Environmental Scan of Global Education Programs

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Includes:
**Literature Review
Final Research Report
Bibliography**

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ABSTRACT

The primary purpose of this report is to provide a preliminary assessment of the youth-oriented global education programs ongoing in Peterborough and Northumberland County and to lay the ground work for the establishment of a network of global education and youth engagement practitioners in the region. This project is part of the initial phase of a three-year programme funded by the Ontario Trillium Foundation. A contact list of forty-three youth-oriented global education initiatives in the region has been created and contacted by phone and email over a two-month period. Data has been obtained through the distribution and collection of seventeen surveys and telephone interviews, which have been completed by various persons directing the global education programs present. Major findings of the research state a variety of different types of youth-oriented global education programs exist within the region; however several overlaps exist. Many initiatives share similar goals, such as raising awareness and funding for various issues, and deem themselves to be successful in achieving these respective goals. Research has found that there is presently a limited network connecting youth-oriented global education programs in this region, as many initiatives have few connections with others and are unaware of many other initiatives ongoing in the area. Various limitations of the research have been recognized, including various difficulties associated with the research methodology and a strict timeframe. The report concludes with implications for future research and suggestions to promote the success and networking of youth-oriented global education programs in Peterborough and Northumberland County.

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1. INTRODUCTION

The term *global education* is defined as, 'an ongoing and mutual learning process, grounded in a vision and values of a just and progressive world community, which promotes critical, conscious participation in personal and societal transformation and global equity' (Slavin, 1993). It encompasses both teaching and learning, about a broad range of issues on a global scale and with a global perspective. Jamaican Self-Help, a non-governmental, registered charitable organization, is a well-known and accomplished global educator located in Peterborough, Ontario. It is a part of a chain of global educators and initiatives found in Peterborough County, which has continued to grow and change over the years. Because of this vast growth of global educators in the region, Jamaican Self-Help has come to be unaware of some of the current or newer global education initiatives in the region. In addition, Jamaican Self-Help feels that the global education initiatives, specifically youth-oriented initiatives, in the region could become more connected and supportive of each other.

Thus this research project entitled "Environmental scan of global education programs" seeks to begin to address these issues surrounding youth-oriented global education programs in the region and fill in these gaps where possible. This project is part of the initial phase of a three-year programme, which is funded by the Ontario Trillium Foundation. The main purpose of the project is to create an annotated database of youth-oriented global education projects, organizations and activities in Peterborough and Northumberland County for use by local individuals, organizations and schools interested in global issues. As well as, through the creation of this database, to lay the

ground work for the establishment of a network of global education and youth

engagement practitioners. The first key research question is, what youth-oriented global

education initiatives exist in this region? Secondly, what are the goals of these initiatives

and are they successful in achieving their goals? Third, are there overlaps and gaps in

types of initiatives present? Lastly, what are the best practices of effective youth

engagement, as it relates to global issues?

2. LITERATURE REVIEW

This research project is based within social and cultural geography, as it seeks to determine the relationships between the existing youth-oriented global education initiatives within the study region and analyze the geographical location and its influence on these relationships. Furthermore, it examines how these initiatives have been culturally formed within Peterborough and Northumberland County, as well as how their global initiatives are shaped to meet the needs of specific cultures.

The following literature review examines the backgrounds of the disciplines that this research project is situated within. It presents the current issues of cultural geography and social geography and how the research project is embedded within these disciplines. Global education and the factors related to it are also examined to provide a detailed outline of the issues concerning it and its relation and relevance to our research.

2.1. CULTURAL GEOGRAPHY

Currently, geographers view cultural geography as a "series of intellectual and politicized engagements with the world" that is not fixed spatially or temporally (Anderson et al., 2003: 2). Five themes of cultural geography are examined in relation to spatiality among geographers: culture as distribution of things; culture as a way of life; culture as meaning; culture as doing; and, informing all of these themes, culture as power (Anderson *et al.*, 2003). In view of this, our research project ties into current studies as it

examines how culture functions as a distributor and informant through the global education initiatives.

Geographers declare the primary goal of cultural geography is "precisely the analysis and … the celebration of the diversity of the world" (Mitchell, 2000: 64). This is comparable to the global education initiatives that will be examined as it explores the efforts made to promote awareness of different cultures to youth. More specifically, by exploring cultural differences through the global education initiatives, the research situates itself in new cultural geography (Mitchell, 2000). New cultural geography focuses on areas of "social life that have been previously disregarded by geographers," such as race (Mitchell, 2000: 57). Kobayashi also notes that recent cultural geography has seen a rise of studies of race, rooted in a larger discourse on social construction (2004). Social construction suggests that the "attributes that are historically associated with the human body, such as race, are socially constructed, or invented rather than biologically determined" (Kobayashi, 2004: 239). Kobayashi argues that the "most significant contribution of antiracist scholarship to the discipline of geography is the incorporation of this concept" into all areas of human geography (2004:239). Accordingly, our research falls into the 'race' category of social life, as it investigates different goals of the global education initiatives for various races. Finally, geographers have indicated the need to understand "logics of constant change, flux of social relationships, concrete ways of knowing, and solidified cultural productions" (Mitchell, 2000: 294). Our research meets this need as we attempt to uncover the social relationships and identify the interrelationship between culture and knowledge.

Research undertaken by Duffy and Permezel in 2007 is notable as it is the most recent research that reflects the same approach of our research. They examined the significance of local community interactions to understand what is happening in cities in relation to the "reality of cultural difference and policies of multiculturalism" (Duffy & Permezel, 2007:360). They noted that the local, as both a "geographical location and the socio-spatial arrangements within it, is a site through which important struggles for cultural recognition and change take place" (Duffy & Permezel, 2007: 362). Similarly, our research will determine the role of the local in facilitating global education initiatives to educate people on different cultures. Further, Duffy and Permezel state that an important relationship exists between institutional expectations and outcomes, and creating less formal and structured environments where people come together (Duffy & Permezel, 2007). Our research will also seek the institutions that foster the global initiatives and study what kind of expectations they hold and how it creates the type of environment where people join together. Duffy and Permezel (2007) indicate the capacity for structured institutional environments to incorporate community development and less formal activities and spaces is critical to enabling productive practical multiculturalism. Thus, our research will similarly identify the composition of institutions and its level of formality to investigate whether "citizens [who seek global education initiatives] become marginalized if [such] capacity is absent" (Duffy & Permezel, 2007).

2.2. SOCIAL GEOGRAPHY

In terms of social geography's current debates and issues, there are several ties with our project. Firstly, it is important to note the diverse development of social geography as a discipline recently, which gives a sense of the dynamism and innovativeness of contemporary social geography (Del Casino & Marston, 2006). For instance, there are various issues in current research in social geography today, including rethinking the relationships between various 'social' categories and their 'spatialities' in other subdisciplines, including medical/health and population geographies. Moreover, geographers have complicated straight forward Marxist accounts of economies and turned our attention to the study of bodies, (dis)abilities, border spaces and identities, migration, HIV and AIDS and other sexually transmitted infections, race, racism, and violence, immigration and racial politics, and the streets and homelessness (Del Casino & Marston, 2006). There is also the ongoing feminist work of those who study social production and reproduction (Del Casino & Marston, 2006).

