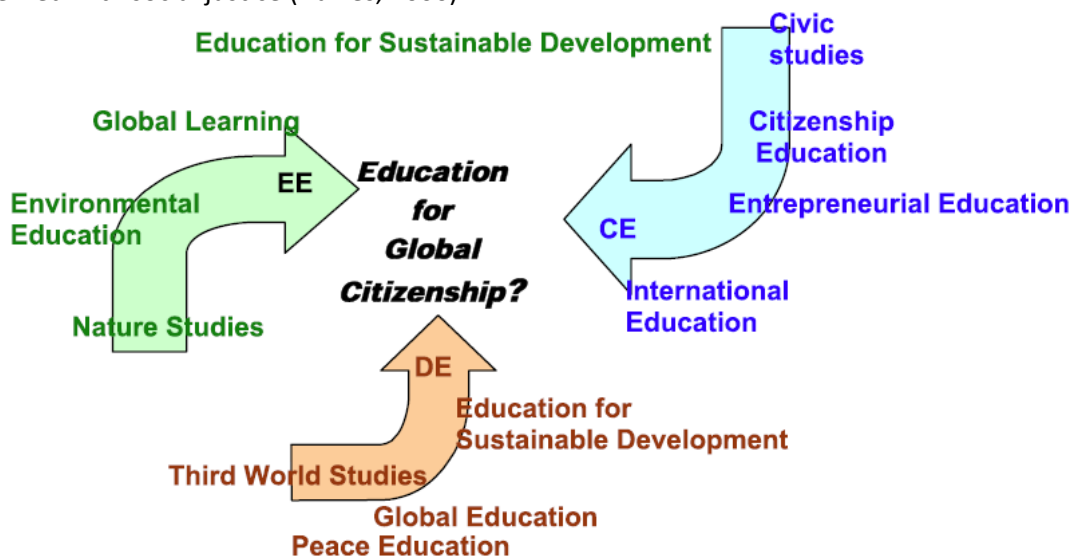

Figure 4: The Environmental Education (EE), Development Education (DE) and Citizenship Education (CE) lineages potentially converging on a nodal point in their respective discourses (Mannion et al, 2011: 448)

Rapopart and Mannion et al clearly describe a range of different educational sub-fields that can provide angles for shaping global citizenship education. The educational sub-fields, which are used in teacher training colleges to give shape to global citizenship education, are therefore reviewed and compared with the educational sub-fields provided by Rapopart and Mannion et al. The attention to justice within the characterisation of global citizenship is also reviewed.

A way of giving shape to global citizenship and accompanying competences within multiple subjects or sub-fields of education is a thematic approach provided by NCDO. According to the NCDO global citizenship is to realize that you, while you are alive, are involved in the world outside the national borders (NCDO 2011). NCDO states that children learn to deal with themselves, others and the (global) environment through global citizenship (NCDO 2011). Global citizenship education is according to NCDO covered in the following eight subthemes (2011):

1. Diversity
2. Identity
3. Human Rights
4. Sustainable Development

5. Globalisation
6. Inequity
7. Peace and conflict
8. Global involvement

The ideas about global citizenship education and corresponding subthemes are mirrored to the concepts and thematic approach of NCDO.

3.3 Educational innovation

Furthermore, as global citizenship education is a possible innovation, analysis is also carried out on the level of educational innovation. As Parker et al (1999) pointed out, every innovation requires well thought out strategies and continued attention. From ideas to practice is a major step and there are many challenges to overcome. Global citizenship education is viewed as an educational innovation. The position of global citizenship on the teacher training colleges in Gelderland is therefore analysed according to different stadia of change. The model used is based on the ideas of Sterling (2004) and adapted to use for global citizenship education at teacher training colleges as showed in Figure 5.

	Sustainability transition	Type of response	Response	State of education
Level 1	Very weak	No response	Denial, rejection or minimum	No change (or token)
Level 2	Weak	Accommodation	'Bolt-on'	Education about global citizenship
Level 3	Strong	Reformation	Build-in	Education for global citizenship
Level 4	Very strong	Transformation	Rebuild or redesign	Global citizenship education

Figure 5 Model of educational innovation for global citizenship education, based on the ideas of Sterling (2004)

Sterling has developed models with possible learning, social and educational responses to sustainability in higher education. The models follow four different stages of transition and the corresponding responses to transition. The first level is no response (or if there is some awareness, minimum response). This may be through ignorance of the challenge or denial. There are no policies or arrangements made about the subject of global citizenship between teachers or in the board. Teachers do not pay attention to global citizenship or ad hoc and only through their own input.

Level two is the level of accommodation. This response is a 'bolt-on' of global citizenship ideas to the existing system, which itself remains largely unchanged. Teachers use additional materials, themes or projects to the standard teaching methods. There are mutual agreements between (a selection of) teachers. The education about global citizenship is recurrent (between 1-12 times a year). It is an adaptive, first order change or learning. According to Sterling (2004), "there is minimal effect on the institution, and the values and behaviour of teachers and students".

The third level is strong and is classified as reformation. Instead of only adding to the current system and not changing it in level two, during this stage global citizenship is 'build-in' the existing system. Sterling (2004) describes it as a "critically reflective, adaptive response, or second-order change, where paradigmatic assumptions are called into question". Global citizenship is integrated in school policies, the curriculum and is part of the teaching methods. The education is provided both planned and from possibilities. Global citizenship is provided regularly and more than 12 times a year. There is a more coherent coverage of content, an attempt to teach values and skills perceived to be associated with global citizenship.

The fourth level is the level of complete transformation and thus paradigm change. Global citizenship education is the new paradigm and requires change from all actors in education. This level is the most difficult to reach as it conflicts with the former paradigm which was in place. Global citizenship education is visible (or the underlying ideas) in every lesson, the materials and the policies. The level of transition, and thus educational innovation, provides insights in the position of global citizenship education at teacher training colleges.

3.4 Concluding remarks

To analyse the level of transition and the position of global citizenship at teacher training colleges, several components need to be combined and analysed. The meaning of global citizenship and global citizenship education is analysed in Chapter 4 according to the ideas of Heater about a range of the meaning of global citizenship education and Urry's forms of possible citizenships. The extended list of Oxfam, combined with the element of Osler and Starkey, is used to mirror the ideas about global citizenship competences at teacher training colleges in Gelderland. The competences related to teaching global citizenship education are compared with the elements listed by Zhao and the focus on intercultural competences of SBL.

Different subjects with their methodologies and materials can provide points of departure for global citizenship by looking at the literature. The angles used by teachers and teacher training colleges are compared and analysed with the ideas found in the literature in Chapter 5. Banks, Davies et al, Rapopart and Mannion et al describe a range of different educational sub-fields from multicultural education, citizenship education, human rights education, peace education, global education, environmental education to development education. The educational sub-fields which are used in teacher training colleges to give shape to global citizenship are therefore reviewed and compared with these educational sub-fields.

Combining the meaning, competences, methodologies, materials with the policies and experiences of teachers, the level of transition and educational innovation is analysed.

Chapter 4 Meaning of global citizenship education

Education's purpose is to replace an empty mind with an open one.
Malcolm Forbes

4.1 Introduction

The meaning of any concept is shaped by ideas about, definitions of and working with the concept. Therefore, several aspects, which collectively form the meaning of global citizenship education, are outlined in this chapter. The relationship of global citizenship education to other societal themes provides insights into the perceived importance of this educational innovation. Further, the definitions of the concept provided by teachers and other actors inform about the similarities and differences of ideas that exist in the teacher training colleges. These definitions and ideas are compared with the ideas of Heater (1997, in Ibrahim, 2005) about a range of the meaning of global citizenship education and the forms of possible citizenships from Urry (1998).

Currently, we are living in the era of competence based education in the Netherlands. The competences addressed to global citizenship education for pupils and students provide another aspect of the meaning of global citizenship education which will be outlined in the last part of the chapter. The extended list of Oxfam (2006), combined with the element of Osler and Starkey (2003), are used to mirror the ideas about global citizenship competences at teacher training colleges in Gelderland. The competences related to teaching global citizenship education are compared with the elements listed by Zhao (2010) and the seven SBL competences prescribed by the Dutch government.

4.2 Societal themes

Global citizenship is promoted by organisations such as NCDO and Edukans, through their policies. NCDO aims, as an independent knowledge centre funded by the Dutch government, to provide knowledge about citizenship, international cooperation and development and to stimulate, partly through this information, involvement of citizens in international cooperation and promoting development. Edukans is an NGO who is inspired to promote global citizenship education by their Christian-social tradition.

Other themes and types of education are also introduced or promoted to be included in education through civil organisations, government agendas, and (personal) interests of teachers because they consider them as relevant. The already full programme of schools and teacher training programmes encounter themes like bullying and nature and environment which schools can or should pay attention to. The position of global citizenship in relation to other societal themes in Dutch primary education societal themes is therefore relevant for the perceived importance of global citizenship education.

A few general questions about societal themes in education were asked to the respondents before the respondents were informed that the questionnaire was about global citizenship. There are many societal themes that can be part of the Dutch education system and there is a certain freedom of both schools and teacher training colleges to reach the Core objectives, the SLO and the SBL competences. As a result, it is expected that teachers would list a great variety of themes and global citizenship is just one of the many.

The teachers at Iselinge Hogeschool and CHE did indeed provide a great variety of societal themes. Apparently there was a wide range of societal themes which can be part of the Dutch education. This wide range went from coping with divorces to the sea level rise and many issues in between. There were some themes which were mentioned at least five times by the 38 respondents, namely the environment, citizenship, sustainability and differences at various levels. These themes had overlaps with global citizenship. There were also many societal issues listed which were not or were barely related to global citizenship such as alcohol and sexuality. There were thus many societal issues which could be part of Dutch education besides global citizenship. By ranking a list of diverse societal themes such as health, bullying, migration and global citizenship, every of these themes was considered important by some respondents. Also, every of these themes was considered the least important by some respondents.

There is thus a wide range of societal themes considered important by different teachers. This wide range of societal themes has implications for the education provided by teachers and for the integration of societal themes like global citizenship. One respondent provided his ideas about societal themes:

 "I am thinking about citizenship and issues like the environment. At the same time I feel resistance because the [Dutch] education is at risk to deal with so many societal issues that the primary task: education in the different subjects [such as mathematics and geography], comes under pressure" (QCHE, 2011).

Integration of a societal theme like global citizenship may thus be a challenge due to the great range of societal themes that face education and the different interests of teachers.

4.3 Definitions

The definitions of global citizenship are bound to be partial and a side of debate. It could therefore be expected that this was also the case at teacher training colleges. Heater (1997, in Ibrahim 2005) explained that the meaning of global citizenship varies from a vague sense of belonging to a global community to a more specific ways of involvement in global politics with human rights and responsibilities found in international law. Urry (1998) described global capitalists, global networkers, earth citizens and global cosmopolitans as possible global citizenships.

The definitions provided by the teachers indeed varied and the foci differed. One respondent defined global citizenship as "How we should behave to make the world a 'better' place" (QIH, 2011) while another teacher defined it as "on becoming interlocutors based on equivalence" (QCHE, 2011). There were also components that returned repeatedly. The terms that participants most frequently associated with global citizenship were 'awareness', often in relation to being part of a larger whole, 'responsibility', 'involvement with other people', 'openness' and 'being able to live together'. For example, a teacher at Pabo Arnhem provided his definition of global citizenship:

"For me, global citizenship departs from a holistic vision. … that the world is one. And that we are all involved in that world. And that we all bear responsibility to manage this world as well as possible" (IPA 2, 2011).

Looking at the range of the meaning of global citizenship by Heater (1997, in Ibrahim, 2005), most of the definitions provided are on the side of 'a vague sense of belonging' rather than specific ways of involvement. For example:

"The awareness that you're part of a larger whole and also take your responsibility for this." (QCHE, 2011)

"Learn to live with others and to know/take your responsibility for this, near and far." (QCHE, 2011)

"Know about the world around you, have contact with the world around you, feel responsible for the world around you" (QIH, 2011)

These definitions are also largely consistent with Urry's (1998) description of the global cosmopolitan 'who develop a stance and an ideology of openness towards 'other' cultures, peoples and environments'. Other related forms of citizenship, such as global capitalists, networkers or earth citizens are not consistent with the definitions of the respondents. The components were often described vaguely as responsibility was mentioned without adding towards whom and for what someone would be responsible. It seems thus like most teachers have a general rather than a specific idea about a definition of global citizenship.

The differences in focus and the general ideas could be explained by the idea that the concept is barely discussed and used as such at teacher training colleges in Gelderland. In an interview with a history teacher at Iselinge Hogeschool this came clearly to the surface after asking if the teacher was familiar with the concept:

"Yes, yes, yes. Well, of course, you get a lot to do with it in your education and during [the course] history you get a lot to do with it. … No, it's not that I give lessons in global citizenship, no" (IIH2, 2011).

So, although it is familiar and teachers have general ideas about the concept, this does not imply that the concept itself is used. The fact that not every respondent of both the questionnaire and the interviews was able to provide a definition confirmed the idea that the concept is barely discussed and used as such. A teacher at Pabo Groenewoud provided the following description:

"We have not really defined it, I think, global citizenship. … We do not have a real definition. We do have a number of topics that circle around it, well, that have to do with it. And those are represented in the curriculum. Not yet a definition."(IPG1, 2011)

What is interesting is that only at Iselinge Hogeschool, there were a few definitions provided that were only focused on the already present global components in the Dutch society. These definitions described global citizenship as "being open and live to the social diversity in our society" (QIH, 2011) and "learning from the humans and fellow human beings in our society" (QIH, 2011). If global citizenship is only focused on the Dutch society, there seems to be no difference between global citizenship and national citizenship. It further seemed like Iselinge Hogeschool had a strong focus on the core objectives set by OCW as described by one of the interviewees. Some of the core objectives are related to Dutch citizenship education such as core objective 38, "pupils learn the main issues about religious movements which are important in the Dutch multicultural society, and they learn how to deal respectfully with differences in the conceptions of people" (SLO, 2011). The focus on

core objectives of Iselinge Hogeschool could therefore explain the Dutch focus within some of the definitions of global citizenship.

