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Master's Thesis of Arts

**Primary School Teachers' Global
Citizenship Types and Perceptions
of Global Citizenship Education:
Focusing on Seoul, South Korea**

초등교사의 세계시민성 유형과
세계시민교육에 대한 인식 분석:
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**Global Education Cooperation Major
Graduate School of Education
Seoul National University**

Seon-Hwa CHEON

ABSTRACT

Primary School Teachers' Global Citizenship Types and Perceptions of Global Citizenship Education: Focusing on Seoul, South Korea

Seon-Hwa CHEON

Global Education Cooperation Program

The Graduate School

Seoul National University

Globalization has brought a rapid and comprehensive social transformation at various levels all over the world in the past century, even in the educational discourses. In Global Education First Initiative launched by the UN Secretary-General in 2012, “fostering global citizenship” was suggested as the third key priority area in order to reach global education goals. The Sustainable Development Goals (UN, 2015) have also affirmed the importance of “global citizenship” in education sector at its goal 4 for all learners to promote sustainable development.

South Korea is well-known for its remarkable economic growth from the early 1960s to the late 1990s, so called ‘the Miracle on the Han River’. Plenty of academic works have attributed the success of South Korea to education as a key driver of the miracle. Corresponding to those institutional discourses on “global citizenship education (GCED)” at the international level, the notions of global citizenship and global citizenship education has permeated into South Korea. Global citizenship education has been actively discussed in South Korea for recent years, but mostly from the top: academia, national institutions, and international organizations. Another notable characteristic of GCED in South Korea is that its implementation has taken place mostly

within the domain of non-formal education.

Recently, the Korean government recently tried to adopt GCED into formal education system through the GCED-promoting policies launched by Korean Ministry Of Education (KMOE) and Seoul Metropolitan Office of Education (SMOE). Corresponding to KMOE's GCED initiative, at the beginning of school year 2015, SMOE selected 10 schools which would set an example of GCED implementation and provided a considerable amount of budget to them. This is officially the first trial to implement GCED within formal education led by the government, which has critical meanings to examine feasibility for further GCED to settle in the South Korean formal education context.

With regard to the backdrop, this study focuses on primary school teachers' global citizenship (GC) type and their perceptions of global citizenship education (GCED). This study aims to investigate: (a) their GC types; (b) determinants of their GC types; and (c) relationships among their GC types, GCED perceptions and individual characteristics. In order to address the questions, this study employs quantitative method along with literature analysis.

Through the questionnaire survey and statistical analysis, the study has revealed several significant findings. First, the GC types of the primary school teachers in Seoul, South Korea were mainly classified into 6 types: (a) 'Global Leader'; (b) 'Indifferent Elite'; (c) 'Non-informed Activist'; (d) 'Incompetent Citizen'; (e) 'Pessimist'; (f) 'Outsider'. The teachers showed fairly negative GC types in general, albeit the South Korean teachers' internationally recognized high quality. Second, several individual characteristics, such as years of teaching, overseas volunteering experience, knowledge of international education issues etc., turn out to determine the teachers' GC types. Third, regarding the primary school teachers' GCED perceptions, their perception levels were also low which indicates a significant gap between the institutional drivers' high ambitions and the grass-

roots teachers' low competence toward GCED. Their GC types were proven to be statistically relevant to their GCED perceptions. In addition, the teachers' several individual characteristics, such as their English confidence, multicultural teaching, GCED training experience, ownership of GCED, cosmopolitan conception of citizenship etc., showed a statistically meaningful relationship with their GCED perceptions.

The study later analyzed the reasons behind the findings through a wide range of literature analysis in the multidimensional (political, economic, historical, and socio-cultural) context of South Korea. As a result, the study revealed that the state-led developmentalism, the IMF-led neoliberal rescue measures after the financial crisis in 1997-1998, longstanding Confucianism etc., and ensuing authoritarianism, lack of social citizenship, oppression of teachers' political participation seem to have influenced on the teachers' GC types and GCED perceptions in South Korea in a negative way. Furthermore, the study presumed that the GCED promoted and implemented in formal education of Seoul, South Korea is likely to manifest rather in the nationalist and neoliberal forms of GCED. Cosmopolitan and world justice/governance components are likely to be insufficient. Particularly, Marxist component seems to be most unwelcome within the South Korean formal education context. This study hopes to illuminate better opportunities for the framing and implementation of further global citizenship education in formal education of South Korea.