A significant current debate in social geography includes social geography struggling to identify itself as a discipline, with the integration of cultural geography and the 'cultural turn'. One of the consequences of the fashion for postmodernism in human geography is that cultural geography, with its emphases on hybridity, in-betweenness and flexibility, has claimed the epithet of 'new' while social geography, with its engagement in the 'real' world, with numbers and census categories, seems to have become, by default, 'the old' (Peach, 2003). Cultural geography has been labelled the 'banner' under which so much social geographic research is now being formulated and conducted, as

conventional concerns in social geography have merged with more explicitly cultural interpretations (Del Casino & Marston, 2006). Where there has been a failure to relate a focus on representation and meaning to material life and social welfare, it is fair to say that the cultural turn has led some away from earlier ideals of a progressive social geography which focuses on social problems and their resolution (Pain, 2003). However it is significant to note some of the products of the cultural turn breathed new life into the traditional interests of social geography (Pain, 2003). Some geographers even see social and cultural geography as having overlapped so far in subject matter and perspectives as to have become one: they were never wholly separate, and the same goes for the parallel divides which are often implicitly mapped on (Pain, 2003). The work of many social geographers straddles some, if not all, of these 'divides'; there are multiple social and cultural geographies and more than one story of their progress in the past decade (Pain, 2003).

A very significant ongoing issue in social geography, relating to our project on global education, includes social justice and social movements. The discipline focuses on the socio-spatialities of inequality and difference globally (Del Casino & Marston, 2006). It is characterized by a continuing role in revealing and challenging injustice, and in interrogating phenomena which might matter to non-academics in ways which make some sense to non-academics (Pain, 2003). Since social geography includes activist political attachment, attention to questions of social well-being, equity and their application to the social categories of ethnicity, race and class have attracted many geographers; thus social geography has gained a great deal of momentum researching

within these categories (Del Casino & Marston, 2006). Our project will be focusing on global education initiatives existing within the region, and identifying overlaps and gaps in these types of initiatives. First and foremost, it is simple to situate our project within social geography because it is clear that global education is a social issue. These initiates could be identified as social movements of their own, trying to create positive differences not only in this region, but with their associated areas across the globe. These global initiates seek to provide social justice, as they reveal and challenge injustice around the world. Many of these initiates will also have social categories of ethnicity and race associated with them, according to the places they are educating about. Lastly, we will be identifying overlaps and gaps in the initiatives available in Peterborough and Northumberland, meaning issues of difference and social equality will be discovered. Jamaican Self-Help is trying to become a more inclusive organization, having ties with many other initiatives with different social ties and issues globally.

Another very significant current issue in social geography, relating to our project, includes youth geographies. It was not until the late 1990s that youth geographies established itself as an important subfield of the discipline of social geography (Hopkins, 2007). This area of research is now receiving much attention from human geographers interested in the interactions between society and space, people and place, and bodies and landscapes (Hopkins, 2007). While this area of research is burgeoning, there are certain groups within the geographies of children and young people that have received minimal attention (Hopkins, 2007). While the age range 7–14 has received considerable attention from geographers, the discipline has been slower to consider young people on the cusp of

childhood and adulthood: those aged 16–25 (Hopkins, 2007). It is surprising that young

people of this age have received minimal attention from geographers as there has been

widespread recognition that 'different stages of the lifecourse are socially constructed,

and that these stages have significant implications for the use of space' (Hopkins, 2007).

Furthermore, if age is regarded as a socially constructed category rather than an

independent variable, then the role of space and place becomes very important, as people

will have different access to and experiences of places on the grounds of their age, and

spaces that have associations with certain age groups will influence who uses them

(Hopkins, 2007). Our project can also be situated within social geography in terms of

youth geographies, considering the project seeks to find youth-oriented global education

initiates within the region. Thus we will be identifying space and place according to

youth and the different access to and experiences they have within global education.

Finally, the current issues of religion in social geography may relate to our project.

It has been noted that religion seems destined to become the new area for social

geographical research in the first decade of the twenty-first century (Peach, 2003). As yet,

the literature on religion and geography is not fully developed and some of it exists in a

kind of 'samizdat state' as PhD theses, conference papers, working papers and CD-ROMs

(Peach, 2003). But its emergence within the discipline of social geography cannot be

ignored. For instance, a whole session of the Social and Cultural Study Group meeting at

the RGS/IBG January 2000 annual conference was devoted to the geography of religion

(Peach, 2003). Also, an international and interdisciplinary conference was held at the

Oxford School of Geography in September 2000 on the impact of new religions on the

cultural landscape of the west (Peach, 2003). In researching the various global education

initiates present in the region, religion may be a significant factor. During our collection

of secondary data, it has come to our attention that some religious institutions within the

region take part in global education. Thus the institution's religious associations may

influence the various initiates they are associated with, as well as the social categories of

ethnicity and race associated with them. Further research will be required to see how

relevant a role religion can play in the global education initiatives we find.

2.3. GLOBAL EDUCATION

        The first issue, which should be addressed in accordance with "global education",

is the difficulty in explaining the meaning of the term itself. According to Graham Pike

(2000), a major difficulty in any study of global education lies in the use of the

terminology. First, the term global education is not universal; although commonly used

in North America, a host of other labels are attached to similar educational initiatives

around the world, including development education, education for development, global

perspectives in education, intercultural education, and world studies (Pike, 2000).

Second, interpretations of these similar initiatives vary significantly, no matter what they

are labelled (Pike, 2000). For some, global education is tantamount to giving a broader

geographical perspective to the social studies curriculum so as to equip students to

compete more effectively in the global marketplace (Pike, 2000). For others, it represents

a fundamental re-evaluation of the content, organization, and purpose of schooling in line

with a transformative vision of education in a planetary context (Pike, 2000). Many

positions are held at various points between these two extremes as well, challenging the

meaning even further (Pike, 2000). Thus global education lies at the heart of a major conceptual difficulty – the problem of meaning. The search for meaning is a recurrent theme in global education research and writing (Pike, 2000). Some proponents argue that greater clarity around what exactly global education is would be of benefit for purposes of both implementation and promotion (Pike, 2000). It is important to note that the meaning of global education is derived in part from its practice, not just from theoretical understanding alone (Pike, 2000).

In terms of the progress global education has had in Canada, there have been both positive features and negative drawbacks. Prior to 1995, the Canadian International Development Agency (CIDA) funded global education professional development centers for many of the teacher associations across the country (Tye, 2003).[1] However, when that funding was eliminated, many of the centers closed; although there still are active ones in Alberta, British Columbia, and Ontario that are funded by local sources (Tye, 2003). Courses in global education exist at several universities in Canada today. The Ontario Institute for Studies in Education at the University of Toronto does a good deal of global education work internationally and continues to network with Canadian schools, providing workshops and instructional materials (Tye, 2003). There is also a new Global Classroom Initiative sponsored by CIDA that gives grants to teachers and educational entities (Tye, 2003). Of course, there are numerous other smaller initiatives ongoing throughout Canada, gaining support and funding as well.

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[1] According to Marisa Kaczmarczyk, of Jamaican Self-Help, global education centres, originally known as development education centres, were independent non-profit community-based organizations with mandates to educate Canadians on development issues. Funded partially by CIDA, each Centre had a unique mandate, programme and participant base, although most linked to the formal school system in some way, in addition to broader community education initiatives.