The meaning of global citizenship takes thus shape through other ways than defining and using the concept itself. The literature reviewed does not define global citizenship in terms of subthemes while NCDO and teacher training colleges did. At teacher training colleges in Gelderland, global citizenship gained meaning through several subthemes related to global citizenship. The respondents provided subthemes that according to them were part of the theme global citizenship education. A great variety of 55 subthemes was listed by 38 respondents. Some of these subthemes can be put under the umbrella of competences related to global citizenship such as respect, tolerance and responsibility. The subthemes that participants most frequently associated with global citizenship were:

- distribution of wealth
- interaction with fellow humans
- the environment
- identity
- human rights
- diversity
- peace and war
- sustainability
- development assistance

Notable is that the subtheme 'environment' (or nature or climate) was mentioned by the majority of the respondents at CHE while it was for example not once listed as a subtheme at Iselinge Hogeschool. This may be explained by the existence of a sustainability group at the CHE. Therefore, these issues may be widely supported. At Iselinge Hogeschool no such group existed and their special foci are on science and technology, media awareness and thinking skills. Sustainability of the environment might therefore be less widely supported at Iselinge Hogeschool.

It is interesting that over twenty per cent of the respondents has indicated that 'interaction with fellow humans' was also subtheme of global citizenship. The related subtheme of language and (intercultural) communication was also indicated as a subtheme by multiple respondents and in interviews at CHE, Pabo Arnhem and Pabo Nijmegen. The 'interaction with fellow humans' as such or intercultural communication was not one of the eight subthemes of global citizenship from NCDO. It nevertheless seemed important to the teacher training colleges.

The other subthemes respondents most frequently associated with global citizenship provided many similarities with the subthemes of NCDO. Identity, diversity, human rights, sustainability, distribution of wealth and peace and war were listed frequently and these were also subthemes of NCDO. The frequently listed subthemes were thus mainly consistent with the subthemes of NCDO. The subthemes of globalisation and global involvement were not listed by multiple respondents. This picture was largely confirmed by presenting the respondents with the eight themes of NCDO and the additional theme of Water Sanitation and Hygiene (WASH) as a check. The respondents were asked to tick which of the themes were according to them a subtheme of global citizenship. The outcomes are showed in Figure 6. Figure 6 displays that all the themes of NCDO were ticked by at least 61 percent of the teachers. The theme of diversity was clearly ticked the most. Globalisation, global involvement and inequity were ticked the least.
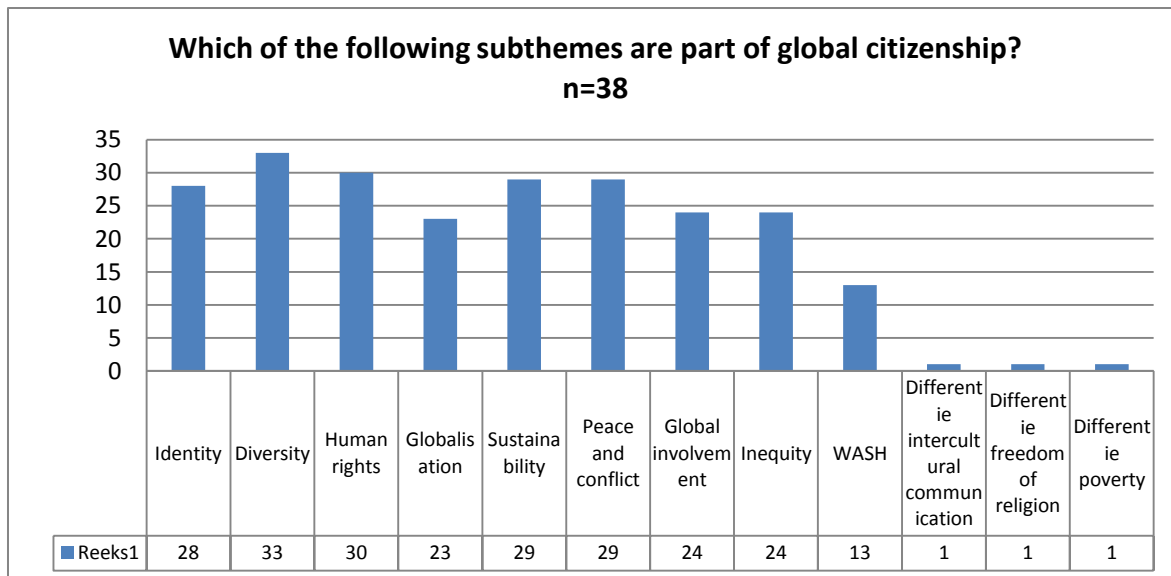
Figure 6 Which of the following subthemes are part of global citizenship? At CHE and Iselinge Hogeschool

Although WASH was added as a check, it was ticked by 35 percent of the teachers. This could be explained by the following two possibilities. WASH provides possibilities to teach about global citizenship as well, or teachers thought they provided socially acceptable answers.

In sum, the definitions related to global citizenship at the teacher training colleges mainly correspond with a vague sense of belonging and Urry's ideas about the global cosmopolitan. Further, the meaning of global citizenship at teacher training colleges seemed to gain more meaning through subthemes rather than a definition of the concept. The subthemes that were listed were mainly consistent with the subthemes of NCDO. Still, even with the subthemes, it seems like there was not one line of thought or method for global citizenship and teachers and teacher training colleges find their own ways. On the one hand, Wals (2007 in Jickling and Wals 2008) indicated that a lack of consensus provides prerequisites to learning. On the other hand, for this to be fruitful, discussions and exposing ideas and values are necessary (Jickling and Wals (2008). For a stronger position of global citizenship at teacher training colleges, debates about global citizenship seem necessary.

4.4 Global citizenship competences

After lessons about or for global citizenship, it can be expected pupils have acquired certain global citizenship related competences. As presented in Chapter 3, Oxfam (2006) developed an extended list of elements of knowledge and understanding, skills, and values and attitudes for global citizenship which can be supplemented by 'recognising that their own worldview is shaped by personal and societal history and by cultural tradition' from Osler and Starkey (2003: 246). The teachers at teaching training colleges provided, if possible, their limited lists of global citizenship competences for pupils.

In a questionnaire or in an interview, it cannot be expected of the respondents to list sixteen competences without preparation. As the Dutch education is competence based education, it should not be problematic to list a few of them. Although 92 percent of the respondents indicated there were global citizenship competences, only 66 percent of the respondents provided their ideas about global citizenship competences while 26 per cent was not able to provide this information. Also, one

respondent started his answer with the sentence "Difficult question"(QCHE, 2011) before he listed a few competences. According to 8 percent there were no global citizenship competences for pupils. These last eight percent were all teachers from Iselinge Hogeschool.

Global citizenship competences were thus difficult to describe. Perhaps the teachers at the teacher training colleges have not paid conscious attention to this issue before and the competences are not thought through. This idea corresponds with the following answer after a question about global citizenship related competences:

"Let me see. Yes .. Equivalence. .. I think that … [equivalence] is one of the most important preconditions. .. … Also a level of, well that is a bit derived from … [equivalence], genuine curiosity or something. Just wanting to know how things are. Also ask because you are interested in the other. But, well, that is something which is in general, … a desirable thing. That is not specific to global citizenship but I think that this certainly plays a role. … Yes. This is what just now comes to mind.' (ICHE1, 2011)

The teachers who did provide global citizens competences for pupils listed one to six competences for pupils. The elements described were often very similar to elements in the list of Oxfam (2006). The listed elements by one or several teachers have been underlined in the adapted figure of Oxfam in Figure 7.
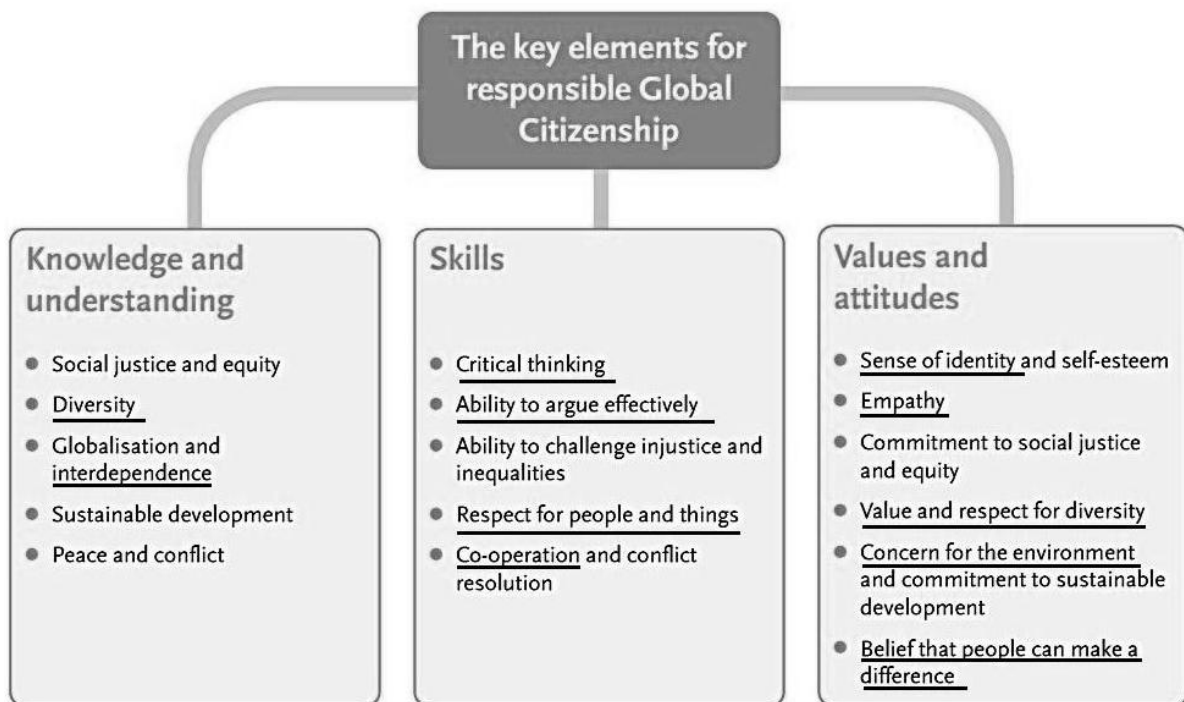
Figure 7 Adapted list of key elements, based on Oxfam (2006)

Some elements were listed repeatedly, of which 'respect' was the clearest example. Knowledge on differences (between groups, in belief and culture) and having respect for these differences should also be seen as one of the key elements of global citizenship for pupils according to the teachers. This is not a surprise as the SBL teacher competences have a strong focus on cultural sensitivity. The reflection of the teacher competences in the competences for pupils could be expected. There is more about global citizenship teaching competences in the following section.

As is visible in Figure 7, there were also elements who were not listed by any of the respondents. It is interesting that the elements related to social justice and equity were not listed. This was predicted and indicated by Mannion et al (2011). Mannion et al described that by combining environmental education, citizenship education and development education, certain components, such as the justice-oriented citizen might easily be obfuscated. This concern has been confirmed by the listing of elements. This should therefore be taken into account as other writers, such as Davies (2006), are convinced that global citizenship education is directly concerned with social justice.

Another set of elements that has received less attention were the elements related to conflict. Peace and conflict were mentioned as a subtheme as described in section 4.3 but this was not reflected by listing the competences. Conflict, or on a smaller level 'bullying', received attention through security plans and bullying protocols in schools. Knowledge about peace and conflict is actually part of mandatory history lessons in primary education. The fact that the elements were not listed as such does not mean they are not part of Dutch primary education but they were apparently not the first competences associated with global citizenship. There were also elements that were listed by the respondents but were not listed by Oxfam as such. These elements were openness to others, listening to others, democratic behaviour, imagination, creativity, reflection, and curiosity. These elements contribute to co-operation and conflict resolution and respect for people.

As a result, the combined lists of competences from the teachers at the teacher training colleges, corresponded to a great extent with the extended list of Oxfam. Some elements, such as the element of Osler and Starkey, were not listed. The same applied to the elements related to social justice. Further, some respondents were not able to fill in this question which indicates a low perceived relevance and a lack of debate about this issue. The remaining teachers did have some ideas about (a few of the) competences related to global citizenship. It can thus be stated that the teacher training colleges do not have a straightforward list of global citizenship competences for pupils but if a list would be debated and created, diversity and respect would be on that list.

4.5 Global citizenship teaching competences

Teaching about global citizenship requires a teacher to have certain competences. According to Zhao (2010) teachers themselves need to be a global citizen, they need to model global citizenship for their students and being didactic capable on the subject. There are thus three main groups of competences according to Zhao. According to the SBL competences, Dutch teachers need to be aware of and model cultural sensitivity and reflect on their own norms and values, among other competences. There are thus different ideas about global citizenship teaching competences. As the respondents have the task to teach their students to become competent teachers, their views on global citizenship competent students are outlined.

Twenty-two of the thirty-eight respondents (58 percent) were able to enumerate global citizenship competences for students. Many of these teachers used the SBL competences as a direct starting point. Several components were mentioned such as interpersonal competent, reflection and development, didactical competent, pedagogical competent and competent in cooperation with the surroundings. The relationship with global citizenship was not always explained. Some teachers used the SBL competences directly by describing cultural sensitivity as a competence. Cultural sensitivity is namely to a certain extent interwoven in multiple SBL competences. One of the interviewees at Pabo Arnhem explained this as follows:

"Well, you do have the interpersonal competence. … We have the vision that every child is part of the circle. So, you also have the responsibility for every child. Wherever that person comes from, which religion someone has. Even if you have a child who is … a Jehovah witness and for whom you close the door on Sunday morning. But you need to have respect for this child who is on school … and have respect for the parents. … We do have the intercultural competences linked to the SBL competences. … We have deepened them according to the intercultural aspect. … We have added some subsections, so to say."(IPA2, 2011)

What is interesting is that although the SBL competences do not use the term global or global citizenship, teachers see relationships between and possibilities within these competences to develop competences related to global citizenship education.

