

Summary of diagnostics analysis of needs, importance and evolution of policies conducted in the field of education in sustainable development and international solidarity (GLOBAL EDUCATION) in the Małopolska Region

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„Regions for Sustainable Development
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CHAPTER 1. INTRODUCTION

The project entitled *Regions for Sustainable Development and International Solidarity Education* (REDDSO) is being implemented between 1 April 2013 and 30 September 2015. The Małopolska Region is implementing the project on the basis of an agreement concluded with the Rhône-Alpes Region on 1 October 2013, giving the Małopolska Region access to the implementation and financing of the project. The REDDSO Project is implemented by the Project Leader - the Rhône-Alpes Region, and by the Partners: the Małopolska Region, the Piedmont Region, the Government of Catalonia, the Catalan Federation of NGOs for Development (FCONGD), the Consortium of NGOs of the Piedmont Region (COP), the Support Network for Cooperation in Rhone-Alpes (RESACOOOP).

The project *Regions for Sustainable Development and International Solidarity Education* (REDDSO) is co-financed by the European Commission and implemented on the basis of grant contract No. DCI-NSA-ED/2012/287-834 concluded between the European Union, represented by the European Commission, and the Rhône-Alpes Region. It constitutes a broadened version of the programme *From the Alps to the Sahel* which was completed successfully by the Rhône-Alpes Region and the Piedmont Region.

The objective of the REDDSO project is to implement in partner regions participation processes aimed at promoting the common definition and convergence of public policies towards education for sustainable development and international solidarity in education systems as well as supporting the process of developing attitudes of global citizenship. The aim of the project is to create a permanent platform for cooperation in the area of resource use and information exchange and to carry out experimental educational projects in the field of sustainable development and international solidarity.

Under the project, the *Diagnostic analysis of needs, importance, and evolution of policies conducted in the field of education in sustainable development and international solidarity (global education) in the Małopolska Region* was prepared. The objective of the analysis is to provide partners in the REDDSO project with necessary information pertaining to the place of global education in the system of formal education in the Małopolska Region, and an attempt to assess the level of implementation of global education components resulting from the core curriculum (CC) now in force, with particular attention paid to the needs and obstacles to its implementation as articulated by teachers in the Małopolska Region. Therefore, the target group of the research study were the teachers because of their key role in implementing (or not) global education components in schools. The level of knowledge pertaining to what global education is, to which needs it responds, and what kind of difficulties are faced by teachers in implementing it in schools were also indirectly studied. Here is the list of detailed research



questions for which answers were sought when the questionnaire study and its course were designed:

1. What types of activities in the field of education in sustainable development and international solidarity (global education) are conducted in the Małopolska Region? The diagnosis pertains to stages I, II, III, and IV of education (primary schools - ISCED 1¹, lower secondary schools - ISCED 2, and upper secondary schools - ISCED 3) regarding both public and non-public schools².
2. To what extent, as assessed by the teachers themselves, are the contents of global education present in the current core curriculum³ provided in schools in the Małopolska Region, and within what activities (within specific subjects, projects, extracurricular classes, civic education classes, special-interest groups, competitions etc.)?
3. What kind of institutions and organisations that are active in the field of global education support the work of teachers in the Małopolska Region? The objective is to characterise key actors in national and local spheres who conduct their activities within the Małopolska Region, or with the participation of teachers in the Małopolska Region. How do teachers assess this cooperation?
4. What innovative practices in the field of global education can be found in the Małopolska Region? This point is to be presented to selected schools/teachers and their education actions who successfully provide the contents of global education in their work as educators among students.
5. What kind of obstacles and needs in providing global education components are articulated by teachers in the Region? Can these obstacles and needs be divided into groups, and – most importantly – what steps may be taken in order to support teachers in the effective provision of global education content in work with students?

This document constitutes a summary of the ideas contained in the Diagnostic analysis of needs, importance, and evolution of policies conducted in the field of education in sustainable development and international solidarity (global education) in the Małopolska Region (153 pages).

¹ In accordance with the International Standard Classification of Education (ISCED 1997), the education system in Poland, in its I, II, III, and IV stage of education corresponds to the ISCED levels 1 to 3.

² Detailed information of the education system in Poland is given in Chapter 3 of this Summary.

³ In the education system in Poland so-called core curricula are in force, which define the sum of knowledge and skills which a student should possess after completion of particular stage of education. As reforms of education have been introduced in recent years at various stages of education, in 2013/14 school year, two types of core curricula (CC) were binding: CC used before the reform, and CC after the reform i.e. so-called new core curriculum. The education system will regain full cohesion with respect to the new core curriculum in 2015. More on this issue in Chapter 4 of this Summary.



CHAPTER 2. EXPLANATION OF TERMS

The objective of this Chapter is to provide an outline of the key issues associated with understanding the following terms: *sustainable development*, *international solidarity*, and *global education*.

In Poland there are a number of institutions and organisations using the term *education for sustainable development* (ESD), such as the Ministry of the Environment or non-governmental organisations promoting broadly defined ecological education.

Next, *international solidarity* is a more rarely used term, and is generally used in the context of development aid, support for pro-democratic transformations of political systems in various regions of the world, and building coalitions supporting grassroots citizen movements throughout the world.

In the Polish context, the most adequate term, corresponding to the conceptual range of terms used in the project, is *global education* (GE)⁴. It results from the so-called multi-stakeholder process on global education⁵ completed in 2011, which is also conducted in many countries of Europe.

The final definition of global education adopted as a result of the multi-stakeholder process in Poland is the following:

Global education is part of civic education and formation. It broadens their scope by making people realise the existence of global phenomena and their interdependencies. Its major goal is to prepare its addressees for the challenges facing humankind. By interdependencies we mean mutual links and the transfer of cultural, environmental, economic, social, political and technological systems.

Present-day global challenges include: ensuring peace and security in the world; improving the standard of living in Global South countries; human rights protection; ensuring sustainable development; developing partnership-based economic and social relations between the countries of the Global North and the Global South. Global education places special emphasis on: explaining the causes and consequences of the described phenomena; presenting the Global South's perspective; understanding the world as a complex and dynamically changing system; shaping critical thinking and changes in attitude; demonstrating the individual's impact on global processes and the impact of global processes on the individual.

The fundamental values of global education include the following: human dignity, justice, solidarity, equality, peace, and freedom.

⁴ In this Summary, the abbreviation GE is adopted to denote the term *global education*.

⁵ Various terms are used in different countries e.g. developmental education, education for sustainable development etc.



Global education is helpful in shaping the following abilities: perception and understanding of global interdependencies; critical thinking; the practical implementation of knowledge; conscious decision-making; cooperation at the local, national and international level.

Global education is favourable in shaping the following attitudes: responsibility, respect, integrity, empathy, openness, personal involvement, and readiness for permanent education (...)⁶.

Particular emphasis on the issue of the quality of global education in Poland was expressed in so-called peer-reviews. Thus, the report published by Zagranica Group⁷ in 2012, reads:

(...) The process of peer-review is an original initiative of the Working group on global education at the Zagranica Group. The organisers did not use any activities of a similar nature as an example because such actions are also rare in the international arena. The review conducted has been treated as a pilot project providing the opportunity to improve the mechanism and tools which an organisation may systematically use to improve the quality of educational activities (...)⁸.

To sum up the thread of the GE quality in the context of the Polish multi-stakeholder process, the latter can be regarded as a priority, as poor-quality GE can lead e.g. to stereotyping and prejudices instead of overcoming them.

The next problem discussed in the *Report* is the issue of GE actors, who were divided into three groups: committed, these whose scope of activities widens within GE, and potential ones.

Committed promoters of GE in Poland include the following⁹: the Ministry of National Education (MEN), the Ministry of Foreign Affairs (MSZ), the Centre for Education Development (CED), and non-governmental organisations involved in global education and development cooperation¹⁰. The second group includes the Ministry of the Environment, universities, student research groups, Teachers Training Centres (ODNs), schools, museums, churches and religious associations, missionary organisations, local non-governmental organisations involved in the field of education (dealing with e.g. cross-cultural, civic, or culture education), Fair Trade firms and distributors, national and local media, informal groups (e.g. travellers). And finally, the third group, i.e. institutions with the potential ability to commit themselves to GE activities, including the Ministry of Science and Higher Education (MNiSW), the Ministry of Economy, research institutes, community centres, libraries, Universities of the Third Age, extracurricular learning centres, Senior Citizens Clubs, scouting organizations, trade unions,

⁶ *Raport z procesu międzysektorowego na temat edukacji globalnej* Zagranica Group, Warszawa 2011, http://www.zagranica.org.pl/sites/zagranica.org.pl/files/attachments/Dokumenty/Ministerialne/raport_z_procesu_miedzysektorowego_eg.pdf.

⁷ More on Zagranica Group in Chapter 4 of this Summary.

⁸ *Jak badać jakość w edukacji globalnej? Wnioski z partnerskiego przeglądu materiałów i działań z zakresu edukacji globalnej*, Zagranica Group, Warsaw 2014; http://www.pah.org.pl/m/2906/Publikacja_EG_jakosc.pdf.

⁹ The assessment of the degree of commitment of particular institutions and organisations to GE was arbitrary. The degree of commitment of particular actors – in the time elapsing from the time of work on this document in 2010 and 2011 – could have undergone far-reaching changes.

¹⁰ More on this topic is given in Chapter 4 of this Summary.