Keyword: global citizenship type, global citizenship education, perception, primary school teacher, formal education, South Korea

Student Number: 2014-21024

ACRONYMS AND ABBREVIATIONS

GC: Global Citizenship

GCED: Global Citizenship Education

KMOE: Korean Ministry Of Education

SMOE: Seoul Metropolitan Office of Education

NET: Native English Teacher

MDGs: Millennium Development Goals

SDGs: Sustainable Development Goals

GEFI: Global Education First Initiative

NGO: Non - Governmental Organization

IMF: International Monetary Fund

KEDI: Korean Educational Development Institute

KOICA: Korea International Cooperation Agency

UNESCO: United Nations Educational, Scientific, and Cultural Organization

APCEIU: Asia-Pacific Center of Education for International Understanding

OECD: Organization for Economic Cooperation and Development

ESD: Education for Sustainable Development

EIU: Education for International Understanding

PISA: Program for International Student Assessment

DfID: Department for International Development

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CHAPTER 1. INTRODUCTION

1.1. Background: Needs from Outside and Inside

1.1.1 Needs from Outside South Korea

Globalization has brought a rapid and comprehensive social transformation over the world at various levels in the past century. A new ecology of thought is urgently needed to tackle a number of global challenges in the 21st century at the local, regional, and global levels. The international society has paid significant attention to building a global partnership for development. They established the Millennium Development Goals (MDGs) following the Millennium Summit of the United Nations in 2000, and the Sustainable Development Goals (SDGs) in 2015 to respond to those global issues at an international scale. In addition to education sector, Education For All (EFA) goals have been also set up to secure more just and equitable human right to education.

According to the global trends, the recognition of global interdependence on the part of the public has led to a high interest in global citizenship education (GCED). The large numbers of people migrating across national borders and the diversity of racial, ethnic, religious, and linguistic groups have raised significant questions about citizenship, human rights, democracy, and education (Banks, 2008). The trends also raise issues about how individuals, communities, governments and other organizations are affected by and can influence decision-making processes about a range of global issues that cut across national borders (Lynch, 1992). These developments require us to re-evaluate concepts of citizenship and citizenship education, and raise questions about the values upon which such an education might be based (Osler, 1994). The modern schooling might have been oriented to education optimal for the

nation-state throughout the 19th and 20th centuries (Dill, 2013). However, in the 21st century, the contentious term, “citizenship” needs to be re-examined in a global context (Kim, 2002).

Corresponding to the ramifications of globalization, Global Education First Initiative (GEFI)^① was launched by the UN Secretary-General in September 2012. It suggested “fostering global citizenship” as the third key priority area in order to reach global education goals. GEFI puts a strong emphasis on education’s profound role in a global context beyond its traditional role:

...It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21 century. (GEFI, 2012)

In addition, the UNESCO has also promoted global citizenship education as one of the strategic areas of work for its Education Program (2014-2017). Attention to global citizenship education seems to continue to expand and deepen worldwide. UNESCO (2014) emphasizes GCED as Post-2015 EFA agenda stating that “strengthening the ways in which education contributes to the fulfillment of human rights, peace, responsible citizenship, gender equality, sustainable development, health, respect for cultural diversity and intercultural dialogue deserves a central place in the post-2015 education agenda”. Here is the relevant EFA goal which directly mentions GCED below:

Target 5 By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development. (EFA Steering Committee, 2014)

^① The initiative focuses on three priority areas to deliver on the renewed promise of Education for All: 1) Put every child in school 2) Improve the quality of learning 3) Foster global citizenship. The eighth and current UN Secretary –General, Ban Ki-moon is one of the most prestigious Koreans in the international society. For the reason, his initiative has given a powerful influence on Korean society.

The Sustainable Development Goals (UN, 2015) promulgated as the post-2015 global development agenda have also affirmed the importance of “global citizenship” at its goal 4 for all learners to promote sustainable development:

SDG 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development (UN, 2015)

Those international movements mean that education system needs to be changed fundamentally responding to the social changes. Many countries now recognize nurturing a sense of global citizenship as an important goal of their official curriculum, albeit in variant forms. However, it seems still highly controversial by the discursive and contested nature of global citizenship. Moreover, what and how global citizenship education should be implemented seems greatly elusive likewise.

1.1.2 Needs from Inside South Korea

South Korea has achieved a remarkable economic growth from the early 1960s to the late 1990s, so called ‘the Miracle on the Han River’^② after the Japanese rule and the Korean War. South Korea joined the OECD (Organization for Economic Cooperation and Development) in 1996, and proudly became a member of DAC (Development Assistance Committee) from a recipient country to a donor country in 2009.

Plenty of scholarly works that account for the success of Korea have

^② Kleiner, JürGen. (2001). Korea, A Century of Change. Business & Economics.

come out. One of key drivers of the success frequently mentioned in those researches is ‘education’ (Jang, 1995; Lee, 2000; Lee, 2001; Ilon, 2011). In the latest PISA results in 2012^③, South Korea ranked fifth in reading, fifth in mathematics, and seventh in Science. They are comparatively low rankings comparing to the results in 2009^④, but South Korea’s educational performance shown by PISA over the decades has been steadily remarkable. In addition, South Korea shows the highest tertiary gross enrollment ratio among any other countries in the world (total enrollment in tertiary education, regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school) (UNESCO, 2010). 65 percent of Koreans who are 25-34 year old has attained tertiary education (OECD, 2010), while over 97 percent of that same age group has finished at least upper secondary education. As seen from those figures, education in South Korea has been highly recognized among OECD countries.

