

Education for Global Citizenship in preparation of Teachers of Vocational Subjects

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Abstract

Text deals with the issues connected with education for global citizenship and its place in preparation of vocational education teachers (VET). There are described several possibilities of implementation of global education and education for global citizenship into teachers preparation. Particularly, in conditions of Slovak University of Agriculture was analysed the study plan of Supplementary pedagogical study. Analysis of the study plan and syllabi showed several higher education courses that include issues of global education or have a potential to develop such themes.

Keywords:

Teacher preparation
Global citizenship
Vocational education

1 Introduction

Global citizenship is a concept based on the current needs of society. Education for citizenship and for the global dimension of citizenship belongs currently to modern content components of education, therefore, it is essential that pedagogical practitioners are also trained in this area. The preparation of teachers of vocational subjects should contain, in addition to the clarification of the basic terminology and the development of current knowledge in the field, also the development of the personality of the teacher – the global citizen, the development of their values and value orientation. Further in the text are also given some examples and suggestions for implementation of topics related to global education and global citizenship that are part of the curriculum in the teacher preparation at the Slovak University of Agriculture.

Education for global citizenship is nowadays very current issue in the educational process in the light of the current changing social conditions, such as population migration, a global labor market, and ever-increasing demanding requirements for existence in a multicultural society and preparation for a successful and full-fledged life in it. "Globalization itself is today a significant phenomenon. In essence, it brings about the unprecedented effect of cultures on themselves, which results in their mutual overlap" (Ambrózy, 2011, p. 93). To these identified complexities and problems of worldwide development seek to find answers, solutions and specific resources some educational activities, projects and products. For example humanitarian education, sustainable development education, development education, global education, world education, world orientation, civic education, prevention of conflicts and similarly, for which in the last decade have been gradually established the label „global development education“ on the basis of the Maastricht Declaration on Global Education of the Council of Europe (Council of Europe, 2002). It is a common roof concept for various types of education, which also includes peace education, conflict prevention, intercultural and multicultural education. All above cited concepts together represent, in essence, the global dimension of education on citizenship (Korim, 2013).

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Basic terminology includes the concepts of “global education”, “global development education” and “global citizenship”. On the other hand among the pedagogical community is the well-known and most frequently applied concept of “multicultural and intercultural education”. Global education and therefrom resulting global citizenship is a new educational approach that originated in the eighties of the 20th century. Since then, it has spread throughout the world, but retains its greatest impact in English-speaking countries. In Slovak literature, this issue is currently in the area of emerging interest and the terminology associated with it is relatively broad and new (e.g. In Místrík, 2000, 2014; Mravcová & Šeben Začková & Pechočiaková Svitačová, 2017; Raslavská, 2009; Zelina, 2004). In addition to concept of global education, in foreign literature can be found other terminology like *international education*, *education for world citizenship*, *multicultural and intercultural education*, *global development education* etc. as mentioned above. Prucha (2001, p. 40) states, “these concepts are sometimes used in the same or near meaning, but they mostly contain some meaningful shift – for example in the case of *global education* ecological aspects are highlighted; in the case of *education for world citizenship* the legal and social aspects etc.” The teacher of professional vocational subjects should be able to clarify this terminological diversity and understand minor meaning differences. Teacher has to understand them also as relatively new content components of education and, in addition, perceive them as current educational approaches.

2 The need for education for Global citizenship

Global citizenship is a vision that does not deny individual national identities that cannot even be separated from one another (we cannot separate, for example, the Slovak national identity from a European or a global citizen). It does not order us to deny our origin (regional, ethnic or other). Global citizenship is even not a link to any specific geographical area (Chmelár, 2006). As Mravcová (2015) says, it is mainly about the inward approach of man and a certain hierarchy of values at the forefront of all-human solidarity. Being a global citizen means an inner feeling, the idea that mankind is a great community that is to be based on understanding, solidarity, cooperation and mutual help, and we, as global citizens, accept co-responsibility for the development and operation of this global community.