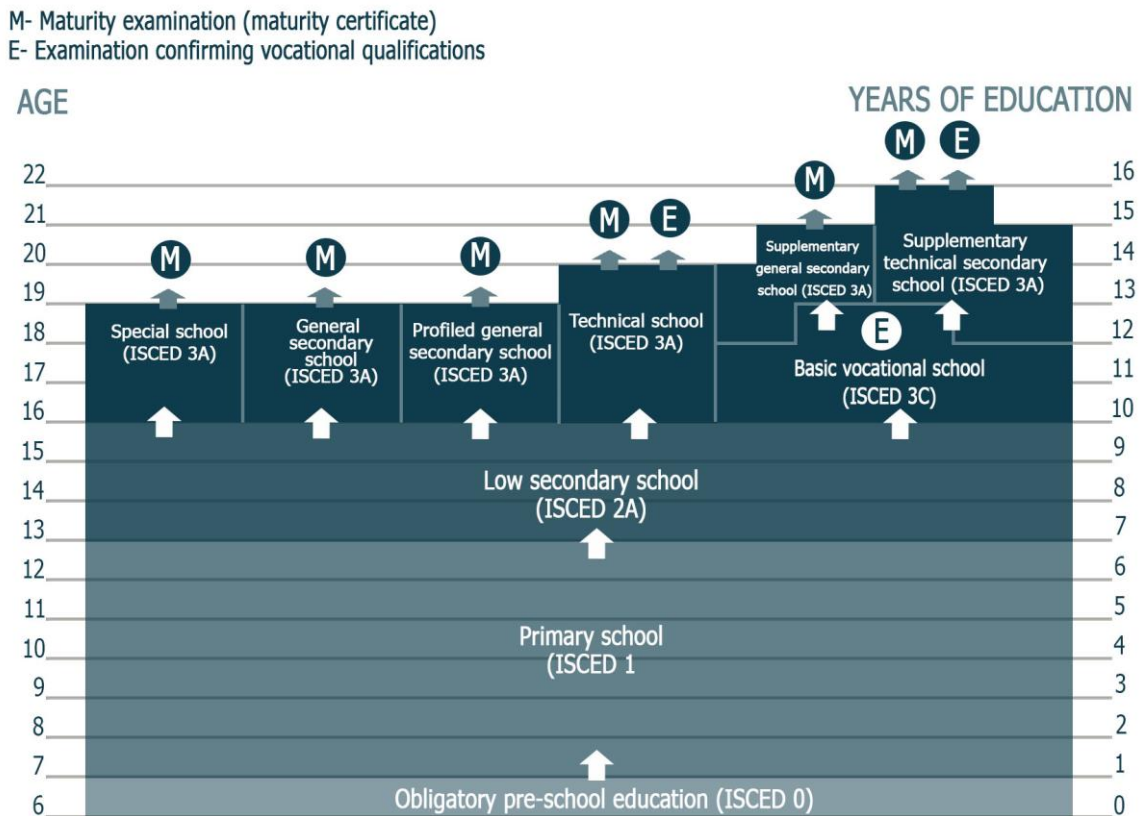
clubs, PR agencies, companies with Corporate Social Responsibility programmes, tourist media, informal groups (e.g. artists).

The last issue discussed in the *Report on the Multi-Stakeholder Process on Global Education in Poland* published in 2011 presents the place of GE in formal education in Poland. The *Report* focused on four overall objectives: firstly, to achieve the situation where teachers are conscious of the importance and place of GE in the formal education system; secondly, teachers have competence to conduct GE, thirdly, teachers have access tools to conduct high quality GE, and fourthly, teachers via their actions, improve the quality of GE in the formal education system.

CHAPTER 3. SYNTHETIC CHARACTERISTICS OF THE EDUCATION SYSTEM IN POLAND

The right to education is safeguarded by the Constitution of the Republic of Poland. It obliges public authorities to ensure that citizens have general and equal access to education. The outline of the education system in Poland on levels from ISCED 0 to ISCED 6 is presented in Fig. 1 and Fig. 2.

Fig. 1 Outline of the education system in Poland (ISCED 0 – ISCED 3)



Source: own study based on: http://www.cedefop.europa.eu/EN/Files/4105_pl.pdf.

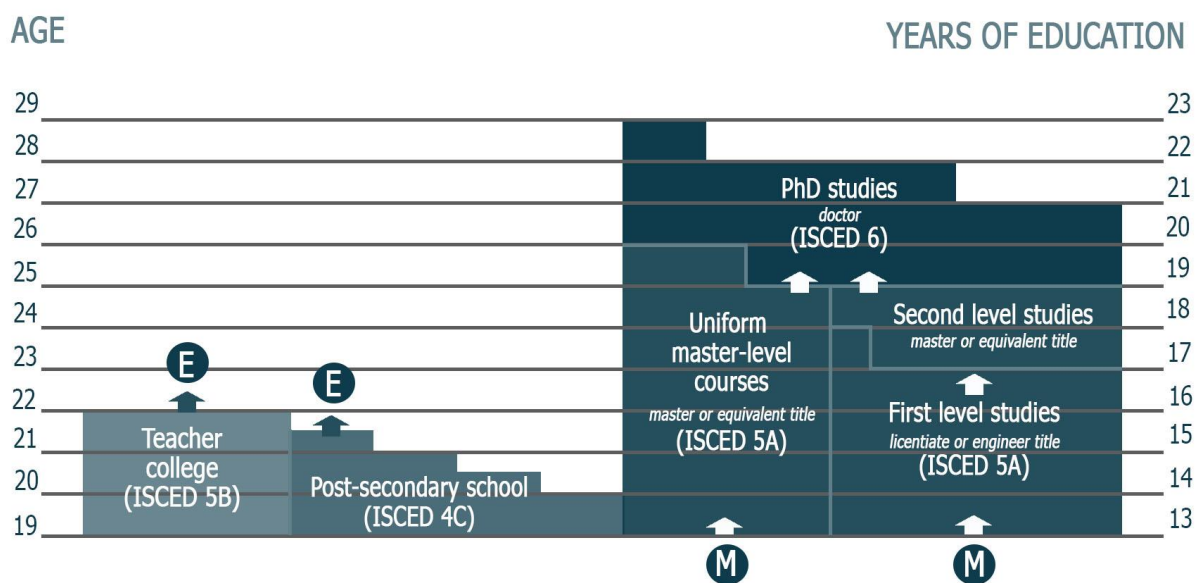
Project is co-financed by the European Union under grant contract No. DCI-NSA-ED/2012/287-834



The principal legal act on the regulation of the operation of the education system is the Act on the Education system of 7 September 1991 with further amendments. Most legal decisions regarding education are made through ordinances by the Ministry of National Education. Two separate ministries deal with matters of education: the Ministry of National Education (MEN), and the Ministry of Science and Higher Education (MNiSW). MEN is responsible for nearly the whole education system, with the exception of higher education which is under the supervision of the MNiSW.

Fig. 2 Outline of the education system in Poland (ISCED 4 – ISCED 6)

M- Maturity examination (maturity certificate)
 E- Examination confirming vocational qualifications

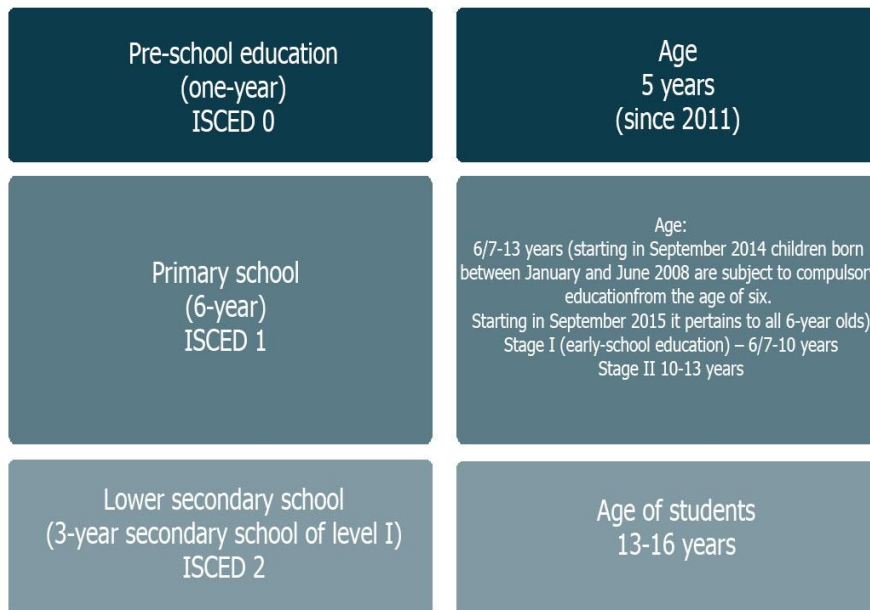


Source: own study based on: http://www.cedefop.europa.eu/EN/Files/4105_pl.pdf.

Compulsory education (to those aged from 5 to 16 years) includes one year of obligatory pre-school education (ISCED 0), and six years of primary school plus three years of lower secondary school (compulsory schooling; ISCED 1-2). Compulsory learning lasts until the student is 18 years old, and encompasses education in the full or non full scope in either school or non-school formats. .



Fig. 3 Outline regarding compulsory schooling in Poland, taking into account the education stage and age of students



Source: own study based on: http://www.eurydice.org.pl/sites/eurydice.org.pl/files/NSO_PL_2014_0.pdf.

At present, the only admission criterion for the enrolment of a child into grade one of primary school is the age limit. Starting in September 2014, children born between January and June 2008 will start compulsory education in grade 1 of primary school. Starting in September 2015, all 6-year olds (and remaining 7-year olds, born in 2008) will be compulsorily enrolled in grade 1 of primary school¹¹. The admission criterion for lower secondary school is the certificate of primary school completion (to obtain this certificate a student needs to sit an external test at the end of primary school).

In Poland, in the 2012/13 school year, 13,555 primary schools (ISCED 1), and 7,573 lower secondary schools (ISCED 2), attended respectively by ca. 2.16 million and 1.2 million students¹².

In the first stage of education (grades 1-3 of primary school) all subjects are taught by one teacher (except for classes in a foreign language conducted by a specialist teacher), which is termed 'integrated teaching'. In grades 4-6, corresponding to the second stage of education in Poland, classes of each subject are taught by a specialist teacher.

The characteristics of stages 1-4 and the content of education is given in Fig. 4.

In the 2012/13 school year, there were 2,352 upper secondary general schools (ISCED 3) attended by 580,000 students; 1,978 technical upper secondary schools (ISCED 3) attended by ca. 520,000 students, 1,378 basic vocational schools (ISCED 3) for young people, attended by

¹¹ http://www.eurydice.org.pl/sites/eurydice.org.pl/files/NSO_PL_2014_0.pdf.

¹² Ibidem.

ca. 184,000 students, and 2,735 post-secondary non-tertiary schools (ISCED 4) attended by ca. 323,000 students¹³.