The spectacular progress in South Korean education has been strongly led by the nation-state through mandatory public education system and the continuous reforms in national curriculum. These have been considered as a successful case to obtain competitive human capital in the world. However, there has been increasing doubts and concerns about domestic education system from inside at the same time. South Korea has a uniform curriculum determined at the national level which is the Korean national curriculum. The Korean traditional curriculum mainly has emphasized knowledge-based subjects, such as Korean Language, Mathematics, Social Studies, Science, and English, focused on learning by rote through lecture-based and teacher-centered teaching methods. It has caused a failure of building learners’ creativity, critical thinking, and well-rounded character. This education system has entailed a lot of social pathologies in South Korean society. For example, individualism, diplomaism, and extreme competition are hampering young learners to grow up as a citizen who fits in the new globalized era.

^③ PISA. (2012). Results in Focus, OECD, 3 December 2013.

^④ PISA. (2009). Results: Executive Summary, OECD, 7 december2010.

Schattle (2008) points out that the government of South Korea started to promote the idea of global citizenship especially during the late 1990s in the public philosophy of Kim Dae-Jung, the former president of South Korea (1997-2003) and the Nobel Peace Prize winner in 2000. The placement of the term “global citizenship” can be traced back to a book entitled *DJnomics: A New Foundation of the Korean Economy* (1999):

As rapid technological progress and globalization continue into the 21st century, the importance of national boundaries is diminishing. To prepare for the new global environment, the people of Korea must not only be required to have the necessary skills, but also become true “global citizens” by maintaining an open and inquisitive mind toward the world outside. (Korea Times, 1999)⁵

By borrowing other scholars’ viewpoint, Karseth and Sivesind (2010) note that institutional arrangements like schooling are essential to both cultivation and formation of individual and societal requests. Han (1997) also insists that it is natural that social changes require changes of cognitive framework for education. To meet the demands of the South Korean society, Korean Ministry Of Education (KMOE) has continuously emphasized on “global competence” in the Korean national curriculum. KMOE specifies the key components of global competence as foreign language skills, understanding of the world structure, communication skills, problem-solving skills, and information-processing capacity in the curriculum. Particularly, it deserves to be noted that the recently revised Korean national curriculum (KMOE, 2009) identifies a well-educated person as one who participates development of their community with the spirit of caring and sharing, so-called a “citizen to communicate with the world”. It seems to emphasize citizenship both at a national level and a global level across their educational

⁵Korea Times. (25 February, 1999). “Pres. Kim Calls on Koreans to Become Global Citizens”. Cited in H. Schattle (2008), *The practices of global citizenship* (p. 153). New York: Rowman & Littlefield.

goals which all school levels must follow. This opens a possible space for global citizenship education within formal education in South Korea (Gang, 2014).

1.2. Statement of the Problem

The notions of global citizenship and global citizenship education have permeated into South Korea along with the wave of globalization. Global citizenship education has been actively discussed in South Korea, but mostly from the top: academia, national institutions, and international organizations, such as Korean Educational Development Institute (KEDI), Korea International Cooperation Agency (KOICA), Korean National Commission for UNESCO and Asia-Pacific Center of Education for International Understanding (APCEIU). Another notable characteristic of global citizenship education in South Korea is that its implementation has mostly taken place in the domain of non-formal education by international NGOs, such as World Vision, Save the Children, and Good Neighbors. For the reasons, global citizenship education has been little noticed by the public and the major education stakeholders, for example, teachers, students, and parents.

Corresponding to these movements from the top and outside of formal education system, recently the Korean government tried to adopt global citizenship education into formal education system through the GCED-promoting policies. The GCED initiatives were first launched by KMOE, As a consequence, at the beginning of school year 2015, Seoul Metropolitan Office of Education (SMOE) announced all levels of public school located in Seoul that they would select 10 schools which set an example of GCED, and support a considerable amount of budget to them. This is officially the first trial to implement GCED within formal education system led by the South Korean government. This trial seems very meaningful as a pilot stage to examine

feasibility for further global citizenship education to settle in the formal education context of South Korea.

However, there are several concerns accompanied with the GCED-promoting policies. According to GEFI (2012), five barriers to global citizenship education have been brought up: (a) Legacy of the current education system; (b) Outmoded curricula and learning materials; (c) Lack of teacher capacity; (d) Inadequate focus on values; (e) Lack of leadership on global citizenship. All of those seem pertinent to South Korean formal education context which the initial GCED implementation would encounter.

South Korean education system has been traditionally close to “banking education” (Freire, 1972)^⑥ which puts a high emphasis on knowledge-based subjects under the aim of entering a prestigious college and getting a good job. The pervasive legacy of traditional Korean education environment tends to hinder fostering global citizenship education within the formal education settings. The recently revised Korean national curriculum (KMOE, 2013) began to promote global citizenship, but it seems rather nominal imposed from the top, not through convergence from the grass-roots level. Most South Korean teachers and students hardly have been exposed to the notion of global citizenship, so their knowledge and attitude of global citizenship education are likely to be insufficient to teach and learn for the moment.

Most of all, the biggest obstacle anticipated during implementation of the GCED-promoting policy seems to be lack of teacher capacity. Eom^⑦ (2013) Points out that not only an exam-oriented educational culture, but also teachers’ heavy workload and limited pedagogical understanding to develop

^⑥ The term ‘Banking education’ was first presented by Paulo Freire in his book “Pedagogy of the Oppressed”. It symbolizes and criticizes the traditional education system which exacerbates a lack of critical thinking and knowledge ownership in students, so that reinforces oppression.

