



# TEACHERS AS CHANGE AGENTS

*Global education in pre-service teachers training  
in the Visegrad countries*

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*research summary*

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## Teachers as change agents

Global education in pre-service teachers training in the Visegrad countries

research summary

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## 1. PREFACE AND RESEARCH BACKGROUND

Both education for sustainable development (ESD) and global citizenship education (GCE) are placed at the centre of the UN's Sustainable Development Goals (SDGs) as a key enabler in SDG target 4.7. Despite the heightened interest around the global challenges they address (climate change, nature degradation, social injustice, poverty, etc.), we experience that national education systems – traditionally conservative and slow in adaptation – lack the comprehensive change needed to fulfil their central role and responsibility in contributing to sustainable development. Therefore, it's vital that we live up to the challenge and improve our education here in the Visegrad countries, in the heart of Europe as well. As actors of GCE and ESD and advocates for “g-local” responsibility, we come across initiatives of good practice, tools and methods that have been developed and adapted in the field to local contexts. So why are education for sustainable development and global citizenship still not integral parts of our education?

Previous researches show that in most cases initiatives remain singular and isolated, dependent on dedicated individuals; national-level administrations lack internal drive to change and are out-of-reach for influence and related government strategies miss out on teacher training, and are not binding. Furthermore, most actions are non-systemic in scope and do not reflect the holistic approach of the SDGs, i.e. do not cover global challenges in their interdependent context. Initiatives lack resources to exchange knowledge and good practices. Research results corroborate the above issues in all Visegrad countries and beyond the region. With the long-term aim of changing this situation four civil society organisations from all four Visegrad countries<sup>1</sup> identified teachers as important “influencers” for young generations in sustainable development. The research partners believe that teacher training in higher education has a high trigger potential to elevate GCE and ESD to its substantial multiplication effect.

In the majority of the countries of the project partners no comprehensive research work has been done or relatively long time ago specifically on teacher training, therefore we decided to fill this gap by gathering crucial and currently missing information and feedback from the relevant stakeholders. Therefore, we commissioned research in each Visegrad country employing diverse research methods like document review, online questionnaires and an innovative research approach, called participatory systems mapping. Each country formed a team of co-researchers of university teachers, experts and students and published country-level research reports in the national languages.<sup>2</sup> This document provides the English summary of these reports and outlines the conclusions and suggestions the contributors and the research partners formulated based on the research outcomes and V4 level exchange activities.

As for the definition of global education the research was not intended to redefine existing interpretations of GE. Each research country team could work with a concept best suited for their national contexts. The common ground was the approach of SDG 4.7, which sets the promotion of sustainable development as a fundamental goal and among other areas, lists education for sustainable development, human rights, gender equality, global citizenship, peace and cultural diversity contributing to that end. In this approach, each of these areas serves a common purpose and has the same understanding of the world of today and the world of tomorrow, but approaches the subject of study from different perspectives. In this kaleidoscope, global education is the perspective that combines environmental, social and economic dimensions to

<sup>1</sup> The organisations are: AINOVA (Slovakia), ARPOK (Czech Republic), Grupa Zagranica (Poland) and HAND Association (Hungary)

<sup>2</sup> Each national research summary is published on the project's website: [www.teachers4sd.org](http://www.teachers4sd.org)

provide a holistic understanding of the place and role of individuals and communities in global processes. This flexible, non-exclusive interpretation, some researchers argue, also reflects the changing world around us, so that social and global changes are constantly shaping the possible definitions and relationships between global education and other educational fields, and the subject areas they cover<sup>3</sup>.

Based on the above in each country the research teams focused on the primary research question of the project:

### RESEARCH QUESTION

*What factors promote or hinder the mainstreaming of the perspectives and topics of global education in pre-service teacher training?*

## 2. RESEARCH METHODOLOGY - PARTICIPATORY SYSTEMS MAPPING

The project partners opted for applying an innovative research methodology. Participatory Systems Mapping is a participatory modelling methodology in which a group of stakeholders collaboratively develop a causal map or diagram of an issue during the course of a workshop. Participants produce a diagram at the end, made up of factors, which can represent anything as long as they are expressed as variables (i.e., in some sense they can increase or decrease) and connections, which represent causal relationships. The diagram is intended to represent what stakeholders believe to be the causal structure of the topic (=the system) in question. The process of building a diagram can be hugely valuable to participants, the digitized version of the diagram can be a useful resource, and additional analysis can be conducted on the map created.

These types of models provide thinking tools, which can be used for discussion and exploration of complex issues, as well as sense checking the implications of suggested causal links. Such “hands on” complexity science can increase stakeholder motivation and understanding of the scope of the whole systems approaches. System mapping is similar to the way in which analysis of qualitative social research data generates themes, yields narratives, and throws up new questions. The maps become a resource that can be used in many different ways. The narratives they visualize are important for prioritising, sampling, and building theory. Furthermore, the added value of the participative nature of the method is that the observations and recommendations will grow out of a multistakeholder consensual process.

To set the expectations right: the end result will not be the perfect model of any system, it will contain mistakes and flaws. The map produced is an intersubjective object; it reflects the beliefs of the group of people that built it. As with any model, it should not be assumed to be objective or comprehensive. The value in using such an approach is not in arriving at some definitive model of a system, but in the process of learning and building a map together with stakeholders. Though the map will only be the opinion of a group of selected people at a given system and help them structure their own thinking and formulate ideas and recommendations to change certain aspects of the system.<sup>4</sup>

<sup>3</sup> YEMINI, M., TIBBITS, F., GOREN, H. (2019): *Trends and caveats: Review of literature on global citizenship education in teacher training*. In: *Teaching and Teacher Education*, 2019, 77. 77-89.  
<https://doi.org/10.1016/j.tate.2018.09.014>

In the methodology project partners adopted, the causal diagram was created in two steps, in two separate online facilitated workshops of 2.5-3 hours each. Firstly, the participants created individual and based on these, a collective mind map on the central question. At the end of the first phase, the group used the mind-map as a basis to jointly determine what should be the starting point for the causal diagram to be developed during the next workshop. In the second phase, the participants drew up a causal diagram of the system in question, which they themselves interpreted during the session, by outlining conclusions and formulating recommendations based on the diagram.

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<sup>4</sup>Based on PENN, A. S. - BARBROOK-JOHNSON, P. (2019): *Participatory Systems Mapping: a practical guide*. CECAN toolkit, <https://www.cecac.ac.uk/wp-content/uploads/2020/09/PSM-Workshop-method.pdf> and BARBROOK-JOHNSON, P. - PENN, A. S. (2021): *Participatory systems mapping for complex energy policy evaluation in: Evaluation*, Volume: 27, Issue: 1  
DOI: 10.1177/1356389020976153

### 3. RESEARCH RESULTS

#### CZECH REPUBLIC

ARPOK o.p.s. is an educational non-profit organization established in 2004. Its main mission is to bring global development education to schools and to help teachers speak openly with their pupils about the current issues of today's world (for example interconnectedness of the world, climate change, poverty, migration, responsible consumption). The organization provides teachers with methodological support on how to integrate global themes in the teaching process (for example how to expand subject content by adding new themes and methods of work).