Fig. 4. Education stages in Poland vs. education content

Compulsory education activities	Education contents
<p>I stage of education (grades I-III of primary school) ISCED 1</p>	<p>early-school education (incl. Polish language education, social education, natural science education, mathematical education, and technical classes) and a modern foreign language, music education, art education, computer classes, physical education</p>
<p>II stage of education (grades IVI-VI of primary school) ISCED 1</p>	<p>Polish language, history and civics, modern foreign language, mathematics, natural sciences, music, art, technical classes, computer classes, physical education, lessons with class tutor</p>
<p>III stage of education (grades 1-3 of lower secondary school) ISCED 2</p>	<p>Polish language, history, civic education, two modern foreign languages, mathematics, physics, chemistry, biology, geography, art, music, technical classes, art classes, information technology, safety education, physical education, lessons with class tutor</p>
<p>VI stage of education (grades 1-3 of general upper secondary school, grades 1-3 of technical upper secondary school, grades 1-3 of vocational schools) ISCED 3</p>	<p>Subject education diversified depending on school type</p> <p>General upper secondary school Polish language, two modern foreign languages, history, civic education, cultural studies, mathematics, physics, chemistry, biology, geography, introduction to entrepreneurship, information technology, physical education, safety education, lessons with class tutor, subjects on extended level. Additionally, subject blocks: natural sciences (for students who have not selected extended-level classes in geography, biology, physics or chemistry), and history and society (for students who have not selected extended-level classes in history). Students who select lesser number of subjects on extended level attend additional classes: art classes, and economics in practice or other classes organised in the school in line with its curriculum.</p> <p>Technical upper secondary school Polish language, two foreign languages, history, civic education, cultural studies, mathematics, physics, chemistry, biology, geography, introduction to entrepreneurship, information technology, physical education, safety education,, lessons with class tutor, subjects on extended level, and – additionally – practical vocational education.</p> <p>Basic vocational school Polish language, modern foreign language, history, civic education, mathematics, physics, geography, biology, chemistry, introduction to entrepreneurship, information technology, physical education, safety education, theoretical vocational education, practical vocational education, lessons with class tutor</p>

Source: own study based on: http://www.eurydice.org.pl/sites/eurydice.org.pl/files/NSO_PL_2014_0.pdf.

¹³ Ibidem.



The Ministry of National Education (MEN) defines the core curriculum for general education for each school type and each subject. In the first half of 2008, MEN initiated the curriculum reform of general education in Polish schools. By the same token, since the 2009/10 school year, two core curricula were followed in Polish schools (depending on the stage of education and grade) which was associated with the gradual introduction of changes, i.e. a new core curriculum.

Pursuant to the European qualifications framework for lifelong learning, the new core curriculum defines: general requirements (main lines and objectives) and detailed requirements (education content and skills) in the language of learning outcomes, that describes the knowledge and skills which an average student should acquire at the end of each education stage. The new core curriculum refers to three components: acquiring knowledge, developing skills, and shaping attitudes. It is the first time that the uniformed description of requirements covers all subjects, at each stage, which – beginning from 2015 – should ensure curricular coherence of the whole learning process.

In the 2009/2010 school year, the new core curriculum became obligatory in the first grade of primary schools (ISCED 1) and lower secondary schools (ISCED 2). Until the end of the education cycle in these schools, in the remaining grades of primary and lower secondary school, the previous core curriculum was used. Therefore, the new core curriculum covered grade 2 in the 2010/2011 school year, and grade 3 in 2011/2012.

Beginning from the 2012/2013 school year, the new core curriculum has been applied at stage 2 of education (grade 4 of primary schools, ISCED 1), and at stage 4 of education (grade 1 of secondary schools, ISCED 3).

At level II of secondary school, learning is conducted in subjects. The subjects are taught either at a basic or an extended level. Each student selects two to four subjects which will be learned at an extended level, taking into account the matura exam (including at least one of the following: history, geography, biology, chemistry or physics)¹⁴.

Beginning 1 September 2012, the ordinance on general teaching plans in public schools, necessary for the implementation of the new core curriculum in upper secondary schools, i.e. in basic vocational school, general upper secondary school, and in technical upper secondary school (education stage IV), in grades IV-VI of primary school (education stage II) went into force¹⁵.

The principal difference consists in the fact that instead of defining the number of lesson period hours per week in three- or four-year cycles of education allocated for compulsory educational classes, a minimum total number of lesson periods allocated for implementing the core curriculum of general education in particular compulsory education classes throughout the whole learning cycle (four-year in technical upper secondary school, three-year in general upper secondary school, and two-three year in basic vocational school.

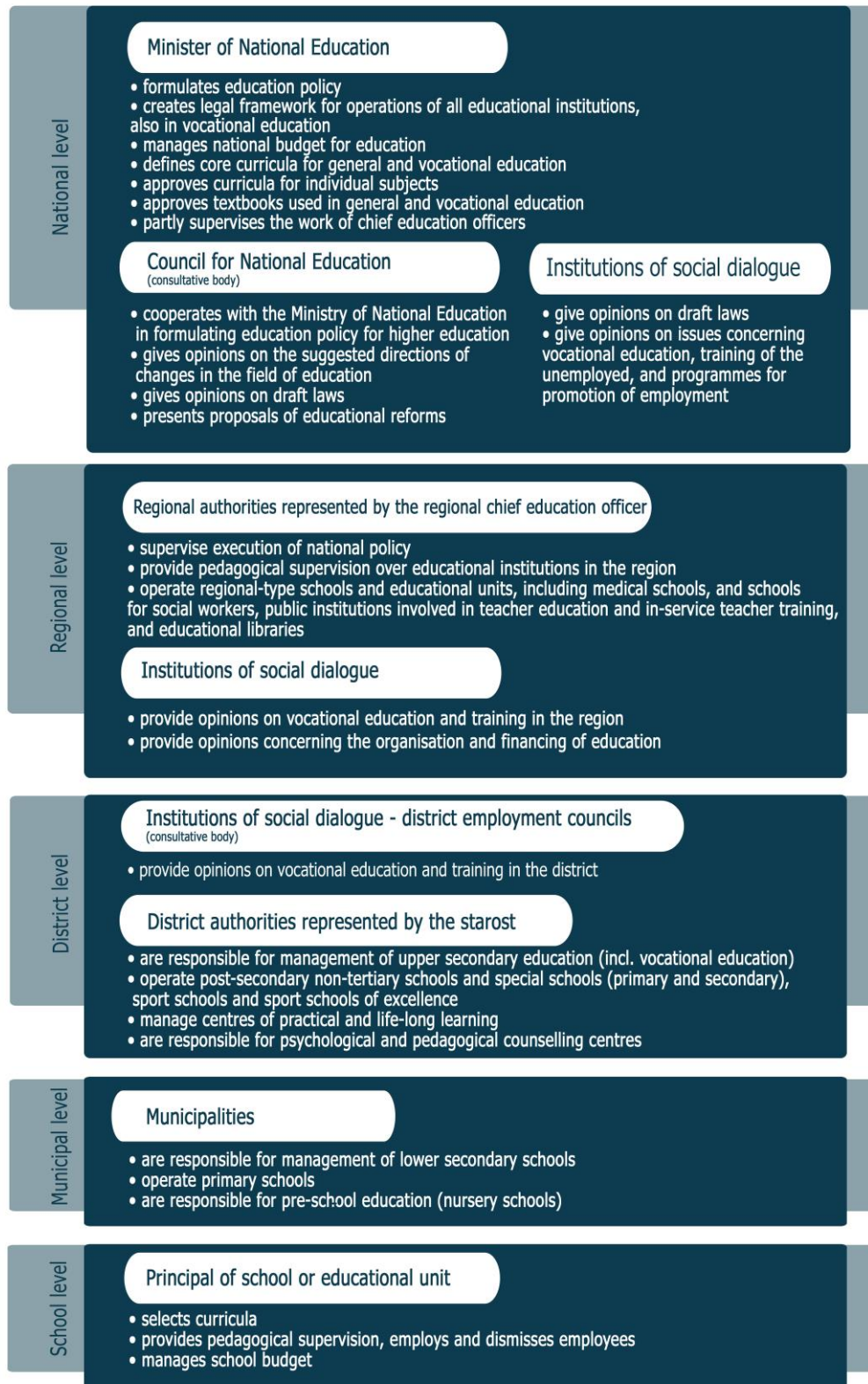
¹⁴ Ibidem.

¹⁵ http://www.perspektywy.pl/index.php?option=com_content&task=view&id=4802&Itemid=106.



The supervision of teaching in schools in Poland is exercised directly by the Ministry of National Education, and in individual regions these tasks are performed on its behalf by regional education offices.

Fig. 5 Management and administration of the education system in Poland



Source: own study based on: http://www.cedefop.europa.eu/EN/Files/4105_pl.pdf.

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Educational policy in Poland is created and executed centrally whereas the administration and running of schools, nursery schools, and other educational institutions are decentralised. Responsibility for the administration of nursery schools, primary schools, and lower secondary schools has been delegated to local authorities. Administrative and organisational affairs, as well as decisions pertaining to the use of financial resources are subject to consultations between the school and the authority running the school, i.e. the municipality (*gmina*) (in the case of nursery schools, primary schools) or district (county) (in the case of upper secondary schools)¹⁶.

In the last school year (i.e. 2012/13), the total number of students in public and non-public schools (including special schools, artistic schools, and schools for adults) within the Małopolska Region amounted to 474,233 students (including 199,069 in primary schools, i.e. at ISCED 1 level, 107,215 students in lower secondary schools, i.e. at ISCED 2 level, and 167,949 students in all types of upper secondary schools, i.e. at ISCED 3 level)¹⁷.

Table 1 presents the numbers of students and schools in the Małopolska Region with dynamic changes in 2008-2012.

Table 1. Number of students in primary (ISCED 1) and lower secondary education (ISCED 2) with the number of schools (excluding special schools) in the Małopolska Region

School year	Primary schools		Lower secondary schools	
	Number of schools	Number of students	Number of schools	Number of students
2007/2008	1 446	215 978	667	127 502
2009/2010	1 430	205 666	687	117 120
2010/2011	1 427	201 882	694	112 317
2011/2012	1 414	201 498	694	108 688
2012/2013	1 399	197 750	698	105 339

Source: own studies base on data of GUS; Central Statistical Office of Poland, Local Databank; after: *Województwo Małopolskie 2013*, Kraków 2013, pp. 67 - 68, <http://www.malopolskie.pl/Pliki/2014/UMWM-WM2013.pdf>.

The number of full-time and part-time teachers recalculated into permanent posts in schools and educational establishments in the Małopolska Region was 61,927.19 posts and was lower by 1,786.2 posts compared with the school year 2011/2012, i.e. by 2.8%. Among the total number of teachers, the highest number were employed in complexes of schools and educational establishments, i.e. 27,639.77 posts which constitutes 44.63% of their total number.

¹⁶ http://www.eurydice.org/pl/sites/eurydice.org/pl/files/NSO_PL_2014_0.pdf.

¹⁷ *Województwo Małopolskie 2013*, Kraków 2013, pp. 67 – 68, <http://www.malopolskie.pl/Pliki/2014/UMWM-WM2013.pdf>.



In the last school year, there were 14,252.04 posts in primary schools, in nursery schools – 6,366.02 posts, in lower secondary schools – 5,761.25 posts; the remaining teachers were employed in other types of schools and establishments¹⁸.