^⑦ J. Eom, “Implementation of GCED in the formal education system – Challenges and opportunities”, presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December, 2013.

global citizenship remain as the biggest challenge in the status quo GCED implementation. Even though global citizenship has been highly recognized as one of general goals in the Korean national curriculum, its place is not secure on the battlefield of time-tabled subjects. As a result, teachers' knowledge and understanding of global citizenship, their GCED teaching skills, and their willingness to implement GCED seem very critical to decide the success of the policy. However, most of teachers in South Korea have scarcely learned, even been exposed to GCED during their profession development. Recently in-service teacher training programs for GCED have been offered through different channels, but only few teachers are keen on taking the training because most of South Korean teachers struggle with heavy daily workload at school.

Notwithstanding, there have been scarce prior studies on GCED within South Korean formal education, particularly focusing on teachers. Moreover, several limitations have been found in prior studies related to this issue. First, there has been no prior research on primary school teachers' global citizenship types. Mostly, students' global citizenship levels or types have been examined, targeting students in secondary and tertiary education. In addition, most of the prior studies have aimed to measure effectiveness of GCED-related educational programs. Second, there has been no prior research on primary school teachers' perceptions of global citizenship education. There have been only few on other related educational fields, such as multicultural education, peace education, Education for Sustainable Development (ESD), Education for International Understanding (EIU) etc. Third, a number of researches have tried, but never reached a clear consensus on global citizenship scale, particularly for teachers' global citizenship. Fourth, conventional and very limited individual background factors that determine teachers' perceptions of GCED and GCED-related education fields have been investigated, such as gender, overseas experience, and frequency of exposure to foreigners.

1.3. Purpose of the Study and Research Questions

According to the limitations revealed in prior research, this study focuses on primary school teachers' global citizenship types and their perceptions of global citizenship education at the initial stage of GCED implementation within formal education in South Korea. However, teachers' global citizenship types and perceptions of GCED might be greatly varied by their school level and location. For the reason, the study will narrow down the research target to only public primary school teachers in Seoul, both teachers in GCED-leading schools and non-GCED leading schools who are likely to be under huge influence of the GCED-promoting policy and those who are not. In addition, Seoul is the capital metropolitan city of South Korea. It has been a center of GCED discourse and practice in South Korea as well. Consequently, Seoul teachers are most likely to know GCED better than those in any other region.

Miller (2014) claims that individual factors affect whether or not people see themselves as global citizens. For instance, Pichler (2012) found that university educated, urban dwellers are more likely to identify themselves as global citizens. In the sense, this study also explores a wide range of teachers' individual background characteristics which might determine their global citizenship types and perceptions of GCED. In this study, the sixteen variables of interest have been examined: (1) gender; (2) years of teaching; (3) overseas experience; (4) education level; (5) English confidence; (6) work experience with NETs; (7) frequency of interaction with foreigners; (8) multicultural teaching experience; (9) overseas volunteering experience; (10) knowledge of global educational issues; (11) nation-state vs. global society; (12) main actor of GCED; (13) way of GECD implementation; (14) GCED teacher training experience; (15) GCED school supported by SMOE; (16) GCED-related engagement.

Lastly, from the questionnaire survey and the statistical analysis, this study attempts to analyze the reasons behind the findings through a

multidimensional lens, such as political, economic, historical, and socio-cultural dimensions, in the complex and unique context of South Korea through literature analysis. Thus, the study seeks for implications for further GCED implementation within formal education in South Korea.

Putting the depicted purposes in a nutshell, this study is designed to address the following research questions:

- 1) How can the global citizenship types of primary school teachers in Seoul, South Korea be classified?
- 2) What are the determinants of the primary school teachers' global citizenship types?
- 3) How do the primary school teachers' perceptions of global citizenship education differ by their global citizenship types and individual characteristics?

1.4. Significance of the Study

Numerous studies, policies, and curriculum reforms have been undertaken in many countries by educators, policy makers and researchers to help young learners to be better prepared in a globalized era. Global citizenship education has been discussed as one of the most promising educational alternatives to address the issue in South Korea. Nonetheless, there still remains a lack of research on global citizenship and global citizenship education, particularly with respect to teachers.

Corresponding to the new educational trends, South Korean government is trying to incorporate global citizenship education inside formal education

boundary. Despite this meaningful step toward global citizenship education in South Korea, little attention has been devoted to examining South Korean teachers' global citizenship types and their perceptions of global citizenship education. Moreover, the lack of scholarly attention has left a limited understanding of how the teachers' global citizenship types and their perceptions of global citizenship education are determined and differed in the political, economic, historical and socio-cultural context.