#### National context

In the Czech Republic, there is currently no single “curriculum” for the training of future teachers in universities. The content of teacher training depends on the accreditation of the study programmes and on the personality of the lecturer.

The fact that undergraduate training of future teachers varies and that there are considerable differences in the systems of including global themes is referred also to in the Research Report “*Principles and themes of global development education in undergraduate teacher training*”<sup>5</sup> released by the Faculty of Education of Charles University in Prague.

#### Course of the research

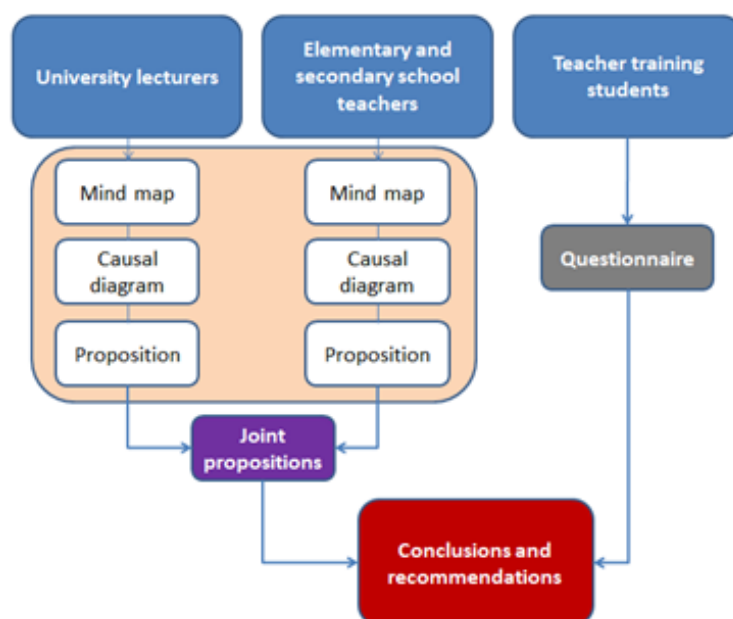


Figure 1:  
Description of the course of the research; the orange area indicates the participatory part.

<sup>5</sup> ZEMANOVÁ, B. et al. (2019): Výzkumná zpráva. Principy a témata globálního rozvojového vzdělávání v pregraduální přípravě učitelů [Research Report. Principles and themes of global development education in undergraduate teacher training], Faculty of Education, Charles University, Prague, <https://kppp.pedf.cuni.cz/wp-content/uploads/2020/06/V%c3%bdzkumn%c3%a1-zpr%c3%a1va.pdf>



## Research participants

The research included three research groups. The first group comprised of university lecturers directly involved in the training of future teachers. The second group consisted of elementary and secondary school teachers who supervised future teachers' mandatory teaching practice. Both groups included teachers who had the opportunity to influence university students both in terms of content and forms/methods of work. Considering the seat of ARPOK, o.p.s. we invited lecturers from Palacký University Olomouc as well as teachers from local elementary and secondary schools. The third group comprised of undergraduate teacher training students from Palacký University Olomouc.

- Two of the three groups—university lecturers and elementary/secondary school teachers—were involved directly by means of a personal workshop using participatory research methods.
- The third group—undergraduate teacher training students—were involved by means of a questionnaire survey.

## Data collection

### *Participatory systems mapping*

During the participatory systems mapping workshop participants developed outputs through three steps:

#### *1. Mind maps*

The participants created a mind map using their ideas linked with the central node; in our case "Global themes in the training of future teachers". The map shows the concepts that the group considers vital in discussing the issue.

#### *2. Causal diagrams*

A causal diagram is a model that maps the relationships between the elements of a theme identified during the development of a mind map. The diagram helps identify the causes and effects of the main theme, areas of greatest influence as well as areas of possible advancement.

#### *3. Recommendations*

Based on the mind maps and causal diagrams, both groups formulated recommendations. The propositions described the current state and the circumstances that should change in order to move the education of global themes among future teachers forward.

### *Questionnaire survey*

The purpose of the questionnaire survey, which complemented the participatory research was to ask teacher training students about their motivation and abilities to learn and teach about global themes.

The aim was to identify not only their awareness about global themes but also to map the abilities of future teachers to support their potential pupils in the development of attitudes and competences that are considered crucial in the current world.



## Interpretation of the results

### *Lecturers/Teachers*

During the workshop, university lecturers formulated thoughts that suggested the direction that their university could take in the area of training of future teachers. According to their conclusion:

*Global themes are challenging for teacher training students as well as teachers. It is important to teach students to present arguments, make their own opinions, search for information, use it and think critically. The role of the teacher is not to come with the “great truth”! However, this will not work unless the teacher has a personality. Therefore, teacher self-development needs to be supported as well. Then the teacher will be capable of providing a good classroom climate and teach more challenging topics.*

### *School Teachers*

Elementary and secondary school teachers identified a number of themes worth developing in relation to undergraduate teacher training:

- A lot of teaching time is devoted to subject specialization instead of pedagogy; theory and practice are not linked.
- University students should come into contact with global themes and should understand them comprehensively and in context.
- Global themes should be present in all subjects; they are not only about specific knowledge but also about attitudes.
- What do we need to break the “traditional” way of teaching? What do we expect from school? It is not just information but also skills and attitudes. This should underpin the teaching process.
- The creativity of university students must be pushed forward.
- Universities should provide space and support for good models.
- We learn through imitation. There is a lack of practical demonstrations, reflections and analyses, practice, didactic case reports including lesson analyses.

### *Joint recommendations*

Based on the work of both groups, a total of five joint recommendations were formulated, which describe the current state and the circumstances that should change in order to move global development education forward in undergraduate teacher training:

- ▶ Missing platform for sharing and mutual support.
- ▶ Missing models that would set the trend and show the importance of global themes.
- ▶ Good practice is not sufficiently presented and popularized.
- ▶ Missing interdisciplinary overlaps and links. Departments/workplaces are mostly isolated.
- ▶ Two-way communication should be in place between the training universities and the schools hosting students for teaching practice. The quality of undergraduate students’ teaching practice in elementary and secondary schools should be developed.

### Students

By means of the questionnaire survey, teacher training students indicated, among other things, the following:

- **What the “ideal form of inclusion” of global themes in their training should be so that students feel prepared to teach global topics:**

Global development education should be a separate subject taught in three phases. First students would have to acquire in-depth factual knowledge, secondly they would focus on the methods of working with global themes including practical demonstrations that they could try out on themselves. In the final phase, they would jointly develop “demo” lessons based on what they have learnt previously.

- **What students need to include global themes in their teaching practice:**
  - More information and materials for preparing to work with global themes
  - More methodological training for teaching about global themes
  - Divers methodologies in their training as well, e.g. thematic teaching, projects, excursions, seminars led by experts etc.
  - Support and interest on the part of their future school (management and colleagues with similar beliefs) and on the part of children and parents

### RECOMMENDATIONS

On the basis of the joint propositions and the outcomes of the student questionnaires it is clear that all three research groups suggested similar areas in the identification of weaknesses and in the area of teaching global themes in the training of future teachers.