In the 2012/2013 school year, primary schools (education stages I and II, ISCED 1) in Małopolska Region were attended by a total of 197,750 students, including 96,932 girls. The number of students in the abovementioned school year amounted to 188,003 students which means a decrease of 5,396 students, i.e. by 2.79%, compared with the previous school year. The number of students attending non-public primary schools in the 2012/2013 school year was 9,747 students while in the 2011/2012 school year it was 8,099 students which constituted an increase of 1,648 students (an increase of 20.35%)¹⁹. The number of non-public primary schools in the 2012/2013 school year was 139, whereas in the previous year it was 103, which means an increase of non-public primary schools by 36 (an increase of 34.95%).

Lower secondary schools in the Małopolska Region (education stage III, ISCED 2) were attended by 105,339 students (the 2012/13 school year). The number of students in public lower secondary schools in the 2012/2013 school year amounted to 98,727 students, while in non-public lower secondary schools – 6,612 students. In the 2012/2013 school year, 698 lower secondary schools (except special lower secondary schools) worked in the Małopolska Region. The number of non-public lower secondary schools in the 2012/2013 school year was 84²⁰.

In the 2012/2013 school year, in the Małopolska Region, there were 534 upper secondary schools (corresponding to IV stage of education, and ISCED 3 level in the International Standard Classification of Education) which were attended by a total of 126,074 students (this data does not include special schools)²¹.

A downward trend in the number of students and schools in the Region regards the majority of school types. Only in the post-secondary non-tertiary school for youth is there an increase in the number of students. The changes are presented in Table 2.

¹⁸ Ibidem.

¹⁹ Ibidem, p. 70.

²⁰ Ibidem, p. 72.

²¹ Ibidem.



Table 2. Number of students in upper secondary education (broken down by type of school) together with the numbers of schools (except special schools) in the Małopolska Region

School year	General upper secondary schools		Basic vocational schools		Specialised general upper secondary schools Technical upper secondary schools Supplementary technical upper secondary schools		Post-secondary non-tertiary schools for youth	
	Number of schools/students		Number of schools/students		Number of schools/students		Number of schools/students	
2007/2008	195	64 395	135	21 728	273	60 541	31	1 823
2009/2010	192	61 442	133	22 166	216	55 538	32	2 029
2010/2011	189	59 173	134	21 448	207	53 717	35	2 872
2011/2012	187	56 374	133	20 400	199	51 428	36	3 194
2012/2013	187	53 326	129	19 108	181	51 428	37	3 602

Source: own studies based on GUS data; Central Statistical Office of Poland, Local Databank; after: *Województwo Małopolskie 2013*, Kraków 2013, pp. 67 - 68, <http://www.malopolskie.pl/Pliki/2014/UMWM-WM2013.pdf>.

In the Małopolska Region, in the 2012/2013 school year, upper secondary schools (education stage IV) were attended by 126,074 students. The number of students attending general upper secondary schools was 53,326 students among which female students prevailed – 33,836 of them, which constitutes 63.5%. In basic vocational schools, 19,108 students were educated, with male students constituting 72.6% of this population, i.e. 13,874 people. Some 49,048 students attended technical upper secondary schools with male students prevailing in this type of school, amounting to 60%, i.e. 29,447 students. In the 2012/2013 school year, 29 students attended supplementary technical secondary schools, of which 23 students were male. The specialised upper secondary schools were attended by 961 students with women constituting 66.1%, i.e. 635 students, whereas the post-secondary non-tertiary schools for youth were attended by 3,602 students, again with a predominance of women i.e. with 2,808 female students which means nearly 78% of the total number of students in this type of school²².

Teachers taking up employment in Polish educational establishments should have higher education, but the type of studies required depends on the education stage. The ordinance on the standards of education preparing to perform the occupation of a teacher of 17 January 2012, defines the following requirements for particular levels:

- I. Pre-primary and primary education level: the teacher is required to graduate from minimum first-cycle studies with a *licencjat* (equivalent of BA) degree.
- II. Lower and upper secondary education level: a *magister* (equivalent of MA) degree is required²³.

²² Ibidem, s. 76.

²³ http://www.eurydice.org/pl/sites/eurydice.org.pl/files/NSO_PL_2014_0.pdf.



In Poland there are four categories in the career of a teacher:

- trainee teacher;
- contract teacher;
- appointed teacher
- chartered teacher.

Chartered teachers with an outstanding record in their work as educators and organisers may also be awarded the title of honorary school education professor.

In the 2012/13 school year there were approximately 479,000 teachers in Poland (or full-time equivalents), of whom 3.3% were trainee teachers, 17.0% contract teachers, 27.1% appointed teachers and 50.5% chartered teachers. Teachers with no defined level in the teaching career accounted for 2.3% of all teachers²⁴.

Academic teachers in Poland are subject to separate legislation.

CHAPTER 4. GLOBAL EDUCATION IN POLAND IN THE FORMAL AND INFORMAL EDUCATION SYSTEM

Global education is a new concept in Poland, emerging for the first time within the context of drafting Poland's strategy for the development of cooperation prior to Poland's accession to the structures of the European Union (2004). It was a very specific context, explaining the presence of the Ministry of Foreign Affairs of the Republic of Poland (MSZ), as one of the key promoters of global education in Poland.

The important roles were also performed by the North-South Centre of the Council of Europe, and CONCORD²⁵ (Confederation for Relief and Development) as institutions supporting and co-organising e.g. the processes of multi-stakeholder dialogue on global education in Poland (and in other European countries as well). In the case of CONCORD the main focus was on DEEEP²⁶ (Development Education Exchange In Europe Project)²⁷. The North-South Centre conducts a programme of supporting GE in the countries of the so-called Visegrad Group (the Czech Republic, Hungary, Poland, and Slovakia) under which e.g. regional seminars are conducted which permit closer cooperation and the exchange of information between organisations and institutions committed to GE in these countries and outside their borders.

²⁴ Ibidem.

²⁵ Cf. <http://www.concordeurope.org>.

²⁶ Cf. <http://deEEP.org>.

²⁷ K. Jasikowska, J. Witkowski, *Global Education in statu nascendi: Some Reflections on Poland* (in:) *International Journal of Development and Global Learning*, vol. 4, No. 3, pp. 5-25.



The key role in promoting global education in Poland was played by non-governmental organisations in the Zagranica Group²⁸. It is an association of 61 organisations which are involved in both international development cooperation, humanitarian assistance as well as in global education *sensu stricto*. Zagranica Group is also a member of CONCORD, the European confederation of non-governmental organisations, mentioned earlier.

In the system of formal education, the perspective of global interdependencies may be taken into account in the course of standard classes, extracurricular classes, or during the implementation of educational projects. For example, during the completion of the project compulsory at III stage of education (lower secondary school), teachers and schools may use help from outside institutions which provides the opportunity to develop cooperation between non-governmental organisations and educational establishments²⁹. In Polish schools, projects on topics relevant to GE issues (e.g. migration, climate change, responsible consumption etc.), are most often completed in cooperation with non-governmental organisations.

The overriding objective of introducing the new core curriculum on GE-related issues is to shape student's responsible attitudes. Owing to relevant knowledge, skills and attitudes, the students, and – in the future – adult citizens will be able to take more conscious decisions and actions pertaining to the social life of the region and the world³⁰.

Starting in 2005, the **Ministry of Foreign Affairs (MSZ)** has supported Polish non-governmental organisations, local governments and educational establishments involved in introducing the issues of development cooperation to the Polish public debate, as well as to the curricula in educational establishments of all levels, and also in higher education institutions (universities)³¹.

Under the competition procedure (Polish assistance competitions), in 2004, MSZ proposed the competitions entitled: Humanitarian assistance, Volunteering-Polish assistance, Global education, and Polish development assistance³².

Ministry of National Education is committed to diverse initiatives promoting global education (most often in cooperation with other ministries, the Centre for Education Development, and non-governmental organisations).

²⁸ Cf. <http://www.zagranica.org.pl>.

²⁹ E. Pająk-Ważna, *Współpraca szkół z organizacjami pozarządowymi (NGO) w dziedzinie edukacji globalnej. Dylematy, wyzwania, osiągnięcia* (in:) Szuścik U. (ed.), *Nauczyciel – kreator rzeczywistości edukacyjnej. Kształcenie – teoria – praktyka nauczycielska*, Bielsko-Biała 2013, p. 143.

³⁰ <http://www.wombb.edu.pl/index.php/zasoby/relacje-z/461-edukacja-globalna-w-nowej-podstawie-programowej>.

³¹ http://www.msz.gov.pl/pl/polityka_zagraniczna/polska_pomoc/edukacja_globalna.

³² Ibidem.



The most important actor, subordinated to MEN and operating in the area of global education is the Centre for Education Development (ORE) which is a public unit working nationally towards the improvement of teachers, run by the Minister of National Education.

The third ministry whose activities pertain to sustainable development is the **Ministry of the Environment (MŚ)**. Among the activities of MŚ, essential from the viewpoint of this Summary, the following should be listed: research activities (commissioning studies pertaining to education in sustainable development and publishing their results on the Ministry's web pages³³), information-educational (operating a web page for teachers³⁴ where the most important items of information on education in sustainable development are placed as well as various educational materials), and announcing competitions.

The next key actor in the field of global education are the **institutions of higher education**. Within the autonomy enjoyed by universities, the offer of studies or courses in global education broadly understood is very diversified within Poland. Polish students may participate in classes oscillating around issues of globalisation, of development, environmental education, education for sustainable development, humanitarian assistance, etc. Some university centres provide undergraduate studies leading to a Master's degree, or postgraduate studies whose specialisations pertain to the countries of the global South but are not directly linked to global education.

The most important actors involved in GE in Poland are teacher-training establishments (the Centre for Education Development, and regional Teacher Training Centres), and non-governmental organisations. One of the departments functioning in the **Centre for Education Development** is the **Department for Social and Civic Competencies Development**.

In 2002-2013, the Centre for Education Development, working in cooperation with regional Teacher Training Centres, completed the following projects on global and developmental issues: We help others – global education in school (*Pomagamy innym - edukacja rozwojowa w szkole*) (2007), Regional partnership of schools in promotion of Week of Global Education (*Regionalne partnerstwo szkół w promocji TEG*) (2008), I know, understand, act – developmental education in Polish schools (*Wiem, rozumiem, działam - edukacja rozwojowa w polskich szkołach*) (2009-2010), Global education in school education projects (*Edukacja globalna w szkolnych projektach edukacyjnych*) (2011) Global education in school education projects - continuation (*Edukacja globalna w szkolnych projektach edukacyjnych - kontynuacja*) (2012), and Global education – a task for each teacher (*Edukacja globalna zadaniem każdego nauczyciela*) (2013)³⁵.

³³ Cf. *Edukacja dla zrównoważonego rozwoju w opiniach nauczycieli (badanie jakościowe) – diagnoza sytuacji w zakresie realizacji edukacji dla zrównoważonego rozwoju przez nauczycieli wybranych szkół*; and *Ekspertyza dotycząca edukacji dla zrównoważonego rozwoju. Raport końcowy*, Poznań 2012.