In addition, another significance of the study rests on the dominant influence of public education system in South Korean society. The public education system in South Korea consists of 12 grades from primary school to high school. From primary school to the first year of high school (G10) follow the Korean national curriculum as mandatory schooling years whereas the second and third years of high school (G11-12) have an elective curriculum. Although KMOE has promoted the autonomy of each local school in designing and implementing their curriculum, the Korean national curriculum has been deeply centered all over the public education system regardless of school level and location. All public schools are legitimately accredited, state-funded, and they employ only government-certified teachers. Most of South Koreans choose formal education for their children's schooling. As a result, KMOE policies tend to be extremely influential in education of South Korea. Especially primary education is considered critical as early schooling years which provide an important foundation for lifelong learning. For these reasons, GCED implementation in formal primary schooling is apparently noteworthy.

The success of government-led GCED promotion in South Korea seemingly depends on teachers who implement GCED on the front line. Besides, GCED implementation in primary formal education is an important part of the success. For the reasons, this study would be salient to seek for meaningful implications for further GCED implementation within formal education in South Korea.

CHAPTER 2. LITERATURE REVIEW

This chapter is dedicated to examine pertinent literature on the notions of traditional and global citizenship in the educational context, evolving concepts and practice of global citizenship education as well as its related education fields, drivers, and indicators. Even though much of the beginning examines scholarly works in philosophy, political science, and the humanities, the remainder centers around education, that will continue to be, expected to play a substantial role in raising global citizens.

2.1. Global Citizenship

Prior to discussing global citizenship education, it is important to understand the terminologies of “citizenship” and “global citizenship”, particularly in the educational context. This study looks into the notions dividing into three parts: (a) traditional concept of citizenship; (b) evolving concept of citizenship in a globalized era; (c) who is a global citizen.

2.1.1 Traditional Concept of Citizenship

(1) Development of Citizens as a Political Actor

Turner (1993) explains citizenship as “a set of practices (juridical, political, economic and cultural) which defines a person as a competent member of society, and which as a consequence shape the flow of resources to persons and social groups”. The term “citizenship”, originated from Latin word ‘civitas’, has been used as a functional role which an individual or an

institution who consist of a country or community has to play. Thus, “citizenship” contains meanings of responsibility, common goal, sense of community that the community member should have. The criteria on a community member’s requirements and qualifications have differed by time and place and depend on the social contexts. As a result, a definition of “citizenship” is historical, contextual, and constructive (Jeong, 2013).

Therefore, an ideal citizen that each community pursues has been varying so that the purpose and direction of citizenship education have been varying as well. From Athens of ancient Greece to the Middle Ages, a ‘citizen’ had been an ‘active’ and ‘ethical’ notion of one who had free and equal rights, participated actively in their political life, and practiced ethical responsibility for the common good. Notwithstanding, it also had obvious limitations that targeted only few privileged individuals (aristocrats; bourgeois) excluding slaves, merchants, females and foreigners.

However, the notion of citizen has changed fundamentally with the French Revolution (1789) as a momentum. First, “citizen” has become a notion which symbolizes ‘freedom’ and ‘equality’. The Declaration of the Rights of Man and of the Citizen (1789) that the French Revolution provided stipulated that “men are born and remain free and equal in rights (Article I)” and “the goal of any political association is the conservation of the natural and imprescriptible rights of man that are liberty, property, safety and resistance against oppression (Article II)”. Second, the notion of citizen has been universalized as humans in general rather than a particular class. Rousseau (1773) insists that aggregation of citizens consist of the people, makes political system based on social contract, and therefore the sovereignty belongs to the people. Third, the change gave birth to “individuals” Until the pre-modern times, humans had been given their identities by groups to which they belong. Their identity had been secured by their groups, such as community, religion, family and so on whereas their autonomy and independence based on their intrinsic and personal desires, needs and values

had been deprived. However, the spread of enlightenment that sought for individuality as an autonomous and independent character out of all the oppression from their society and traditions contributed to constructing a new notion of citizenship.

Corresponding to the tremendous changes in the notion of citizen, call for universalized education emerged as a practical and imperative issue. With regard to citizenry's growth, the voters' ignorance became a major obstacle. In most of Western democratic countries, suffrage expanded gradually at that time. Nevertheless, majority of citizens in those countries were not able to read and write putting aside their political literacy. For example, in France, the rate of illiterates amidst soldiers in the 1830s was more than 50%. The figure dropped dramatically into 5% at the end of 19th century. The situations were ameliorated due to increasing number of primary schools and teachers. Public primary schools and teacher training institutions were established by law in 1833. Since a bill for free and compulsory primary education was passed in the 1890s, the number of primary school students soared. Public schools had to play a pivotal role in raising citizens in the aftermath of suffrage universalization (Song, 2010). In a nutshell, formal education system has been institutionalized to respect citizens' capability to make a rational decision and secure their rights and autonomy.

However, the concept of citizenship and the related notion of citizenship education has been significantly controversial (McLaughlin, 2000). Pearce and Hallgarten (2000) note that the process by which governments, schools and individuals define citizenship is unlikely always to be consensual. For example, Table 2-1 displays four countries' different manifestations of citizenship education.