In order for the global themes to become an effective and inspiring part of education **university lecturers must be captivating and motivated in the first place. Only these teachers are able to encourage university students not only to gain information but also to build their attitudes and acquire the necessary skills to include global themes effectively in the teaching process.** To achieve this, experts in subject didactics should have their own practical experience with teaching in elementary and secondary schools.

All three groups are also aware that it is extremely difficult for one person to achieve all of the qualities mentioned above. Therefore, it is recommended to **cooperate with professionals by means of workshops and practical seminars** and at the same time **provide space for sharing good practice and mutual support for teachers across disciplines, departments as well as through all levels of education.** In order to allow sharing and mutual support, it is recommended to support a friendly atmosphere and open communication between colleagues within departments as well as between departments and faculties.

Another aspect is **the question of how global themes are present in mandatory school practices.** There should be **better communication between schools and between schools and teacher training universities** to improve the quality of teaching practices by **including global themes in student output requirements and involving teachers who have proven to be experts** in teaching global themes in elementary and secondary schools.

It would be important to shape the perception of society of global themes with an emphasis on teacher training students. **Prominent actors of society could play a role by demonstrating the significance of certain global topics and set positive trends associated with these themes.**

*Observations and comments of the investigator*

In terms of the course and focus of the project, the following facts were observed:

1. During the course of the participatory research, all teachers involved were able to comment on the topic by means of mind maps. Although this is a relatively standard method used in informal education, in formal education we still tend to expect linear forms of note taking. However, the research groups were adept in individual as well as group non-linear procedures. It can therefore be expected that they will use these approaches in the teaching process involving future teachers.
2. University lecturers were excited about meeting new colleagues with similar convictions and meeting these colleagues encouraged them to discuss global themes even beyond the sessions.
3. Elementary and secondary school teachers complained about seeing the same colleagues, which means that the group of teachers interested in global development education is growing very slowly. However, this may have been caused by the fact that ARPOK invited teachers from local schools or those who had long been interested in global topics.
4. Both groups of teachers described similar characteristics and shortcomings on the part of today's undergraduate teacher training students.
5. Among other things, the student survey confirmed that teaching merely about global themes is not sufficient to meet the needs of future teachers. Students call for the development of specific training components and practical teaching sessions in their education in order to be better prepared for their teaching practice.
6. All three research groups confirmed that beginning teachers were often unable to include global themes in their subjects because they had not been educated in this way and did not have models to learn from.

## HUNGARY

Target 4.7 of the SDGs states that by 2030, countries around the world will ensure that all students in education acquire knowledge and skills related to sustainable development, including the approach of global citizenship education. This of course requires educators to be themselves equipped with adequate global competences. The question is, however, whether their university education can prepare future teachers for this task. Present research was initiated by HAND and its partners to examine how global education is or could be mainstreamed in teacher education in the Visegrad countries. In the Hungarian chapter of the research, we examined the training and outcome requirements incorporated in the Hungarian legislation. We repeated a survey conducted in 2012 in order to assess the teacher training students' experiences with global issues in their education. As in the other partner countries we used the methodology of participatory systems mapping to find out which factors, in the opinion of the various stakeholders, promote or hinder the mainstreaming of global education in Hungarian university-level teacher training.

### Global education in Hungary

An official concept paper of global citizenship education was approved by the Hungarian government in 2016. The tasks identified in the concept regarding national curriculum, the promotion of GE, developing educational materials, sharing good practices are delegated to the Ministry of Human Capacities and the Ministry of Foreign Affairs and Trade. Though the concept has not expired yet, developments in advancing global education since its adoption are still taking place in isolated terrains of education and are not in any way measured against the government GE concept. Government actions focus more on environmental education and education for sustainable development. In those areas there are popular central initiatives like the eco-school or the school-garden networks. How much they really cover global issues remain to be assessed.

Meanwhile quite many teachers and NGOs in all levels of education carry out outstanding work in GE. There are excellent materials and tools available, there is also a dedicated website collecting these called *globnev.hu*. In spite of this rich context, initiatives mostly remain isolated, non-systemic and fragmented in scope, dependent on the dedication of individual teachers and leaders of institutions. This situation has not changed significantly even with the adoption of the new national curriculum in 2020.

Training courses are developed and offered in relatively good numbers to in-service teachers around topics of environmental education and sustainable development. NGOs develop trainings with a specific focus on global education as well but the demand on the side of teachers is still limited.

### Global education in teacher training

A 2012 study conducted specifically on global education<sup>6</sup> in teacher training found that global themes and aspects were present, to varying degrees and with varying emphases, both in the regulation of teacher training and in the training and outcome requirements of teacher training universities studied, although the term 'global education' itself was not included in any of the documents. The researchers found that aspects of global education related to social justice rather than sustainability were present in the requirements. The study also highlighted the

<sup>6</sup> Hain F., Nguyen Luu L. A. (2012): *A globális nevelés szemlélete és tematikája a pedagógusképzésben: Kutatási beszámoló. [Approaches and themes of global education in teacher training: Research report]*, Anthropolis Egyesület, Budapest

importance of the individual professional work of faculties and institutes, in addition to central regulation. The research used a survey to assess students' perceptions of their own awareness of certain issues related to global education, while also investigating the characteristics of their declared social activism.

## Research results

### Training and outcome requirements of Hungarian teacher education<sup>7</sup>

In our document analysis we investigated the extent to which globally relevant themes, values and attitudes are present in the training and outcome requirements of Hungarian teacher education. The analysis of the ministerial regulations revealed that certain topics, aspects and competences related to global education or sustainability are included to varying degrees in the requirements for different teacher training programs and specialisations. They in no way add up to be a horizontal principle or content, and the fact that these aspects are included in the legislation does not in itself ensure that they are applied in the actual training of teachers. Furthermore, certain aspects, such as gender equality or the ethical, legal and ecological issues of contraception, are almost entirely absent from the requirements.

### Student survey

In our research we also explored how approaches of global education and global issues are represented in Hungarian teacher training according to the opinion of university students of four teacher training institutions. Data collection was performed through an online questionnaire distributed among students of Eötvös Loránd University of Sciences, University of Pécs, University of Nyíregyháza and University of Debrecen. The research methodology and the questionnaire were adapted from a 2012 research, also to be able to compare the results of the two studies being almost a decade apart from each other. The survey examined the degree to which students felt that they were aware and informed about certain global topics; how interesting and important these issues were to them; and to what extent these played a part in their everyday lives and in their education. The 2021 questionnaire was supplemented with questions on methodological knowledge and preferences examining what relevant methodologies they know and consider effective to teach global education.