More of the listed competences are, as expected, related to cultural sensitivity such as *"empathy to work with children from all kinds of cultures and competent to integrate multiculturalism in the lessons"*(QCHE, 2011) and similar answers. Although this is integrated within the SBL competences, the teachers marked the extent to which students obtain the competences just above sufficient. Cultural sensitivity is thus something that should be part of education at teacher training colleges and primary school, but this does not guarantee that the students are competent on the matter. The current political sphere in the Netherlands, with a strong anti-foreigner policy of the tolerating party in the government, might have influences on the achievement of these competences. This was also felt by a teacher at Pabo Nijmegen who encountered anti-Islamic ideas and attitudes by students during a visit to a mosque.

There were also a few competences mentioned by just one respondent. For example, one respondent described the ability to integrate global citizenship within the existing topics of education and activities as a competence. Another respondent described involvement with other people and the world in both behaviour and thought. The former was an example of being didactically competent and the latter was an example of integrating both being a global citizen and modelling it as well. While most of the competences were in line with the ideas of Zhao, some differed. For example, one respondent provided a strong focus on communication and listening and another respondent described the comparison between education systems internationally. These competences can be added to the ideas of Zhao.

In the elements provided by the twenty-two respondents, each of the three main groups of competences of Zhao can be found to a greater or lesser extent. The integration of the three main groups of competences was not mentioned as such. The fact that sixteen respondents were not able to provide an answer or were convinced there were no competences indicates that global citizenship did not have a strong position at the teacher training colleges. On the other hand, there were also indications that the SBL competences provide opportunities which are seen by teachers. Intercultural knowledge and communication was again considered as an important component of global citizenship.

4.6 Concluding remarks

In sum, the meaning of global citizenship for teachers is quite vague. Global citizenship is just one of the many societal themes considered important by different teacher training college teachers in Gelderland. By looking at the definitions provided about global citizenship, the majority of the quite

vague definitions are similar to Urry's (1998) idea of a global cosmopolitan and Heater's (1997, in Ibrahim, 2005) described 'vague sense of belonging'.

Further, global citizenship gained meaning through several subthemes related to global citizenship. Through these subthemes, global citizenship was conceptualised in slightly different ways at the different teacher training colleges. The related competences for students and for pupils were not easily described, if they were described at all. Components that clearly came forward for pupils were diversity and respect. The teachers listed jointly many of the elements which were part of the three components of Zhao; teachers need to be a global citizen, they need to model global citizenship for their students and being didactic capable (Zhao 2010). It is unclear if the teachers were aware of the differences in their listings and the fruitfulness of combining their ideas. More debates about the relations, definitions, and related competences need to occur to reach higher levels of integration.

It is further interesting that currently existing core objectives and SBL competences provided a point of departure for teachers although they were not designed to provide meaning to global citizenship. Even though global citizenship was not explicit in these objectives and competences, teachers saw possibilities to conceptualise global citizenship through the existing requirements within the Dutch education. Although the concept of global citizenship was barely used, this does not imply that there was no attention to global citizenship or related themes. The subthemes indicated that meaning was shaped through different subjects. The results of the use of different subjects to shape global citizenship is described in the next chapter.

Chapter 5 Shaping global citizenship education in practice

In the practice of tolerance, one's enemy is the best teacher.
Dalai Lama

5.1 Introduction

It turned out the meaning of a concept can be quite vague, as described in Chapter 4, while there are still lessons provided related to global citizenship education. Global citizenship is often characterised within the framework of other topics of education, as outlined in Chapter 3. These topics of education provide different points of departure and associated methods and materials for characterising global citizenship education. The connection with global citizenship through the topics was made by the teachers themselves. This chapter outlines the characterisation of global citizenship at the teacher training colleges in the province Gelderland. Especially during the interviews, different angles and their related paths followed by the teacher training colleges were discussed. These different angles can be divided into citizenship education, environmental education, development education and multicultural education. Using one of these topics of education does not exclude the use of other topics of education as will be outlined in the following sections. How the different topics of education, each with their own critical sub-traditions, were used at the teacher training college provides the core of this chapter. The subthemes of NCDO and the policies and arrangements are also outlined for a comprehensive picture of the characterisation of global citizenship.

5.2 Citizenship education

Citizenship education is mandatory for primary education in the Netherlands since 2006. The idea behind is that through citizenship education, schools are used as a place to practice citizenship and social integration. There are possibilities to link the local, the national and the global in citizenship education. Adding components or making slight alterations to citizenship education or re-theorising citizenship education are possible paths to follow. Citizenship education also has its own critical sub-traditions in the form of international education, civic studies, entrepreneurial education and citizenship education itself. Mannion et al (2011) described different kinds of citizenship and their relation to globalisation and their possible paths towards global citizenship education. In general, citizenship education in the Netherlands is quite focused on being a citizen in the Dutch society. It is therefore interesting to know in what ways teacher training colleges use citizenship education to characterise global citizenship education.

Although it was not the first angle used to teach about global citizenship themes for pabo Arnhem, active citizenship has become an important subject since three years. Active citizenship was central in the third year of education at pabo Arnhem. This topic of education was interdisciplinary provided by pedagogy, OJW (orientation on oneself and the world) courses and the arts. The students got involved in the following four themes: behaviour, multiculturalism, sustainability and globalisation. The purpose is to highlight the identity of the teacher and to transfer this into practice:

"In fact, you see that it is about that they [, the students,] need to determine their position in society from their identity. We think that they need to enter teaching from there. And then, [the students] need to translate this to the children. … We think that they are only able to do this successfully if they

have thought about it. Preferably, [in addition to thinking about it,] … if the students are part of the society." (IPA2, 2011)

Through the provision of knowledge and insights, discussions and the positioning of students, and presentations global citizenship is characterised in the third year at pabo Arnhem. What is interesting is that different sources of materials are used. Teachers use the regular methods, and collect articles and materials from their own interests and intrinsic belief.

At Pabo Arnhem, active citizenship was used as a major point of departure. Other teacher training colleges used the sub-field of citizenship education as well. While discussing the relationship of citizenship and global citizenship with several teachers, it became clear that citizenship education formed a basis for global citizenship:

"Active citizenship is … that you really participate in the society in which you live. That you are aware you have a voice. And that you have a responsibility as well. To use your voice, to let people here your voice. That you think about it. And global citizenship is more, …, the holistic version. … And you need the active citizen [for global citizenship]" (IPA2, 2011)

Citizenship education was used as an angle where global citizenship connects. Pashby (2011) raised the question whether we need to add or make slight alteration to citizenship education or re-theorise citizenship education. At Pabo Arnhem citizenship education was used as a basis, and a holistic vision with components such as globalisation and sustainability were added to extend it to global citizenship. It seems the case that alterations were made and global contexts were added to citizenship education but citizenship education was still the basis which should not be replaced by global citizenship.

Looking at the sub-traditions of citizenship education, the sub-tradition entrepreneurial education was not used as an angle to teach global citizenship tradition at teacher training colleges. As education at teacher training colleges educates students for the non-profit sector, this was as expected. Another sub-tradition, international education, was a point of departure at every teacher training college in Gelderland. The CHE, pabo Arnhem, pabo Groenewoud and Iselinge each had an internationalisation group. These groups stimulated students to go abroad . They also organised possibilities for students to learn about other education systems and to go abroad for their studies during minors, for internships, and graduate research.

At CHE, every student went in his or her second year to a country in Europe for a week with fellow students and two teachers. During this week, culture, religion, society and education were central and the students needed to carry out a bit of research as well. At Pabo Groenewoud a similar activity was organised. One of the teachers described her experiences around these educational trips:

"I have often been on a study trip to Turkey and you see how the world opens up. Then, global citizenship takes place within them and they propagate [global citizenship]. … I see them afterwards, after they return, and then it has affected them so deeply that I am convinced they will keep it in mind for the rest of their lives."(IPG4, 2011)

At Pabo Arnhem and Iselinge Hogeschool the students did not need to go abroad as part of their education but there were possibilities for students to go abroad during their education. The internationalisation groups played an informative and stimulating role in this matter. Further,

through the minor "Education in international perspective" students of the HAN had the possibility to do an internship or follow education in another country. Another example was the project week 'Internationalisation' in which students were, among other issues, introduced into the internationalisation possibilities at Iselinge Hogeschool. The usage of project weeks or themes was a popular method in teacher training colleges. This was indicated in the questionnaire, where 48 per cent of the respondents who taught about global citizenship used themes and projects to give shape to global citizenship education.

An actor related to the organisation of going abroad is Edukans. Edukans is an NGO that focuses on education in two ways. Firstly, the NGO works for education for disadvantaged children in developing countries and secondly, Edukans involves Dutch pupils with development cooperation. An example of their activities is the education expedition. During this expedition teacher training college students go on a fourteen day trip to Malawi, Uganda, Ethiopia or Kenya. The students need to raise money for this expedition. During the expedition the students teach together with an African student. The opinions about these expeditions differed. At Pabo Arnhem these kind of organisations were avoided because of the idea that too much sticks to the fingers. At CHE, there were students participating in these expeditions and there were ideas to extend the cooperation between CHE and Edukans.

At the teacher training colleges, going abroad for students was perceived as an important part of global citizenship by teachers. The rationale for going abroad according to multiple teachers was that:

I think, that it is eventually very enriching for primary school children to look beyond the Dutch culture. I do not mean that negatively [about the Dutch culture], but more in the sense of that once you are able to see other things and appreciate them, you are able to look at your own environment and the situation. (ICHE1, 2011)

It should also be noted that going abroad alone does not make someone a global citizen. At CHE, reflection components were added to stimulate global citizenship. It is clear that international education alone is not sufficient to address global citizenship, but adds the possibilities of comparing and respecting different cultures.

Thus, the sub-field of citizenship education provided diverse possibilities to shape global citizenship. Possibilities were found at teacher training colleges to build on and extend citizenship education to characterise global citizenship. As schools were provided with some freedom how to teach citizenship, this extension was possible. Through internationalisation groups, the sub-tradition international education was also used as a point of departure. Further, the government considered both citizenship education and internationalisation to be important. Combining or using both of these subjects and using a variety of materials and methods worked as a way to shape global citizenship for teachers at teacher training colleges. The next possible educational sub-field for global citizenship education is environmental education which is outlined in the next section.

5.3 Environmental education

Mannion et al (2011) described how environmental education has shifted over time from nature studies, to global education (with pedagogies based on 'thinking globally, acting locally'), to education for sustainable development. Education for sustainable development "has become widely

seen as a new and improved version of environmental education, most visibly at the national policy level of many countries" (Jickling and Wals 2007: 4), despite the fact that there was no consensus about this phenomenon (Jickling and Wals 2007). According to Mannion et al (2011), sustainable development education may even shift to global citizenship education over time. In this section, the ways in which the sub-field of environmental education with its sub-traditions were used to give shape to global citizenship education at teacher training colleges are outlined.

Environmental education as such was not often provided in teacher training colleges. Environmental education was interwoven into other subjects of education. Pupils during primary education, and therefore also students during their education in teacher training colleges, were taught about the Orientation on Yourself and the World (OJW) subjects. The OJW subjects were geography, history, biology, physics and chemistry. The OJW subjects physics and chemistry were mainly taught during secondary education. Environmental education was often interwoven in (one of) these OJW subjects.

At the teacher training colleges in Gelderland, education for sustainable development was brought forward as a topic that contributed to global citizenship. Especially at the HAN, sustainability was a priority across the institute. Policies at the level of the HAN and especially the level of pabo Arnhem had sustainability as a priority. Pabo Arnhem was for example certified as a sustainable teacher training college through AISHE (Auditing Instrument for Sustainability in Higher Education) certification. AISHE was a tool that can be used to identify how sustainable development has taken shape in an educational institution. Through 20 components in the categories vision and policy, expertise, teaching objectives and methodology, program content, and outcomes and measurement an educational institution was assessed. At CHE, a lectureship social innovation and sustainable development was established.

While the concept of global citizenship is relatively new, the concept of education for sustainable development has a longer history since the report of the World Commission on Environment and Development, Our Common Future (1987 in Jickling and Wals 2007). Currently, education for sustainable development was visibly present at the teacher training colleges. It was visibly present through policies and visions, at pabo Arnhem even through the certification, and through research groups and within topics of education. Education for sustainable development seemed to have a stronger position at teacher training colleges. Apparently, this might be changing:

With OJW [Orientation on Yourself and the World courses], this [caring and responsibility for the world] has always played a role concerning the planet aspect. According to sustainability there are three aspects; people planet and profit, while other people say prosperity. … OJW has always developed itself on the planet side at this school. So how do we care for the world. The increased cooperation in the curriculum has resulted in something beautiful and on the other side it has also lost something. OJW has received less time for their program. But the theme [active citizenship] is now also shared by other courses. (IPA2, 2011)

The concepts of global citizenship and sustainable development seemed to be interchangeable depending on which perspective is taken. This was visible both in the overlays in the conceptualisation as in the information provided by teachers of the teacher training colleges. Firstly, the conceptualisation of both education for sustainability and global citizenship was quite similar. Some characteristics of education for sustainable development provided by UNESCO (2011) were that "it is based on the principles and values that underlie sustainable development" and "deals with

the well-being of all four dimensions of sustainability – environment, society, culture and economy". Toh and Cawagas (2010: 169) described further that ESD "affirms the centrality of values, including among others, respect for the dignity and human rights of all peoples and of future generations; protection and restoration of the earth's ecosystems; and respect for cultural diversity". Taken together, these characteristics overlapped considerably with global citizenship education.