< Table 2-1 > Four Countries' Different Citizenship Education (Jeong, 2013)

Nation	Principle	Ideal Citizen
France	Equality, Publicness	Critical citizens who think and make a decision by themselves
Germany	“Beutelsbach consensus” (1) Prohibition against overwhelming the pupil (2) Treating controversial subjects as controversial (3) Giving weight to the personal interests of pupils	Citizens who have political literacy and insight
UK	Social and moral responsibility, Community involvement, Political literacy (2002); Democracy and justice, Right and responsibility, Identity and diversity (2007)	Social integration
USA	Civic virtues, Civic engagement, Civic knowledge and cognitive skills	Citizens who realize American democracy

2.1.2 Evolving Concept of Citizenship in the Globalized Era

The original notion of citizenship for emancipation and social transformation based on the principles of liberty, equality, and universalized sovereignty of the people has been greatly eroded by development of capitalism. Liberty and equality have been maneuvered to maintain and justify the capitalist economy system (Hursh & Ross, 2000). During the process of rapid industrialization, individualism has deepened. In addition, the rights and freedoms as an individual have started to override the duties and responsibilities as a citizen (Jeong, 2012).

It is noteworthy that it has been a while since wide-spread globalization called for another groundbreaking change in conception of citizenship. The traditional view on citizenship had been strongly associated with the idea of a nation-state delimited by physical barriers. However, globalization has compressed time and place dramatically, and made people in the world more interconnected and interrelated on a global scale. Thus, citizenship in a

globalized era, so called “global citizenship” is likely to conflict with “national citizenship” which had been the center of citizenship education in the past.

Many scholars (Anderson, 1991; Mezran, 2007; Mayers, 2010, Song, 2014) have compared global citizenship with national citizenship (See Table 2-2). Global citizenship has been conceived as a rather ambiguous and imaginary notion than national/traditional citizenship, but it has started to gain more institutionalization and legalization recently by international law and international organizations with global governance.

< Table 2-2 > Comparison between Traditional and Global Citizenship

Categories	Traditional Citizenship	Global Citizenship
Status	Legal / Institutional	Moral
Membership	Restricted	Open
Basic unit	Borders-limited National-state	Transnational, Imagined Communities
Setting	National political system	Global civil society
Locus of action	National political system	Global civil society
Civic identity	Fixed, but contested	Flexible and multiple

- Source: Anderson, 1991; Mezran, 2007; Myers, 2010; Song, 2014.

However, Ho (2011) argues that given the complex and fluid political, economic, and social contexts faced by nation-states, it is important to move beyond the use of unproductive binaries such as the national and the global. Plenty of scholars have tried to get out of this dichotomous framework and made more diverse interpretation on citizenship, such as cosmopolitan citizenship, multicultural citizenship, planetary citizenship and global citizenship. Furthermore, the contemporary perspective sees the notion through the mechanisms of globalization and situated it in the international arena (Baba, 2013). O’Byrne (2003) argues that a global dimension of citizenship is not a consequence of globalization, but rather it has been there

from the very beginning and is an alternative to the national citizenship. He also presents the four main components of national citizenship: membership, rights, duties and participation, then applies the idea into the global sphere. In this respect, he suggests that a global citizen needs to submit their duties, rights, membership and participation to global purposes as well.

2.1.3 Who is a Global Citizen?

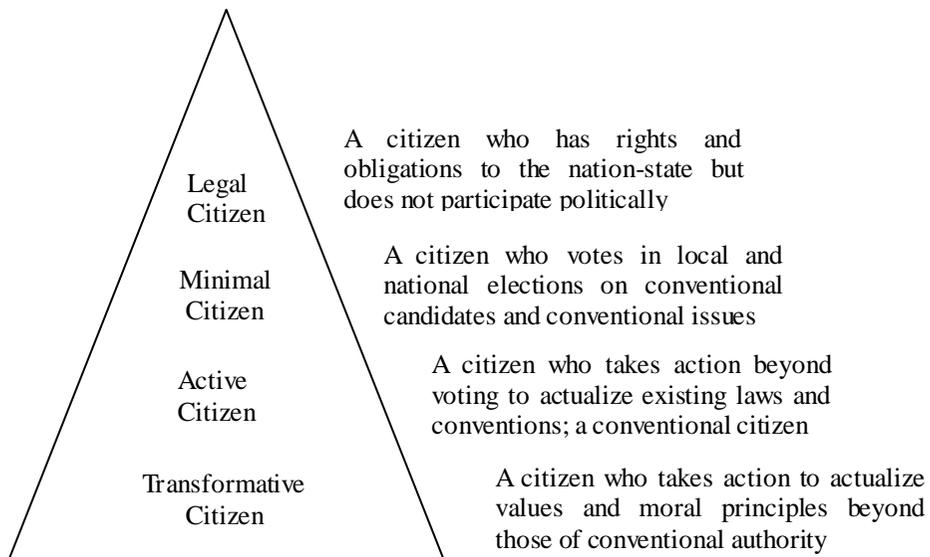
Banks (2008) proposes an interesting typology on citizenship with four levels. These levels of citizenship overlap and are interrelated to one another (also see Figure 2-1):

- *Legal citizenship*, the most superficial level of citizenship in the typology, applies to citizens who are legal members of the nation-state and have certain rights and obligations to the state but do not participate in the political system in any meaningful ways.
- *Minimal citizenship* applies to those who are legal citizens and vote in local and national elections for conventional and mainstream candidates and issues.
- *Active citizenship* involves action beyond voting to actualize existing laws and conventions. Active citizens may participate in protest demonstrations or make public speeches regarding conventional issues and reforms. The actions of active citizens are designed to support and maintain—but not to challenge— existing social and political structures.
- *Transformative citizenship* involves civic actions designed to actualize values and moral principles and ideals beyond those of existing laws and conventions.² Transformative citizens take action to promote social justice even when their actions violate, challenge, or dismantle existing laws, conventions, or structures.