#### *Main findings of the analysis of the survey:*

- Based on the results, despite some differences we did not find statistically significant differences in the self-assessment of the respondents' awareness of global issues compared to the 2012 data. In case of 19 global topics out of 26 the perceived level of awareness was judged almost the same, in case of 6 topics the levels deteriorated, and in case of 3, the results ameliorated (migration, epidemic diseases and critical media consumption). Some global events, like the international wave of refugees and the COVID19 pandemic seem to have had a profound impact on the students' perceived awareness.
- Responsible consumption is the most common form of engagement in globally responsible behaviours. However, perception of global problems was stronger than activity to alleviate them. Our results suggest that perception of global problems and

<sup>7</sup> Just after the finalization of current research the Hungarian government has decided to develop a new model for teacher training, which is expected to be introduced in the autumn of 2022. Therefore, the observations of this research refer only to legislation from before 30 December 2021.

taking action are somehow interconnected: higher levels of activity are more likely to go together with higher levels of problem perception.

- The analysis also revealed that perception of global problems increases with the number of semesters completed and the number of global issues encountered by students during their training, and that activity to mitigate problems increases with age and the number of global issues encountered during training.
- No significant change from 2012 to 2021: majority of students (60%) only once in a while or occasionally encounter global issues and perspectives during their training and even less frequently in school practice. Only 5% of them consider global issues systemic elements of teacher training.
- Statistical analyses showed a link between the global perspective being more frequently mentioned in university education or practice among those who included a global topic in their essays or presentations. At the same time, students who had worked on a global topic also felt more informed on the majority of global topics listed in the questionnaire.
- Students are generally familiar with pedagogical methods that have proven to be effective in the field of global education, however, new, also adequate methods are less well known among them. Students mostly consider effective those that they already know.

### Participatory systems mapping

In Hungary during the participatory systems mapping phase of the research we worked with three groups of 3 to 6 people each, 14 in total. In the groups, we tried to invite stakeholders with as diverse backgrounds as possible, but with relevant information or perspectives on the issue of GE. Two groups of experts and one group of students were finally set up. The three causal diagrams of the three groups identified a number of factors that are both important as drivers and vulnerable points in the systems.

The different groups approached the central theme of the research through different angles. Most importantly for Expert Group 1, the system was shaped by the dynamics between the preparedness and attitudes of the actors involved in the system. The narrative of Expert Group 2 was that first of all our whole society needs to understand the systemic problems and change our attitudes accordingly. Secondly, the question is how to effectively translate all these aspects into teacher training materials and methodologies. Finally, the students naturally produced a diagram focusing on them, their needs and their experiences.

### *Main findings:*

Motivation was a very important factor for two groups. The most influenced/vulnerable factor, but also an important/desirable outcome.

- The whole university approach has become the central interest of Expert Group 1. As a key factor for success, they outlined several recommendations to promote this approach. Although not condensed into one single factor, a number of variables in the diagrams of the two other groups also expressed the need of commitment and action on the side of all university stakeholders and the institution as a whole.
- Other hot topics were the pedagogical freedom and the importance of preparing future teachers for the „reality shock“ of everyday teaching.



- For Expert Group 2 there is no real chance to change anything in the system unless fundamental change in our way of thinking does not happen first.
- The diagrams illustrated for the groups that even if one factor changes (e.g. financing increases) it may still not be enough if other factors don't change or counteract it. There is need for systems thinking and strategic approach in approaching any reform in any field of education.
- Only students perceived students as influential actors to bring about change in the systems depicted in the diagrams.
- Government policy and decision making were not shown in the diagrams as factors that can be easily influenced by the stakeholders outside of the closed circle of decision makers.
- All groups emphasized the importance of domestic and international cooperation with other universities, with CSOs and other stakeholders to bring in new perspectives, share best practices and exchange ideas.
- The need for more in-depth research initiatives on various aspects of the topic was also highlighted by participants.

#### **RECOMMENDATIONS OF THE GROUPS**

- The mainstreaming of the whole university approach should be given greater emphasis in universities but also in policy formulation.
- To promote the whole university approach research should be initiated in the following areas:
  - Identifying examples of institutional best practices,
  - assessing the factors, conditions and receptiveness needed to implement a whole institution approach.

The aim of the research should be to make the whole university approach more tangible and predictable for decision-makers, either in case of a complete institutional reorganisation or in the case of smaller-scale measures that could be implemented immediately.

- Smaller-scale measures could include:
  - "scoring" the sustainability or global education focus of university courses,
  - sustainability and global aspects should be part of internal institutional assessments,
  - these measures could also play a role in sustainability university rankings and ratings.
- The desired changes in the education system should also be approached from a systems perspective, as measures targeting one area alone may not move anything in the desired direction within such a complex system.
- An assessment is needed of the reform environment:
  - what are the possibilities for change and adaptability,
  - what are the potentials for advocacy: whether and how expert recommendations and opinions reach decision-makers and how they act upon these inputs.
- Further research needs to assess
  - the needs and motivations of future teachers,
  - the skills, experiences and opinions of university lecturers as key players,
  - the motivations of university leadership.



- Students' autonomy and participation in decision making in universities should be enhanced.
- Personal experience should play a prominent role in teacher training. This can be enhanced by methods and approaches such as fieldwork, joint projects between NGOs and universities and international cooperation between universities involving students.

## POLAND

### Global Education in Poland

In Poland, the goals and content of education on compulsory levels (kindergarten, primary, secondary, vocational) are regulated by the national curriculum established by the Ministry of Education and Science. The only exception is the tertiary level; there is no national curriculum for higher education institutions (HEIs). However, some jobs are regulated by the state – they include teaching positions, and all HEIs conducting teacher training are obliged to comply with the teacher education standards implemented by the state.

Global Education (GE) was included in the Polish national curriculum in 2008 as a result of the structural and curricular educational reform. Its introduction was followed by a multi-stakeholder process that led up to the Memorandum of Understanding on Strengthening Global Education signed by the Ministry of Foreign Affairs, Ministry of Education, and the Zagranica Group (the Polish platform of non-governmental development organisations, NGDOs) in May 2011. The stakeholders committed to expand the activities undertaken thus far, and to promote and support the development of GE<sup>8</sup>. However, as of today no national strategy on GE has been agreed in Poland.

Pursuant to the Development Cooperation Act (adopted in 2011), the Ministry of Foreign Affairs is responsible for the coordination and funding of GE, while the Ministry of Education and Science is in charge of in-service teacher training. The driving force behind the promotion and implementation of GE are non-governmental organisations (NGOs), which support the Ministry of Education and Science in teacher training, publish educational resources (<https://e-globalna.edu.pl>), as well as conduct educational and monitoring activities.

### Theoretical and methodological framework

In this study, systemic perspective was adopted as the theoretical framework<sup>9</sup>. This approach is founded on several assumptions: (1) the primary research problem is recognised as a system, i.e. a set of identifiable elements connected by mutual relationships; (2) these elements form subsystems within the higher system; (3) the boundaries between the system and its environment are partially permeable; however, they make the identification of the system possible; (4) each system acts purposefully, while the guiding principle is to maintain the status quo.

The research problem was defined as follows: What factors favour/contribute to or prevent the inclusion of GE in teacher education and training? An innovative qualitative research method known as participatory systems mapping was used to answer this question<sup>10</sup>.