If one looks at what these global education frameworks have in common, it is possible to identify the core elements that are required for any endeavour to be labelled as global education (Hicks, 2003). There are a few elements thought necessary to be present before one can claim to be involved in global education or promoting a global dimension in the curriculum (Hicks, 2003). Global education is concerned with learner-centred education, and the development and fulfillment of individuals (Hicks, 2003). This tradition is humanistic and optimistic, and has a basic trust in the capacity and will of human beings to create healthy and empowering systems and structures (Hicks, 2003). In addition, global education is concerned with building equality, and with resisting the trend for education merely to reflect and replicate inequalities in wider society of race, gender and class; it is broadly pessimistic in its assumption that inequalities are the norm wherever and whenever they are not consciously and strenuously resisted (Hicks, 2003). The idea of political struggle is also raised. Political struggle to create wholeness in society—that is, equality and justice in dealings and relationships between social classes, between countries, between ethnic groups, between women and men—is doomed to no more than a partial success and hollow victories, at best, if it is not accompanied by, and if it does not in its turn strengthen and sustain, the search for wholeness and integration in individuals (Hicks, 2003).

Goals of global education practitioners include increasing awareness and action. They desire to increase understanding of, and cooperation among different cultures and nations through global education and in their sense of commitment to broadening the

vision of people (Pike, 2000). Coverage on wide range of social and global issues –
highlight differences among people through a focus on social and political issues, such as
wealth and poverty, power and oppression, peace and conflict, human rights, injustice
and inequality (Pike, 2000). There is a presence of passionate commitment to social and
global change through education (Pike, 2000). The discussion of universal global issues
encourages global educators to explore situations and perspectives that lie beyond their
national's boundaries (Pike, 2000). Also, global education seeks to encourage the
integration of a global perspective into teaching and to instil a sense of global citizenship
so citizens are aware of the difference that individual and collective actions can make on
issues of global importance (Tye, 2003). Lastly, global education commonly
encompasses the concepts: interdependence, connectedness and perspective. There is an
interdependence of all people within a global system, thus a sense of connectedness exists
across the globe and with this, and we need a global perspective or multiple perspectives
(Pike, 2000).

The forces of 'globalization' have a large affect on global education and its
meaning. Educators' perceptions of the impact of globalization caused by the operations
of global systems, have resulted in initiatives to increase understand and participation in
those systems (Pike, 2000). In so doing, individuals and institutions are further
contributing to globalization itself (Pike, 2000). The language of globalization has
quickly entered discourses about education. Government and business groups talk about
the necessity of schools meeting the needs of the global economy (Spring, 2008). It is
stated that globalization and education are considered as an intertwined set of global

processes affecting education, such as worldwide discourses on human capital, economic development, and multiculturalism; intergovernmental organizations; information and communication technology; nongovernmental organizations; and multinational corporations (Spring, 2008).

The study of the effect of globalization on educational processes is developing its own academic language, originating in the work of Appadurai and Castells (Spring, 2008). Appadurai introduced the language of global flows of ideas, practices, institutions, and people, such as ethnoscapes, the movement of the world's peoples; financescapes, the movement of trade, money, and capital; technoscapes, the movement of technology; mediascapes, the movement of images and ideas in popular culture; and ideoscapes, the movement of ideas and practices concerning government and other institutional policies (Spring, 2008). Flow provides a general conceptual framework for the process of globalization (Spring, 2008). The concepts of flows and networks have been used to categorize seven areas of globalization: military, governance, trade and finance, environment, migration, popular media, and communications and transportation (Spring, 2008). Also, there are grassroots networks promoting democracy and social justice (Spring, 2008). In their conceptualization of globalization, these areas stretch across the boundaries of nation-states and continents with the local and the global becoming enmeshed (Spring, 2008).

Along with the World Bank, OECD, and GATS, other Intergovernmental Organizations (IGOs) and Nongovernmental Organizations (NGOs) are playing a role in

globalizing education (Spring, 2008). From the standpoint of education, IGOs and NGOs

have contributed both to the globalization of educational practices and to dissent from

neoliberal education policies (Spring, 2008). Human rights education represents an area

of cooperation with these different organizations (Spring, 2008). Human rights

organizations represent the largest number of global NGOs (Spring, 2008). Second in

number to human rights organizations, environmental NGOs have been the major critics

of human capital education and neoliberal reforms (Spring, 2008). World cultural

theorists believe that human rights and environmental activism are part of the process of

building a global culture (Spring, 2008). The major emphasis in the global environmental

education movement is the teaching of sustainability (Spring, 2008).

In addition, IGOs and NGOs are actively involved in the global spread of concern

with women's rights and education. The equal education of women and protection of

their rights is a significant factor in changing global labour markets (Spring, 2008). Some

objectives, included the goal of equal access of women to education, the eradication of

female illiteracy, improving women's access to vocational training, science and

technology, and continuing education for "young women and women re-entering the

labour market, to provide skills to meet the needs of a changing socio-economic context

for improving their employment opportunities" (Spring, 2008).

The United Nation's Children Fund (UNICEF) plays a significant role in assisting

education and development activities that are often unknown to many people (Agnew &

Fincham, 2004). Although UNICEF is more widely associated with aiding in survival,

growth and long-term development of the world's underserved children, their Education

for Development programme helps lay the foundation for global citizenry (Agnew &

Fincham, 2004). Education for Development is a multidisciplinary approach to education

that helps young people explore the causes of global poverty and inequity (Agnew &

Fincham, 2004). As students learn of global issues, they look beyond themselves and

engage with others across borders of politics, culture, and religion, gaining respect for

multiculturalism and diverse world views (Agnew & Fincham, 2004). As students

recognize children with the same needs and rights around the world, a sense of global

community is fostered (Agnew & Fincham, 2004). This recognition works further to

empower young people with the vision that poverty, disease and injustice can be

diminished and that they can participate in creating a better world (Agnew & Fincham,

2004). In addition, Education for Development also teaches the knowledge students need

to become involved with government decision-making processes and to engage in

informed actions in support of Canada's role and investment in international cooperation

(Agnew & Fincham, 2004).

‘Global citizenship’ education has grown in its extent alongside understandings of

the process of globalization (Shultz, 2007). Many global educators educate with the

intent of increasing global citizenship in both the formal school sector and the non-formal

and nongovernmental organization (NGO) sector (Shultz, 2007). However, it has been

noted that evaluations of this decade of work reveal little identifiable or attributable

progress has been made in Canada (Shultz, 2007). In the early 1990s, with help of

Canadian International Development Agency funds as well as grand visions of global

solidarity, Canadian schools and community organizations joined together in efforts to educate students as members of a global society (Shultz, 2007). Since that time, funding has been cut drastically and coordinated efforts across sectors have decreased as schools face their own local budget cuts and shifting mandates (Shultz, 2007). This reduction in effective global education or education for global citizenship is a result of vastly different understandings of what global citizenship actually entails (Shultz, 2007).

There are competing understandings and definitions of global citizenship – and it is now being debated in new arenas as well. No longer connected with just the public sector, the language of citizenship is creeping into both the private sector and civil society (Shultz, 2007). For instance civil society organizations have claimed engaged citizenship as a key descriptor of their activism and social change agendas (Shultz, 2007). It is important to note approaches to global citizenship are vastly different in their intent and approach (Shultz, 2007). As global citizenship takes a more central focus in education policy, it is important that we have a clear understanding of the actual goals of global citizenship being presented (Shultz, 2007). Educators include global citizenship goals in recognition that citizens need to be engaged in issues and actions beyond their local context (Shultz, 2007). How this engagement is viewed determines what type of global citizen is created in the process (Shultz, 2007)

One approach to global citizenship is the 'Neoliberal global citizen'. The key aim of the global citizenship education efforts from this perspective is to increase transnational mobility of knowledge and skills (Shultz, 2007). Global citizenship, then, is

primarily linked to global economic participation, either through participation in business

or an instrumental interventionism that mediates the uneven effect of such global actions

(Shultz, 2007). The role of education then, is to facilitate this participation (Shultz, 2007).