He further explains that the important difference between active and

transformative citizens is that the actions taken by active citizens fall within existing laws, customs, and conventions whereas the actions taken by transformative citizens are designed to promote values and moral principles, such as social justice and equality, and may violate existing conventions and laws^⑧.

<Figure 2-1> Four Types of Citizens by Level of Participation (Banks, 2008)



The notion of global citizen can be conceived along with Bank’s typology of citizen when the citizen’s participating spectrum would be expanded to a global level encompassing citizenship granted by nation-state and that granted by humanity as a whole. From the diverse scholarly voices, a global citizen can be summarized as an individual who considers themselves as part of this world without losing their national belongings, feels responsible to other species, and contributes to the world to address global issues (Banks, 2004; Merryfield, 1997). Davies (2006) aligns with Richardson (1976) in the conception of global citizens that those who know how the world works are

^⑧ The use of those terms is still highly confusing since no terminological consensus has been reached yet. For example, O’Byrne’s notion of “active citizenship” (2003) is more related to “transformative citizen” than “active citizen” in Banks’ typology seen.

outraged by injustice and are both willing and enable to take action to meet this global challenge”. In addition, Oxfam (2006) also states that a global citizen should have characteristics such as perceiving the world as a huge place and considering themselves as a part of this place, being aware of and showing respect for differences, being informed of the world order, standing up to social injustice, being a member of societies living together locally and globally, working hard to make the world more equitable and liveable place, and feeling responsible to the humanity.

However, there are some critical perspectives on a global citizen since they think that a global citizen in real life is far different from the utopian ideals. For example, Spivak (2008) asserts that the unequal distribution of wealth and labour in the world today are a result of past and present colonial and imperialist processes that necessarily subalternize and exploit the ‘Others’ of Western humanism. From this critical viewpoint, she conceives of a global citizen as an ‘international class, within nationalist knowledge bases’ consisting of transnationally mobile people who think nationally, but operate at an international level imposing what belongs to their class upon the whole world.

2.1. Global Citizenship Education

2.2.1 Conceptualization

The birth of global citizenship education was on the line of critiques on ‘global citizens’. Nelly Stromquist, in his book “*Education in a Globalized World*” (2002) argues that not everyone is an “equal player” in the globalization process, and some of the prior power structures (e.g., the state, international financial and development agencies, and the private sector) have not diminished in importance but rather altered their functions. Kymlicka

(1995) also points out that globalization does not produce a global civil society that created greater opportunities and participation for the average citizen. She puts a strong emphasis on education in the new era by insisting that “education as a means to succeeding in a globalized world is now given great importance, even to the extent of exaggerating its potential to create wealth, independent of other factors of production and regardless of other international/global parameters and contexts”. UNESCO (2015) states that education for global citizenship is to explore diverse identities and get learners equipped political literacy so that they can understand the connection between their context and national, transnational contexts.

Moreover, the nuanced, complex, and evolving identities of the youth described in El-Haj’s study (2007) indicate that the liberal assimilationist notions of citizenship are ineffective today because of the deepening diversity throughout the world and the quests by marginalized immigrant, ethnic, and racial groups for cultural recognition and rights. Friedman (2005) mentions that Liberal assimilationist conceptions of citizenship education that eradicate the cultures and languages of diverse groups will be ineffective in a transformed “flat” world of the 21st century. In that sense, Kymlicka (1995) argues that schools need to work to implement multicultural citizenship which recognizes the right and need for students to maintain commitments to their cultural communities, to a transnational community, and to the nation-state in which they are legal citizens. Banks (2008) also raises his voice that citizenship education should help students to develop an identity and attachment to the global community and a human connection to people around the world. Citizenship education should help students to understand why “a threat to justice anywhere is a threat to justice everywhere” (King, 1994).

The UN Secretary-General proposes that education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Technological solutions,

political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the new century.

Recent studies also document that human rights education is a central component of global citizenship education (Gaudelli & Fernekes, 2004). In teaching about the inherent rights to which people are entitled simply by virtue of their being human, human rights education advances the rights of individuals to invoke claims to membership in both sub-national and supranational groups within and beyond the state, attenuating the claims of the traditional nation-state to generate exclusive citizen loyalty. The studies show that recent curricular reforms in many countries around the world have focused on the incorporation of global citizenship education, in general.