<sup>8</sup> GRUPA ZAGRANICA (2011): *Raport z procesu międzysektorowego na temat edukacji globalnej* [Report on the cross-sectoral process dedicated to Global Education], Grupa Zagranica, Warsaw, <https://docplayer.pl/411312-Raport-z-procesu-miedzysektorowego-na-temat-edukacji-globalnej.html>

<sup>9</sup> FERREIRA, J.-A., RYAN, L., DAVIS, J., CAVANAGH, M., THOMASET, J. (2009): *Mainstreaming sustainability into pre-service teacher education in Australia*. Australian Research Institute in Education for Sustainability, Canberra, DOI:10.13140/2.1.1092.5767

<sup>10</sup> PENN, A. S. - BARBROOK-JOHNSON, P. (2019) and BARBROOK-JOHNSON, P., PENN, A. S. (2021)

A group of respondents was invited to attend a series of online workshops. During the first session, the participants were asked to prepare a mind map with their answers to the research question using Miro ([www.miro.com](http://www.miro.com)). In the second workshop, participants worked collectively on a causal diagram showing the main links and cause-and-effect relationships between the factors they had identified in the first workshop.

The workshops were conducted with two study groups that altogether comprised 11 people: four academics (who are both lecturers and researchers) representing four different universities (from four different cities); three practitioners representing three different NGOs (from two cities); two pedagogy students from the University of Warsaw (different programmes, part-time and full-time students); and two officials from the Ministry of Foreign Affairs. A representative of the Ministry of Education and Science was also invited but could not attend<sup>11</sup>.

## Research results

Four key themes were identified as critical for the mainstreaming of GE in teacher training and professional development:

### (1) GE in the formal education system

There are many factors and causal links, also causal loops, within this area; from the national education policy to community and schools to individual teachers, parents, and students. **The principal factor seems to be the presence or the absence of GE in the national curriculum.** Respondents often commented that if GE were firmly embedded in the curriculum, it would bring about significant changes: teachers would be obliged to deal with the GE issues, textbooks and subject curriculum would discuss topics related to GE, GE would be perceived as an important idea and it would be included in teacher training and in-service teacher professional development. However, the presence of GE in the national curriculum depends on various factors such as the political will, socio-political climate, international policies, and bodies like Global Education Network Europe (GENE) or the European Commission (EC).

### (2) GE as a controversial topic

Certain topics that are crucial for GE – for example, migration, climate crisis, gender equality, or equality in general – are perceived as ‘controversial’ in Poland. Poland was against welcoming refugees from Syria in 2015, and since then migration has been a much-debated issue. Gender, minorities and human rights are becoming increasingly more difficult to discuss at schools. Moreover, according to a new legislation proposal, schools interested in cooperation with NGOs will need a consent not only from all students’ parents but also from the regional educational authorities.

### (3) GE and Thinking Beyond Borders

Thinking Beyond Borders is a concept that stands for interdisciplinarity in research and teaching, cooperation between ministries (poor involvement from the Ministry of Education and Science in the mainstreaming and promotion of GE is in fact one of the most significant obstacles), collaboration among stakeholders, discussion of the GE topics at different school subjects, and exceeding beyond the traditional or typical ways of teaching, working with students, and

<sup>11</sup> The research team included Magdalena Kuleta-Hulboj, PhD, an experienced researcher and lecturer, currently holding the position of Assistant Professor at the Faculty of Education, University of Warsaw; and Elżbieta Kielak, a psychologist, an experienced educator and trainer in global and intercultural education.

thinking (about one's responsibilities). We also understand it as searching for even the smallest openings for GE, little opportunities, avoiding 'triggers' (controversial words such as gender), and the 'appropriate' framing of one's activities or topics. Finally, it is also about 'quietly subverting' the system.

#### (4) GE features (methods, content, goals, specificity) as both its weaknesses and strengths

On the one hand, some people tend to perceive the active learning techniques preferred in GE as funny or inappropriate: 'workshop methods are childish', 'a lecture is a faster and easier method'. Content related to GE may be seen as controversial, political and difficult to talk about, evoking strong emotions. On the other hand, many people recognise the emotional and controversial dimension of GE as its strength because it engages students who realise how relevant and important it is to them.

### Conclusions

Based on the study, the most important conclusions regarding the barriers and possibilities of developing GE in teacher education and training were formulated. Firstly, the following primary obstacles were defined:

- The current socio-political climate in Poland, where GE is considered to be a suspicious, controversial and highly politicised topic; this climate is believed to be largely created by the politicians of the ruling coalition;
- Little or insufficient activity of the Ministry of Education and Science in the promotion and development of GE; according to the respondents, the Ministry should play the most important role in creating the system of teacher education, teacher training and formal education;
- Lack of systemic solutions regarding the presence of GE in the teacher training standards and in the Polish Qualifications Framework (PQF);
- Lack of structured and meaningful cooperation in the field of GE among the Ministry of Education and Science, Ministry of Foreign Affairs, Ministry of Environment, as well as between government departments and NGOs, schools and academia;
- Lack of cooperation or an interdisciplinary approach among university faculties and institutes;
- Overloaded core curriculum that largely ignores GE and offers no space for extra-curricular or cross-curricular topics;
- Approaching GE at universities in terms of fun rather than 'real' education due to the applied methods (frequently perceived as 'frivolous' and 'non-academic').

Secondly, the potential that creates opportunities for the development of GE in teacher education and training was identified. The respondents emphasised the following supporting factors:

- Extremely rich offer of educational materials, methods and tools already in place;
- Significant number of teachers trained to date;
- Committed individuals who 'smuggle' GE into their own lessons, fight for its inclusion in the curricula, encourage others to get involved and create informal support networks;
- More frequent presence of topics related to GE in pop culture and social media, which creates opportunities for the dissemination of this topic in Polish society (informal education) and changing the socio-political climate to a more favourable one;
- GE's potential as education towards values, whereby GE may be seen as a valuable contribution to school programmes of education and prevention of abuse.

**RECOMMENDATIONS**

- We call for the earliest possible commencement of work on the strategy for the development of GE planned in the Multiannual Development Cooperation Programme. Only a comprehensive document, developed through the cross-sectoral and multi-stakeholder cooperation, will allow us to actively work towards achieving the Sustainable Development Goals and facing the global challenges. The strategy could help to develop a framework for action for the coming years, secure the funding for this educational perspective and introduce GE into the formal and non-formal education systems, as well as into teacher education and training.
- We propose to strengthen the cross-sectoral cooperation, which has been in place since 2010, between public institutions, social actors and academia (Ministry of Foreign Affairs, Ministry of Education and Science, Centre for Education Development, NGOs, teachers, researchers). Regular meetings at least several times a year could provide an opportunity to discuss both the content and organisational aspects. The issue of creating an appropriate climate for the development of GE in Poland is an important result of this study, while the cross-sectoral cooperation may provide an opportunity for action in this area.
- Global Education cannot be treated as a controversial or risky topic. In accordance with the United Nations (UN) and UNESCO documents, we believe that it should be universal, accessible and present at every stage of formal and non-formal education. A prerequisite for achieving this goal is the inclusion of GE in teacher education and in-service training and, consequently, in the teacher training standards.
- We also recommend a stronger presence of the Ministry of Education and Science in the cross-sectoral team, and a closer cooperation between the Ministry of Foreign Affairs and the Ministry of Education and Science in this regard, making use of both the academic and NGO-developed expertise.
- In order to strengthen the academic position of GE, we recommend conducting research on its various aspects: from a nationwide diagnosis of the presence of GE at schools of different levels, including universities, to research on the quality of GE and monitoring its development. Such a need has also been highlighted in a review of Polish GE literature published in the last six years<sup>12</sup>.