Secondly, one teacher at Pabo Arnhem described in an interview that active citizenship and global citizenship was provided at their teacher training centre through their lessons about the four themes behaviour, multiculturalism, sustainability and globalisation as outlined in section 5.2. The teaching activities about these same four themes were also mentioned by Ledoux (2011) at a website of the HAN as an activity of education for sustainability by another teacher. The same activities can thus be mentioned as being part of global citizenship education and as being part of education for sustainability.

It does not seemed like global citizenship education is currently replacing education for sustainability at the teacher training colleges. If the trend of active citizenship embracing environmental education at Pabo Arnhem is incidental for this teacher training college or a structural trend might be worthwhile looking into. So far, it seemed like education for sustainability was an interesting angle for global citizenship and the context determined which concept can be used. It should nevertheless be noted that education for sustainability was not a priority or a focus point at Iselinge Hogeschool. As described in section 4.3, education for sustainability was barely mentioned in the definitions and this was also the case in the points of departure. It can therefore be concluded that education for sustainability is to a certain extent used as an angle to teach global citizenship or has the potential to be one.

5.4 Development education

The last educational sub-field provided by Mannion et al is development education. This sub-field has developed over time from third world pedagogy to development education into global education according to Scheunpflug and Asbrand (2006). Global education has resulted as a critique on development education. The main differences were that for global education, development is not just a challenge for developing countries. Therefore, it adds the orientation of international social justice and it moves away from the normativity of the concept of development (Scheunpflug and Asbrand 2006). According to Hicks (2003) the concepts 'global education', 'development education', 'global citizenship education' and a 'global dimension' all start from a recent educational interest in global matters. If these different types of education were used to give shape to global citizenship at the teacher training colleges is outlined below.

While describing their activities or the activities of colleagues at their teacher training colleges, third world pedagogy, development education and global education were barely mentioned. What was mentioned was the organisation of a fundraising event at one of the teacher training colleges. If this, mostly unilateral activity, contributed to global citizenship can also be questioned. Also peace education was not listed. This was surprising as it can be a point of departure for global citizenship according to Mannion et al (2011), or global citizenship education can be an angle to shape peace education (Brown and Morgan 2008).

NCDO published the youth magazine Samsam, combined with a teaching package. The magazine and the teaching package were distributed for free. The magazine provided a picture of the daily life of children living in another country. This magazine was used at pabo Arnhem and pabo Nijmegen. A workshop to promote this method, and to explain how this method can be used, was provided during the children's right week at Pabo Nijmegen this school year. At Iselinge Hogeschool, an overview of teaching materials and lesson suggestions related to global citizenship, of which Samsam was one, was provided to the students during the International week in the second year. Iselinge Hogeschool provided also a case to look critical at the image sketched about developing countries during a short movie. The SLO criteria for development education were linked to this case. These are examples of global education or development education but they were only ad hoc provided. The sustainability of this education is therefore uncertain.

Thus, while global education and development education are similar to global citizenship according to Hicks (2003), these types of education were only sparsely listed by teachers when they provided information on how they shaped global citizenship in practice. There are several possible explanations for this phenomenon. Perhaps this form of education is mainly provided through NGOs and they do not approach teacher training colleges. Development education can also be seen as a meaningless hobby of idealists as it has been portrayed like this in Dutch news and politics lately. On the other hand, it could also be the case that the interviewed teachers simply did not use this point of departure but their colleagues did. Nevertheless, it did seem like other educational sub-fields were used to shape global citizenship in practice while this was sparsely the case for development education.

The three educational sub-fields described by Mannion et al and the practices at teacher training colleges on these sub-fields in relation to global citizenship education were outlined. During the interviews and the questionnaire, another sub-field of education was brought forward. This sub-field did not fit under environmental education, citizenship education or development education while apparently, it was used to shape global citizenship for many teachers. This sub-field is therefore outlined in the next section.

5.5 Multicultural education

Multicultural education turned out to be another sub-field for global citizenship at teacher training colleges. Multicultural education at schools has different sub-fields of which language learning (O'Hara and Pritchard 2008) was one and interreligious learning was another one. A lot of literature was written about multicultural education, intercultural education and intercultural communication at schools (McAllister and Irvine 2000, Norberg 2000, Rego and Nieto 2000, Stephenson et al 2009). The link with global citizenship has only been made by a few. An example of someone who has made this link was Banks who argued that "citizenship education should be reformed so that it reflects the home cultures and languages of students from diverse groups" (Banks 2008: 129). Ho (2009) described and explored the Singapore education system for global multicultural citizenship. Apparently, these researchers were not the only ones who link multicultural education and its sub-traditions to global citizenship as teachers at the teacher training centres in Gelderland did the same.

5.5.1 Language learning

Besides the Dutch language, primary schools needed to provide lessons in the English language in the last two years of primary education. There were also schools, teacher training colleges and organisations who promoted early bilingual education which includes more than the English lessons in the last two years of primary education. The language provided is often English due to its global use but can also be German or French. Europees platform is a knowledge centre funded by the EU and the OCW that provides subsidies to promote early multilingual education and the internationalisation of education at primary schools and teacher training colleges. An employee at Europees platform explained that some teacher training colleges and primary schools were very active in the field of early bilingual education, of which CHE is one. There were also teacher training colleges and primary schools who were barely active in this field. She further explained that English education was not a priority according to the Education Inspectorate in the Netherlands which made this variety between schools possible.

English is thus provided at every teacher training college but some teacher training colleges provided extra attention to the subject. As indicated by an employee at Europees platform, the CHE was very active in this field. How English was seen and related to global citizenship came forward during an interview:

"At first, the issue is, well, English in primary education in the broad sense of the word. ... You want that children learn a language with a real use for it. So it makes sense for children to do [learn the language]. And our vision of it is that we, ultimately, wish to get children, simply, in contact with other English speakers. Well, other cultures. This can, for instance, through the teaching of English. That's a little bit the incentive." (ICHE1, 2011)

The employee of Europees platform further indicated that this subject was starting to receive more attention at teacher training colleges of the HAN, which means pabo Arnhem and pabo Groenewoud. At CHE, students needed to choose between five minors for a half year education as part of their program. Two of these five minors provided by pabo CHE were related to multicultural education. This was the minor TalenT and the minor multicultural education. The minor TalenT (Talen means languages in Dutch) is related to language learning. The minor was about early foreign language learning and specialised students in providing English. The students did research about aspects of multilingualism at a primary school and also practiced providing English lessons at a school. Thus, language learning with its rationale provided a way to shape global citizenship education.

5.5.2 Interreligious learning

Another sub-tradition related to multicultural education is interreligious learning. Interreligious learning is part of the core objectives for primary education, namely core objective 38 states that "pupils learn the main issues about religious movements which are important in the Dutch multicultural society, and they learn how to deal respectfully with differences in the conceptions of people" (SLO, 2011). At every teacher training colleges, attention was provided to different world religions in their educational program.

Interreligious learning at Pabo Nijmegen was linked to world religions. In the second year students learned about philosophy of life for children. During the third year this was broadened to global religions, with a focus on Christianity and Islam. In these lessons the teachers aimed to look, with the

students, through the diversity to the uniqueness of religions. Students also visited a mosque as part of the interreligious learning. At Pabo Arnhem and Iselinge Hogeschool, the students were also taught about different philosophies of life in which different world religions are discussed. The students at these teacher training colleges could choose between protestant, catholic or general education. At Iselinge Hogeschool, students had the possibility to visit an Islamic primary school.

Pabo Nijmegen and CHE had their own religious identity, which was catholic for pabo Nijmegen and protestant for CHE. Especially the CHE propagated their Christian identity. The CHE had a minor related to interreligious learning. This second minor at CHE, related to components of global citizenship, was called multicultural education. This minor also described components of the next section about intercultural and cultural learning. Within this minor, world religions, intercultural communication, cultures and interaction of cultures were central. The minor was about how do you deal with other religions and your own and how do you teach about this at a Christian school.

Students were free to choose their own minor and therefore not every student received this education. A teacher told that this minor is not very popular among students. This can be explained by the perceived relevance of multicultural education by the students:

"Because they [the students] think, well, I do not teach at a 'black school' and I do not want to teach at a 'black school' so what good is it, this multicultural education. … The image is not quite right. And this is also the case for the [internship] schools. Schools … are able to choose a research subject every year and students are linked to these [research subjects]. Bu then they [the schools] also choose between the minors. So if they see multicultural education, they say: but, we have very few immigrants or something like that, so it is not relevant for us." (ICHE2, 2011)

Interreligious learning was seen as one of the points of departure by teachers but if students saw this the same way is questionable.

5.5.3 Intercultural and cultural learning

As described in section 3.2, teachers need to model cultural sensitivity and knowledge about cultural communication is required according to the SBL competences. In Chapter 4, it became clear that this field of education was also represented in the meaning addressed to global citizenship. During the interviews, the teachers provided several educational subjects related to intercultural and cultural learning as a way to give shape to global citizenship. A teacher at Iselinge Hogeschool listed for example world music and visual arts as a subject. Another example of intercultural learning at Iselinge Hogeschool was a module about differences in culture. This was provided with the objectives to raise awareness about differences, knowledge about differences and to learn skills how to work with differences in culture through different cases, working groups and a vision paper. At Pabo Nijmegen this was also given shape through the 'Culture awareness education days' and the subject 'culture reflection'.

At Pabo Arnhem, multiculturalism was one of the four themes part of active citizenship as described in section 5.2. This subject was also part of the so called "choice line". Students had a certain amount of hours which they need to spend on "choice line". A whole range of subjects could be selected from. Intercultural education was one of these subjects. The theory ABCD-crown of intercultural education was used to give shape to this subject:

"Autobiography, biography, conflict, dialogue. Those are the instruments we work with. … This has to do with global citizenship in your class. Learning each others' culture. Giving children the opportunity to talk about their culture, to share. … In particular showing that culture differs within your country. And the biographies of how do we look at each other. Instead of holding on to prejudices, asking questions and being critical to each other. How crazy, so to say, that you are wearing a kerchief, how crazy that you are wearing a little cross. … That you do not see the conflict as something bad, but something you can learn from. So conflicts can be made discussible. From there, the dialogue can be used to find new ways. … Then you accept we are different but we can create something new which can be bonding." (IPA2, 2011)

A magazine developed by pabo Arnhem was further used as teaching material. The school year of 2011-2012 was the second year in which this choice line was provided.

The possibilities sketched by teachers provides a positive picture of the different possibilities of multicultural education in relation to global citizenship. There are nevertheless some remarks. At the teacher training colleges where a minor or a "choice line" subject related to multicultural education was provided, these courses were not very popular among students according to the teachers. Different explanations were provided for this phenomenon. At CHE, the by students made relation with 'black schools' was already described in the previous section. Further, the Dutch politics has recently changed the education policies on special needs children. At CHE, there was a minor about special needs children. As students can only choose one minor, there was the perceived high relevance of the minor related to special needs education. The explanation provided at Pabo Arnhem was that this choice line has only just started.

Through language learning, interreligious learning and intercultural and cultural learning, students are provided with the opportunity to elaborate this subject in case they were interested. In the regular subjects of English and life stance education, some of the global citizenship components were visible and provided to every student. But most of the elaboration took place through separate courses, allowing not every student to receive this kind of education.

5.6 Subthemes

As has become clear in the sections above, different teaching subjects were used as ways to shape global citizenship. In this section, the themes addressed in these teaching subjects are compared with the subthemes of NCDO. These eight subthemes are diversity, identity, human rights, sustainable development, globalisation, inequity, peace and conflict, and global involvement. The eight subthemes do attempt to provide a coherent coverage of content for global citizenship. The attention to these subthemes is therefore relevant for a comprehensive overview of the characterisation of global citizenship education at the teacher training colleges.

Respondents of the questionnaire indicated the subthemes 'identity' and 'diversity' as most frequently used in the respondents' lessons. Of the twenty-two teachers who used the subthemes in their lessons, fourteen taught about 'identity' and thirteen about 'diversity'. This number is high in relation to the three teachers who used 'peace and conflict' in their lessons. The attention to the remaining subthemes, human rights, sustainable development, globalisation, inequity, and global involvement, was limited with four, five or six teachers using these subthemes in their lessons.

Looking at the different angles used at the teacher training colleges to shape global citizenship, some of the subthemes were easy to find. For instance, sustainable development is, obviously, clearly visible within sustainable development education and this sub-field was also used at the teacher training colleges. The issue of global involvement is part of international education. As indicated above, identity and diversity were most frequently used, and these themes are also clearly represented in multicultural education and citizenship education. The subthemes globalisation and inequity can be found in development education and its critical sub-traditions, but this point of departure was sparsely used at the teacher training colleges. The subtheme of peace and conflict is not an obvious subtheme of citizenship education, environmental education, development education or multicultural education and may therefore only sparsely been used.

Further, Mannion et al expressed their concern that by combining the sub-fields, the justice-oriented citizen might easily be obfuscated. The subtheme most related to justice, human rights, was not clearly represented in citizenship education, environmental education, development education or multicultural education but it can be common ground for all of these typed of education. In practice, this subtheme was sparsely brought forward during the interviews. It was only clearly mentioned at Pabo Nijmegen, where this subtheme was given shape through a project week. A comparative study of Hermans et al (2008) pointed out that Dutch children learn very little about human rights and that the Netherlands has been called into account on this issue by the Council of Europe. Through the subthemes, global citizenship education could be an opportunity to address this issue. So far, this was only sparsely the case at the teacher training colleges. The expressed concern of Mannion et al can therefore be shared by this study.

The questionnaire provided the image that a lot of attention is provided to diversity and identity but limited on the remaining subthemes. The different angles used to shape global citizenship in practice indicate that the subthemes related to development education, globalisation and inequity, the subtheme peace and conflict and human rights receive less attention at teacher training colleges. So, it must be concluded that the coherent coverage of global citizenship content is limited.