According to E. Chmelar, all current sources of global thinking are based on an ethical world-based society, based on the recognition that the world is inseparable: its unique cultures have the same human and therefore social content. World-citizenship, or in our case, global citizenship, is, above all, a moral commitment that, in its nature, far exceeds any ethnic or civilization identities. Nationality is often a matter of choice. World-citizenship is not, in this sense, a substitute for ethnic consensus, but rather an awareness of new responsibilities in the global world. It does not exclude regional identity but hierarchizes it. The World-citizenship ideal is based on a new vision of global justice and a new structure of power that is the foundation of true unity of humanity. Believe in the possibility and necessity of such a globally distributed power means to believe in the ability to recognize and eliminate prejudices, in the ability of respect, agreement, and cooperation between people, nations and civilizations. It means to believe in the new quality of unity (Chmelár, 2006).

Up to now, mainly non-governmental organizations have brought to schools number of themes, such as poverty, fair trade, climate change, sustainable development or children's rights. They focused on teacher training, the creation of methodological guides, didactic materials, videos, interactive exhibitions, workshops with pupils. Teachers implement topics from the field of global education most often in subjects such as civic education, ethics, geography, as well as art education and we believe that this trend is important to promote in the teaching of all subjects. In some schools, project teaching or extracurricular activities are carried out. Schools also have the opportunity to set up a special subject aimed at global education.

Due to the above mentioned, it is essential to pay attention to the issues of global education and education for global citizenship in the preparation of teachers at all levels of the education system. In the educational process, teachers are more often coming into contact with pupils from a diverse social environment with a diverse ethnic, racial, religious or cultural background. In order to work with diverse groups of pupils, the teacher must be ready, but it is also necessary for the pupils to learn about them, to develop global values, tolerance for inactivity, to remove cultural stereotypes, and, last but not least, to be a model of a global citizen in the educational process, but also in real life. Education for global citizenship should also be part of the educational work of a teacher of professional vocational subjects. In our case, we mean teachers of economic, agricultural, food and technical subjects who, due to their professional focus, very often solve topics including global issues, sustainable development and multicultural and intercultural aspects of selected topics. Besides the previously outlined themes, teachers must emphasize value education, development of attitudes

and opinions of the students in many other topics in each educational content and throughout the whole educational process.

In addition to the above cited concepts, terms and courses related to education for modern citizenship, there is plenty of new school subjects, courses and themes that have been established in formal and nonformal education over the past decade, such as: multicultural education, entrepreneurship education, education for consumer protection, media education, education for prosociability, anti-prejudice education, tolerance education, value education, education to human rights, peace education, personality and social education, sexual education and many others. Typical learning subjects and topics at different types and levels of school are also civic education, but also education for citizenship, education for marriage and parenthood, ethics or moral education, religious education and many others (Korim, 2013). Obviously, there are different ways of education for global citizenship. If we summarize these options, we can state that there exist several subjects in the school curriculum in which teachers partially deal with issues of education for global citizenship. Schools can also create a specific subject or extend the content of selected topics within particular subject. Another option is also implementation of different activities and projects outside the classroom. However, the optimal way of implementation is cross-cutting themes that apply across all educational areas and subjects. Based on this, we justify the need for education and training for global citizenship in the preparation of all teachers. As part of their preparation is needed to influence the all aspects of their personality from cognitive across affective to psychomotor. The development of these aspects includes: 1. clarifying and acquiring the terminology and developing the knowledge related to the global citizenship; 2. shaping the personality of the future teacher - the global citizen and developing their value orientation, attitudes and beliefs; and ultimately 3. application of acquired knowledge, skills and competencies in pedagogical practice.

2.1 Implementation of issues connected with global citizenship into the vocational teachers preparation

Slovak University of Agriculture in Nitra (SUA) is preparing in addition to the future experts in the accredited study programs in various fields of study, also future teachers of vocational subjects (economic/ technical/ agricultural/ food subjects) through Supplementary pedagogical study in full-time and part-time study programs. The study is divided into modules: pedagogical-psychological; field-didactics; pedagogical practice, and subject-field module. In the preparation of these future pedagogical staff, the modules include subjects that contain, or have the potential to include the issues of global citizenship and global development education in accordance with the objectives of the National Strategy for Global Education (Národná stratégia, 2012). Study plan of the Supplementary pedagogical study at SUA is shown in the table 1.