<sup>12</sup> ANGEL (2021): *Global Education Digest 2021*. Development Education Research Centre, UCL Institute of Education, London, <https://discovery.ucl.ac.uk/id/eprint/10137056/1/Digest%202021%20FINAL.pdf>

## SLOVAKIA

### Introduction

This summary provides a short overview of the research report on the situation of global education (GE) in Slovakia. In order to develop education that results in conscious global citizens, as imagined by global education, a stronger institutional anchoring at national level is needed. As identified by the V4 research project itself, one of the basic drivers of change, popularization and institutionalization of GE are university teachers that educate future generations of teachers (and society at large). For this reason, with our research we aimed at identifying the factors that ensure institutional embeddedness and ownership, hence durability, that enable future teachers to acquire GE related knowledge, attitudes, skills and competences.

### Global Education in Slovakia

There is no stable or unified definition of GE in Slovakia. Therefore, the terms like Global Education, Development Education, Global Development Education, Humanitarian Education, or Education for Sustainable Development are used interchangeably. However, it is essential to say that the terms used most often are Global Education, and then Development Education, Global Development Education. For this reason, the report will use the term global education.

Global Education is understood as a multidisciplinary education, covering topics ranging from sustainable development, human rights to topics related to ecological, multicultural, or global topics. Its aim is to understand the relations and interdependencies between the lives of people in the countries of Global South and Global North. Based on this premise, it also aims to support international development cooperation. Thematically, GE is mostly framed by the concept of sustainable development as imagined by Agenda 2030, which can be illustrated as a three-pillar structure of economic, social, and ecological dimensions cutting through all levels, from local to global. Pedagogically, GE is framed with the constructivist approach. It stresses the active participation of students who are strongly encouraged to reflect on their own acquired knowledge, reflecting their own positionality within the globalized world.

Institutionally, GE in Slovakia has been a part of the official development cooperation under the supervision of the Slovak Ministry of Foreign and European Affairs (MFEA), which is confirmed in the Act on Development Cooperation from 2015. However, in December 2020, a tripartite agreement was concluded between the MFEA, GENE (Global Education Network Europe), and the Ministry of Education, Science, Research and Sport (MESRS). All three parties had agreed that the MESRS would take up a bigger role in the overall GE management, starting with the preparation of the new National Strategy on Global Education and its role in GE on the national level would be strengthened.

### Regulatory Global Education Documents in Slovakia

The main guiding document concerning GE in Slovakia is still the **National Strategy on Global Education** adopted for the period of 2012-2016. A new strategy is currently being drafted and it should be adopted in mid-2022.

The regulatory documents on the national level, from the point of view of the initial teacher training at universities, comprise the following documents:

The universities are essentially not bound by any documents to include GE in their practice. The **Act on Higher Education** (2002) and its amendments do not require them to do so; neither the development strategies of universities or faculties nor the departments contain a specific GE requirement. Though, they include, for example, a requirement for the development of students' critical thinking skills or similar skills that are understood as part of the practical application of GE.

Although there are several government documents that aim to incorporate innovations into education and principles of global education into the training of current and future teaching staff, little had been actually done. There are requirements for teachers to help students develop their global competencies; critical thinking, awareness of the relationship between one's actions and global impact, working with information, changes in attitudes, critical media reflection and participation, or civic engagement. The report by the MESRS from 2016 states that neither the universities, nor the central level systematically support the university teachers in introducing innovations in education - such as global education<sup>13</sup>.

We examined documents that contain requirements or recommendations for the teachers to apply GE principles in practice and this naturally creates pressure for universities to adapt their study programmes accordingly.

Since 2012, GE has been included in the annual teachers' guide issued by MESRS. **The Guide for the School Year 2021/2022** includes a chapter on Global Education and Environmental Education which offers useful links, and for example the website [www.globalnevzdelavanie.sk](http://www.globalnevzdelavanie.sk), a central theoretical and methodological platform for GE materials, is recommended as the main reference point.

Cross-cutting themes are part of the State Educational Programme<sup>14</sup> of Primary Education<sup>15</sup> and Secondary Education<sup>16</sup> and include the themes multicultural education, environmental education, and media education<sup>17</sup>.

Similarly, the Strategy for Youth (2014-2020) refers to the National Strategy on GE and calls for including GE in the preparation of current and future youth workers and pedagogical staff.

The National Programme of Education and Training 2018-2027 defines the teacher as a facilitator of value education. The Programme mentions global citizenship education as an example of a modern method used in the fight against negative social stereotypes and phenomena such as racism, xenophobia and discrimination.

Further, we examined the Slovak Qualification Framework, the Act on Pedagogical and Other Professional Staff, the Professional Standards, the National System of Occupations, and the National System of Qualifications, and none of these documents deal with global education or competencies for teaching GE systematically, but they do contain various GE elements.

<sup>13</sup> *Dlhodobý zámer vo vzdelávacej, výskumnej, vývojovej a ďalšej tvorivej činnosti pre oblasť vysokých škôl na roky 2016 - 2021 (Long-term strategy in education, research, development and other creative activities at universities)*, MESRS, 2016, p. 5.

<sup>14</sup> <https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/> (in Slovak)

<sup>15</sup> <https://www.statpedu.sk/sk/svp/zavadzanie-isvp-ms-zs-gym/zakladna-sola/prierezove-temy/> (in Slovak)

<sup>16</sup> <https://www.statpedu.sk/sk/svp/zavadzanie-isvp-ms-zs-gym/gymnazia/> (in Slovak)

<sup>17</sup> GENE, at <https://www.gene.eu/slovakia>



## Previous research on teacher training

There has not been a lot of research done yet on teaching global education. Most of it was funded through SlovakAid development cooperation projects. The first one resulted in the study *Global education in teacher training at universities* by Jančovič and Penfold in 2017<sup>18</sup>. The specific goals of the study were: identify the level of implementation of GE in pedagogical studies at universities, identify well-functioning areas of GE in existing curricula and those that need improving and develop ideas and ways of improving the training of future teachers in GE.