In contrast, the radical global citizen calls people to action against global institutions,

particularly financial institutions to create the radical change in north-south relations –

citizens must understand the link between the economic activities of these institutions of

political, economic and social oppression and economic destruction (Shultz, 2007). The

project utilizes the power of local citizens to draw attention to the effects of the

international institution and to challenge the basic structures that support it (Shultz, 2007).

Citizens are engaged as global in linking marginalized people in the south and the

investors, mainly in northern countries, and demanding radicalization of these institutions

(Shultz, 2007). Finally, the transformationalist global citizen approach reflects an

understanding of the importance of creating democratic spaces for community and

coalition-building across local, national, and regional boundaries (Shultz, 2007).

Through this process citizens are able to link action at the local and global level to build

authentic challenges to those forces that perpetuate oppression, poverty and

marginalization (Shultz, 2007). These processes are meant to engage participants in

acting on an understanding of their common humanity and shared concerns (Shultz,

2007). In this the global citizen is a companion accompanying the other on a journey to

find just and compassionate responses to injustice (Shultz, 2007).

        Global education also focuses on the delivery of aid in the form of education itself,

especially in the Global South. Education is seen as part of the solution for positive

global change. This belief arises from the expectation that completion of relevant basic education can provide a firm foundation for positive change by providing the necessary skill and capacity development to assist people to improve their livelihoods, to participate in decision-making and to access information, resources and services (Coxon & Munce, 2008). Through such programmes young people could develop a sense of self-esteem, self-worth and place in the community (Coxon & Munce, 2008). Conversely a lack of relevant basic education was perceived to increase the challenge of other development efforts, including programmes seeking to improve health, address HIV/Aids, enhance opportunities for more productive livelihood, and promote democracy and good governance (Coxon & Munce, 2008). Many basic education issues are common to all, with difference more a question of scale or priority (Coxon & Munce, 2008). Many of the constraining factors are common – including economic constraints, geographic spread and numbers of school-age populations, difficulties provisioning isolated remote communities, teacher shortages, coordination of multiple stakeholders, customs and local languages, mismatch between education outcomes and skill requirements for a diverse range of post-school options, and limited provision of non-formal education (Coxon & Munce, 2008). Global education seeks to address these issues in global countries and provide aid in the form of education to improve these difficulties present.

Global education within the school curriculum has been identified as a rising problem as most students are still "globally illiterate" when they graduate from secondary school (Menchions, 1997, 42). The need for global education for students grows at a fast rate as students only have a "superficial knowledge" of global education due to this

electronic age, lacking the crucial knowledge of interconnectedness and interdependency (Menchions, 1997, 42). Thus, educating for global citizenship has become a main focus of many educators in both the formal school sector and the non formal and nongovernmental organization sector during the past decade (Shultz, 2007). In spite of this, evaluations of work in the past decade still show schools omitting global education from their program (Menchions, 1997) and even schools with global education initiatives show that little progress has been made (Shultz, 2007).

Global education should have major goals to help students develop understandings of the interdependence among nations in the world today, clarified attitudes toward other nations, and reflective identifications with the world community (Banks, 2001). In order to do so, Banks argues that there is a need to reconceptualize citizenship education due to the rise of diversity issues in the world (2001). He calls for "multicultural citizenship", the new kind of citizenship education, "to help students balance cultural, national, and global identifications, understand the ways in which knowledge is constructed, and to participate in civic action to create a more humane world" (Banks, 2001, 7). However, educators often try to help students develop strong national identifications by diminishing different cultures making students ashamed of their families, community beliefs, languages, and behaviours (Banks, 2001). The educational principle that needs to be put into place is two-fold as students need to appreciate how the nation's civil role is expanding on a global stage, along with the assistance of schools to treat students' learning far more as a public and civil service, (Willinsky, 2005).

Menchions examines some specific global concerns to be taught through

education to counter the traditional teaching methods that may have eradicated global

sensitivity (1997). Debt crisis, terrorist acts, global waste disposal, child labour,

immigration dilemmas, overpopulation, and systemic human rights violations are few

issues to begin with (Menchions, 1997). The importance of school culture in facilitating

or restricting citizenship education initiatives is highlighted as Evans notes, "Curriculum

initiatives of this type face unavoidable setbacks when they are disconnected or

incompatible with broader school directions and/or contextual factors" (2003, 37).

Unfortunately, schools can undermine the impact of curricular reform by reinforcing the

norms of hierarchical control (Schweisfurth, 2006). Menchions also notes the same

challenges put into place through traditional subjects, which limits the encroachment of

global education initiatives into its time with automatic protective action (1997). Other

factors also limit the practice of global initiatives, such as workload issues, the rigid

structure of the school day, and political turbulence (Schweisfurth, 2006). However,

Menchions (1997) argues it is not just the content that needs to be changed to include

global education initiatives, but the teaching process. The main method used in most

classrooms is in the form of "standby monologue", teachers instructing students to take

notes and complete questions (Menchions, 1997, 44). The ideal dialogue for classrooms

requires preparation and research before the lesson begins, where issues can be discussed

in depth by informed students (Menchions, 1997). Case also looks at going beyond the

content of learning global education initiatives in schools, as global attitudes need to be

nurtured through influences within a social (1996). Global educations outlast the short-

lived instructional techniques as studies indicate that the content of the curriculum is less influential in developing students' political attitudes than is establishing a classroom climate where students feel free and have opportunities to express their opinions (Case, 1996). For these reasons, efforts of nurturing global attitudes must not be occasional, but they should pervade the teacher's behaviour, expectations, and activities in the classroom and the school (Case, 1996). Students also need encouragement to consider about their own attitudes towards global issues (Case, 1996). Furthermore, students need direct experiences, to understand the power and value of other perspectives (Case, 1996). These experiences help develop a global attitude as it open students' minds and hearts to perspectives that they might otherwise miss or downplay (Case, 1996). However, these teaching techniques demand the commitment of a motivated teacher, which makes it difficult to find (Menchions, 1997).

On the other hand, there is hope as research has shown that the current Ontario curriculum guidelines provide opportunities for teachers to make global education a priority in the classroom (Schweisfurth, 2006). However, teachers who have applied such approaches in their classrooms felt they were unusual among their colleagues as many teachers were discouraged by public opinion and felt as though they were restricted by the curriculum (Schweisfurth, 2006). Regardless, the findings show that motivated teachers to incorporate global education in their classroom have the agency to do so (Schweisfurth, 2006). For example, Civics Education is a notable compulsory subject, as it offers innovative activities to raise awareness of global issues (Schweisfurth, 2006). The course is organized into three strands: informed citizenship, purposeful citizenship,

and active citizenship (Schweisfurth, 2006). The expectations of the curriculum can be used to justify the approaches on global education and it still complies with the emphasis on academic standards (Schweisfurth, 2006). Yet, there has been criticism that there is little evidence in the formulation of other parts of the curriculum of engagement with wider debates about how this global nature was constructed (Schweisfurth, 2006). As a result, teachers constantly need to cover for themselves for their global education approach, as they had to relate what is being taught to the official curriculum (Schweisfurth, 2006). These teachers can gain support through a cohort of secondary school teacher training programmes, which help create a network of motivated teachers (Schweisfurth, 2006). This network signifies the importance of networks with such initiatives, as the powerful network provides encouragement and allows teachers to share resources, as well as create accountability among teachers to global education (Schweisfurth, 2006).

