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“Global citizenship means different things to different people”: Visions and implementation of global citizenship education in Dutch secondary education

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Abstract Many countries have recently called for educating global citizens, suggesting that global citizenship education (GCE) can contribute usefully to individuals and the greater world. However, so far there is no clear definition of how best to teach GCE. Educators in the Netherlands have recently given attention to citizenship education but not to GCE. This article investigates Dutch GCE, regarding the visions schools develop and their translation into pedagogical practice. In a mixed-method design, 15 teachers, 25 coordinators, and 11 school leaders from 47 Dutch secondary schools completed a survey. The results show that Dutch schools mainly operationalized GCE in terms of socialization and cultural GCE. School-level implementation of GCE occurred mostly by integrating it into the teaching of other subjects. Implementation on a class level was mainly focused on group conversations, group assignments, and excursions.

Keywords Global citizenship education · Implementation of global citizenship education · Dutch secondary education

Globalization has created a rising interdependence between regions and countries across the globe (Roberts et al., 2014, giving origin to new worldwide phenomena. Research points toward a growing crisis in democracies due to terrorism, racism, and populism (Joris & Agirdag, 2019). On the one hand, globalization can lead to segregation and polarization (Gardner-McTaggart & Palmer, 2017), and young people express their dissatisfaction with climate change and social inequality through volunteering and protests (Earl et al., 2017; O’Brien et al., 2018). On the other hand, youth apathy toward political and social issues appears to have increased internationally (Brooks & Holford, 2009). This is also true for Dutch young people; data from the International Civic and Citizenship Education Study

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(ICCS) showed that Dutch youth have very low intentions to vote compared to young people from other countries (Munniksma et al., 2017). They also look up relatively little information about political and social issues. Education has increasingly become the focus in how to deal better with this indifference and polarization (Nieuwelink, 2019; Council of Europe, 2010; Veugelers, 2007), with particular hope being placed on education regarding citizenship and GCE (SLO, 2019). The Dutch citizenship education law has recently been revised, providing a new curriculum covering issues such as diversity, solidarity, sustainability, and globalization.

Countries across the globe have put forward GCE as a means to achieve greater involvement among young people and a decrease in polarization. UNESCO developed GCE in 2014 to enhance students' ability to understand and feel responsible for each other and the environment, to share universal values, and to respect diversity. According to the Council of Europe (2010), GCE prepares students for their democratic rights and responsibilities, contributing to social cohesion and appreciation for diversity and equality. However, teachers and schools often do not know precisely what GCE entails and how to implement it successfully (Rapoport, 2010). In a recent review of empirical research, Goren and Yemini (2017) mention that, in a vast majority of the studies, teachers often recognize the importance of GCE but feel "trapped between curricular goals encouraging its incorporation in the classroom and cultural norms of nationalism or lack of practical resources that hinder their ability to actually teach it" (p. 179). The authors suggest turning more attention to how schools and teachers develop and implement GCE programs, as well as to the challenges they face in the process.

As such, the current article aims to shed light on how schools define and operationalize GCE and to combine these insights into a model that bridges the gap between the practical implementation of GCE and the existing theoretical typologies. This research makes use of the specific expertise of teachers and school leaders while also drawing on existing literature on GCE (Andreotti, 2006; Biesta, 2012; Katarzaska-Miller & Reysen, 2018; Nieuwelink, 2018; Oxley & Morris, 2013; Rapoport, 2010; UNESCO, 2015). Current typologies of GCE cannot serve as an overarching model for the practice of GCE as they are mainly theoretical and heuristic (Andreotti, 2006; Oxley & Morris, 2013). So far, researchers have paid insufficient attention to how schools and teachers shape GCE programs. This gap has led to our overarching research question: "What visions of global citizenship do school leaders and teachers in secondary education adopt, and how are these translated into practice?"

A model for global citizenship education: Bridging theory and practice

There is still no consensual agreement on what global citizenship (GC) and GCE mean; defining these concepts can be controversial and extremely complex (Zahabioun et al., 2013). In addition, the interpretation of GC depends on culture (Goren & Yemini, 2017), the current criticism being that it is mainly described from a Western perspective (Andreotti, 2006; Goren & Yemini, 2017; UNESCO, 2014). UNESCO defined the concept of GC as "a sense of belonging to a broad community and humanity. GC emphasizes political, economic, social, and cultural dependence and interdependence between the local, national, and global" (UNESCO, 2014, p. 14). Oxfam (2006, p. 5) had previously defined GC through the characteristics of the ideal world citizen, someone who is "aware of a larger world and aware of their own role as a citizen of the world, respects and values diversity,

understands how the world works, is committed to social justice, participates in the society of a local to global level, works together to make the world a fairer and more sustainable place, and takes responsibility for his or her actions”. Accordingly, Oxfam describes GCE as “a framework to provide students with tools for critical and active involvement in the challenges and opportunities that life offers in a rapidly changing world with much interdependence” (p. 5). Other authors enumerate the knowledge, attitudes, and skills that can be related to GC: knowledge and understanding about global political systems, critical thinking across borders, cross-cultural communication skills, facilitation of active involvement, and development of empathy (Zahabioun et al., 2013).