³⁴ Por. <http://nauczyciele.mos.gov.pl/index.php?mnu=92>.

³⁵ <http://www.edukacjaglobalna.ore.edu.pl/upload/File/2014/OpisprojektuEG3162014v3nastrone-INFO1504.pdf>.



Zagranica Group (Grupa Zagranica) is the platform of Polish non-governmental organizations involved in international development cooperation, democracy support, humanitarian aid and global education. At present, membership of Zagranica Group includes 61 organisations, of which 59 are ordinary members, and 2 are supporting members³⁶.

Among the most important activities associated with GE pursued by Zagranica Group (Working Group on Global Education) the following should be listed:

- a) coordinating the multi-stakeholder debate in 2010; Zagranica Group was the leader of this process,
- b) conducting a peer-review of materials and activities in the field of GE in 2012,
- c) identifying GE good practices in three areas of activities of organisations and institutions of the sector: educational materials, actions and campaign activities suggested to various groups, including students and teachers, programmes aimed at supporting teachers.

In the Małopolska Region, both **local and national non-governmental organisations operate**, i.e. Fundacja Kultury Chrześcijańskiej *Znak*, Związek Stowarzyszeń Polska Zielona Sieć, Salezjański Wolontariat Misyjny SWM *Młodzi-Światu*, Polska Akcja Humanitarna, Fundacja Centrum Edukacji Obywatelskiej, Stowarzyszenie *Ośrodek Działań Ekologicznych Źródła*, Fundacja Partners Polska.

One of the programmes of the Fundacja Edukacja dla Demokracji (FED) is the programme *Global Education* under which an annual re-granting competition for activities in global and development education has been held since 2005 for Polish non-governmental organisations. Among the GE projects financed in previous years in the Małopolska Region, the following can be listed as examples:

- a) **Closer to the Global South (Blżej Globalnego Południa) - Alternate Reality Game;** (Fundacja Ubik, Kraków). The main component of the programme was designing an educational game in ARG - Alternate Reality Game format (new type of games which emerged as a transfer of urban games to Internet). The players are made familiar with stories of three children living in the countries of Global South, and are tracked by anonymous fragments of a narrative about a mysterious country which is shown on the game's web-page. The task for players was to guess the country of origin of the three children, and indicate which of them tells the story about his/her country on the game's web-page³⁷.
- b) **Millenimation – animations designed by youth pertaining to the Millennium Development Goals** (Stowarzyszenie *U Siemachy*, Kraków). The project aimed at elevating awareness, level of knowledge, and involvement of youth in issues of global

³⁶ Zagranica Group website <http://www.zagranica.org.pl/o-nas>.

³⁷ <http://eg.edudemo.org.pl/popzednie-edycje/zrealizowane-projekty/51-projekty-konkursu-grantowego/98-opisy-projekty-2010>.



development. The project's objective was reached through the use of a digital storytelling method in the educational process. The method was successfully implemented in eight schools.

Some 86 young students participated in the project. These students finally created and published online 40 animations concerning three selected Millennium Development Goals³⁸.

The following Małopolska organisations had projects financed between 2007 and 2013: Małopolskie Towarzystwo Oświatowe, Salezjański Wolontariat Misyjny, Fundacja ZNAK, Stowarzyszenie 18 Plus Minus, Fundacja EkoMost, or Fundacja Więcej Serca should be mentioned. The information on the activities of particular non-governmental organisations in the Małopolska Region presented below were obtained using a questionnaire for NGOs.³⁹

Centrum Edukacji Obywatelskiej (CEO) has begun introducing the contents of global education to the schools of Małopolska as early as 2008, under the national Polish project See and change (*Patrz i zmieniaj*), conducted in partnership with European organisations. Over two years, teachers and students of 30 lower secondary and upper secondary schools from the Małopolska Region were introduced to the area of global education and its most important topics through documentaries, school film clubs, training sessions, teaching materials with film packages, and multimedia presentations. Similar material was used during the course of the project entitled One world – film clubs (*Jeden świat - kluby filmowe*) (2011-2012).

In the Małopolska Region, eight schools were involved in this project.

The next project, which addressed teachers and students of lower secondary schools was entitled Active by nature (*Aktywni z natury*), and was conducted in partnership with Polish and European organisations. Activities related to the project took place in 2009 and 2010 in the Małopolska Region and they involved ca. 20 schools. The idea of the project was to educate and prompt schools into actions aimed at improving the state of the environment i.e. by reducing carbon dioxide emissions, and making more rational use of natural resources. Attempts to reach these objectives involved introductory training and topical sessions, and an Internet-based course, as well as providing access to publications and other educational materials.

From 2010 to 2011 and from 2012 to 2013 Fundacja CEO conducted two projects on issues associated with sustainable development, addressing teachers and students of lower secondary and upper secondary schools from all over Poland. These were projects entitled A school full of energy (*Szkoła pełna energii*) and A school full of resources (*Szkoła pełna zasobów*). The target group of the first project were educational workers cooperating with

³⁸ Ibidem.

³⁹ The studies involved quantitative and qualitative procedure, using three questionnaires (for all teachers employed in the schools of I, II, III, and IV stage of education; for representatives of NGOs, and for teachers advanced in global education issues, as examples of innovative practices in the region).



students (eight schools in the Małopolska Region) who worked on the following themes: energy and responsible consumption, and energy and sustainable transport. The second project focused on the management of forest land and metals, issues of climate change, access to water, as well as energy resources.

At present, CEO is in the process of conducting two projects concerning global education, i.e. Into the world – with class (*W świat z klasą*) / *World-Class Teaching*⁴⁰ (since 2013). The project addresses the teachers of stage III of education in lower secondary school who are active teachers of one of the following subjects: Polish language, English language, history, civic education, art, or biology (total of 500 teachers), In the second part (e-learning course) participation is envisaged by teachers from the Małopolska Region. The main premise of the project is to support teachers in the systematic inclusion of global education in subject education in lower secondary schools.

The next non-governmental organisation active in Małopolska is **Polish Humanitarian Action** (Polska Akcja Humanitarna; PAH). In the Małopolska Region, Polska Akcja Humanitarna conducts projects chiefly under the activity called ‘Humanitarian School’ *Szkoła Humanitarna*⁴¹, and the themes of the projects concentrate on education concerning issues of exile, repatriation, and global interdependencies. These projects are targeted at teachers and students of lower secondary schools and upper secondary schools (education stages III and IV), as well as school board members. These projects are entitled Education in the field of exile, repatriation, and global interdependencies (*Edukacja w zakresie uchodźstwa, repatriacji i współzależności globalnych*) (2009/2010), *The method of projects in global education (Metoda projektu w edukacji globalnej)* (2010/2011), *Locally, for the benefits of inhabitants of the South (Lokalnie na rzecz mieszkańców krajów Południa)* (2011/2012). At present the Foundation conducts a project entitled Active schools for global responsibility (*Aktywne szkoły na rzecz globalnej odpowiedzialności*) (2013/2014)⁴².

The projects of the **Polish Green Network (Polska Zielona Sieć; PZS)** directly target schools (teachers, students) to do the following: to buy clothing and electronic goods responsibly (*Kupuj odpowiedzialnie ubrania i elektronikę*) (2013/2015), to buy wood and paper responsibly (*Kupuj odpowiedzialnie drewno i papier*) (2011/2014). They also address a wider group of recipients, via organising major national social campaigns such as *Buy clothing responsibly (Kupuj odpowiedzialnie ubrania)* (2010/2012), *Buy toys responsibly (Kupuj odpowiedzialnie*

⁴⁰ Project partners: NEGO-COM (Benin), CECIP (Brazil), Leeds Development Education Centre (Great Britain), Südwind (Austria), People in Peril Association (Slovakia).

⁴¹ Humanitarian School (*Szkoła Humanitarna*) is a project conducted by Fundacja Polska Akcja Humanitarna (PAH) since 2004. Since 1994, PAH has carried out educational activities (initially termed as ‘humanitarian education’) and since 2002 has been involved in European cooperation on global education. It implements several three-year projects financed by the European Commission either as the main applicant or as a partner organisation, cf. *Edukacja globalna w Polsce. Europejski proces partnerskiego przeglądu edukacji globalnej - Krajowy Raport na temat edukacji globalnej w Polsce*, GENE – Global Education Network Europe, Warsaw 2009, p. 41.

⁴² Project partners: the Ministry of National Education, the Centre of Education Development, and Foundation Arche NoVa of Dresden.



zabawki) (2010/2012), *Buy wood and paper responsibly (Kupuj odpowiedzialnie drewno i papier)* (2011/2014).

Ośrodek Działań Ekologicznych Źródła (ODE Źródła), in 2014, conducted in the Małopolska Region 19 workshops on topics concerning global themes, involving ca. 425 participants (nursery schools, primary schools, and middle schools). These workshops include 17 themes concerning GE. Projects carried out by ODE Źródła in recent years in the Małopolska Region included: Eco-oriented – together for education (*Ekozorientowani - razem dla edukacji*) (2011/2013), and Bet on development! Sustainable! (*Postaw na rozwój! Zrównoważony!*) (2013)⁴³ of national out reach, targeting above all teachers and educators, and primary school students of grades IV-VI.

Fundacja Partners Polska (PP) completed two projects in the Małopolska Region, addressing teachers and students of various stages of education: project *MDG'15* (2011-2014)⁴⁴, and In solidarity with the South: Global Mazowsze, Global Podhale (*Solidarni z Południem: Globalne Mazowsze, Globalne Podhale*) (2012)⁴⁵.

Since 2010, **Fundacja Znak**, has actively conducted projects concerning global education under the third edition of the project entitled Globally – Responsibly (*Globalnie – Odpowiedzialnie*) (2010-2012). In the first edition the focus was on organising events i.e. workshops for children and their families during the Week of Global Education (*Tydzień edukacji globalnej*) (TEG).

Salezjański Wolontariat Misyjny Młodzi Świata (SWM) concentrates its activities in the Małopolska Region, and targets various groups of recipients. In schools, the organisation promotes ideas associated with GE among students and teachers: Together for development – active Global Education in schools (*Razem dla rozwoju – aktywna Edukacja Globalna w szkołach*) (2013)⁴⁶, and also pursues activities directly targeting teachers: Development education in schools – training for teachers in the field of education in the context of the new core curriculum (*Edukacja rozwojowa w szkole - szkolenie dla nauczycieli z zakresu edukacji w kontekście nowej podstawy programowej*) (2010)⁴⁷.