3. METHODOLOGY

3.1. LITERATURE REVIEW

Information on numerous topics was gathered through the access to online journal articles, to provide a basis and an understanding of the defined of terms, how the research is situated in different disciplines of geography, current studies taking place within these disciplines, and why the research is relevant. The literature review built the foundation that was needed for this research on global education, cultural and social geography, and methods.

3.2. SURVEY AND INTERVIEW DESIGN

The survey and interview guideline were created to obtain information on the existing global education initiatives in the Peterborough and Northumberland County. The survey and interview were composed of thirteen questions, with a combination of open and closed questions. It was designed to gather information from the initiatives on their background information, accessibility, goals, current programs, past success, and network information of the organizations and school programs. The specific questions put on the surveys and interview guides were meant to aid us in answering the research questions of the project.

3.3. DATA COLLECTION & ANALYSIS

The information that was collected consisted of mostly qualitative data and some quantitative data. The types of people that were surveyed and interviewed were those in program coordinator or equivalent positions, or those who were very knowledgeable in the global education initiative. The surveys and interviews were carried out in several ways. With the intent of using the snowballing approach, a simple internet search was first conducted to find several global education initiatives within the community and create a contact list. However, this method proved to be challenging, as basic contact information for existing organizations was inadequate through conducting the blind search online. The few surveys that were distributed by email to those contacts were not returned. Fortunately, a contact list of global education initiatives was later obtained through the coordinator of Kawartha World Issues Centre (KWIC). As an organization that is well established and renowned in the community, KWIC was a strong start to begin the snowballing process. All of the global education initiatives were initially contacted via email and then called to follow-up on the survey, or to conduct telephone interviews, that were approximately ten minutes in length. The questions that were asked on the survey and telephone interview were identical, thus the method of providing information was up to personal preference on behalf of the organizations and school programs. Obtaining surveys and interviews proved to be more challenging than expected, with excessive time consumption and difficulty in contacting all interviewees.

The research was collected through surveys and interviews during the period of January 2009 to February 2009. Qualitative data was collected through the open questions and analyzed, finding patterns in successful programs, goals, and networking. The quantitative data was gathered through closed questions, geared to evaluate the success of past projects and find networking information among the global educators. By tallying results from scaling questions and yes or no responses, graphs were created to present visual representations of the findings.

4. RESULTS

The results of the surveys and interviews answered all of the research questions. Out of the 43 global education initiatives that were contacted, 17 replied to provide surveys or participate in telephone interviews. Table 1 provides a list of all the global education initiatives that were contacted. The list also the various initiatives each contact had ongoing. The information from the surveys and interviews demonstrated that fourteen of the contacted global education initiatives had some sort of network established with other initiatives in the community (see Figure 1). In terms of success, eight global education initiatives 'strongly agreed' to achieving success in their past projects and programs, while six initiatives 'agreed' to achieving success, and one 'disagreed' to being successful in past programs (Figure 2). Table 2 presents the patterns found among the goals of the global educators and what means they used to measure their past success in programs.

Table 1 - Contact list of Potential Global Education Contacts:

Global Educator Contacts:	Survey Completed:	Initiatives
Schools:		
Bowmanville High Secondary		
Campbellford High Secondary		
Chemong Public School		
Clarington Central Secondary		
Clarke Secondary		
Cobourg East Secondary		
Cobourg West Secondary	✓	Interact Club
Courtice Secondary		
Crestwood Secondary		
East Northumberland Secondary	✓	Change for Charange
Holy Cross Secondary		
Kenner Secondary	✓	Social Justice Committee
		Gay Straight Alliance
		JSH Student Awareness Trip to Jamaica
		International Baccalaurette
Lakefield Secondary		
Norwood High Secondary		
Peterborough Collegiate and Vocational School	✓	African Connections Club
		Solar and Wind Initiatives for Change
		IMPACT Group
Port Hope, Secondary	✓	Equity & Diversity Club
		Anti-Racism Awareness
		AIDS Awareness

		Halloween for Hunger
		Stop Violence Against Women
Saint Peter's Secondary	✓	St. Peter's Model United Nations Group
		Students Awareness Trip to Dominican
		Saints Without Borders
St. Mary's Secondary	✓	Social Justice Group
		Students With A Purpose (SWAP)
		Homelessness Awareness - Tent City
		Developing World Awareness Trip
		"Think Fast"
Thomas A. Stewart Secondary	✓	Global Justice Group
Trinity College	✓	JSH Student Awareness Trip to Jamaica
		Trinity Students for Social Justice
		Trinity Environmental Action Group
		Amnesty International Group
		Free the Children Group

Global Educator Contacts:	Survey Completed:	Initiatives
Religious Institutions:		
George Street United Church		
Saint John's Anglican Church		
Unitarian Fellowship Youth Group	✓	Kids for Kids

Global Educator Contacts:	Survey Completed:	Initiatives
NGO's:		
Decolonization and Racism Coalition		
Development and Peace Peterborough		

Food Not Bombs		
Friends of the Honduran Children	✓	Medical Brigades
		Educational Scholarships
Horizons of Friendship	✓	Violence Against Women
		Environmental sustainability
		Intercultural Bilingual Education
		Indigenous Rights
		Genocide
Kawartha World Issues Centre	✓	Global Education Week
		Global Youth Day
New Canadian's Centre		
PARN	✓	AIDS Awareness
		LGBT Youth Support
Peterborough Coalition Against Poverty	✓	Poverty and Social Justice Awareness Campaigns
Peterborough Coalition For Palestinian Solidarity Group		
Red Cross Northumberland		
Red Cross Peterborough	✓	International and Local Disaster Relief
		Respect ED: Violence and Abuse Prevention
Sustainable Trent	✓	Environmental Consciousness
TCSA World Affairs		
Trent Amnesty International		
Trent Prevention Initiative		
Trent Thailand Year Abroad Program		
Voices of Burma		
Women Events Committee		
YWCA Peterborough		

Figure 1- Networking Connections Found between Global Education Initiatives:

Connections with Other Initiatives

1
2
14

- Yes
- No
- N/A
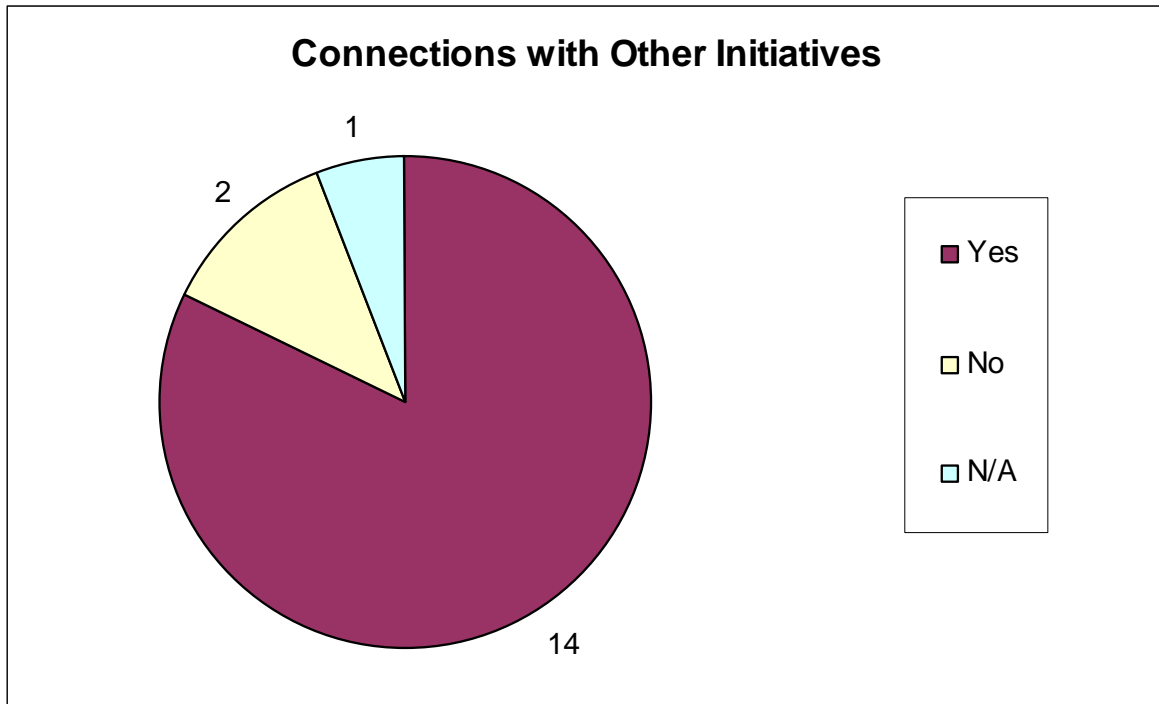
Figure 2- Assessment of Initiatives' Success in Past Programs:

Success in Past Programs

Strongly disagree | Disagree | Neutral | Agree | Strongly agree | n/a
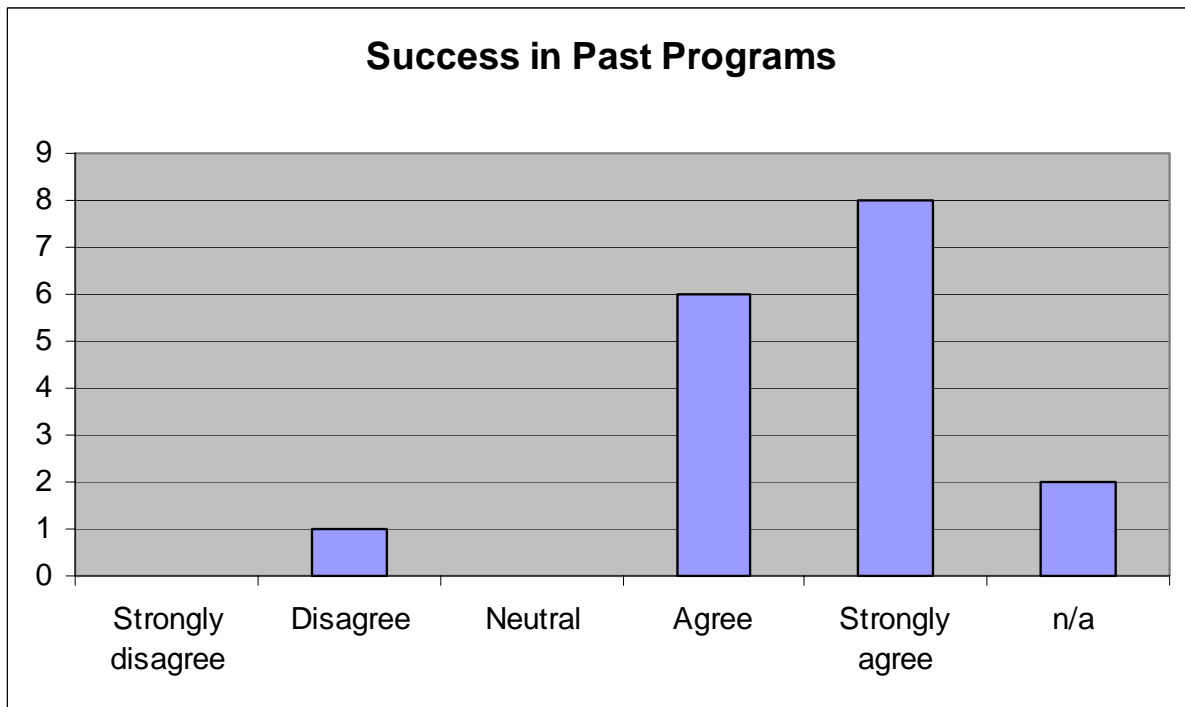
Table 2- Patterns in Goals and Success of Initiatives:

Qualitative Results:	
Goals of Initiatives	**Success of Initiatives**
community engagement in volunteer opportunities	composting and recycling facilities on campus
promote active citizenship, humanitarian values	switch to environmentally sustainable products on campus
develop youth leadership skills, training skills, volunteerism	implemented new legislation and benefits from social services
raise awareness of racism, social justice, and diversity	helped people receive social assistance
educate on environmental conservation, sustainability, global issues	provide medical care for 15,000 people /year
health promotion for HIV infected and affected	monetary success in fundraising
community outreach	increase in demand for workshops
support queer youth	increase in number of people accessing services
provide medical care, supplies, and skills for Hondurans to obtain self-sufficiency	increase in partnerships with other global educators
eliminate poverty by mobilizing the poor and educating on rights and regressive governments	educated over 20, 000 people through community outreach

5. DISCUSSION

In the collection process of the data, some surveys or interviews were not completed, as some organizations and programs lacked the 'global component' within their initiative that was necessary for our research and some failed in making contact. Nonetheless, those that were successfully contacted provided helpful information.

5.1. GLOBAL EDUCATION PROGRAMS & GOALS

Results demonstrated that global education has been completed through various types of programs including various extra-curricular clubs, fundraisers, trips and retreats, presentations, key note speakers, various annual or week-long events, conferences, workshops, DVD's, etc… The collected data revealed that many programs and projects of the global education programs focused on many common issues. These issues were: social justice, environmental sustainability, poverty, and health care. In addition, many contacts had several different programs or initiatives ongoing at the same time, covering a broad range of issues. For instance, many of the schools which were contacted and were heavily involved in global education had established numerous student groups to focus and educate on different global issues. As a result, many of the goals of these initiatives were also similar. Raising awareness/education, providing aid, fundraising finances, and promoting activism, were the common main goals of the global education programs. Generally, school programs were active in fundraising, whereas organizations were able to provide funding to those in need as they had access to more means. It is also interesting to note that many programs in the region have focused their initiatives on the

global south, including such countries as Nepal, Darfur, Kenya, Sierra Leone, Uganda, Dominican Republic, and Jamaica. Many of these initiatives are focused on issues specifically surrounding education, poverty, healthcare and child labour.