The main findings of the study are:

- The awareness of GE is relatively high among the target groups.
- Many respondents were not sure how to incorporate the GE aspects into their teaching.
- They acknowledged that GE is not only about the theory and facts but also about skills development and attitude building/changing.
- Aspects that need to be improved in teacher training with regard to GE are related to content as well as to methods that should be interesting for students. Still, the personal attitude of each teacher to GE is essential, and their readiness to perceive things in context is essential. An initiative on including GE aspects in individual subjects should be developed (rather than designing a specific subject devoted to GE).

Next, there was the *Analysis of the State of Global Education in Slovakia* that was prepared with the aim to inform the new National Strategy on GE by a consortium of non-governmental development organizations (NGDOs) and a university<sup>19</sup>.

The research efforts resulted in a set of documents, including for example the Quantitative and qualitative analysis of the state of GE at primary and secondary schools in Slovakia<sup>5</sup>, views of experts on the future of GE, as well as a review of academic research done in Slovakia on topic of GE.

The research efforts resulted in a set of documents, including for example the Quantitative and qualitative analysis of the state of GE at primary and secondary schools in Slovakia<sup>20</sup>, views of experts on the future of GE, as well as a review of academic research done in Slovakia on the topic of GE. According to the experts<sup>21</sup>, the most crucial factor for the future of GE will be the willingness of teachers and school management to include GE in curriculum. The highest risk is the low interest from the side of the MESRS to promote GE, to make reforms, and the decision to make stricter curriculum. Another risk is the impossibility of including GE in teacher training at universities. Another critical factor is the support to the change bottom-up, i.e., a sufficient number of trainers of GE and courses for teachers. An important player for the future of GE is the pedagogical universities, as well as the link between the teaching and research in the topic of GE. The cooperation between the pedagogical and non-pedagogical faculties is also important, since they conduct research that can serve as a source for teaching materials.

The review of research topics<sup>22</sup> pursued in the area of GE lists the following topics among the

<sup>18</sup> JANČOVIČ, J., PENFOLD, S. (2017): *Globálne vzdelávanie vo vysokoškolskej príprave budúcich učiteľov. Potreby a odporúčania* [Global education in the undergraduate preparation of future teachers. Needs and recommendations], Človek v ohrození, o. z., Bratislava

<sup>19</sup> The Analysis was part of a project that was funded by SlovakAid in 2018-2020, *Analysis of the State of GE in Slovakia*, <https://globalnevezdelavanie.sk/analiza/>.

<sup>20</sup> There was complementary research conducted that covered the activities for groups not included in this analysis, namely kindergartens, NGOs providing free-time activities for adults, think-tanks, political parties, etc.

<sup>21</sup> Analysis, part 6: BROZMANOVÁ GREGOROVÁ, A., ADOLFOVÁ, I. (2019): *Budúcnosť globálneho vzdelávania očami expertov a expertiek* [Future of the GE from the Point of View of Experts]

<sup>22</sup> Analysis, part 4: BROZMANOVÁ GREGOROVÁ, A., GALKOVÁ, L., KURČIKOVÁ, K., ŠOLCOVÁ, J. (2019): *Globálne vzdelávanie na slovenských vysokých školách vo výskumných súvislostiach* [Global education at Slovak universities in research relations]



most frequent: environment, globalization and interconnectedness, multiculturalism, human rights, and development cooperation.

The last part of the analysis of GE in Slovakia<sup>23</sup> contains the actual measures and indicators that the authors recommend for the institutional and programme framework of the new Strategy on GE. There are eight sets of proposed measures. The ones concerning the Teaching and Preparation of Teachers include the following issues:

- Regarding curriculum: GE will become a part of curriculum at every stage of education, new teaching materials (content and methods) will be made available.
- Regarding subjects and topics: the school education programs shall reflect GE in various subjects through the so-called global dimension of these subjects (primarily through civic education and geography). The global dimension needs to be reflected also in the overall school environment/ambiance.
- Regarding the plans to introduce GE into schools and responsibility for it: the plans will be funded by the state or the establishing organ, and prepared by GE coordinators. The plans should also include monitoring and evaluations.
- Regarding language teaching: GE can be effectively included in language teaching.
- Regarding teacher training: GE shall be included in the practice of training schools as well as in the teacher professional development courses.

The key actors here will be the Ministry of Education, State Pedagogical Institute, schools and their establishing bodies, pedagogical faculties, Methodology and Training Centres (MESRS), Slovak Academy of Sciences - Centre of Pedagogical Research, NGOs.

### Research design and workshops

The Slovak team followed the agreed common methodology of participatory systems mapping. There were two research groups established, with 11 participants in total. The members had previous experience with GE, mainly through SlovakAid projects with a training component on GE. Primarily we invited a) university teachers from pedagogical faculties, b) students of pedagogical faculties, c) teachers at secondary schools, d) NGO representatives, e) representatives of the Ministry of Education and its affiliated organizations like the Methodological and Pedagogical Centre.

Both groups met twice online in May and June 2021. First, both groups created mind maps responding to the statement “Global Education in pre-service teacher training at universities.” Group 1 looked at the legislative framework (competences in the professional standards) and at the teacher as an agent of active citizenship (teacher as a role model for responsible behaviour, inspiring for students, aware of his/her role also outside of school). The focal factor selected by the group for further elaboration in the causal diagram was titled “Preparedness of university lecturers in GE”. Group 2 worked on the “Quality of the teaching process at universities”.

### Main points of discussions

During the discussions, one of the focal points was the university lecturers’ motivation. Since GE issues are not anchored in training or final exam requirements, there is no obligation for university lecturers to deal with GE, though their motivation appears to be an essential element.

<sup>23</sup>Analysis, part 7: Inštitucionálny a programový rámec [Institutional and Programme Framework]

If teachers are, for any reason, motivated, their GE expertise also grows. Participants also distinguished between internal (motivovanost') and external motivation (motivácia) since both might be entry points for increasing the overall uptake of GE by university lecturers.

Another dimension of the university lecturers' role was their overall preparedness for teaching global education. According to the participants, preparedness of university teachers in GE is influenced by several factors. The strongest is the pedagogical dimension - preparation for teaching, level of critical thinking as well as the professional development of university teachers. The problem in that regard is that systematic training in GE for university lecturers is missing. Lecturers need to be provided support to expand their pedagogical/teaching skills, also at the expense of academic/research activities.

The interest and support of the Ministry of Education was also an important factor, a driver in the diagrams having direct influence on teachers' preparedness. The Ministry is in a position of advancing the institutionalisation and integration of GE in the educational system through the recognition of teachers active in GE, creating conditions for further training of university teachers, encouraging international cooperation and internationalization, adjusting the accreditation standards and the legislative framework, and providing grant funding.

Another important topic of the discussions was the ability or capacity of study programs to build upon and showcase interlinkages among academic subjects. School curriculum, i.e., the state educational programs, call for holistic teaching, but the universities do not prepare future teachers for that through interdisciplinary education. The approach of GE, however, has the potential to make these interdisciplinary linkages visible for students.

The support and will of university management was also identified as a very important factor. The important aspect here is that a university is rather flexible as to decide in what way a particular subject is taught. The "information sheet" or "course syllabus" of a certain subject can be changed easily, and new topics and methods can be added. It is easier than changing the curriculum at secondary or primary schools. But this would happen more likely if it was perceived important and actively encouraged by the leaders of the university.