Although schools might not set explicit aims or formulate concrete visions, the literature identifies various ideologies about GC (review in Pashby et al., 2020). In this research we introduce a model (see Figure 1) that aims at bridging the gap between theoretical and heuristic work on GCE and its practical implementation at schools. It combines four elements essential for schools when setting up a GCE program: (a) aims for and visions of GCE, (b) different types of GCE, (c) forms of GCE implementation at the school level, and (d) forms of GCE implementation at the classroom level. These elements will be further explained below.

Aims for and visions of GCE at schools

There is often a gap between a school’s vision and its actual implementation (Mittendorff & Kienhuis, 2014). Nieuwelink et al. (2016) emphasize the importance of aligning learning objectives, educational content, and a vision on citizenship education. According to Biesta (2012), education should serve three main goals: qualification, socialization, and subjectification. When qualification is the aim, education must impart knowledge, skills, and attitudes. Socialization refers to how education can contribute to becoming part of existing social, cultural, and political structures and traditions. Subjectification relates to how education influences the personal formation and identity of students (Biesta, 2012).

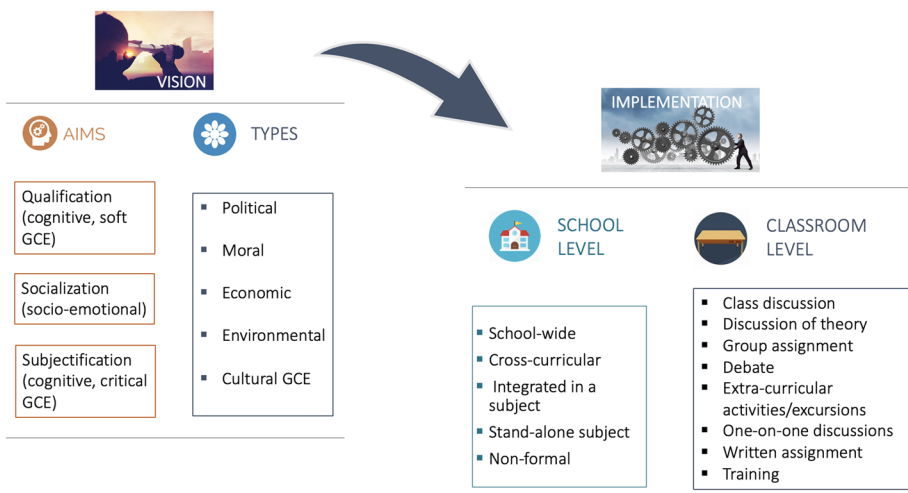


Figure 1 Proposed model to investigate visions and implementation of GCE

These aims correspond somewhat with UNESCO's (2015) three conceptual core dimensions for GCE: cognitive, social-emotional, and behavioral. The cognitive dimension relates to knowledge, understanding, and critical thinking at different levels, and to interconnectedness and dependence between countries. The socio-emotional dimension focuses on a sense of belonging to humanity, sharing values and responsibilities, empathy, solidarity, and respect for diversity. And the behavioral dimension emphasizes effective and responsible action at various levels, insofar as this action benefits a peaceful and sustainable world (UNESCO, 2015).

The goals of GCE thus greatly coincide with Biesta's target domains for education (2012). Qualification (imparting knowledge, skills, and attitudes) corresponds with the knowledge and understanding component of UNESCO's cognitive dimension and with soft global citizenship education. The social-emotional and behavioral dimensions from the UNESCO model (2015) are similar to Biesta's socialization aims, as they emphasize connecting with existing structures and adapting behavior to them. Whereas socialization is aimed at integrating people into certain structures, subjectification investigates how people function outside these structures and in freedom (Biesta, 2012). Critical thinking, part of the cognitive dimension of UNESCO's framework and critical global citizenship education, could be classified under subjectification, as critical thinking often contributes to personal development.

Types of GCE

Oxley and Morris (2013) developed a typology that distinguishes between two main frameworks of GC: cosmopolitan-based, which are the four most common types of GCE; and advocacy-based, which include additional forms of GCE. The cosmopolitan types are based on common approaches to analyzing social systems, whereas the advocacy types "portray themselves in contrast to at least one of the four cosmopolitan conceptions and tend to involve a strong degree of advocacy from a particular perspective" (p. 305). For example, environmental GC can be opposed to economic GC, as tension and a conflict of interests often occur between environmental and economic issues (Oxley & Morris, 2013). Political GC refers to global political institutions and cooperation, which aim to create a well-organized global system. It also refers to political status as a citizen of the world (Katzarska-Miller & Reysen, 2018; Oxley & Morris, 2013). Social GC, meanwhile, focuses on ideas and ideals, such as a global society and standing up for the interests of others. Katzarska-Miller and Reysen (2018) have investigated whether these types form separate categories, and conclude that social GC cannot be identified as a separate theme, as it overlaps with cultural and moral GC. Social GC was therefore not further considered in the context of the current GCE model.