5.2. SUCCESS OF GLOBAL EDUCATION PROGRAMS

Fourteen global education initiatives answered that they either strongly agreed or agreed to having had success in past programs. Thus the majority of the programs in the region have been successful in their global education. The youth-based group that disagreed to having success in the past was due to lack of network connections with other organizations, difficulty to connect the group as a whole, and difficulty communicating with adults and include youth. Due to some participants not answering all the questions, the results do not reflect complete accuracy. In respect to measuring past success, a pattern emerged as most initiatives measured it in terms of the financial aids they were able to provide, the awareness they raised, and the increasing number of people involved and effected.

5.3. NETWORKING CONNECTIONS

Answers from the surveys and interviews showed fourteen participants that had network connections with other global educators in the community. However, majority had less than five connections with other similar initiatives, and these network connections were usually with the same organizations or school programs, such as KWIC, Peterborough Green Up, or Peterborough Collegiate Vocational Institute. In general,

school programs had limited networks with other schools, often unaware of what was taking place in the community school system. Organizations had relatively more connections with others, but as aforementioned, only with well known organizations in the region. Based on these findings, it is clear that the global education initiatives in Peterborough and Northumberland County need to build a stronger network so that they may benefit from support and cooperative work.

5.4. OVERLAPS & GAPS

In examining the types of youth-oriented global education programs that exist in the region, there are several overlaps and few gaps. Data collected has demonstrated that there are many overlaps in the types of initiatives found in Peterborough and Northumberland County, as many of them are very similar to each other. In terms of the schools, organizations and religious institutions who are global educators, many of their initiatives are focused on one or several of these issues: social justice, environmental and sustainability issues, world poverty and hunger, lack of education, health (AIDS in Africa), gay rights, and violence. Gaps in the types of initiatives found may include issues that were not as prominent, including global political issues and homelessness. Very few initiatives mentioned focusing on these specific issues. Therefore it is clear that many global educators in the region are focused on the same types of issues; however there is always room for them to expand upon the types of initiatives they have (as there are gaps), or even become much more specific in their focus, in terms the issue and location.

5.5. BEST PRACTICES OF EFFECTIVE YOUTH ENGAGEMENT

Based upon the data collected from the youth-oriented global educators, many of them have been very successful in engaging their youth; therefore many of the practices they have used in their own initiatives form the basis for ideas surrounding the 'best practices' of effective youth engagement. Firstly, initiatives were very successful in getting large numbers of youth to participate through having a wide variety of choices to become involved in. With several different issues such as the environment, violence, and poverty, initiatives were able to pull youth in. If youth did not find one of the global issues interesting, perhaps another would spark their interest and actively engage them. Also, youth were really engaged when they were heavily involved in the cause. For instance, many of the students in the schools were doing their own research on specific issues, and presenting the information to their classes. Also, one very successful school involved the whole school with the initiative and had the students vote on which global issue they would like to raise awareness and fundraise for. Lastly, various initiatives also demonstrated effective youth engagement with using real life or hands-on experiences, like workshops and awareness trips. This way, the youth are actively involved in the global issue and can see or hear real life examples of the issues at hand.

5.6. LIMITATIONS OF RESEARCH

There are various limitations to the research conducted. First, there were several difficulties with the methodology, which decreased the amount of surveys or telephone

interviews received by the end of the research process. Due to the low response rate of global educators to the initial surveys via email, several phone calls and more emails were used to get in touch with them; however many contacts were very difficult to get in touch with, so this process was only prolonged and proved to be extremely time consuming. The research process would be on hold, waiting for the various initiatives or organizations to email/call back. In addition to this, a great deal of time was spent on speaking to various people about the initiatives they were involved in, and when they opted to be sent the survey via email to fill it out, they never did send it back. These issues challenged the snowballing approach of the research, as a contact or distribution list could not built quickly enough with many surveys/telephone interviews not being completed; thus limiting the amount of people who could be contacted later on in the research process and thereby limiting possible research results. Also, some global educators did not even answer all of the questions on the survey that they returned. For instance, one organization wrote that they did not understand why we were asking them about their success in past programs and said it was irrelevant; however it was very relevant to our research and unfortunately contributed to challenging our assessment of the success of the initiatives. Lastly, with only seventeen completed surveys and telephone interviews received, this limited the ability to critically assess the youth-oriented global education programs in the region and to answer all of the questions accurately. A higher number of returned surveys would have made it much easier to determine significant patterns in the data received.

Another limitation to the research was the lack of a contact list providing information on particular youth-oriented global education initiatives Jamaican Self-Help was already well aware of, right in the beginning of the research process. Instead, we as the researchers had to create the list by finding the initiatives on our own, and continued to add to it as the research carried on. This contact or distribution list, which would include the initiatives, and a contact name and information, would have made the snowballing process much easier. With being provided this list, more initiatives in the region could very well have been found and contacted, as there would have been more free time to do so. The research would have clearly benefited from this list.

6. CONCLUSION

The global education initiatives in the Peterborough and Northumberland County share many similarities, in terms of the issues that they founded on, the goals, and in their measures of success. Given that these global education programs have many commonalities, a cohesive network of these initiatives would be advantageous for the organizations and the community at large. Thus, the next step after this preliminary research is to contact these global education programs to determine whether there is interest in building a network among these initiatives in the community. As the population in Peterborough and Northumberland County is much smaller than megacities like Toronto, it lacks the resources and the support that organizations in larger cities would have. The global education initiatives could benefit from a network connection built with similar organizations and programs in the community.

Numerous other research possibilities can stem from this project. Future research can look into why there is such a weak network among these organizations, which may be due to independent founders of these programs who have limited access to what is available. Another researcher can investigate how these organizations can benefit by working together, if such global education initiatives can be successfully promoted through a cooperative network. It may also be valuable to examine other communities that have similar characteristics as Peterborough and Northumberland County to see how these communities support and foster global education initiatives.

Recommendations for replicating the present research can be noted for similar projects in the future. A preliminary contact list of global education initiatives would be useful at the beginning of the research to speed up the snowballing process and to avoid spending time on contacting irrelevant organizations and programs. Also, more time should be allotted to contact and receive information from initiatives. Following these recommendations would allow for more time to find other global education programs and gather a large pool of data.