5.7 Policies and arrangements

Another element in the characterisation, and therefore the position of global citizenship, concerns the policies and arrangements made within a teacher training colleges perceived by teachers. There did not seem to be clear arrangements made within the school policies of the teacher training colleges which the teachers used to shape global citizenship education. Both in interviews and in the questionnaire teachers seemed unaware of global citizenship elements as part of their school policies or thought there were none. There were also no major differences between Iselinge Hogeschool and CHE as presented in Figure 8a and 8b below.

According to some teachers there were mutual arrangements, school policy agreements or even a combination of those two but they are in the minority. The respondents of CHE who indicated there were agreements, were teachers who provided attention to global citizenship themselves. On the other hand, not everybody who provided attention to global citizenship thought there were agreements. This may imply there are at least some mutual agreements between teachers but apparently, not many teachers are aware of this. Most teachers at CHE thus characterise global citizenship according to their own plans instead of following school policies or alike.

Are there arrangements about global citizenship education at your teacher training college? n=25

	No arrangements	Mutual arrangements	Schoolpolicy	Mutual arrangements and school policy	Unknown
Reeks1	9	2	1	4	9

Are there arrangements about global citizenship education at your teacher training college? n=13

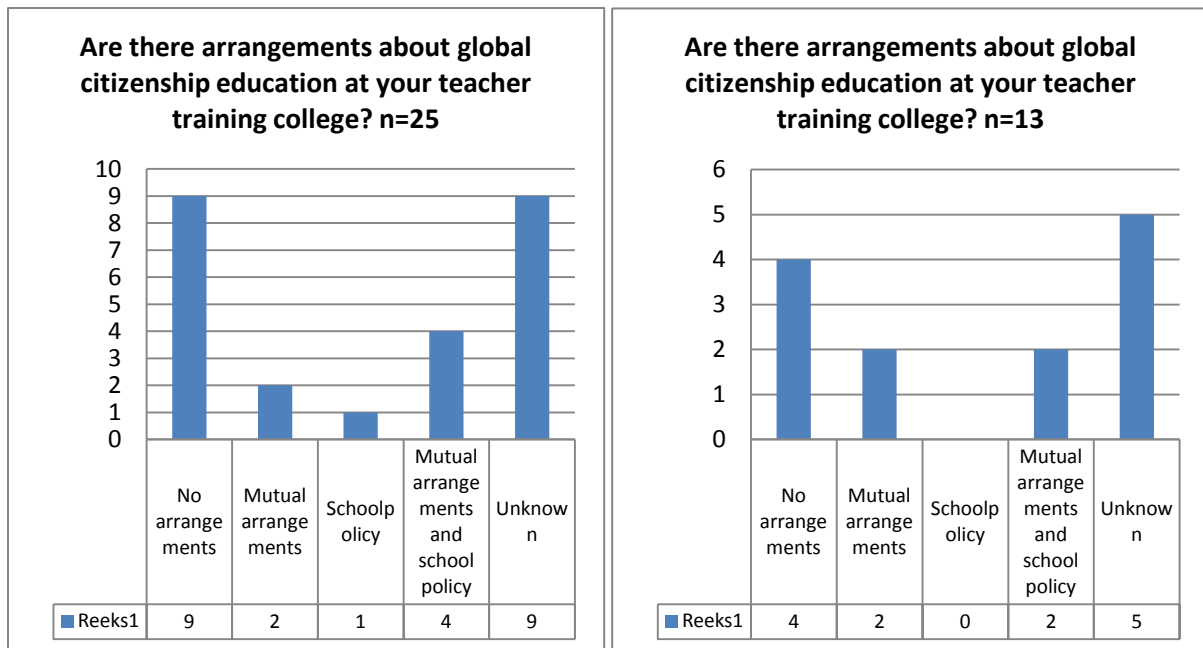|	No arrangements	Mutual arrangements	Schoolpolicy	Mutual arrangements and school policy	Unknown
Reeks1	4	2	0	2	5

Figure 8a Question 22 at Iselinge Hogeschool
Figure 8b Question 22 at CHE

Another picture must be sketched at Iselinge Hogeschool. Of the seven teachers who thought there were arrangements made at their teacher training college, three of them did not pay any attention to global citizenship in their own lessons. Perhaps these answers were provided as socially desirable answers or some teachers had a different view of the position of global citizenship at their teacher training college. Still, the majority of the people did not know about any policies or arrangements or thought there were none. The nature of these arrangements was further unknown.

The facts that there were many teachers unaware of any policies or mutual arrangements or thought there were none indicates that school policies and arrangements did not play an important role in shaping global citizenship in practice.

5.8 Concluding remarks

Different possibilities could be used by the teacher training colleges in Gelderland to characterise global citizenship education. There were four educational sub-fields, the NCDO subthemes and policies and arrangements. Three educational sub-fields played an important role in this characterisation. Citizenship education with its sub-tradition international education was one of the educational sub-fields used by teachers to shape global citizenship education. Citizenship was extended to characterise global citizenship and through internationalisation groups international education was also used as a component of global citizenship education. What is interesting is that international education has not replaced citizenship education but they actually formed two related opportunities to characterise global citizenship. This was not the case with environmental education where education for sustainability has become the stronger discourse. Education for sustainability was an interesting angle as education for sustainability and global citizenship had a lot of similarities. This did not mean that every teacher training colleges used this point of departure as education for sustainability was not a mandatory subject in Dutch education while citizenship education was.

Activities and subjects related to the sub-field of development education about global education were only sparsely listed. Apparently, teachers had a stronger focus on another approach. This was the sub-field of multicultural education. Combined with language learning, intercultural communication and interreligious learning, this sub-field needs to be added to the three lineages provided by Mannion et al (2011). In Chapter 4, the focus on diversity and communication in the meaning of global citizenship already came forward. This was thus also visible in characterising global citizenship. Therefore, this sub-field was added to Figure 4 of Mannion et al and this is displayed in Figure 9 below.
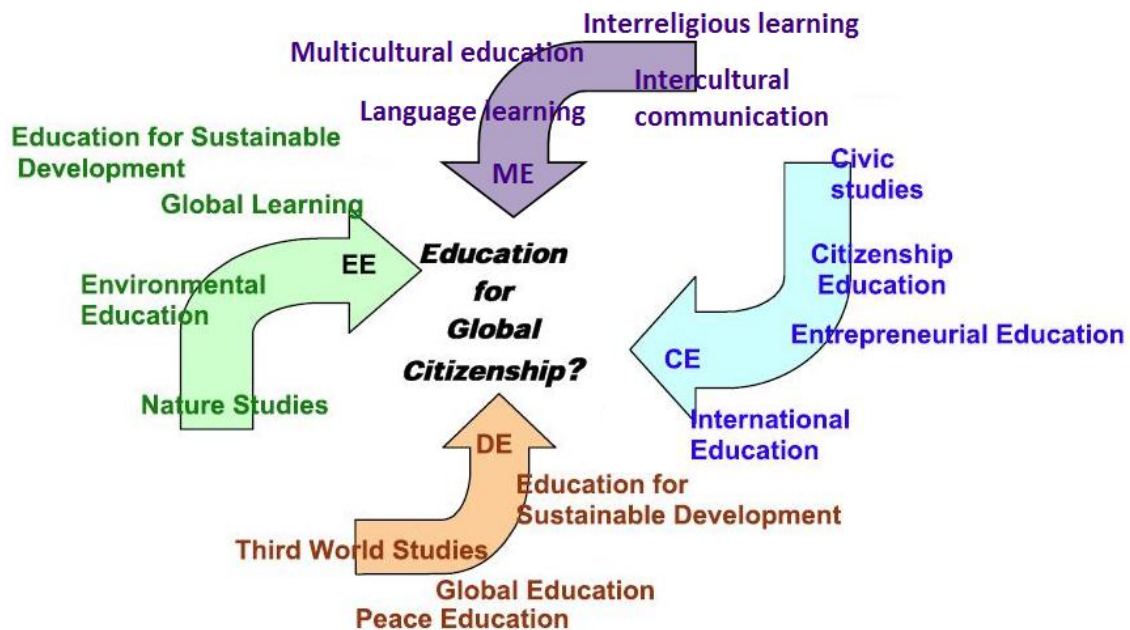

Figure 9 The Environmental Education (EE), Development Education (DE), Citizenship Education (CE) and Multicultural Education (ME) lineages converging, adapted from Mannion et al (2011: 448)

Currently, these four sub-fields have not merged into one new tradition called global citizenship education. They, nevertheless, do provide a range of possibilities to shape global citizenship in practice. This could not be stated about policies concerned with global citizenship integration at teacher training colleges. The ways in which global citizenship was shaped in practice showed overlaps with the subthemes of NCDO but mainly on the fields on identity and diversity. This chapter did provide a range of examples of how global citizenship was characterised and what the teachers already did about global citizenship education. Still, this has not resulted in the different sub-fields merging together. The possible cohesion between different topics was not always made. This last point about cohesion, and other kind of challenges, experiences and ways to work on these challenges, are further outlined in the next chapter.

Chapter 6 Experiences and the future

Human societies vary in lots of independent factors affecting their openness to innovation
Jared Diamond

6.1 Introduction

Something new takes both time and energy as one teacher explained in an interview. Within this process, the teachers came across all kinds of experiences. Some of the experiences of teachers were already highlighted shortly in the last chapters. This chapter looks into these experiences more extensively and connects these to ideas about the future. Therefore, an overview of the different experiences and challenges is provided. The ideas and responses towards these experiences and challenges differ. The quote of Jared Diamond is about the variation between human societies in relation to their openness to innovation while the same can be said about the variation between teachers. There are nevertheless also similarities between certain groups of teachers. For this reason, four composite portraits were developed. These composite portraits are based on combinations of the stories of the teachers participated in interviews and the teachers participated in the questionnaire.

6.2 Challenges

As outlined in the last chapter, there were many possibilities to characterise global citizenship at teacher training colleges. Many of these educational subfields, with accompanying methods, were used to a greater or lesser extent at the teacher training colleges in Gelderland. Besides all these possibilities pointed out by the teachers, there were also challenges in the process of this educational innovation. As teacher training colleges are similar kind of institutes with the same aim to deliver graduates who are able to teach at primary education, the teacher training colleges often faced the same challenges.

What is interesting is that one of the challenges mentioned at multiple teacher training colleges were the students. The interviewees described two main components related to students as a challenge. The first one was related to anti-Islamic ideas or attitudes towards foreigners and their cultures by students. These anti-foreigner ideas were also represented in the politics of the Netherlands, by politician Geert Wilders and his party Party for Freedom (PVV). This so called 'PVV thinking' was also present among students. At Pabo Nijmegen, this was a challenge for teachers as showed in the following two quotes:

"I experienced a huge obstacle when I was with them [students] on a mosque visit. I do that regularly, so this was the umpteenth time. It was very difficult. I would name the obstacle as the politics and the way this is received by our students and the prejudices against Muslims. This did not work out very well. … This has made me think and made me a bit reticent to develop this kind of initiatives again. Fronts came together. A few strong speakers from the group, and I do not want to say that the whole group thought like that, … [had] real PVV thinking. Experiences with Moroccan loiterers and that [was then] projected on the whole [Moroccan] society. This has made the educational visit, the excursion, very unpleasant. Very difficult." (IPG4, 2011)

"That [, the anti-Muslim ideas,] is in general a problem. What do you do with students who vote for PVV [party of Geert Wilders]? What do you do with that? It is allowed … legally … If you look at the

objectives we would like to achieve [at this teacher training college], you see things which make you think: that is not possible. It conflicts. That is a hot issue, yes."(IPG1, 2011)

On the other hand, the students' ideas and worldview seemed to change over time. For example, one teacher at pabo Arnhem provided the following information:

They [, the teachers of the subject life stance,] notice that students in their first year have quite, so to say, oversimplified views, for example on the multicultural society. [They note] that this becomes much more nuanced over the years at the teacher training college. (IPA2, 2011)

At the teacher training colleges, the teachers described this transition and explained they respond accordingly. On both Pabo Arnhem and Pabo Nijmegen there was attention to global citizenship related subjects during the first two years of the program but this was limited. During the third year of the program, these global citizenship related subjects were brought together and received explicit attention.

The second student related component is the perceived low relevance of, or the lack of interest in, subthemes related to global citizenship education by students. This can be related to anti-foreigner ideas but this is not necessarily the case. Unawareness or just a lack of interest was also a challenge. The following two examples provided in interviews indicated this:

*"With open days [for future students], we [, the internationalisation group,] have things displayed and there are some students who have been abroad. And then, sometimes, I call students from the hallway to come inside [the internationalization office]. And then they say, "no no no, I have nothing to do with internationalisation". *laughter*. .. That is not possible!" (IPG2, 2011)*

"That everybody is saying, yes it belongs somewhere everywhere, but therefore also nowhere. And that is a real bottleneck or something. You need to bend that towards: Ok, if it belongs somewhere everywhere, everybody should do something with it. But you do not want to impose. You can integrate it in every topic. That this mindset develops by teachers but of course also by students. They [the students] think like, oh, yes, no, global citizenship, that is too difficult for young children, so to say. … No that is part of geography in eighth year, with globalisation or something." (ICHE2, 2011)

At CHE, there was the idea of the teachers of the minor multicultural education to change the name of the minor to for example citizenship. This idea was a result of the low perceived relevance. Another example was that at Pabo Nijmegen one teacher described that a sense of urgency to learn about other cultures is lacking due to the relative homogeneous white population at the schools where the students do their internships and were planning to work in the future. Further, according to several teachers, a great number of the students preferred to finish their education in four years. Going abroad as part of their education might have implications for this planning. A teacher at CHE explained that going abroad during internships, minors or a thesis was therefore not very attractive.