Moral GC focuses on universal moral values, the ideology centered on human rights and empathy (Katzarska-Miller & Reysen, 2018; Oxley & Morris, 2013). Critical GC functions as a counterpart to this, as it looks at inequality and oppression and the role that power relations and economic interests play in such problems. In that respect, it overlaps with critical GCE (Andreotti, 2006), as a critical attitude can provide insight into unequal power relations. Critical GC is thus already part of the elaboration of a GCE model. To prevent critical GC being represented twice in the GCE model, we omitted the critical GC part of the Oxley and Morris (2013) model. Economic GC relates to international economic development and the global effects of business and the free market (Katzarska-Miller & Reysen, 2018; Oxley & Morris, 2013). The counterpart of global economic citizenship is

environmental GC, which focuses on the desire for a sustainable world and the pursuit to significantly change humankind’s negative impact on the environment.

Finally, cultural GC emphasizes awareness of the norms and values of different cultural groups (Katzarska-Miller & Reysen, 2018; Oxley & Morris, 2013). Spiritual GC functions as a counterpart to this, as it focuses on solidarity based on spiritual aspects, including religion (Goren & Yemini, 2017). However, it can be argued that spirituality is not a complement to culture, but rather an expression of culture (Eckersley, 2007). For this reason, spiritual GC has been left out of further elaboration of a GCE model.

Implementation of GCE: School-wide and classroom levels

At the school level, GCE can be implemented in various ways, such as school-wide implementation, cross-curricular implementation, integration in certain subjects, stand-alone projects, and nonformal education (UNESCO, 2015). In school-wide implementation, GCE is an explicit part of the school’s identity and runs as a leitmotiv throughout the curriculum, the learning environment, and teaching practice. Cross-curricular implementation means that GC is addressed in various subjects and that teachers coordinate their content. Integration into certain subjects means GC is included in specific subjects, but there is no mutual coordination between these subjects. With independent subjects or stand-alone projects, extracurricular GC lessons are given, or a project is set up about GC, separate from the regular school subjects. Finally, GCE can take shape in the form of nonformal education. Examples include projects set up by nongovernmental organizations (NGOs), forms of cooperation with other educational institutions, collaborations between schools and social organizations, and digital collaborations (UNESCO, 2015).

At the classroom level, investigating citizenship education in the Dutch context, Nieuwelink (2018) found the following classroom activities: class discussions, discussions of theory, group assignments, debates, extracurricular activities/excursions, one-on-one discussions, written assignments, and training. The class discussion, the discussion of theory, and the group assignment are the most-used teaching methods in citizenship education (Nieuwelink, 2018). Research shows that classroom activities are most effective when there is an exchange of perspectives, without being normative (Geboers et al., 2013). Based on the classroom activities that Nieuwelink (2018) distinguishes, the class discussion, a debate, or one-on-one conversations are particularly suitable for establishing an open dialogue.

An overarching model to investigate the implementation of GCE

UNESCO (2014) described GCE as a framework. The model in Figure 1 tries to represent this framework, based on existing models, typologies, and forms of GCE implementation. The model was designed based on two overarching constructs mentioned in the main question: the vision and practice. Schools’ visions are operationalized in the goals they set for GCE (Andreotti, 2006; Biesta, 2012; UNESCO, 2015) and GC themes (Katzarska-Miller & Reysen, 2018; Oxley & Morris, 2013). Translating the goals into practice happens through GCE implementations at school level (UNESCO, 2015) and teaching methods at class level (Nieuwelink, 2018).

In a systematic review, Goren and Yemini (2017) identified various factors that influence the development and implementation of GCE. In addition, based on the model of Oxley and Morris (2013), they compared studies that chart how GCE is implemented in

different parts of the world. For example, Europe is more focused on cultural and moral GC while the United States is more focused on political and economic GC. They also studied the stakeholders involved in GCE. Studies focusing on teachers show that they try to avoid sensitive topics and are said to be afraid of the political burden that GCE can entail (Niens et al., 2013). Further, teachers in general are found to pay little attention to GC in their lessons (Rapoport, 2010). Some possible reasons are that GC is not mentioned in teaching materials and methods, teachers lack the time to implement it, or they are unfamiliar with the concept.

In sum, GCE plays an important role in how to deal with today's global issues, and more and more schools are creating initiatives to incorporate GCE into mainstream education. However, many educators lack the knowledge about how to implement it. Some schools in the Netherlands already provide GCE; for example, those affiliated with the Global Citizen Network or the UNESCO-schools network. These schools, however, have not yet systematically investigated which visions to use with regards to GC and how to translate those visions into practice. Using the model for GCE in Figure 1, this article will answer the following subquestions:

1. What visions of GCE do school leaders and teachers have?
2. How is GCE implemented in schools according to school leaders and teachers?
3. To what extent do teachers feel sufficiently competent and supported to provide GCE?