<i>Course</i>	<i>Lessons</i>	<i>Credits</i>
1st semester		
Technology of education	13	2
General didactics	26	4
Pedagogical propedeutics	13	2
General and developmental psychology	26	5
2nd semester		
Pedagogical communication	13	3
Theory of education	26	4
Didactics of vocational subjects	39	6
Pedagogical and social psychology	39	6
3rd semester		
Classroom observation practice in	13	2

vocational training		
Methodology of vocational subjects	26	3
Methodology and educational diagnostics	26	3
Organization and school management	26	3
4th semester		
Thesis	13	10
Innovation in the field (agriculture/food /economics/engineering)	20	4
Teaching practice in vocational training	26	4

Table1: Study plan of Supplementary pedagogical study (SUA, 2017)

Through the content analysis of the curriculum and the syllabi of courses taught at SUA were identified (according to SUA, 2017) the following courses and topics in which education for global citizenship can be applied:

Pedagogical propedeutics – is the first pedagogical discipline students meet during their study. Students are acquainted with the *basic pedagogical terminology* and topics aimed at the *types of the educational environment and the determinants of education, its aims, forms, means, and content of education*. Education for citizenship as well as multicultural and intercultural education are considered as relatively new components of the educational content. In this course students learn also about the *brief history of pedagogy*. As part of the historical overview of different pedagogical concepts, they are also informed about the existence of global education.

In the course – **General didactics**, the following topics have potential to develop global citizenship among students: *Pedagogical documents specifying the content of education and the objectives of education* can highlight the issue of global education as part of these documents and as one of the target areas of development and education at each level of education. It is also an opportunity to familiarize students with the concept of global education as one of the *modern conceptions of education*. It is also suitable to familiarize students with the methods and methodologies of global education in the topic of *Teaching Methods*.

Similarly, the themes of global education can be implemented in the course – **Didactics of vocational subjects**, especially within the topics: *Goals and objectives in vocational education. Society wide objectives in vocational subjects. Analysis of the general and specific objectives in vocational education. Content of education in vocational education. Didactic analysis of the content in a professional subject. Interdisciplinary and inner relationships in professional subjects*. Under these themes, global education can be analyzed in terms of its objectives, content and with regard to cross-curricular relationships.

In the course **Methodology of vocational subjects** is possible to emphasize global dimensions in the following topics: *Didactic principles in the teaching of vocational subjects. Forms of education in vocational secondary education and possibilities of their use. Overview of educational methods and their use in the teaching of vocational subjects*. Within these themes, it is possible to analyze specific methods, methodological procedures and organizational forms of global education with application in vocational education and also to specify the principles and principles applicable in this educational approach.

Great scope for highlighting the issues of global citizenship and global education provide psychological disciplines, mainly the course **Pedagogical and Social psychology**. The most suitable topics for global citizenship education are: *Social attitudes. Social Communication. Social groups. Assertiveness and Empathy. Stress and conflict situations in the decision-making process. Change of attitudes and value orientation. Social motivation. Forms of social behavior (assertiveness, non-aggression, aggression). Issues of social groups. Social motivation. Dynamics of small social groups*. The issue of leadership in small groups. All of the cited topics can be linked to issues of global development education such as Conflicts in the World: forms and methods of conflict resolution, and these topics can also be a starting point for educating to human rights and education for their protection and respect. The topics discussed in psychology are connected with several areas of human personality. They are related not only to the cognitive but also the affective aspects of the personality, and we can say that influencing the affective area is the most important for the education for global citizenship.

Global issues can be implemented also within the course **Pedagogical communication in vocational education**. Selected topics can be applied to human rights education and to their protection. Some of the specific topics are: basic knowledge of pedagogical communication, principles and forms of interpersonal

communication and rules of discussion. There is also place for practicing the real communication skills that are necessary for a global citizen.

The greatest scope for the development of global skills and global citizenship in the training of VET teachers provides the course – **Theory of education**. Content of the course deals with specific content components of education, pedagogical approaches and their process. For example the course includes topics like: *Multicultural Education*- its essence, process and realization aspects of multicultural education. *Environmental and ecological education*- its aims, content, forms, methods, means. *Family and sexual education* - their aims, content and methods. *Prosocial education*- its aims, content, forms, methods, means. *Current educational problems* (child aggression and criminality, work with Roma ethnicity,...). *Family and social education*- its aims, content, forms, methods, means. These themes really contribute to education about human rights, education about sustainability, peace education and conflict prevention and intercultural education, they are a global dimension of education for civil rights and responsibilities. Finally, above mentioned themes are the basis for developing views and attitudes towards global citizenship and create the platform for emphasizing its value dimension. This course is mainly focused on highlighting the goals, tasks, content, forms, tools and methods of specific content components of education (not only those previously mentioned), including *Education for citizenship* and the most up-to-date *Education for global citizenship*.