Another major challenge was related to the expectations of the government and society. These expectations focused on sufficient Dutch language education, numeracy, nature and technology. Although global citizenship was seen as relevant and desirable by many, there was the case of an already full curriculum and a heavy workload. A teacher at both Iselinge Hogeschool and CHE noticed that this full curriculum and heavy workload leads to a limited amount of time to think about subjects as global citizenship:

"A lot of people do twice as much as three years ago. Workload increase. It is more important to return emails to your students in time than that you are engaged in such a theme [as global citizenship]. The urgency is less present. Once in a while it is about what kind of students do we want to deliver. But very much focused on professional practice. Especially focused on being content equipped and being able to teach." (IIH2, 2011)

A teacher at Pabo Groenewoud indicated that they considered the social development of students as very important, but in addition, the students also needed to know a lot about the subjects, the didactics, educational psychology and pedagogy what made it a complex case.

Another perceived challenge was the cooperation or lack of cooperation of internship schools on this topic. This challenge was mentioned by some teachers of CHE and pabo Arnhem. But, internship schools were not seen as a challenge by every teacher. Another teacher at Pabo Arnhem indicated that internship schools were no obstacle and it was not listed as a challenge at Pabo Groenewoud either. Further, seven teachers of the twenty-two teachers who indicated they experienced positive incentives to teach about global citizenship, ticked that internship schools provided positive incentives to teach about global citizenship in the questionnaire. Internship schools was only once listed as providing a negative incentive for teaching about global citizenship in the questionnaire. This challenge was thus not seen as a challenge by every teachers. The fact that some teachers experienced this challenge can also be explained by the idea that these teachers have more extensively tried to also use internship schools to teach about global citizenship and faced resistance.

6.3 Encouraging experiences

Besides challenges that may or may not be overcome, teachers also had experiences that encouraged their activities related to global citizenship education. By presenting students as a challenge, the teachers did not refer to every student. A teacher at CHE described there were also a few students every year who are interested in such issues, showed by participating in the education expedition of Edukans and following courses at the University. In the questionnaire, eleven teachers of the twenty-two teachers who indicated they were experiencing positive incentives to teach about global citizenship, indicated that students provided positive incentives to teach about global citizenship. Students can thus also be an encouraging experience for teachers in the field of global citizenship education. One teacher at Pabo Groenewoud described her encouraging experiences with students going abroad:

"But what they often do, the students who go abroad, is involving the children at their internship school. They [the students] are going to Ghana. Sometimes these children follow that, on a [weblog].... And also after they return, also in other groups, at other internship schools, then yet again there are lessons provided about Ghana. I love it. And in that way, not only the student goes abroad, they take it … with them. If they… are able to give meaning to it, they are going to propagate global citizenship. … That is also when they start to shine a bit more." (IPG3, 2011)

Another experience that was considered as encouraging for global citizenship education were enthusiastic people. These people could be students who have for example been to a foreign country as part of their studies like the students described before. These stories can also encourage future students according to the teachers. Being enthusiastic as a teacher also inspired students for the field of global citizenship education. This is also related to finding colleagues who shared similar ideas. At

CHE, during this research, several teachers dedicated to the subject of global citizenship were working on combining their strengths. These like-minded teachers were jointly working on a stronger position of global citizenship education in the future. The ideas for the future are further outlined in the next section.

6.4 Ideas for the future

The teachers at the teacher training colleges faced thus different kind of challenges. Despite, or because of these challenges, the teachers also had ideas for the future. One idea for the future that clearly came forward during the interviews and in the survey was related to the visibility of global citizenship. There was the feeling that there were already several activities and subjects related to global citizenship at the teacher training colleges but this can be made more explicit. For example, a teacher at Pabo Arnhem mentioned that he would like to use the concepts and ideas of active citizenship and global citizenship more explicitly in his lessons and the lessons of his colleagues, to provide coherence and therefore strengthen the integration of the topic. He further described that when the teacher does not provide the coherence, students would not easily see the coherence.

The issue of coherence is related to a stronger integration of global citizenship into the lessons of the teachers. This idea was mentioned by multiple respondents in the questionnaire and during the interviews as well. Different themes related to global citizenship were provided occasionally as indicated by a teacher at CHE and by respondents of the questionnaire. One idea for the future related to a stronger integration of global citizenship at the teacher training colleges was to provide coherence and steppingstones for students to link the different subthemes:

"I think we have all the topics [related to the themes of the canon at our teacher training college]. But I think it is nice to provide students such a point of reference [like the canon]. That we not just do things and students do not know where it all depends on. So to make them aware." (IPG1, 2011)

Other ideas that have been indicated by respondents in the survey were a better alignment and the wish for a dialogue with colleagues about the subject.

Another idea for the future was about more attention to global citizenship in general. It was interesting that 58 per cent of the respondents at Iselinge Hogeschool and CHE thought that there should be more attention to global citizenship education at their teacher training college, with only a minor difference between Iselinge Hogeschool and CHE. More attention could result in a stronger integration of global citizenship at teacher training colleges. What was nevertheless striking is that at Iselinge Hogeschool only seven teachers of the twenty-five respondents were willing to change their own behaviour while at CHE seven of the thirteen teachers respondents were willing to change their behaviour. This difference in thinking about more attention to global citizenship and willing to change showed that several teachers like Anna can be found at Iselinge Hogeschool. What is meant with teachers like Anna is further described in the next section.

There were thus ideas about increasing the visibility of global citizenship and global citizenship related themes, stronger integration of global citizenship with the use of a theoretical framework, or the so-called stepping stones, and wishes to increase the amount of attention. However, it seemed like many of the interviewees had not paid a great amount of attention to the issue of the future yet. The ideas provided were relatively vague and did not provide concrete roadmaps of how to get

where they would like to be and in what timeframe. This was illustrated by words like "that could" and "I think". This does not mean that there were no concrete plans but they were more on the individual or teaching subject level. For example, there were at the CHE plans, among other plans, for a culture project to integrate with citizenship and global citizenship. Pabo Groenewoud was, for instance, organising a videoconferencing with students from other countries to chat about different education systems. These plans remain at the individual or teaching subject level rather than at the level of the teacher training college.

6.5 Composite portraits

Thus, the teacher training colleges dealt with similar issues and there were several ideas for the future. How this influenced the ideas and activities related to the educational innovation differed per person. Teachers at teacher training colleges, namely, have a great variety of backgrounds. This variety was visible in the educational level of teachers, the different subjects of education, different fields of work and personal interests. Even though every individual is unique, there were also similarities between people in the way they respond to innovations. Therefore, four characters were created, based on the interviews and the questionnaire. These four characters are Steve, Anna, Pete and Jill. These characters aim to represent teachers at teacher training colleges and their characteristics related to the educational innovation of global citizenship education. The portraits represent a range of commitment to this educational innovation from Steve with a very limited commitment to Jill with a strong commitment. The characters are described in the sequence of commitment to global citizenship education.

6.5.1 Steve: the reprover

At most schools and teacher training colleges there is, or there are, teachers like Steve. Steve focuses on his own educational subject and sees it as primarily as his job to focus on his own subject. Steve is dedicated to his educational subject(s) but he has the feeling that all kinds of groups try to address extra societal functions through education. He does not see this as the task of education and therefore does not really like it when other teachers try to change his methods. As a result, he is often considered as rigid by his colleagues. Steve does not really see any problems, challenges or plans for the future related to global citizenship education as he does not see it as his job to pay attention to this subject. By looking at the four levels of educational transition as adapted from Sterling (2004), Steve would be very satisfied with level one. Level one describes the very weak transition with the response of denial or rejection and therefore no response.

Steve's attitude and focus on his own subject can be caused by several reasons. First, he has a lack of interest in this specific subject or second, he has a lack of interest towards any kind of innovation. The first reason is a negative attitude towards the subject of global citizenship. Steve can for example see it as a hobby of idealists. The second reason is related to a state of mind where someone has lost most interest in any kind of innovation. These teachers were described as 'old', which does not have to be related to the actual age of the teacher. Despite which reason is behind this attitude, convincing Steve to integrate global citizenship education in his lessons will require a lot of energy, time and persuasiveness.

It is not Steve's favourite activity to fill in questionnaires or participate in interviews on subjects that do not really interest him. Therefore, it is no surprise that almost no participant in this research

would identify him or herself with Steve. This does not mean there are no teachers like Steve at the teacher training colleges in Gelderland as not every teacher at the teacher training colleges in Gelderland has participated in the research. Nevertheless, the descriptions of colleagues during the interviews indicated that most colleagues of the interviewees would not identify themselves with Steve.

6.5.2 Anna: positive attitude, limited behaviour

Anna represents another group of teachers at teacher training colleges. Anna has in general a positive attitude towards global citizenship education and the integration of this subject at her teacher training college. This attitude does not clearly result in her own teaching activities. She often does not see a direct link between her subject(s) and global citizenship education. In her education, she focuses on the methods of her teaching subject(s) and focus points of her teacher training college. As a result, global citizenship education is incidentally included in her lessons if it is part of projects or the methods but not on a very conscious level. She does not always have the time or the conviction to include this subject in her lessons and therefore Anna appreciates it if other teachers pay extra attention to this subject. In general, Anna is content with the current state of affairs around global citizenship. If other teachers would like to integrate this subject more extensively in the future, she thinks that would be a good idea. On the other hand, she would not be the first to really change her lessons. Therefore, Anna would be most at ease with level two of the educational transition as adapted from Sterling (2004). In this level global citizenship education is added to the existing system and this means she does not need to provide lessons about it but other colleagues will.

There are quite a few teachers like Anna at the teacher training colleges. The majority of the respondents of the questionnaire will most likely recognize multiple aspects of Anna's ideas and the activities she carries out. This has not been the case with the people interviewed. These teachers have indicated they would like to participate in an interview following from the questionnaire, because they were a key informant or they were indicated as active in the field of global citizenship by the key informants. This description does not correspond with Anna's ideas. One interviewed teachers from Pabo Groenewoud did indicate there are people like Anna at her teacher training college by the following sentence about teaching global citizenship: "I experience gratitude from colleagues that certain teachers are more specialized than others" (IPG4, 2011)

The number of teachers like Anna at the teacher training colleges in Gelderland is unknown but the questionnaire and the interviews indicated there were many people like Anna. Teachers like Anna only sparsely help in the process of strengthening the position of global citizenship education and their contribution to changing global citizenship education to a higher level of transition is very limited. Teachers who aim for the strengthening of global citizenship or a transition to a higher level will find Anna a bit difficult to work with because she is quiet positive about the idea but she will not easily change her behaviour accordingly.

6.5.3 Pete: the slightly frustrated global citizen

Pete represents the third group of teachers around the educational innovation for global citizenship education. Pete is in favour of integrating global citizenship at his teacher training college. From his own beliefs, he integrates components of global citizenship in his own lessons. He is a bit of a specialist on one or more components of global citizenship and also appreciated for this by teachers

like Anna and Jill if they are aware of his specialism. Pete is in touch with people, mainly outside of his teacher training college, who are also passionate about the component he is passionate about for inspiration or exchanging ideas. Pete would appreciate it if other teachers would also integrate one or multiple components in their education. Therefore, Pete would be very much in favour of level three of the educational transition as adapted from Sterling (2004). This would be education for global citizenship.

On the other hand, Pete also experiences challenges and even opposition from different sides. Pete is very aware of the challenges described in section 6.2 and also has experiences with (most of) them. The challenge related to the students does not withhold him from teaching about the component he is passionate about. He gets satisfaction from the inspiration he is able to pass on to some of the students. The remaining challenges or even the opposition he faces does have an effect on his behaviour concerning global citizenship. Namely, it has resulted in a limitation of his effort to further integrate global citizenship related subjects in the teacher training colleges.

At the teacher training colleges in Gelderland, several teachers like Pete can be found. Most of the teachers interviewed for this research will recognize multiple components of the character of Pete in their own character and behaviour. Although passion and related activities are easier signalled in an interview, the questionnaire has also been completed by teachers like Pete. The teachers like Pete often teach in subjects closely related to one of the four sub-fields as described in Chapter 5, such as nature and technology education or English.

6.5.4 Jill: the owner of a global citizenship passport

The last character is called Jill. Jill is very passionate about global citizenship and all the different educational subthemes which can be point of departures. She is convinced that global citizenship is an enrichment of education and can be part of every subject. In her own lessons she tries to interweave global citizenship with passion. Challenges such as uninterested students will not stop her from teaching about this subject and related themes. She loves to talk with other people about the different related subjects and gets inspiration from these meetings. She is convinced that you need to follow your passion without looking at the amount of hours you are hired for. By looking at the educational innovation levels, Jill would be happy with level three but secretly, she is actually in favour of level four. Level four requires a redesign of the educational system. She is aware that this is probably unrealistic. Therefore, she tries to make a strong case to reach the level of reformation, level three.

Besides integrating it into her own lessons, she is actively looking for other teachers to integrate it on the level of her teacher training college. She knows it takes a lot of time and energy but is willing to invest. By looking for other teachers, the responses of people like Pete and Jill are positive. The teachers like Pete even feel inspired by people like Jill. Through a network with Petes and Jills, she is inspired to further integrate global citizenship education at her teaching training college. Jill has tried to work with Steves and Annas as well but realized that this takes a lot of energy with a very limited output. Therefore, she focuses on Petes and Jills as her time and energy is also limited. Jill also tries to find people like Pete within the management team for support. If this support is limited, she looks for funding from other sources to convince the management team through other channels.

When Jill is actively looking for other teachers like herself, she may be disappointed. There are not many people like Jill at the teacher training colleges. Jill may be able to find other teachers like herself through meetings and seminars on the subjects she is passionate about. In this research, two people like Jill were found of which one is not working at a teacher training college in Gelderland but at a teacher training college in another province. Currently, one teacher like Jill can be found at CHE. Teachers like Jill do not seem to work at the remaining teacher training colleges in Gelderland.

6.6 Concluding remarks

For the integration of global citizenship education, teachers faced several challenges, made plans for the future but differed in how they experience this and work with this. The challenges faced by the teacher training colleges were quite similar. The student related challenges were the anti-Islamic ideas or attitudes towards foreigners and their cultures, and the perceived low relevance of themes related to global citizenship education. Further, there was the major challenge of an already full curriculum and a heavy workload. In addition, internship schools were seen as a challenge by some of the teachers.