Methodology

The current research is an exploratory study (Fetters et al., 2013) into the visions of GCE at secondary education schools and how schools and teachers translate these visions into practice. The research was carried out by means of a mixed-methods design (Maruyama & Ryan, 2014), using a survey with both multiple-choice questions and open questions. We sought this qualitative data to map out the views of school leaders and teachers on GCE (RQ 1), determine which types of GCE are most implemented (RQ2), and establish the perceived degree of preparedness to provide GCE (RQ3).

Participants and sampling strategy

The intended sample initially consisted of school leaders and teachers. However, we added a third group of respondents during the research: coordinators or project leaders for GCE, internationalization, or bilingual education. The analyses were performed based on a dataset of 51 participants (52.9% male, $M = 46.06$, $SD = 13.14$) from 47 schools. Table 1 further specifies the details of the sample.

We used a purposive sampling strategy (Guba, 1981) to recruit study participants; they were approached based on their expert knowledge of the subject. Schools were recruited through umbrella networks known for their explicit vision and programs regarding GCE. In addition, we approached participants through calls in Facebook groups about bilingual education, GCE, citizenship education, and social studies education. Through searching for schools with a GCE vision, we also contacted 44 schools directly by email. Finally, through a "snowball" technique, participants forwarded the call to other potential participants.

Table 1 Sample

| | Total | Gender | Age |
|-------------------|-------|--------------------|------------------------------------|
| Total | 51 | 52.9% m 47.1% f | $M = 46.04$; $SD = 13.14$ (25–67) |
| School principals | 11 | 63.6% m 36.4% f | $M = 54.00$; $SD = 9.71$ (39–67) |
| Coordinators | 25 | 44% m 56% f | $M = 47.00$; $SD = 13.35$ (28–64) |
| Teachers | 15 | 60% m 40% f | $M = 38.08$ $SD = 11.12$ (25–61) |

Instruments

The tools used were a 33-question survey for teachers and a 30-question survey for school leaders, both structured into four main sections (Table 2). The items included were adapted from various studies, including Biesta (2012), Oxley and Morris (2013), Katarzaska-Miller and Reysen (2018), UNESCO (2015), Nieuwelink (2018), Rapoport (2010), and Andreotti (2006).

The first fourteen questions related to general information, such as the school’s characteristics, the levels of education offered (e.g., vocational, comprehensive, academic tracks), the school’s location, and basic information about the participant. These questions aimed to collect general information about factors that could possibly influence participants’ views on GCE.

Subsequently, three multiple-choice questions were asked to gain insight into the implementation of GCE at school level. For example, based on UNESCO (2015): “GCE at my school is implemented in the following way: school-wide; cross-curricular; integration in certain subjects; stand-alone subject or project; nonformal education; other, namely”. Another question asked about teaching methods for citizenship education based on Nieuwelink (2018); for example: “GCE is given in the classroom in the following way(s)—tick the most commonly used teaching methods (maximum 3): class discussion; treat theory; group assignment; debate; excursion; one-on-one conversations; other, namely”. Since the answer options may not have covered all implementation forms, we added the option “other, namely”. We also included an open question to collect practical examples of the visions of schools, to help provide insight into the implementation.

This section was followed by six statements about the professionalization of teachers based on research by Rapoport (2010). These statements were intended to give insight into how competent teachers perceive themselves to be in providing GCE; for example, “I know how to incorporate global citizenship into my own subject or a project”. Similar statements in the school leaders’ survey were intended to provide insight into how school leaders assess the competence of their teachers. In addition, there were statements regarding the extent to which teachers feel they have sufficient resources and support for GCE. The statements were rated on a five-point Likert scale ranging from “Strongly agree” to “Completely disagree”.

Subsequently, three similar questions asked about the school’s view on GCE. These consisted of two open-ended questions and one multiple-choice question in which more

Table 2 Overview of the survey

| Question | Section | N questions (T = Teachers; SL = School leaders) | Type of items |
|---|-------------------------|--|--|
| To what extent are there differences in the vision and implementation of GCE between schools, depending on school levels, the migration background of the pupils, and the location of the school? | General school features | 14 (T) | 10 multiple choice questions (T) |
| | | 13 (SL) | 9 multiple choice questions (SL) 4 open questions |
| How is GCE implemented according to school leaders and teachers? | Implementation | 4 (T) | 3 multiple choice questions (T) |
| | | 2 (SL) | 1 multiple choice question (SL) 1 open question |
| To what extent do teachers feel sufficiently competent to provide GCE? What visions of GCE do school leaders and teachers have? | Teacher competency | 6 | 6 statements |
| | Vision | 3 | 1 multiple choice question 2 open questions |
| | | 5 | 5 statements |
| | | 1 | 1 statement |

than one option could be ticked. The open questions related to the vision of the school and its realization. The multiple-choice question, based on Oxley and Morris' typology (2013, section 2.2), asked which themes the school focused on in relation to global citizenship.