7. APPENDICIES

7.1. MAP OF PETERBOROUGH COUNTY
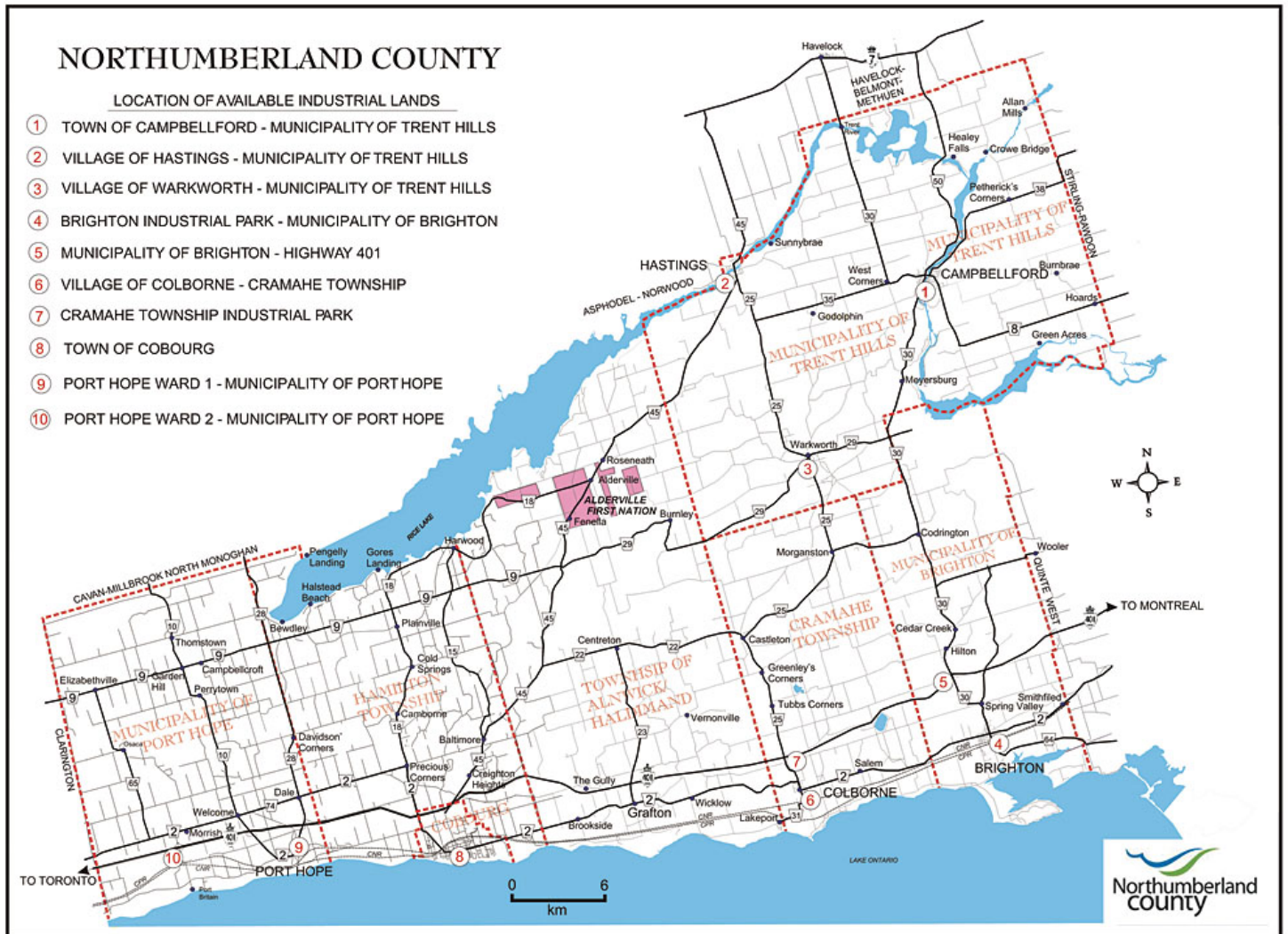
7.3. SURVEY

Department of Geography
Trent University
Peterborough, ON

Global Education Programs within Peterborough City and County

Hello, our names are Hellen Jun, and Stacey Lima, and we are both Honours students with the Geography Department at Trent University. As a part of our Honours research on global education, we are investigating the global education initiatives which exist within the Peterborough region. The research is being conducted in collaboration with Jamaican Self-Help as part of their goal to create an annotated database of youth-oriented global education projects, organizations and activities for use by local individuals, organizations and schools interested in global issues as well as to establish a network between global education and youth engagement practitioners.

The questionnaire, which can be found below, asks questions regarding background information, accessibility, initiatives, and networking.

The questionnaire will only take approximately 10 minutes to complete and completion is voluntary. All answers will not be treated anonymously, as a great deal of the information inquired about will be added to the annotated database which we are creating for Jamaican Self-Help.

To complete the questionnaire, use the "reply" button to open it in another window, and answer all of the questions. Once you have completed the questionnaire, please return it via email to the sender, hyunahjun@trentu.ca. The return of the questionnaire will be considered as your consent to participate in the survey.

Your participation is greatly appreciated! This information is important in helping us to establish the types of initiatives present in Peterborough County.

Any inquires about the research can be directed to us at hyunahjun@trentu.ca.

Thank you in advance for your participation!

Sincerely,

Hellen Jun and Stacey Lima

We will be contacting you early next week by phone for further inquiry. Please let us know beforehand if you do not wish to be contacted. Thank you.

Instructions: Please complete the questions below, on this provided email page that has been sent to you.

Background information:

Please write in the space provided, for the following questions:

1. Do you consider yourself an educator of global issues?

2. What is the name of your organization/initiative?

3. Where is your organization/initiative located (address)?

Please check the appropriate box. If yes, please write in the space provided.

4. Is your organization/initiative available online?

    Yes [   ]
    No [   ]

If yes, what is the website?

Please write in the space provided, for the following question:

5. Who is the director of the organization/initiative who could be contacted for further information and be included in the database?

Please check the appropriate box for the following questions. Check all that apply.

6. Is your organization:

    Incorporated   [   ]
    Sponsored by an incorporated body   [   ]
    Private   [   ]
    Registered Charity   [   ]
    Other (Please explain):   [   ]

7. What is the age of your target group?
    6-13 years old   [   ]
    14-18 years old   [   ]
    19-23 years old   [   ]
    24+   [   ]

Accessibility:

Please write in the space provided, for the following questions:

8. How is your organization/initiative made accessible to your target group?

Initiatives:

Please write in the space provided, for the following questions:

9. What are the primary goals/objectives of your organization/initiative?

10. What programs/projects are currently offered in your organization/initiative?

11. *Please indicate how strongly you agree/disagree with the following statement and explain your response in the space provided:*

"Our organization/initiative has been successful in past programs/projects."

Strongly disagree   [   ]
Disagree   [   ]
Neutral   [   ]
Agree   [   ]
Strongly agree   [   ]

Explain your response in detail: (monetary, promoting the issues, number of people effected, etc.)

Network information:

Please check the appropriate box. If yes, please write in the space provided.

12. Does your organization/initiative have any *connections* with other organizations/initiatives that are focused on global education in Peterborough County?

    Yes [   ]
    No [   ]

If yes, please list them below.
    -
    -
    -
    -
    -
    -
    -
    -
    -
    -

Please write in the space provided, for the following question:

13. List any other organizations/initiatives focused on global education that you are *aware of* in Peterborough County.

    -
    -
    -
    -
    -

7.4. INTERVIEW GUIDE

Interview Guide:

1. What is the name of your organization/initiative?

2. Where is your organization/initiative located (address)?

3. Is your organization/initiative available online? If yes, what is the website?

4. Who is the director of the organization/initiative who could be contacted for further information and be included in the database?

5. Is your organization:
    Incorporated?
    Sponsored by an incorporated body?
    Private?
    Registered Charity?
    Other?

6. Who is your target group? What age – youth or adults? Why?

7. Do you consider yourselves 'global educators'?

8. How is your organization/initiative made accessible to your target group?

9. Why are you involved with global education?

10. What are the primary goals/objectives of your organization/initiative?

11. What programs/projects are currently offered by your organization/initiative?

12. Are you going to continue with these programs/projects in the future?

13. Do you feel your organization/initiative been successful in current/past programs/projects?(in terms of: promoting the issues, number of people effected, monetary value, etc…)

14. Does your organization/initiative have any *connections* with other organizations/initiatives that are focused on global education in Peterborough County/Northumberland County? Which one(s)?

15. Please list any other organizations/initiatives focused on global education that you are *aware of* in Peterborough County/Northumberland County.

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