In 2014, two new organisations emerged in the Małopolska Region, dealing with global education: **Fundacja Otwarty Plan**, which tries to adapt global content to specific local issues in the city of Kraków, and **Fundacja Kupuj Odpowiedzialnie**, whose activities concentrate on responsible consumption.

Non-governmental organisations are essential actors in spreading GE at a high level in the Małopolska Region. The majority of such organisations target their projects at school teachers

⁴³ Project Partner: Fundacja Artykuł 25.

⁴⁴ Project partners: organisations from Belgium, The Czech Republic, India, France, Ireland, Great Britain, and Senegal.

⁴⁵ Project partner: Fundacja Razem Pamoja.

⁴⁶ Project partners: SWM Młodzi Świata, Wrocław branch, and SWM Młodzi Świata, Poznań branch.

⁴⁷ Project partner: Fundacja Edukacja dla Demokracji.



and students (education stages I, II, III, and IV). There are also some which extend their activities to local communities.

To illustrate the effects of cooperation of schools in the Region with local institutions and organisations in the area of GE, Table 1 is presented. This Table is one of six illustrating innovative practices of the Region included in the document entitled *Diagnostic analysis of needs...*

Table 3. Global education activities at schools (a case study of Gimnazjum no. 2 in Tarnów)

Like circles on the water. First the school, then the town and region, and finally international cooperation – a case study of a multifaceted activity in the field of global education conducted in Nicolas Copernicus Gimnazjum no. 2 (Lower secondary school no. 2) in Tarnów⁴⁸

The topic of global education began to be addressed at a larger scale in the above-mentioned lower secondary school in the 2008/2009 school year. These activities were associated with the school joining the Polish Humanitarian Action (PAH) project entitled *Global School*. Since then, Ms Jolanta Klimek, MA⁴⁹ has initiated and coordinated a number of activities in the school, engaging a growing circle of co-workers from the school, local, and international communities.

When I started to acquaint myself with the project [Global School, PAH], I thought that (...) we were already providing nearly the whole of this content as part of our teaching practice. Then perhaps we could extend it a little, add some other areas to it, and try to win a Global School title [title awarded to a school after completing the project] (JK)⁵⁰

The goal of the project was to arouse interest in global issues among students through learning about global matters and initiating activities aimed at making positive changes in the immediate vicinity. Teachers and students undertook a number of actions in order to add a global perspective to: teaching, upbringing, and the day-to-day operation of the school.

In the following years the school joined another PAH project entitled *Global School Acts Locally, 2009-2012*. Numerous activities and initiatives were undertaken during these years, aimed at popularising GE issues and stimulating interest in the school and local communities. The school started cooperation with other schools in the town and district (county), as well as local government bodies, local organisations and companies.

Here we present an outline of a few selected actions and initiatives organised by Gimnazjum no. 2 in Tarnów:

1) **GLOBAL EDUCATION WEEK** was held on a cyclical basis during each school year (featuring e.g. exhibitions concerning fair trade together with the **promotion of fair trade products**; screenings of films concerning global topics; exhibition of photographs from countries of the Global South– e.g. entitled *The Faces of Africa*; cyclical meetings with missionaries, e.g. with Canossian missionaries, sister Amelia from Italy and sister Isabel from Brasil, who presented photographs from their missionary journeys to **students** and talked about their experiences (in a series of monthly meetings promoting countries of the Global South).

The issues connected with fair trade were addressed by our friends teaching geography and us, historians, during history and civic education lessons in our subject-based teams (...) Apart from these activities, students took action that involved making a reconnaissance in the town and seeking out particular products with a fair trade logo in as many shops as possible. They were also asked to interview shopkeepers and find out how high the demand for those products was, and learn the sales figures. I had my students look for smaller shops rather than megastores (...) (JK)

2) **Original educational project entitled: AKCJA: SEGREGACJA – NASZE RADY NA ODPADY (SEGREGATION ACTION – OUR WASTE RIGHTLY PLACED):**

⁴⁸ Information and quotations derived from in-depth interviews and survey questionnaires (Questionnaire for teachers advanced in global education, one of the three questionnaires used in the study).

⁴⁹ The respondent gave her consent to disclose her personal data.

⁵⁰ The quoted fragments come from an interview.



This project has shown students how to deliver positive changes in the local environment (reclaiming waste materials) and how these changes affect the lives of people in the Global South (e.g. environmental education was conducted among students, school staff, parents, and the local community, concerning correct waste management, and a waste sorting action was organised at school – over less than three months, students collected: 2 tonnes of waste paper, 100 kg of batteries, and 15 kg of tins; students participated in assemblies, staged performances, and took part in various competitions; lighting in corridors and classrooms was cyclically changed; electric energy loss and water usage were reduced as a result of save energy signs hung in bathrooms and classrooms, and the lower consumption of heat ensuing from the modernisation of the school building (thermal insulation, replacement of windows). Numerous activities carried out by the school were possible thanks to partners and sponsors acquired (including the company X⁵¹, which manufactured and delivered special waste sorting containers as part of its cooperation with the school, and Tarnów Municipal Office, division of public utilities and environmental protection, which financed student trips and competition awards within the project).

3) Commencement of **SCHOOL VOLUNTARY MISSIONS** (2010-present). Responsible teachers: Ms Grażyna Dziurok, MA, Ms Bernarda Skrzyńiarz, MA⁵²

Inspired by the work of the international volunteer missionary service, students of the school have decided to consciously engage in the building of a more fair world. The inauguration of the volunteer service was preceded by a number of meetings devoted to the problems of Global South countries, the unfair distribution of goods, lack of access to education, diseases – particularly AIDS and malaria, orphanhood, armed conflicts. Students decided e.g. to financially support the construction of a home for street children in the **Ruro diocese in Bolivia** (2010). Such houses primarily enable the children to start education and go into profession. Selected activities conducted by the student association: *meetings with missionaries* (students from 18 school classes participated in a meeting with a missionary working for 11 years in Brazil. The meeting was more than just the transfer of knowledge about Brazil, in the context of geography, history, and ethnography. Students learned of Brazil as a country of contrasts, a country with the highest inequality index in the world, where 30% of population live in abject poverty; the organisation of an *inter-school contest in missions and knowledge on the problems faced by the Global South* (2011). The contest was a part of a school project created by Grażyna Dziurok, MA. Both the process of practicing for the contest and the contest itself were an attempt made by young people to reflect on the causes and results of injustice in the world. Over one hundred students took part in the competition (32 teams from two schools in Tarnów), who had to demonstrate their knowledge concerning the problems faced by the inhabitants of the Global South, as well as identify ways in which they could work towards the Millennium Development Goals; display knowledge in geography, ethnography, and religious studies by describing presented photographs, etc. A play staged by students illustrating Africa as seen by a European tourist added variety to the contest event. Over a couple of months' work, students involved in the school volunteer missionary service gained knowledge on the complexity of problems existing in our world and noted the disproportion in the economic and political development of selected countries.

4) International actions, e.g. **ENERGY AUDIT AT YOUR SCHOOL** (2011)

Individual teams and groups of students, together with teachers, and according to a pre-established rules and schedule, **performed an energy audit at the school** in order to understand the concept of *sustainable development*, learn how it is connected with climate change and how the issues addressed as part of this action affect people living in the Global South. The action was divided into two stages (an audit and combining the results of the audit with the situation in the Global South). Individual groups dealt with the relevant sections of the audit (heaters, good light bulbs, drops, reduction, and recycling). After completing the action, students from different groups jointly prepared a report in which they identified the problems and showed how given problems influence climate change. As a summary, based on the conclusions drawn jointly from the action, students suggested specific solutions, e.g. for their school. The solutions were divided into two categories: no-cost solutions and solutions that would require funding, including the suggestion of potential funding sources.

5) **Other projects**, e.g. ASSEMBLIES – HAPPENINGS concerning human rights, STAGE PERFORMANCE ABOUT TOLERANCE, CHARITY CONCERT for town residents (2011), GLOBAL SCHOOL FILM CLUB, throughout the entire duration of the projects.

Here are two examples from the survey and interviews that illustrate how the involvement in activities and school life affects children and how school has become a catalyst for change in the environment:

⁵¹ Company data undisclosed.

⁵² The teachers gave their consent to disclose their personal data.



a) (...) they were multifaceted [GE activities]. There was a head coordinator (myself), but an entire team of teachers who taught different subjects worked on projects. We formed a kind of task groups. There was, for example, an **academic group**, who conducted the theoretical part during classes – such as geography, civic education, lessons with a class tutor, Polish language, chemistry, religion, physics, art, and others. The aim was to perform the project in a multi-sided and **interdisciplinary** way. The content, problems, and tasks were linked in different points, presented in different forms, dealt with using various methods, which made the topic more interesting and inspiring for students. For example, in religion classes students discussed and investigated the subject of volunteering and its possible forms, talked about social injustice – this was also one of the elements of their work on the project, perhaps more in terms of shaping attitudes (...) (JK)

b) We systematically cooperated with PAH in various activities we conducted when performing projects. Our initiatives and tasks were complementary. We exchanged information and ideas. Consultants [from PAH] came here to train teachers, and not only those from our school, because we had already made some steps to publicise the notion of Global School in the town and partly in the region as well (...) We also organised an action that involved joining in help for street children in Brazil and we worked on it as part of a **volunteer missionary service** [a volunteering association established in the school] (...) We started our activities from the school. **Like circles on the water. First the school, then the town and region, and finally we went even further. This further activity involved e.g. international cooperation** in the final year [of the 3-year project], when schools that had joined the project Global School Acts Locally undertook together various activities and initiatives. There were several schools, e.g. from Austria, the Czech Republic, Malta, Slovakia. Out of the international activities to choose from, we selected two, such as GLOBAL ACTION WEEKS: ACTIVITY II, **Switch Off Day**, and we began to work on them. Teachers and students, after the prior planning of certain activities and forms of work, conducted them systematically. These activities included a series of different actions organised by the youth, such as research performed by the students on energy and energy consumption in the school, so as to gain theoretical knowledge in this field. The results and conclusions from this research later served as a basis to make some practical changes in the school – we began to systematically replace lighting in classrooms and corridors (...) (JK)

CHAPTER 5. THE MAIN RESULTS OF QUANTITATIVE AND QUALITATIVE RESEARCH INCLUDING THE ASSESSMENT OF THE STATE OF GE IN THE REGION

A total of 1,396 teachers employed in all types of schools in the Małopolska Region were included in the quantitative research (comprising a survey for teachers at all stages of education). Participants of the study came from different backgrounds – major urban settlements as well as rural settlements. The questionnaires were filled in correctly by 1,396 respondents, 1,189 of whom were female (83.6%) and 207 (14.6%) male. Teachers belonging to the 41-50 age category were the largest group ($n=531^{53}$; 37.3% of all respondents). Teachers aged below 30 represented the smallest group participating in this study ($n=84$; which constituted 5.9% of all respondents). A more detailed description of the studied sample can be found in the document *Diagnostic analysis of needs...*

Question number 1 of the online survey, namely: *Do you address any of the undermentioned issues during your classes?*, was answered affirmatively by a substantial majority of teachers (1,229 positive responses, which represents 86.4% of all responses). The participants were shown a list of topics considered to be part of GE, such as tolerance and intercultural dialogue,

⁵³ n – denotes the number of respondents.

agriculture and food sovereignty, human rights, international solidarity, climate change, sustainable development, etc.