The importance and advantages of cooperation with NGOs was also stressed. NGOs have expertise in GE and can provide training and share their practical GE experience. The level of critical thinking that is directly linked with the type of pedagogy that GE is based on, and also the societal needs and support were also influential factors in the diagrams.

## Conclusions of the research groups

The points raised in both groups could be listed in the following thematic clusters:

### 1. Integration of Global Education elements

We can trace here two different approaches, top-down and bottom-up. The requirement of introducing GE might be included in legal documents at policy or university level. This would generate pressure on university teachers to include GE in their teaching. Another way is to start with the lecturers, motivate them and equip them with relevant skills.

### 2. Autonomy of a university

The universities are entirely in control of the content and methods of the subjects taught, i.e., they are relatively flexible in introducing changes. This also means that the same subjects might be delivered with different content or emphasis and also with different methods at different universities. However, the autonomy of universities is curbed by financing rules. If the principle is that 60% of financing is earmarked for research and 40% for education, the universities oblige their teachers to deliver more on research and less on teaching methodology. This also applies in case of pedagogical faculties.

### 3. Support for teachers

If the teachers are to be equipped with relevant skills, they need to have access to training opportunities, and there should be a relevant training offer available. The NGOs are the primary source of expertise, training, and practical experience in GE at the moment and should be recognized as such. The university teachers should be required and encouraged to develop their teaching skills and their efforts need to be acknowledged as well. In the context of GE, it means the application of specific teaching methods.

### 4. Teacher as a role model

The teachers are seen by many as role models. They should be motivating the students to be active citizens, possess critical thinking, and be able to reflect on interconnectedness of academic subjects.

### CONCLUDING OBSERVATIONS

Based on the desk research and results of the participative research, the following points should be highlighted:

- Critical thinking is a necessary skill.
- The teacher is also a “role model”.
- National policy/strategy documents mention GE, but the actual implementation documents do not.
- At the beginning of the research we expected there would be a clear need for top-down interventions, such as the adoption of a new strategy, law or professional requirements for teachers. However, it seems that bottom-up activities might work quicker and more effective. Due to university autonomy, GE can be incorporated in teaching relatively easily.
- Motivation of university teachers is key – support to them and recognition are important factors.
- External support for teachers is important by awareness raising, training, providing them with teaching materials, methodology guides. This exists to some extent, it needs to be strengthened, and teachers should be made aware of such resources.
- NGOs should be recognised as a source of expertise and partners for development of teaching skills.
- Academic and professional pedagogical development of university lecturers should have the same weight, at least at pedagogical faculties.
- Financing of universities reflects the rate between research and teaching 60:40 and this does not motivate teachers to develop their teaching skills further and better prepare the students.
- GE research needs to be supported to better define the topics and approaches in teaching.
- Higher societal demand for GE principles and approach would impact the application of GE at universities.
- GE should be defined anew, taking into consideration the Sustainable Development Goals and Education for Sustainable development, as well as development cooperation.
- GE should be reflected in all subjects, no need to introduce a new subject on GE.
- Higher degree of internationalisation of universities could open the door for GE.

#### 4. COMMON V4 CONCLUSIONS AND RECOMMENDATIONS

- In order to strengthen the academic position of global education, we recommend conducting research on its various aspects: from a nationwide diagnosis of the presence of GE at schools of different levels, including universities, to research on the quality of GE and monitoring its development.
- It should be considered in each national context to formulate common terminology, common definitions in case the lack of them hinders the promotion of either global education or education for sustainable development.
- The desired changes in the education system should be approached from a systems thinking perspective, as measures targeting one area alone may not move anything in the desired direction within such a complex system as the education system.
- Global education cannot be treated as a controversial or risky topic. In accordance with the UN and UNESCO documents, it should be universal, accessible and present at every stage of formal and non-formal education.
- Strategic documents on global education should either be developed or updated in relation not only to global education and education for sustainable development but to the realization of SDG 4.7. Documents of actual implementation, regulation and training requirements should also be adopted and updated in line with the strategic goals.
- For any reform attempt an assessment is needed of the reform environment: what are the opportunities for change and adaptability and for influencing decision making at both university and state level.
- It is essential to establish or strengthen cross-sectoral cooperation and social dialogue in the field.
- Systems thinking applied in practice could mean adopting the whole university approach in universities. Further research is needed into institutional best practices, the factors, conditions and receptiveness needed to implement it.
- Changes teacher training could and should be initiated in both directions: top-down and bottom-up. Particular national contexts favour more either one or the other, or both. Measures and initiatives should be adapted to the local contexts in order to be successful.
- University lecturers are key players and role models in promoting global education. It is inevitable to assess their existing skills, experiences and opinions related to global education in order to make the most of the fundamental role they play.
- The preparedness and motivations of university lecturers need to be addressed by supporting and training them through workshops, teaching materials, sharing good practices and by providing mutual support across disciplines, departments as well as through all levels of education.
- Professional development of lecturers in their academic subject and in methodology should have the same weight, at least at pedagogical faculties. Lecturers should be freed from the pressure to do research at the cost of their professional development and of teaching their students.

- Though overloaded core curriculum largely ignores global education and offers almost no space for extra-curricular or cross-curricular topics, GE should be a horizontal issue reflected in all academic subjects. It should not be approached and perceived as an extra curricular obligation but rather as a specific way of looking at and understanding the world.
- For this specific outlook it is inevitable to teach the subjects and even pedagogical methodologies in teacher training through an interdisciplinary approach. This of course calls for much more intensive cooperation between disciplines, specialists and university departments.
- There should be “scoring” of the sustainability or global focus of university courses and in internal institutional assessments to be able to measure and encourage the integration of these perspectives into teaching.
- To meet their needs and to educate committed, effective and successful teachers, it is crucial to assess what expectations, needs and motivations drive young people to become teachers.
- Student autonomy and participation in decision making in universities should be fostered to enable students to exert influence over their own studies.
- Academic and pedagogical-methodological training of teachers should be equally important in pedagogical faculties.
- Learning through personal experience should play a prominent role in teacher education. This can be enhanced by methods and approaches such as fieldwork, joint projects between NGOs and universities and international cooperation between universities and students.
- The quality of teaching practice in schools should be improved by requiring, preparing and rewarding mentor teachers for dealing with global aspects while mentoring future teachers. Cooperation between schools and schools and teacher training universities should be more intensive too.
- Higher degree of internationalisation of universities could open the door for global education. Both lecturers and students demand exchange opportunities for sharing ideas and best practices.
- NGOs and other stakeholders should be recognised as sources of expertise and partners in the development of teaching skills of teachers.

Teachers as change agents

Global citizenship education in pre-service teachers training in the Visegrad countries

research summary

**Project Partners:**



HAND Association (HU), Grupa Zagranica (PL), Academia Istropolitana Nova (SK), ARPOK (CZ)

**Project website:**

[www.teachers4sd.org](http://www.teachers4sd.org)

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