Next were five matrix questions, each consisting of four statements about the importance that the respondent attached to GC issues (political, moral, economic, environmental, and cultural). They asked how important it is for the participant to include GC issues in class; e.g., with regard to political global citizenship: international and global bodies, global umbrella organizations, global cooperation and social fairness, and pros and cons of international and global agencies and cooperation. These statements were scored on a five-point Likert scale ranging from “Very important” to “Very unimportant”.

The last question of the survey was a matrix question, consisting of nine items in the form of statements, to gain insight into teachers' goals with regard to GCE in their lessons, or the goals formulated at school according to the school leader. (For example: “The aim of the global citizenship education at my school is: to educate students mainly about global topics, to create understanding among students about global topics, etc.”) These items were based on goals and target domains of education and GCE according to Biesta (2012), UNESCO (2015), and Andreotti (2006). The statements were scored on a five-point Likert scale ranging from “Completely agree” to “Completely disagree”.

Procedure and data collection

We provided participants with a link to the online survey, created and administered in Qualtrics. It included a brief introduction, then an informed consent page, via which the respondents explicitly gave their consent to the use of the data in anonymous form prior to participating in the study. The data was collected between April and June 2020.

Data analysis

The quantitative data was entered into SPSS, version 27. To guarantee the privacy of the teachers and school leaders, we stored all data anonymously. To answer the first research question, “What visions of GCE do school leaders and teachers have?”, we distilled the key concepts described by school leaders, coordinators, project leaders, and teachers. In addition, for the five statements mapping out respondents' visions on GCE, we formed scales. The reliability (Cronbach's alpha) was calculated for both the school leader survey (SL) and the teacher survey (T) (Table 3). In general, a Cronbach's α from .7 to .8 indicates good reliability (Field, 2013). Thus, we found most scales to be reliable, with slightly more consistency between the teacher and school leader surveys for environmental, economic, and moral GC.

Furthermore, based on the open questions and statements, we could qualitatively map out the core of the GCE visions. We analyzed the open questions by means of a content analysis (Mayring, 2000), as this method offers flexibility in the use of an inductive or deductive approach, or a combination thereof (Cho & Lee, 2014). In addition, a content analysis is suitable for open questions, interviews, focus groups, and documents (Cho & Lee, 2014). The open questions were analyzed through a deductive content analysis and performed based on the steps from Cho and Lee (2014) and Mayring (2000). The original theory-based coding scheme has been adapted to the results of the open questions. The general coding scheme is displayed in Table 4.

Table 3 Scale reliability

| Scale | α T | α if-item deleted | α SL | α if-item deleted |
|---------------------------------|------------|--------------------------|-------------|--------------------------|
| Type GCE (Oxley & Morris, 2013) | | | | |
| Environmental GCE | .77 | n.v.t. | .87 | .93 (SL_VI_5b_4) |
| Political GCE | .72 | n.v.t. | .61 | .73 (SL_VI_6b_3) |
| Economic GCE | .90 | n.v.t. | .78 | .84 (SL_VI_7b_1) |
| Cultural GCE | .67 | .82 (DO_VI_8b_3) | .84 | .93 (SL_VI_8b_1) |
| Moral GCE | .81 | n.v.t. | .86 | .91 (SL_VI_9b_4) |
| Aims GCE based on Biesta (2012) | | | | |
| Qualification | .76 | .79 (DO_VI_10c_3) | .61 | .63 (SL_VI_10c_3) |
| Socialization | .77 | n.v.t. | .55 | .73 (SL_VI_10c_4) |
| Subjectification | .78 | .92 (DO_VI_10c_7) | .51 | .74 (SL_VI_10c_7) |

Table 4 Coding scheme for analysis of open-ended questions

| Category | Codes | Sub-codes |
|-------------------------|---|------------------------------|
| Aims of GCE | Qualification | 2a Socio-emotional level |
| | Socialization | 2b Behavioral level |
| | Subjectification | |
| Themes in GCE | Political GCE, Moral GCE, Economic GCE, Environmental GCE, Cultural GCE | |
| Types of visions on GCE | No or limited vision | |
| | Wrong interpretation of question | |
| | Other | |
| Implementation | Organizational | As isolated subject |
| | | Integrated in other subjects |
| | | Across subjects and years |
| | | Projects |
| | | Thematic days/weeks |
| | | Excursions/trips |
| | Activities | Research |
| | | Current themes |
| | | Portfolios |
| Development of vision | From a GCE organization | Nuffic, UNESCO, Edukans |
| | From a pedagogical belief | |
| | Due to religious affiliation | |
| | From interaction and cooperation with different stakeholders | |
| | From experience/tradition | |
| | From relevance/sense of urgency | |
| | Due to profile choice/PR | Due to profile choice/PR |

To answer the second subquestion, “How is GCE implemented in schools according to school leaders and teachers?”, we used data from the implementation section to gain insight into the organizational structure of GCE. In addition, one open question supplied

examples of schools’ visions, which can provide insight into concrete activities that are part of the implementation.