Innovation in the field (agriculture/food/economics/engineering) – this course is part of the subject-field module in the preparation of VET teachers. It aims to innovate the knowledge of teachers in their specific field of study. This means that content of the course is in line with the specific study programme of the student, either in the economic, agricultural, food or technical fields. The course is provided by the relevant departments of the faculties (Faculty of Economics and Management/ Faculty of Engineering/ Faculty of Agrobiology and Food Resources/ Faculty of Biotechnology and Food Sciences) of the SUA. Of course, there is a wide scope within the specific departments to include current themes based on the requirements of a globalized society and this in its outcome develops the notion of global citizenship.

Practical preparation for global citizenship education are **Classroom observation** and **Teaching practice in vocational training**. As part of these courses, students develop their professional competences and are often confronted with a multicultural school environment where their current theoretical knowledge needs to be applied. Students have the opportunity to demonstrate their skills of a global teacher in practice. Within pedagogical practice, they can meet heterogeneous groups of pupils from diverse ethnicities, nationalities, cultures and different countries and their task is to adequately demonstrate their pedagogical competences. Teaching practice also has scope to apply global education, and its crosscurricular character makes possible to implement it into all school subjects, whether economic, agricultural, food or technical.

The space for development issues and the explanation of phenomena such as development and humanitarian aid, human and civil rights, development aid, migration, environment with regard to global aspects, sustainable development and much more are also present in some other subjects not only within the framework of the above mentioned. Implementation of the issues not only through the content of the particular subjects, but throughout the whole educational process can take place in higher education in a number of ways. Besides implementing them into the syllabi of selected subjects, it is also suitable to use in education for global citizenship e.g. student mobility, foreign internships and other irregular forms of education, or by creating a special subjects, courses, summer schools and the like. The process of education for global citizenship in teacher training includes different teaching techniques and a rich and varied selection of teaching methods. In addition to traditional transmissive teaching methods (transfer of complete knowledge to students), there are more suitable cooperative and experiential methods and exercises, role playing, sensing and visualization methods, discussion... so called active methods. Interactive, cooperative, problem-based teaching and discussion are approaches to global education that ensure that student activity in the educational process is applied. Anything interactive in the educational process is welcome such as simulation activities and games, role playing, brainstorming, problem solving exercises, various types of discussion like group discussions, panel discussion or round table discussion, pair and group exercises, exchange of experiences, research and presentations, study visits, participative art, case studies, stories and fairy-tale exercises or visual aids (photographs, movies, collages, etc.). Effective tool in vocational education and also in the training of teachers of vocational subjects are case studies. "The case study is a method that is used in education, especially for its activating and motivational character, and from the pedagogical point of view it fully meets the requirement of linking the theory with the practice" (Šeben Začková et al., 2014, p. 56). While implementing the education for global citizenship it is needed to create democratic, fair and human environment, including the active involvement of students. Active methods are particularly useful in seminars of the courses in the preparation of VET teachers.

In particular, mind maps, moral dilemmas, situation methods and role plays are good practice in our case. These are most often applied in groups or in pairs and can be applied at various topics.

3 Conclusion

Global education and the resulting education towards global citizenship are currently a relatively new trend in education. We can treat it as a modern education concept, but also as a cross-cutting educational area that includes a variety of interdisciplinary relationships and, at the same time, it is a cross-cutting theme in both general and vocational education. If we want the teacher in vocational education to be able to handle different methodological aspects, and also the demanding content processing, it is important to thoroughly prepare them in their preparation. On the other hand, continuous teacher education should be focused on the innovation of teaching competencies and knowledge in this area, as the issue is up to date and constantly changing depending on societal needs. Education for Global Citizenship includes value education in both school and nonformal education. The task of today's students and their teachers is to change society in terms of values different from competition, segregation, racism, and so on. Based on the above, we conclude that the current teacher and contemporary school at any level and type of education should accept "new" educational concepts that will be a more appropriate global solution to the planet's problems. From the overall fifteen courses integrated into the study plan of Supplementary pedagogical study at SUA, we identified according to the content analysis of the available syllabi only 10 courses that deal less or more with the topics of global education or education for global citizenship. Naturally, there are more possibilities how to implement global citizenship into the VET teachers preparation, but its real application depends on the particular departments orientation and individual lecturers.

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