Question number 2 involved selecting (multiple choice) the topics discussed by the respondents during their classes from those listed in the first question (the respondents who had given a negative answer to question 1 did not have the opportunity to answer question 2). Therefore, in this question teachers made a self-evaluation of the content of their classes with students. The results are as follows: the *human rights* category was ticked by over 70% of respondents (more than 1000 people), the *tolerance and intercultural dialogue* category by nearly 60% of all participants (833 respondents), while the *maintaining world peace* category received 54% of responses (768 people chose this option). The three mentioned categories represent the issues most frequently addressed during classes (from the multiple-choice list), regardless of the stage of education. In contrast, the least frequently raised issues during the teaching of a subject include, according to the respondents: *fair trade* (9.6% responses), *development assistance* (12.6% of responses) and *agriculture and food sovereignty* (13.6% of respondents indicated this category as reflecting the content of their classes). The items with low response frequencies (such as *fair trade*) may be unfamiliar or incomprehensible for respondents, which could explain the reasons why these issues are not addressed in the classroom with students.

One of the filter questions used in the survey was the following: *Have you ever encountered the term global education?* (question 3). All respondents answered this question (n=1396 people), but only those teachers who gave positive responses could answer three subsequent questions included in the questionnaire. Nearly 70% of respondents answered affirmatively to the question 3 (992 people), declaring that they had encountered the term *global education* (respondents were not asked whether they knew the term or could provide its definition). This result shows that a lower number of affirmative responses was given to this question than to question 1, in which nearly 90% of teachers declared that they addressed the issues included in multiple-choice lists, such as *sustainable development*, *climate change* etc. (these items belong to the scope of global education, but the authors of the research tool deliberately avoided using this term in the question opening the survey). Responses given by the participants are therefore not explicit (a larger number of teachers affirm that they address issues related to global education than teachers who admit to having encountered the term *global education*) and they suggest that some teachers may address global education issues while being unaware of the scope of this form of education (this thesis was also proven by results of the qualitative study). At the same time, nearly 30% of respondents (n=404) declared in response to question 3 that they had not encountered the term *global education*.

Out of 992 respondents (n=100%) who answered question 3, 107 (7.5% of the group of respondents who declared having encountered the concept of global education) have very positive associations with the term *global education*. Only 20 people described their associations as negative or very negative. The remaining respondents claimed that their

associations were positive (502 people, i.e. 35.3% of the total) or ambivalent (363 respondents, i.e. 25.5%).

The response to one of subsequent questions revealed that 31.5% of teachers deemed the term GE equivalent to: *integrated teaching; teaching in the same way all over the world; education using all available channels of information; standardisation of teaching methods and tools*. This was the largest group of responses given by teachers who declared having encountered the term global education. The smallest number of responses was received by the multiple-choice list which in fact conveyed most adequately the thematic scope of global education, including such items as: *fair trade; migration and climate poverty; conflicts over the access to natural resources; agriculture and food sovereignty; fight against extreme poverty; sustainable development*. Only 234 respondents out of 992 decided to select this multiple-choice list. One respondent in five considered that the list most accurately characterising global education was the one themed around aid and support given to others.

The definition of global education developed in the multi-stakeholder process was referred to for the first time in question 7. All respondents (n=1,396) were asked to express their opinion on whether education understood in such way would be attractive enough for respondents to encourage them to integrate these issues into their subjects. Teachers were also asked to explain their affirmative (935 responses, i.e. 65.8% of all respondents) or negative response (461 responses, i.e. 32.4% of all respondents).

Questions 8, 9, 10, and 11 pertained to personal professional experience and cooperation with institutions or organisations involved in global education. A substantial majority of respondents did not declare having any experience strictly concerning global education (88.9% of responses, i.e. 1,264 respondents) and did not participate in any training or courses related to global education (94.4% of responses, i.e. 1,343 respondents). Merely 3.7% of respondents stated that they had taken part in training (53 people), and they mentioned national organisations or those operating in the Małopolska Region as organisers of that training.

In question 12, respondents were requested to specify the type of classes during which global education is or is not provided. Nearly all respondents expressed the view that global education is provided within compulsory classes (nearly 70% of responses), and only one in ten claimed that these issues are not addressed in the school where he or she is employed. According to the respondents, global education should be provided chiefly at civic education classes, history, and lessons with a class tutor.

Question 14 concerned the global education topics recently addressed by the teacher and was open-ended. The most frequently mentioned topics included issues related to human rights, tolerance, peace (and/or conflicts), and climate change. The topics mentioned by respondents, which appeared most often at their classes, are coincident with the items selected as addressed during classes in question 2, i.e. concerning human rights and tolerance, as well as intercultural dialogue.

Questions 15, 16 and 17 referred to the classes related to global education that are not included in the compulsory curriculum and had been carried out at the school over the last five years. The respondents admitted that they were not always aware of this kind of activities being organised (39.5% chose the answer *I don't know*). Only approximately 20% of respondents (322 people) were certain that such classes had been held. The rest claimed that such classes were not held at the school where they worked (36.1% of responses). Among the examples of initiatives organised at the school, the surveyed teachers most often mentioned: Earth Day – Clean Up the World, Global Education Week (GEW), and Water Day (question 16 *If classes related to global education were organised at the school, what activities/events were they associated with?*).

In question 17, teachers estimated the number of teaching staff members involved in the GE initiatives mentioned in the previous question (question 16).

The responses given were varied and, similarly as in the case of data obtained from interviews, indicated the involvement of single teachers, as well as the entire school community.

In question 18, respondents described different types of teaching materials used by them in the classroom when discussing global education issues with students.

According to the respondents, these include mostly such materials as a textbook (the most commonly given response), interactive whiteboards, internet materials, films. Some responses indicated the press and works of literature, as well as popular science magazines. Some teachers admitted that they did not use any materials or used those prepared on their own. A small number of responses concerned such teaching aids as globes, posters and maps.

In response to question 19 (*What teaching methods do you consider most effective in increasing the awareness of global interdependencies in students?*), 1,396 records were registered. The most frequently suggested methods included activating methods and projects.

The responses given by the surveyed teachers should therefore be considered adequate to global education issues, as they involve participatory methods, which are recommended in teaching methodology concerning the scope of GE (cf. *Teaching the Global Dimension*, Polish edition entitled *Uczymy jak uczyć edukacji globalnej*⁵⁴).

One of the final questions in the survey pertained to the potential difficulties and barriers experienced by teachers in relation to providing GE. The majority of respondents claimed that they did not experience difficulties in this respect (1,151 people marked the answer *no*, which represents over 80% of responses). Those who answered affirmatively (245 respondents) indicated low self-esteem with regard to one's competences and factors ensuing from the organisation of work at school as the most important causes of difficulties, e.g.:

I have scarce information (record_40).

This concept is not in use at school (record_41).

⁵⁴ Handbook (Polish edition) available in PDF format on the Institute of Global Responsibility website http://igo.org.pl/wp-content/uploads/2014/03/ITET_PL_final.pdf.



No workshops or scarce workshops and training courses concerning global education held free of charge (record_57).

Such difficulties may occur due to the lack of in-depth knowledge on global education and on how to provide it in an accessible way (record_64).

The statements made by respondents are therefore related with the statements recorded in response to question 7. In question 7 (see above), teachers were requested to assess the reasons why they would (or would not) be interested in integrating GE content into their subjects, and they also pointed out, among others, the small store of knowledge (their low competences in GE) or procedural matters (GE not incorporated into the structure of school activity, e.g. due to the capabilities of students from a given stage of education).

The last question addressed to the teachers concerned the forms of activity that may help teachers prepare attractive classes covering GE. Out of the given options, teachers considered the following issues very important: access to attractive teaching materials (72.4%), meetings with eyewitnesses to events (47.3%), cooperation with another European school (41.7%), and a friendly attitude of the school management (40.5%). Postgraduate studies in global education (12.5%), study visits of teachers (7.0%), and cooperation with a school from another continent (6.3%) were regarded as less important.

The aim of the qualitative study was, in turn, to gain more detailed information than in the quantitative study, concerning three basic threads crucial for diagnosing the current state of global education in the Małopolska Region.

Firstly, an attempt was made to answer the question: **how does it happen that global education comes into existence in the life of a particular school?** The starting point was the assumption that the sole presence of global education components in the new core curriculum does not automatically imply their integration into school practice.

Secondly, the research interest was focused on the question of **how global education is provided in individual schools**, with specific reference to the **situations and circumstances that contribute to the continuation and extension of the offer** in that direction on the one hand, and the **reasons for not undertaking or abandoning such activity** on the other.

Thirdly, a key role in the study was assigned to the **difficulties encountered by teachers while providing global education at school**, i.e. opinions formulated by teachers themselves (using their own conceptual categories and language) in the conditions that guaranteed anonymity. It is noteworthy that both problems and difficulties strictly related to global education (ensuing from its specificity) and wider problems pertaining generally to teachers' working conditions (existing infrastructure, interactions with others: students, teaching staff, parents, superiors etc.).

The degree to which GE content included in CC is provided and the possibilities to systematically implement GE

The statements concerning the first abovementioned question, namely: how does it happen that global education comes into existence in the life of a particular school?, can be divided into five groups. The first one is typical of teachers who are aware of the presence of GE components in the core curriculum for general education and consciously perform these components of CC as part of the subjects they teach. However, teachers indicate the markedly uneven distribution of emphasis with regard to the range at which global education components are present in the core curriculum concerning different stages of education, as well as subjects. Although the new core curriculum has been in effect for several years, global education is still seen as a novelty. Even the teachers convinced of the need to provide it notice that the global education element does not rank among priorities in the current system of evaluation of individual institutions.