What is interesting is that the ideas about and plans for the future differed from the challenges indicated by teachers. The teachers were not working on directly overcoming these challenges but had separate ideas about the future. These ideas included a stronger visibility of global citizenship, a stronger integration of the different themes and angles, and more attention in general. These ideas were brought forward by teachers like Pete and Jill at the different teacher training colleges. They were further encouraged by enthusiastic students and like-minded teachers. The ideas for the future were most of the times relatively vague without concrete roadmaps of how to get to where they would like to go and when.

Related to both the challenges, the encouraging experiences and the ideas for the future are the different characters of teachers like Steve, Anna, Pete and Jill at every teacher training college. The exact composition of the team of teachers at every teaching training college requires further specialised research. The knowledge about the existence of different characters and the different responses teachers have related to this educational innovation are nevertheless relevant for people who are aiming to strengthen the position of global citizenship. The different composite portraits can be used to indicate the composition of a team of teachers, at seminars and meetings on related themes or during application procedures by recruiting new team members. The composition of teachers within a team has consequences for achieving the ideas for the future. For example, the ideas will not have a great chance of success with a strong majority of teachers like Anna and Steve. Teachers like Pete will mainly work on small projects, related to their topic of expertise. Increasing the visibility and integration of global citizenship will then be a relatively slow process because of the different challenges he faces that will limit his effort to extend it on the level of the teacher training college. By cooperation between different teachers like Pete and Jill, concrete ideas can be worked out and increase the integration.

Chapter 7 Conclusions and discussion

A possibility that has emerged to address global knowledge and global societal ideals is global citizenship education. Global citizenship can be seen as an example of attempting to change the curriculum according to the existing and anticipated states of affairs and equipping students with global knowledge, global societal ideals and related attitudes. As teacher training colleges are specialised in the anticipated states of affairs, four teacher training colleges in the Netherlands were the subjects of this research. Whilst the overall findings of this study could be seen as unsurprising they are nevertheless important because they relate to the largely unresearched area of global citizenship education at teacher training colleges in The Netherlands. This study of the ideas and activities of teachers has given a better understanding of the position of global citizenship education at teacher training colleges in Gelderland.

7.1 Conclusions

The position of global citizenship education as an innovation is reviewed according to an adapted model of Sterling (2004). The four levels were level one with no response, level two with education about global citizenship, level three with education for global citizenship and level four with global citizenship education. While throughout this thesis the word global citizenship education has been used to describe educational activities related to global citizenship, this did not imply that the teacher training colleges were at level four. The position of global citizenship is determined by the activities, curricula, teaching methods and ideas about global citizenship which differ between the different levels.

At level one, there is no response or no change on the level of global citizenship. In Gelderland, the teacher training colleges were beyond level one. None of the teacher training colleges denied or rejected the idea of global citizenship. Therefore the sustainability of the transition 'global citizenship' has overcome the level of very weak. The teacher training colleges did not find themselves in level four either. Level four requires a strong paradigm change and there were no signs of such a transition level at the teacher training colleges. This very strong sustainability of the transition global citizenship was not occurring at the teacher training colleges at the moment.

The teacher training colleges in Gelderland find themselves in level two. This is the level of accommodation in which global citizenship ideas are bolt-on to the existing education system. In this level, this system remains largely unchanged. The teacher training colleges were in level two as was visible in the activities, curricula, teaching methods and ideas. At the teacher training colleges, global citizenship themes were mainly provided through additional materials, themes or projects. Global citizenship was mainly characterised in project weeks about internationalisation or child rights and additional minors and 'choice line' subjects. The education about global citizenship was recurrent but not constant over four years of education for a student. Further, the policies and mutual arrangements between teachers were limited. Global citizenship components were also mainly added to the curricula of subjects that were already part of the Dutch education, such as citizenship education. Sterling (2004) does indicate that in level two "there is a minimal effect on the institution, and the values and behaviour of teachers and students" and the sustainability of the transition is weak.

There were also several attempts at the teacher training colleges to shift towards level three. Besides project weeks and additional subjects provided for interested students, some teachers have integrated global citizenship components in their regular lessons about, for example, nature or English, in addition to the more ad hoc activities such as a project week. There were also activities to integrate it into the curricula of multiple subjects, as is visible for active citizenship at Pabo Arnhem. Still, there was no teacher training college that used all of the educational subfields of citizenship education, environmental education, development education and multicultural education, and the subthemes of NCDO were only to a certain extent covered through the lessons at the teacher training colleges.

By looking at the meaning of global citizenship at the teacher training colleges, the concept itself remained relatively vague and meaning took shape through subthemes and different teaching topics. To actually build-in global citizenship and call paradigmatic assumptions into question, debates about the (different) meaning(s) of global citizenship and accompanying competences are required. So far, it was quite unclear which values and skills need to be taught according to the teachers and this knowledge is necessary to change from education about global citizenship towards education for global citizenship. Therefore, the teacher training colleges were not on the level of a coherent coverage of content which is part of level three.

In case the teacher training colleges aim to shift to level three, there are some challenges to be kept in mind. There were student related challenges, colleague related challenges, and the challenge of an already full curriculum and a heavy workload. On the other hand, there were also teachers who have plans for a stronger integration of global citizenship at their teacher training college in the future. Increasing the visibility, a stronger integration with the use of theoretical framework, or the so-called stepping stones and wishes to increase the amount of attention were the main plans for a stronger integration. These plans may contribute to a shift towards level three and thus a strong sustainability.

From this study the following conclusion can thus be noted. The teacher training colleges in Gelderland are currently in level two of the model of educational innovation for global citizenship education. There were already signs of teachers attempting to shift towards the third stage of transition but this was not completed at any teacher training college. The composition of the teams will be a relevant factor in this process in the future. Teachers like Anna and Steve will be hard to convince but necessary for transition into the next levels. Bringing together teachers like Pete and Jill will strengthen this process towards the next stage of transition.

7.2 Discussion

This research showed that teachers at teaching training colleges used global citizenship as a way to address global knowledge and global societal ideals. At the time of writing, the sustainability of this transition was weak but some teacher training colleges were working towards a strong level of transition which required reformation towards education for global citizenship. Taking those conclusions into account, it became clear that integrating global citizenship at teacher training colleges was not an easy task and several issues required further discussion. Discussion need to be conducted on several levels. These levels vary from discussing the assumptions behind global citizenship to the case of global citizenship education in the Netherlands.

Global citizenship education was introduced in this thesis as a way to address global knowledge and ideals in this time of globalisation. Teacher training colleges were researched because of their expertise in educating students for the future in which globalisation is expected to continue or even grow. As was visible in how global citizenship was shaped into practice, global citizenship education was a fruitful way to address diverse global issues and develop students' knowledge, skills and attitudes. Many teachers considered global citizenship as important and the theme has therefore become part of the education for future primary teachers. With the current level of integration, bolt-on instead of build-in, it should be questioned if global citizenship in the way it is shaped now, is sufficient. There are many activities related to global citizenship but they are still rather ad hoc or with limited cohesion. The ultimate effects in terms of if the students themselves will also provide global citizenship education in the future is so far unknown.

Even in general, the ultimate effects of using education as a way to address these issues need to be discussed as well. As Davies (2006) clearly outlined, "if the eventual aim of a global citizenship programme is a collection of 'global citizens' who will act concertedly in particular ways to challenge injustice and promote rights, how do we track these individuals and groups during and after their school life, and, conversely, how do we engage in 'backwards mapping' to work out what caused people to act as global citizens, and what 'percentage' was due to exposure to a global citizenship programme in a school?" (2006: 23). Assessment and monitoring, both in research and in education itself, requires careful attention. This subject has not received a lot of attention in the minds of teachers yet. Attitude or behaviour surveys on people's orientation towards global issues and diversity before and after a program does not tackle long term behaviours (Davies, 2006). Due to its difficulty, this issue requires careful attention and even debates about the aims of global citizenship education at teacher training colleges.

Another issue that requires discussion is a perceived shift in the focus of topics like global citizenship and multicultural education. Mitchell noticed a shift from the 'multicultural self' to the 'strategic cosmopolitan'. "The 'strategic cosmopolitan' is, by contrast, motivated not by ideals of national unity in diversity, but by understandings of global competitiveness, and the necessity to strategically adapt as an individual to rapidly shifting personal and national contexts"(2003: 388). While some of the teachers at the teacher training colleges even rejected this idea, this enlightened self-interest was not seen as problematic by employees of NCDO. The associated attitudes and motives related to the multicultural self were different then the associated attitudes and motives related to the strategic cosmopolitan. Which direction global citizenship will go, what route to take or to continue on, are ideas that should be kept in mind.

Related to the discussion about the monitoring and assessing, the integration into the formal curriculum is not without risks. It can be seen as just another teaching subject. Bloomfield stresses it needs to be "at the heart of the thinking, the ethos, of the school, if it is cross curricular, part of everyday school life, with occasional subject specific sessions"(2003: 66). This would then result in the ideas from a teacher at CHE: from "it belongs somewhere everywhere, but therefore also nowhere" to "it should be everywhere, so everyone should do something with it" (ICHE2, 2011). This is a discussion which should be carried on at teacher training colleges.

An element related to global citizenship education in the Netherlands that needs to be discussed is the political climate. During the thesis the Dutch politics has already been touched upon. The party of

Wilders, PVV, was not in favour of foreigners, the European Union and development cooperation. These ideas were reflected in society by people who vote for this party. The lack of political incentives or even negative incentives to include global citizenship does not need to have a major impact. This is the case as research about educational innovations indicated that successful change comes from the teachers who need to implement it (Miedema and Stam, 2008). As long as there are teachers very much in favour of global citizenship, the impact can be limited. Obligations about global citizenship made by politicians might even have a negative effect as then the educational innovation does not come from the teachers who need to implement it.

On the other hand, political support would also provide opportunities. It might reduce the challenges faced by teachers related to anti-foreigners ideas of students. A political climate in favour of social themes like global citizenship might reduce the strong focus on literacy and numeracy and provide more space for social themes. Providing teachers with the freedom and flexibility to choose to implement social themes can be considered as beneficial by people in favour of these social themes like global citizenship. It can be expected that a supportive political climate for global citizenship education will be beneficial for people like Pete and Jill who would like to increase the attention to global citizenship and related themes.

7.3 Limitations of the research

Over time, the methodologies of the research proved to be successful in identifying relevant factors related to the position of global citizenship at teacher training colleges in Gelderland. The qualitative interviews, in combination with the questionnaire, provided valuable insights in activities and ideas about global citizenship at their institute. As the methodologies had its' positive effects, it has not been without limitations. Like every research, the process of conducting the research has not been without challenges. Several factors have affected the data collection process. Limitations in the collection of data should be acknowledged to understand the effects on the representativeness of the study.

Due to the personal networks and clear wishes of NCDO, identification and selection of the participating teacher training colleges was without major obstacles. The selection of four teacher training colleges did prevent opportunities for generalisation of the findings. Finding the key informants through personal networks turned out to be successful in two of the four cases. The snowball sampling method turned out to be very time consuming with limited effects. Besides the selection of informants, trying to combine interviews with a questionnaire has been subject to barriers. For successful comparison between the teacher training colleges, a questionnaire combined with interviews at every teacher training colleges would have been required. As the research strongly benefitted from both the questionnaire and the interviews, and the differences between the teacher training colleges were limited, the results of the interviews and the questionnaire from all the teacher training colleges were combined. Very major differences that were found in either the questionnaire or the interviews have nevertheless been highlighted.

Finding the management receptive towards participating in the research proved to be a major challenge, especially to enable conducting the survey. Perhaps using organisations like NCDO to obtain the permission of the management or approach the management team instead of a motivated key informant could have been more successful to obtain more data. The number of teachers who were interested in participating in an interview was also limited. Although the relative

limited responses to participate also provided information on the position of global citizenship education, actually conducting interviews and surveys provided a lot more information. Gradually, the support of the key informants provided sufficient possibilities for collecting a range of data in the form of surveys and interviews.

As this research specifically aimed to capture a teacher perspective on global citizenship education at teacher training colleges, perspectives from outside the teacher training colleges have largely been left unaddressed. Taking a wider scope might have supported a broader perspective on the position of global citizenship education in primary education in the Netherlands. Teachers at the teacher training colleges were an important component but they were also just one of the components in the field of global citizenship education in primary education. For any kind of educational innovation to integrate within the Dutch primary education, changes are necessary on multiple fronts such as school environments, boards and politics. The viewpoints and activities of students, teachers in primary education and pupils in primary education could provide a broader perspective. Limited cooperation of for example management teams and perceived time and workload should then be taken into consideration. Further, Parmenter (2011) found in his research that the global citizenship education discourse "seems to be overwhelmingly western-produced, English, focused on a small minority of the world and preoccupied with issues such as national security and human rights". The ideas from, for example, developing countries on the perspective of global citizenship as an educational innovation to address globalisation could provide an interesting broader perspective.

7.4 Recommendations

The conclusions, discussions and limitations of the research have resulted in two types of recommendations. The first type is a set of recommendations is for people who wish to strengthen the integration of global citizenship. The second type are recommendations for further research on this subject. The first set of recommendations are:

- Find out what kind of teachers and people of the management are your colleagues. Finding people like Pete and Jill will not only strengthen your own activities on this subject but also their activities in this subject.
- Many topics can be grouped under global citizenship. Fruitful debates about the meaning, and especially about the aims of global citizenship education on your teacher training college, can contribute towards more coherence and common goals to work towards.
- Compare your curriculum with the canon to check for content coverage. Many teachers may already work on some of the issues while other issues may receive relatively less attention. This research indicated that the amount of attention to identity and diversity is large in relation to issues of peace and conflict and human rights.
- Provide students and teachers with a framework to work towards.