To answer the last subquestion, “To what extent do teachers feel sufficiently competent and supported to provide GCE?”, we used descriptive statistical data of statements on a five-point Likert scale based on Rapoport (2010).

Results

Visions of GCE according to school leaders and teachers

We investigated schools’ visions by looking at the aims and themes addressed in GCE (see Table 5). In relation to the aims following Biesta (2012, section 2.1), most respondents indicated GCE aims as socialization (25.5%), or socialization in combination with qualification (7.8%) and/or subjectification (23.5%). In total, the socialization code was assigned to 49% of the schools in the open questions. Schools’ aims in relation to their GCE programs thus seemed to mainly emphasize skills related to becoming part of a larger whole, preparing for functioning in a globalized society, or simply preparing for global citizenship.

Some respondents, such as the following, painted a clear picture of how GCE relates to the socialization aim of Biesta (2012):

The identity of every human being and, therefore, also every student, is linked in all its fibers with the identities of other people all over the world, both synchronously and diachronically. We help students to gain insight into the web of relationships of which they are a part and which they help build themselves. In your own environment, very close, and gradually further away.

Table 5 Vision of school on GCE: aims and themes

| Aims according to Biesta (2012) | | % |
|--|------------------|------------------------|
| Qualification | | 3.9% |
| Socialization | | 25.5% |
| Subjectification | | 3.9% |
| Qualification and socialization | | 7.8% |
| Qualification and subjectification | | 23.5% |
| Socialization and subjectification | | 11.8% |
| Qualification, socialization, and subjectification | | 3.9% |
| No vision | | 15.7% |
| Theme | % Teacher survey | % School leader survey |
| Political GCE | 82.9% | 75% |
| Moral GCE | 71.4% | 68.8% |
| Economic GCE | 54.3% | 43.8% |
| Environmental GCE | 68.6% | 62.5% |
| Cultural GCE | 88.6% | 81.3% |
| Other | 11.4% | 12.5% |

Respondents mentioned aims relating to qualification, individually or in combination with socialization and/or subjectification, as part of their vision in only 17.6% of cases. The definition of qualification was in many cases limited; some respondents referred to global knowledge (“knowing how the world works”) or academic skills. In a few cases the goals of UNESCO (2015) could be recognized: “Cognitive: knowledge of society and the world and being able to look at it critically”. Subjectification aims were cited individually or in combination with qualification and/or subjectification by 21.6% of respondents. A frequently used term was “personal development”. Other factors mentioned were the development of one’s own identity or the formation of visions.

In relation to GCE themes (Katzarska-Miller & Reysen, 2018; Oxley & Morris, 2013), respondents could tick multiple themes to which they bring attention. Cultural (88.6%) and political (82.9%) themes receive considerable attention by teachers. For the option “other, namely”, they gave answers such as “current affairs”, “religion”, and “knowledge, skills, and behavior”. The school leader survey reflected similar trends.

Implementation of GCE according to school leaders and teachers

We measured the implementation of GCE in various ways. Based on the answers to the open questions, we conducted an inductive coding on methods or organizational forms of implementation mentioned in the examples of school visions. In addition, multiple-choice questions asked about the implementation at school and class levels. Table 6 provides an overview of the results.

In discussing implementation of GCE at the school level, respondents regularly cited projects as an example of their vision; for example, “Migration project—students examine migration, interview migrants and refugees, and portray the experiences and consequences of these global issues through school assignments”. Respondents also indicated that their regular classes more broadly included GC topics: “In the English lessons we explicitly talk about some of the values and norms of the Judeo-Christian tradition in Western Europe and

Table 6 Implementation of GCE: school and class levels

| | % |
|-----------------------------------|-------|
| School level implementation | |
| School-wide | 25.4% |
| Across subjects | 15.7% |
| Integration in specific subjects | 25.5% |
| Stand-alone subject | 21.5% |
| Other | 7.9% |
| Missing value | 4% |
| Class-level implementation of GCE | |
| Classroom dialogue | 85.7% |
| Group work | 77.1% |
| Excursion (abroad) | 77.1% |
| Analyzing theory | 51.4% |
| Debate | 31.4% |
| Individual conversation | 2.9% |
| Other | 8.6% |

Table 7 Assessment of teacher competence by teachers and school leaders (1 high to 5 low)

| Scale | M | SD |
|------------------------------------|------|------|
| <i>Teacher competences for GCE</i> | | |
| T | 2.19 | 0.72 |
| SL | 2.79 | 0.79 |

Table 8 Support implementing GCE (1 high to 5 low)

| Item | M | SD |
|--|------|------|
| <i>I have (my teachers have) sufficient options for support when I have questions about GC or GCE</i> | | |
| T | 2.74 | 1.14 |
| SL | 2.63 | 1.31 |
| <i>A clear goal has been formulated at my school when it comes to the curriculum for GCE</i> | | |
| T | 2.69 | 1.32 |
| SL | 2.50 | 1.21 |
| <i>I have (my teachers have) sufficient quality teaching material to be able to offer GCE properly</i> | | |
| T | 2.54 | 1.36 |
| SL | 2.81 | 1.60 |

how this has shaped our society”. The possibilities of theme weeks or theme days, such as Purple Friday, also emerged in the answers.