Another category are teachers who perceive the global education components in the new CC as a reflection of the surrounding global reality, in which all of us play a part, including those who are not fully aware of the existing global interdependencies (one's own influence on global processes and vice versa). According to some interviewees, global education components are present and successfully provided in schools of the Małopolska Region even by teachers who have never encountered this term or do not use it, as this is a part of an everyday reflection on the world around us, with its realities that cannot be escaped or ignored. Global education is sometimes simply considered equivalent to the knowledge on globalisation (this is consistent with the results of the quantitative study). It should be stressed that the integration of global education components into classes and school life often occurs as a result of individual teachers extending their own interests or performing a broadly understood school mission with which the engaged teachers identify themselves. Finally, the last presented group is formed by teachers who provide global education thanks to the opportunity of cooperation with various non-governmental organisations active in the field of global education within the Małopolska Region (or on a national scale including Małopolska).

Teachers are aware that global education activities undertaken in a school are episodic and impermanent, pointing out that systemic solutions are required for global education to firmly take hold in schools.

Difficulties and constraints of GE development in the Małopolska Region

One of the constraints is the perception of global education as knowledge concerning remote and abstract issues that are hard to find in the direct vicinity (hence rather uninteresting, especially for pre-school and early-school children).



The statements made by interviewees featured some reflection on teachers as a specific professional group subject to constant vetting and assessment (at the subsequent stages of career promotion) or, simply, as a very assorted group that also includes people whose personal views and opinions may not be in line with the principles of global education. The common aspect of both children and adults is the failure to notice reciprocal relations between the local and the global (global interdependencies). This is a problem pertaining to the subject matter and at the same time a hint for the people and institutions developing teaching materials for children and adults. Furthermore, this may not be a matter of age, perceptual abilities, and intelligence, but entirely different factors, such as didactics used in the teaching process or individual predispositions, and psychological and social determinants of individuals (pressure from others, ability to confess ignorance, empathy, and many different factors).

The statements made by participants also included threads concerning the reasons beyond the control of teachers that blocked certain global education activities or discouraged such activities. Particular aspects of reforms to the education system in Poland are among these factors.

Another issue is the problem of showing indifference, or even discrediting certain activities and attitudes of teachers involved in global education by their closest environment (work colleagues, much less often superiors). Global education is considered by some people as a naive and impracticable activity that sets aims surpassing the capabilities of teachers and students alike. It is a far more serious problem than the previous one (the alleged detachment of GE from the reality) as it may cause discouragement and over time lead to the abandonment of activities both by teachers and students. The study has shown that the matter of school internal support (from other teachers and the principal) is crucial. It is very hard for a teacher who stands alone in his or her actions to distinguish themselves, not to mention conducting systematic activities or extending the range of possible activities in the field of global education.

Yet another item in the category of serious problems pertaining to values is e.g. the adherence to a materialistic attitude towards the surrounding world, which arises from the children's upbringing (this attitude is nowadays rationalised as a form of resourcefulness), and it is not productive in terms of global education activities (it is difficult to accept that the common good is more important than personal interests).

Lastly, the final category of difficulties in providing global education at schools in the Małopolska Region can be described as infrastructural. This group includes such issues as the lack of time, unrealistic expectations that teachers will conduct social work as part of their educator mission, unnecessary (according to teachers) red tape associated with participating in GE projects in cooperation with non-governmental organisations, or changes ensuing from education reforms in Poland.

It should therefore be assumed that despite the presence of global education components in the new core curriculum, training, workshops and competitions concerning the field and addressed to professionally active teachers (organised by the Centre for Education Development, in-service teacher training centres, non-governmental organisations), this concept remains not only unknown, but one that some teachers have never even heard of. Another important issue concerns the willingness to get involved in this particular field – quite specific and demanding, as one of the respondents put it: the need to be a teacher by vocation – *an artist, not a craftsman*.

(...) It must be passion. And here perhaps lies the answer to your question: why some get involved and others don't? (...) ONE IS A CRAFTSMAN AND ANOTHER IS AN ARTIST. IN OTHER WORDS, THE CRAFTSMAN WILL PERFORM HIS JOB, correct the tests, teach (...), while he fails to make it go further – once you've done your addition and subtraction, think of those who have not done it because they have no school, because there is war or famine.

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS FOR THE REGION

The conclusions listed below and recommendations derived from them for the region are presented from the regional level, through local level to school level.

Strengths

An innovative idea in the region (as well as on a national scale) is the role of the Marshal Office of the Małopolska Region as a new actor involved in the field of global education.

Global education is provided in the Małopolska Region by many different institutions (universities, schools, NGOs) in various forms and using various methods (teaching practice, happenings, projects). Nevertheless, it bears no features of a systemic activity.

The majority of teachers (over 65% of respondents) declared a willingness to introduce global education issues into the subjects they teach or in after-school classes.

While working with students at school, teachers provide GE-related content, but the research has shown that there are two contrasting groups of teachers:

a) teachers who unknowingly present GE-related content (some teachers intuitively and without any external support provide global education components that are included in the core curriculum)

b) teachers who can be described as *global education enthusiasts*, usually represented by those teachers who have already taken part in training/workshops (or other forms of support in this subject matter).

Respondents participating in the study indicated the connections of global education with shaping social attitudes (e.g. via providing civic education) and developing so-called soft skills (such as empathy, solidarity, cooperation, tolerance) as key elements of the educational process at all stages.

Barriers/difficulties

Currently, the Małopolska Region lacks a regional leader (whose activities would be consistent with the profile of the Zagranica Group) to perform the role of coordinator in the work of individual actors and the function of providing information and education.

No multifaceted communication was noted in the region, hence there is no cooperation between the main regional actors, namely universities, schools, non-governmental organisations, local governments, which would facilitate systemic measures.

Not all surveyed teachers correctly defined global education, although more than 80% of respondents declared discussing issues thematically related to global education.

Some teachers treat the introduction of global education as a potential challenge (lack of competence, teaching materials, internal school cooperation, time etc.) and perceive GE as an additional content difficult to incorporate into classes (limited possibilities of the audience, i.e. students, and systemic limitations, such as lesson periods required during the whole educational cycle).

The main issues pertaining to global education discussed by teachers during classes at different stages of education include chiefly human rights and intercultural dialogue. Some respondents identified global education strictly with globalisation.

Despite the existence of teaching material resources concerning GE (dedicated to all stages of education and made available by the Centre for Education Development and NGOs), some teachers are unaware of their existence and the opportunity to use them free of charge (e.g. by ordering publications from NGO websites).

Recommendations

Training is needed in the Małopolska Region to enable teachers (this applies to some teaching staff) to understand that global education constitutes a crucial component of basic skills,

competencies, and values promoted in the Polish education system as essential for life in a globalised society.

By means of broadening knowledge on the core curriculum among teachers (teachers are not obliged to know CC) and selecting appropriate teaching methods for specific subjects, global education has a chance to become present at all stages of general education in all schools of the region.

Global education content can be provided within each subject without the need to leave out *compulsory content*, for which teachers are held accountable.

It is necessary to create a joint platform of communication and information exchange concerning global education activities in the region, both occasional (Global Education Week, Refugee Day, Water Day, etc.) and systemic ones (e.g. subsequent editions of GE training organised by regional in-service teacher-training centres or the Centre for Education Development, conferences for teachers and methodologists, discussion clubs, etc.).

To improve communication between various global education actors in the region, a good solution would be to organise an information campaign by means of a newsletter (e.g. issued monthly). The aims of the newsletter would include the following:

- a) acquainting the readers with the notions and ways of understanding and implementing global education (many-sidedness of approaches and multiplicity of methods);
- b) informing of the enrolment on training, workshops or broadly defined events related to global education in the region (in particular schools, public institutions, cinemas, libraries), artistic events, promotions of books and textbooks, etc.
- c) providing information on on-going GE activities and projects run by non-governmental organisations, the regional In-Service Teacher Training Centre, the Centre for Education Development, education office etc.
- d) providing information on subsidies, funding measures, good practice

The first step in such information activities could involve establishing a special column in *Hejnał Oświatowy* monthly published by the Małopolska In-Service Teacher Training Centre, which is also available online and widely known among teachers in the Małopolska Region.

A mailing list used for communication between all global education actors in the region (including individual schools) could also serve as a tool for direct communication. The functioning of such a list would allow the actors active in the region to promote their activities, and less-engaged individuals and institutions to have access to the latest information (which could potentially trigger further actions).

Widening the scope of cooperation between the schools representing all stages of education and non-governmental organisations should become a strategically important goal, as this



would produce notable effects both in terms of widening the educational offer and the professional development of teachers. Moreover, non-governmental organisations are (alongside the institutions with a statutory task to educate professionally active teachers) an important partner in:

- a) successfully raising the awareness of the diversity of topics associated with global education among the teaching staff of individual schools,
- b) improving the quality of global education activities (in terms of subject matter).

Cooperation with non-governmental organisations is a good beginning for the implementation of global education in schools at all stages, as after the expiry of a contract with a particular organisation, schools often continue to conduct global education activities on their own (without bureaucratic demands concerning projects).

In order to gain a full picture of the level of awareness concerning global education topics in the Małopolska Region schools at education stages I, II, III and IV, a diagnostic analysis should be planned and conducted among the children and youth attending schools in the Małopolska Region, regarding the skills, competences and attitudes of students with respect to global education. Such knowledge will allow for the effective planning of teachers' work at each stage of education.

In view of the fact that there are plenty of teachers involved in GE in the region, as well as occasional activities and the consequent implementation of global education components present in the core curriculum within school subjects or in after-school classes, systemic measures should be considered in order to support the work of teachers devoted to this subject in the region. Systemic measures may consolidate the activities of teachers involved in GE and stimulate the development of teachers who have scarce knowledge (or no knowledge at all) on the scope of GE.

Judging from the very high return rate of the survey addressed to schools (1396 teachers over a two-month period), interest in the topic of global education can be assessed as highly satisfactory. Therefore, it can be inferred that the Marshal Office appears to be an institution that enjoys considerable public confidence shown by education employees and naturally emerges as a potential leader in future systemic measures aimed at the promotion and extension of global education components ensuing from the core curriculum in the region.

The first step of such an activity could involve the coordination and active participation of local government institutions in cooperation with schools and non-governmental organisations in the organisation of Global Education Week in the region.

TABLES AND FIGURES

Fig. 1. Outline of the education system in Poland (ISCED 0 – ISCED 3)

Fig. 2. Outline of the education system in Poland (ISCED 4 – ISCED 6)

Fig. 3. Outline regarding compulsory schooling in Poland, taking into account the education stage and age of students

Fig. 4. Education stages in Poland vs. education content

Fig. 5. Management and administration of the education system in Poland

Table 1. Number of students in primary (ISCED 1) and lower secondary education (ISCED 2) with the number of schools (excluding special schools) in the Małopolska Region

Table 2. Number of students in upper secondary education (broken down by type of school) together with the numbers of schools (except special schools) in the Małopolska Region

Table 3. Global education activities at schools (a case study of Gimnazjum no. 2 in Tarnów)

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