Recommendations for further research are:

- Following Davies' (2006) ideas about the challenges in assessment and monitoring of global citizenship education, the short term and long term effect studies of global citizenship education requires further research.
- Teachers provided global citizenship education at the teacher training colleges but the rationale behind this is that students will carry out global citizenship education in their future

roles as primary school teachers. Their perspectives on global citizenship education would be very interesting to research.

- This research looked into the ideas and information provided about activities of teachers at the teacher training colleges from a teacher perspective. The activities of the teachers on a micro level have not been researched. These data might provide interesting detailed information on the implementation of global citizenship education on a micro-level.

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IIH2 (2011) Interviewee teacher 2 at Iselinge Hogeschool

IPA1 (2011) Interviewee teacher 1 at Pabo Arnhem

IPA2 (2011) Interviewee teacher 2 at Pabo Arnhem

IPG1 (2011) Interviewee teacher 1 at Pabo Groenewoud

IPG2 (2011) Interviewee teacher 2 at Pabo Groenewoud

IPG3 (2011) Interviewee teacher 3 at Pabo Groenewoud

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Appendix A Questionnaire

Beste mevrouw/meneer,

Ten eerste alvast hartelijk bedankt voor uw deelname aan deze enquete. Deze enquete is onderdeel van mijn MSc onderzoek aan de Wageningen Universiteit en Research Centre. Het onderzoek gaat over de behandeling van bepaalde maatschappelijke thema's in de lessen op de pabo's in Gelderland. Uw activiteiten en ideeën zijn daarbij zeer relevant. De enquete duurt ongeveer 15 minuten om in te vullen.

Met hartelijke groeten,
Iris van Werven

1. Op welke pabo geeft u les?
☐ Christelijke Hogeschool Ede (CHE)   ☐ Pabo Groenewoud (HAN)
☐ Pabo Arnhem (HAN)   ☐ Iselinge Hogeschool

2. Welk vak geeft u op de pabo (meerdere antwoorden mogelijk)
☐ Rekenen en wiskunde   ☐ Pedagogiek en onderwijskunde
☐ Taal   ☐ Levensbeschouwende vorming
☐ Aardrijkskunde   ☐ Beeldende vorming: tekenen en handvaardigheid
☐ Geschiedenis
☐ Natuuronderwijs   ☐ ICT
☐ Muziek
☐ Drama   ☐ Anders, nl:
☐ Bewegingsonderwijs

3. Naast de meer standaard vakken op de pabo zoals rekenen en geschiedenis, zijn er ook verschillende maatschappelijke thema's die behandeld zouden kunnen worden op de pabo.
Maatschappelijke thema's gaan over de behandeling van maatschappelijke problemen. Dit zijn vraagstukken waarbij grote groepen mensen betrokken zijn en waarbij sprake is van een vorm van overlast. De problemen kunnen niet persoonlijk worden opgelost door de mensen die er hinder van ondervinden en vraagt om de inzet van verschillende groepen mensen.
Als u denkt aan de behandeling van maatschappelijke thema's op de pabo, welke thema's komen dan het eerst in u op?

4. Hieronder volgt een rijtje met maatschappelijke thema's die behandeld zouden kunnen worden op de pabo. Aangezien u niet de tijd, middelen en/of mogelijkheden heeft om aan alle thema's aandacht te besteden zult u in uw werk keuzes moeten maken.
Zou u onderstaande 9 thema's door middel van een cijfer op volgorde willen zetten? Hierbij is 1 het minst belangrijke thema en 9 het meest belangrijke thema. Graag elk cijfer een keer gebruiken.

	Natuur en Milieu		Leefbaarheid		Armoede
	Klimaatverandering		Wereldburgerschap		Pesten
	(Zinloos) geweld		Gezondheid en ziekten		Migratie

5. Besteedt u in uw lessen aandacht aan een of meerdere van de bovengenoemde thema's?

☐ Ja   ☐ Nee (ga door naar vraag 7)

6. Hoe verdeelt u uw tijd, middelen en/of mogelijkheden over deze thema's? Graag 100 procent verdelen over onderstaande thema's.

☐ Natuur en Milieu   ☐ Wereldburgerschap   ☐ Pesten

☐ Klimaatverandering   ☐ Gezondheid en   ☐ Migratie
                                  ziekten

☐ (Zinloos) geweld

☐ Leefbaarheid   ☐ Armoede

Deze questionnaire gaat verder over het behandelen van het thema 'wereldburgerschap' op de pabo.

7. Als u denkt aan 'wereldburgerschap' op de pabo, hoe zou u dit concept beschrijven? Wereldburgerschap is...

┌───┐
│   │
│   │
│   │
│   │
└───┘

8. Wereldburgerschap is een behoorlijk brede term waar verschillende subthema's onder kunnen vallen. Welke thema's die onderdeel zijn van wereldburgerschap komen het eerst in u op?

┌───┐
│   │
│   │
│   │
│   │
└───┘

9. Als u de volgende lijst met subthema's bekijkt, welke subthema's zijn dan volgens u onderdeel van wereldburgerschap?

☐ Identiteit   ☐ Vrede en conflict
☐ Diversiteit   ☐ Mondiale vorming
☐ Mensen rechten   ☐ Verdeling
☐ Globalisering   ☐ Water en sanitaire voorzieningen
☐ Duurzaamheid   ☐ Anders, namelijk:

10. Gebruikt u een of meerdere van bovenstaande subthema's in uw lessen?

☐ Ja   ☐ Nee (ga naar vraag 12)

11. Welke van de subthema's gebruikt u in uw lessen?

☐ Identiteit   ☐ Vrede en conflict
☐ Diversiteit   ☐ Mondiale vorming
☐ Mensen rechten   ☐ Verdeling
☐ Globalisering   ☐ Water en sanitaire voorzieningen
☐ Duurzaamheid

12. Neemt u alstublieft uw beschrijving van wereldburgerschap en de door u aangegeven thema's in gedachten.

Hoe vaak gebruikt u wereldburgerschap op deze manier (gemiddeld) in uw lessen aan de pabo?

☐ Nooit (ga naar vraag 13)
☐ Incidenteel (zoals bijvoorbeeld een enkele keer per jaar) (ga naar vraag 14)
☐ Ongeveer 1 keer per maand (ga naar vraag 14)
☐ Elke week (ga naar vraag 14)

13. Waarom besteedt u binnen uw lessen geen aandacht aan wereldburgerschap?
☐ Ik heb hier geen tijd voor (ga naar vraag 16)
☐ Ik vind dit geen onderdeel van mijn vak (ga naar vraag 16)
☐ Ik weet niet hoe ik hier invulling aan moet geven (ga naar vraag 16)
☐ Ik zie hier geen noodzaak voor in het algemeen (ga naar vraag 16)
☐ Anders, namelijk: _____ (ga naar vraag 16)

14. Wanneer u aandacht besteedt aan wereldburgerschap in uw lessen, hoe geeft u hier vorm aan? (meerdere antwoorden mogelijk)
☐ Onderdeel van de vaste methoden en boeken
☐ Gebruik van aanvullende methodes naast de vaste methodes en boeken
☐ Onderdeel van projecten of thema's
☐ Vanuit mogelijkheden (zoals media en interesse van studenten)
☐ Anders namelijk: _____

15. Wat brengt u studenten bij over wereldburgerschap? (meerdere antwoorden mogelijk)
☐ Kennis over het thema
☐ Kennis over hoe dit toe te passen in het basisonderwijs
☐ Vaardigheden hoe dit toe te passen in het basisonderwijs
☐ Waarden en houding
☐ Anders, namelijk: _____

16. Ervaart u stimulans om het thema 'wereldburgerschap' in uw lessen te behandelen?
☐ Ja   ☐ Nee (ga naar vraag 18)

17. Waar vandaan ervaart u stimulans om het thema 'wereldburgerschap' in uw lessen te behandelen? (meerdere antwoorden mogelijk)
☐ Onderdeel van de vaste lesmethoden   ☐ Vanuit het bestuur
☐ Eigen motivatie   ☐ Vanuit de politiek
☐ Vanuit collega's   ☐ Vanuit stagescholen
☐ Vanuit studenten   ☐ Vanuit de inspectie

18. Ervaart u stimulans om het thema 'wereldburgerschap' NIET in uw lessen te behandelen?
☐ Ja   ☐ Nee (ga naar vraag 20)

19. Waar vandaan ervaart u stimulans om het thema 'wereldburgerschap' NIET in uw lessen te behandelen? (meerdere antwoorden mogelijk)
☐ Geen onderdeel van de vaste lesmethoden   ☐ Vanuit het bestuur
☐ Eigen motivatie   ☐ Vanuit de politiek
☐ Vanuit collega's   ☐ Vanuit stagescholen
☐ Vanuit studenten   ☐ Vanuit de inspectie

20. Zou u uw activiteiten rond lesgeven over wereldburgerschap op de pabo willen veranderen?
☐ Ja   ☐ Nee (ga naar vraag 22)

21. Hoe zou u uw activiteiten rond lesgeven over wereldburgerschap op de pabo willen veranderen?

22. Zijn er afspraken gemaakt over het behandelen van wereldburgerschap op uw pabo?
☐ Hier zijn geen afspraken over gemaakt
☐ Hier zijn onderlinge afspraken over gemaakt tussen docenten
☐ Het is onderdeel van het schoolbeleid
☐ Er zijn onderlinge afspraken tussen docenten en het is onderdeel van het schoolbeleid
☐ Dit is mij onbekend

23. Zou u de activiteiten van uw pabo rond wereldburgerschap anders willen zien?
☐ Ja, er moet meer aandacht aan besteed worden
☐ Ja, er moet minder aandacht aan besteed worden
☐ Ja, er is meer training nodig
☐ Anders, namelijk:
☐ Nee

24. Wat vindt u van de volgende stellingen?

	Volledig mee eens	Mee eens	Neutraal	Mee oneens	Volledig mee oneens
Wereldburgerschap zou een vast onderdeel moeten worden van het curriculum	☐	☐	☐	☐	☐
Wereldburgerschap is een onderwerp dat buiten de pabo behandeld moet worden	☐	☐	☐	☐	☐
Er is al genoeg aandacht voor wereldburgerschap op de pabo	☐	☐	☐	☐	☐
Wereldburgerschap kan onderdeel zijn van elk vak op de pabo	☐	☐	☐	☐	☐
Ik zou graag training willen ontvangen over hoe wereldburgerschap te implementeren op de pabo	☐	☐	☐	☐	☐
Wereldburgerschap is niet voor iedereen maar voor de elite	☐	☐	☐	☐	☐
Wereldburgerschap moet onderdeel worden van vaste lesmethoden	☐	☐	☐	☐	☐
Onderwijs over wereldburgerschap is een noodzakelijk iets	☐	☐	☐	☐	☐
Kinderen in het basisonderwijs zijn te jong voor thema's zoals wereldburgerschap	☐	☐	☐	☐	☐
Ik heb genoeg kennis en vaardigheden om les te geven over wereldburgerschap	☐	☐	☐	☐	☐

25. Zijn er competenties rondom wereldburgerschap waar een afgestuurde pabo-student van uw pabo over zou moeten beschikken?
☐ Ja   ☐ Nee (ga naar vraag 28)

26. Welke competenties zijn dat volgens u?

27. In welke mate beschikken de afgestudeerde pabo-studenten op uw pabo over deze competenties? (Als u een cijfer tussen 1 en 10 zou moeten geven)

Uiteindelijk worden uw studenten opgeleid om les te geven op een basisschool. Aan het einde van de basisschool moeten leerlingen over verschillende competenties beschikken. Leraren spelen een belangrijke rol in het bijbrengen van competenties bij hun leerlingen.

28. Zijn er volgens u competenties rondom wereldburgerschap waar een groep 8 leerling aan het eind van de basisschool zou moeten beschikken?

☐ Ja   ☐ Nee (ga naar vraag 30)

29. Indien ja: Over welke wereldburgerschap competenties zou een groep 8 leerling aan het eind van de basisschool volgens u moeten beschikken?

30. Werkt u of uw pabo samen met of gebruikt u of uw pabo diensten en/of materialen van organisaties op het gebied van wereldburgerschap?

☐ Ja   ☐ Weet ik niet (ga naar vraag 32)
☐ Nee (ga naar vraag 32)

31. Met welke organisatie(s) werkt u of uw pabo samen of gebruikt u of uw pabo diensten en/of materialen van op het gebied van wereldburgerschap?

☐ NCDO   ☐ COS Gelderland
☐ Edukans   ☐ Andere pabo's
☐ SLO   ☐ Anders, namelijk:
☐ Europees platform
☐ LPC's
☐ AliceO

32. Heeft u verder nog wensen, ideeën of andere opmerkingen die u zou willen delen?

33. Hartelijk dank voor het invullen van deze enquête! Zou u misschien uw antwoorden willen toelichten in een interview? Zo ja, voer dan uw e-mailadres in.

Appendix B Topic list

Interviews have been conducted with three groups of people. The first group were teachers who have participated in the questionnaire. The second group were teachers who did not participate in the questionnaire. The third group were people who worked together with teacher training colleges on the subject of global citizenship education. Three different topic list have been used for these groups. The introduction and general information about the interviewee were similar for every interview.

Introduction:

- My (education)background
- Introduction to the research
- Logistics of the interview (time, subjects)

General information about the interviewee:

- Name
- Organisation(s)
- Function(s)/ role(s)

Teachers who participated in the questionnaire

- Meaning of global citizenship education
- Reasons behind (certain) answers
- Own activities
- Pabo activities
- Requesting for examples
- Ideas about the position of global citizenship
- Future
- Anything to add?

Teacher who did not participate in the questionnaire

- Meaning of global citizenship
- Attitude towards global citizenship
- Competencies
- Own activities
- Teacher training college activities
- Methods
- Examples
- Policies
- Cooperation
- Challenges

- Future
- Anything to add?

Actors related to global citizenship on teacher training college

- Meaning of global citizenship
- Own activities
- Cooperation
- Contact
- Competition
- Reasons
- Other actors
- Future for global citizenship education
- Future roles of the teacher training colleges
- Anything to add?