When implementing GCE at class level, respondents added projects and individual assignments to the existing categories. For example, “Project on children’s rights—children learn about the rights of the child: watch a documentary about children and investigate to what extent/why/as a result of which the rights of children are violated. They then think about how they would like to solve certain problems. They also consider the reasons that those problems were not resolved much earlier”.

In short, at school level GCE was mainly integrated into certain subjects and involved in school-wide implementation. Occasionally schools added project and theme education as a separate form of implementation. At class level, GCE was mainly provided through class discussions, group assignments, and excursions. In their lessons, teachers mainly used current events and self-designed teaching materials.

Competence of teachers to provide GCE and institutional support

The respondents of the teacher and school leader surveys evaluated teacher competence differently. In general, respondents to the teacher questionnaire rated their competence higher than the respondents to the school leader questionnaire did (Table 7).

In addition, we examined whether teachers received sufficient support, whether there was a clear goal regarding GCE, and whether teachers had sufficient teaching material of good quality. In general, the respondents seemed to be fairly neutral about the support options available to teachers (Table 8). The respondents of the school leader survey rated the possibilities of support for teachers slightly more positively than the respondents to the teacher survey did. All items had a relatively large standard deviation, which may imply large differences between schools in the support options available to teachers.

In short, the respondents of the teacher survey estimated their competence somewhat higher than the respondents to the school leader questionnaire estimated teacher competence. Regarding available support, school leaders rated the support slightly more positively than teachers did.

Discussion

The aim of this research was to gain more insight into the visions and implementation of GCE in Dutch secondary education. Our main research question was: “What visions of global citizenship do school leaders and teachers in secondary education use, and how are these translated into practice?”

The first subquestion was related to school leaders’ and teachers’ visions for GCE. School visions greatly identified the socialization function as one of the main aims of GCE. As such, educators see GCE as a way of teaching students to become part of existing social, cultural, and political orders and practices by acquiring particular norms and values, in relation to particular cultural traditions (Biesta, 2012). Through its socializing function, GCE should thus insert individuals into existing ways of doing, thinking, and being, thereby playing a central role in how culture and tradition can be continued.

Some schools reported implementing GCE mainly within cultural and political themes, as defined by Oxley and Morris (2013). The respondents of the teacher survey also attached great importance to environmental and moral issues in GCE. However, a relatively large proportion of schools indicated they had not developed a vision for GCE.

Various reasons were mentioned for developing a school vision on GCE, namely: religious belief or pedagogical conviction and importance/sense of urgency, profiling/PR of the school, experience/tradition with GCE, and interaction/affiliation with an organization for GCE. Thus, different schools showed different trends regarding their visions. One such trend was the emphasis on cultural GC and the importance the respondents attached to it. A possible explanation for this emphasis can be found in the meta-analysis of Goren and Yemini (2017). They indicated that Europeans are paying more attention in recent years to cultural and moral GC in connection with immigration and adaptation to a multicultural society. According to the authors, cultural and moral GC aims to encourage tolerance and create a shared basis for citizenship. A large proportion of schools reported socialization as a vision and devoted attention to certain themes accordingly. For example, Franch (2020) associates forms of cultural and moral GC with socialization, and Dutch GCE gives the most attention to cultural GC. School affiliations also play an important role. For example, 11.8% of the schools indicated they were affiliated with UNESCO, and Franch (2019) mentioned the UNESCO GCE framework as a model that focuses on socialization aims.

The second subquestion related to the way in which schools implement GCE. This implementation of GCE was measured at school level, class level, and the level of teaching materials. Respondents indicated they most often implement GCE at school level by means of integration in specific subjects, followed by school-wide implementation and as a separate subject or project. At class level, GCE was mainly taught by means of class discussions, group assignments, and excursions (abroad). As for teaching material used for GCE, it seemed to relate mainly to current events and was largely self-developed material.

Until now there was no information about the ways in which schools in the Netherlands implemented GCE at school level. This can be partly explained by the fact that GCE does not yet have the status of other subjects. No learning outcomes and hardly any quality requirements are set for GCE, so it has a non-binding character. Our results show that many

schools have integrated GCE school-wide and that it is therefore visible in the school ethos. Qualitative data showed that schools also make use of theme days or weeks. Where citizenship education is more focused on class discussions, theory treatment, and group assignments (Nieuwelink, 2018), it seems that in GCE, theory treatment plays a less important role, and excursions abroad occur more often. In addition, GCE as compared to citizenship education could be more focused on experiences and forms of socialization.

The last subquestion investigated the extent to which teachers feel sufficiently competent and supported to provide GCE. In general, respondents to the teacher survey estimated their own competence slightly higher than the respondents to the school leader survey estimated the competence of their teachers. The fact that teachers rated themselves higher could be explained by Rapoport's (2010) finding that teachers often indicate they know what GCE entails, but are not able to explain it properly and mainly describe it in response to a specific situation or context. Regarding available support, school leaders rated the provided support higher than the teachers did. There seems to be room for improvement when it comes to providing support measures, where large differences were reported. The schools may have a role here, but so too do the GCE organizations with which the schools are affiliated and which appear to have a significant influence on GCE in schools.

Conclusion

Several new insights come to light in this study. For example, at the beginning of the study, two respondent groups were considered: teachers and school leaders. Ultimately, the largest proportion of respondents turned out to consist of a third group, coordinators involved in GCE. In addition, reliability analyses have shown that various concepts from GCE literature—namely qualification (Biesta, 2012), part of the cognitive dimension of GCE (UNESCO, 2015) and soft global citizenship education (Andreotti, 2006)—can be related to each other and could possibly be classified under the term “qualification”. The same applies to socialization (Biesta, 2012) and the social-emotional and behavioral dimensions of GCE (UNESCO, 2015), for subjectification (Biesta, 2012) and part of the cognitive dimension and critical global citizenship education (Andreotti, 2006). Follow-up research could further focus on investigating these scales and their validity. Testing the scales could lead to the design of a valid and reliable GCE model and provide a greater overview regarding the various terms used by different GCE organizations and authors. Through the insights provided by this research, the proposed model for GCE (Figure 1), based on Biesta (2012), UNESCO (2015), Andreotti (2006), Oxley and Morris (2013) and Nieuwelink (2018) has been adapted (Figure 2) and can be used for further research.

As the theoretical framework shows, an overarching model for GCE can only be created when the stakeholders at school level are taken into account, as this guarantees translating a vision into teaching practices. This study was a first step in investigating school leaders' and teachers' feedback to determine how to achieve GCE visions and implementation. Follow-up research could fine-tune this model by involving all stakeholders (school leaders, coordinators, teachers, and students) as well as conducting observations and interviews with respondent groups to gain more insights into the actual implementation of GCE.

In practice, teachers cannot be expected to provide GCE without preparation; certain preconditions must be met. Schools need to coordinate learning objectives, educational content, and approach when shaping and developing a vision (Nieuwelink et al., 2016). A model for GCE could partially meet this requirement by sketching a framework within which to shape GCE. However, it is important that educators identify where teachers need

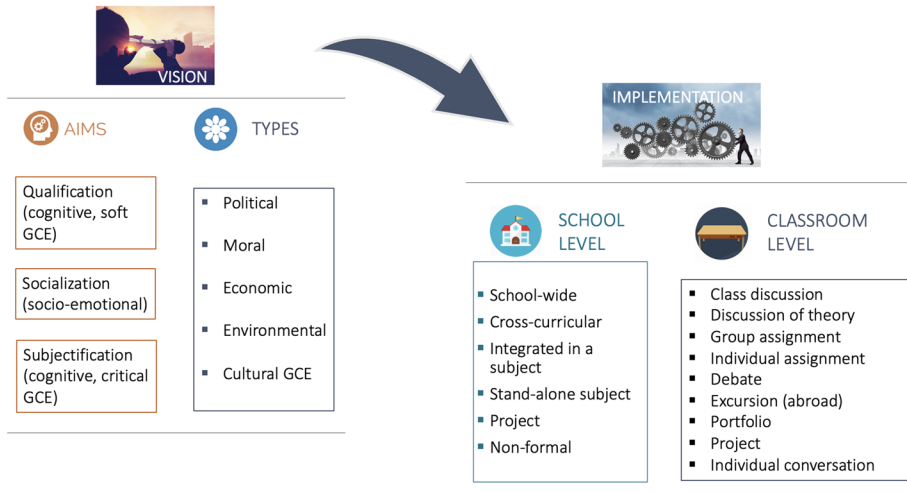


Figure 2 Revised model to investigate visions and implementation of GCE

support, what support is currently available in schools and at GC organizations, and how improve GCE through more effective support.

This research has taken a first step in gaining insight into the visions and implementation of GCE in the Netherlands. Within this scope, we attempted to create an overarching model in which GCE can be shaped from vision to implementation, without requiring guidance toward a specific vision. However, our study offers little insight into the quality of GCE being provided in the Netherlands and its effects on students. Case studies and further observations could address this issue, and could help refine an overarching model. It remains paramount, in any case, to gain more insight into GCE and what stakeholders aim to achieve with its implementation. As one school leader pointed out:

Global Citizenship Education is important, but it is equally important to expose students to different perspectives... . Pupils themselves must come to a life and political vision in the world. Global citizenship means different things to different people, depending on many factors. That diversity is important to show. Then, hopefully, students can make well-founded choices based on their knowledge, encounters with others, and experience.

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