The current concept of global citizenship education continues to evolve related to political, economic, technological and cultural trends summed up by processes of globalization (Ibrahim, 2005). A common notion in the GCED literature is that education towards global citizenship should consist of (a) knowledge of existing global trends and shared universal values (peace, human rights, democracy, tolerance, justice, sustainability), (b) promotion of skills needed to exercise ones civic and political rights actively and (c) internalization of humanistic values and attitudes (UNESCO, 2016). It has been defined with an emphasis on democratic values, peaceful coexistence, human rights, tolerance, responsible citizenship, sustainable development, justice, solidarity and sustainability.

The most important features of global citizenship education are voluntary action that can extend from local to international collectives; the practice of cultural empathy; and a focus on active participation in social and political life

at the local and global level. In the late 1990s, Oxfam in the UK designed a curriculum for global citizenship education which stressed "the active role of global citizens". In this approach, individuals and groups both inside and outside the educational sector might take action that addresses human rights, trade, poverty, health, and environmental issues, for example. This is sometimes called the "global consciousness" aspect of GCED. However, organizations such as UNESCO have also begun to emphasize "global competencies", including science and technology into their GCED curricula, to "strengthen linkages between education and economic development".

2.2.2. Multifaceted Theoretical Approaches

Although GCED is recognized as a key educational approach to deal with the challenges and opportunities posed by globalization, consensus about what global citizenship means, and consequently what GCED should promote, is yet to be reached (UNESCO, 2014). A number of theoretical frameworks have been developed to explore what global citizenship means (Lynch, 1992; Oliver & Heather, 1994). However, they differ by their normative understanding of the concept, the type of analytical approach used and the data that has been applied (UNESCO, 2013). Therefore, the meaning of the term global citizenship varies from a vague sense of belonging to a global community to a more specific global polity that collectively enforces legal and human rights and responsibilities enshrined in international law (Heater, 1997). As Table 1 shows, Johnson and Morris (2010) summarize categories of global citizenship identified from prevailing literature (See Table 2-3)

<Table 2-3> Categories of Global Citizenship in Prevailing Literature

Categories	Conceptual Types & Manifestations	Related to Theories by:	
Cosmopolitan Global Citizenship	Political	World-state/ institutional cosmopolitanism Cosmopolitan democracy Anarcho-cosmopolitanism	Kant; Rawls; Held; McGrew; Linklater; Carter; Archibugi
	Moral	'Strong' cosmopolitanism Human Rights-based 'New' cosmopolitanism	Stoics; Kant; Nussbaum; Sen; Singer; Appiah
	Neoliberal	Competitive / egocentric Corporate Social Responsibility / Philanthropic	Smith; Quesnay; Hayek; Friedman
	Cultural-aesthetic	Identification with globalised forms of media and languages (MTV / Internet generation) Identification with / awareness of cultures and individuals Evaluation of cultural genres	Nietzsche (<i>übermensch</i>)
Critical (post-colonial) Global Citizenship	Post-development / post-colonial Post-Marxist	Escobar; Said; Gramsci; Marx; Frankfurt School; Critical Pedagogy (e.g. Freire)	
Positional Global Citizenship	Sociological discourse-based (e.g. feminism; race theory) Pragmatic and relationship-based: global civil society	Habermas (communicative rationality)	
Environmental Global Citizenship	Ecocentric Anthropocentric	Dobson; Lovelock; enviro-scientific research	
Spiritual Global Citizenship	Spiritual / humanist Faith-based	Noddings; Danesh; religious texts	

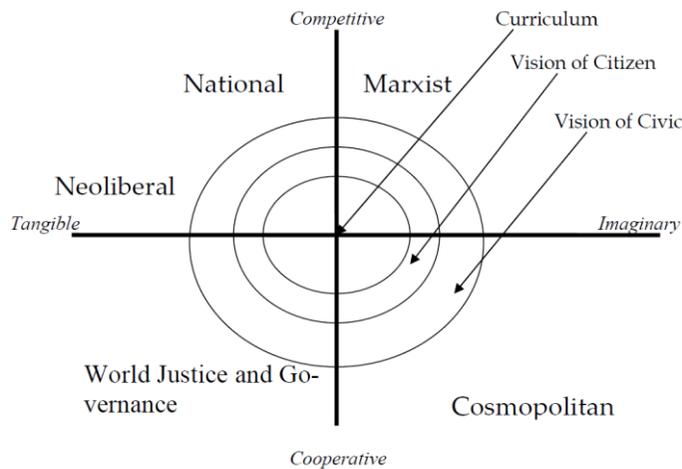
- Johnson & Morris, 2010.

UNESCO (2014) presents some common elements which foster learners' global citizenship: (a) an attitude supported by an understanding of multiple levels of identity, and the potential for a collective identity that transcends individual cultural, religious, ethnic or other differences; (b) a deep knowledge of global issues and universal values such as justice, equality, dignity and respect; (c) cognitive skills to think critically, systemically and

creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues; (d) non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives (e) behavioral capacities to act collaboratively and responsibly to find global solutions to global challenges, and to strive for the collective good.

Oxfam (2015) defines a global citizenship more specifically as (a) being aware of the wider world and having a sense of one’s own role as a world citizen; (b) respecting and valuing diversity; (c) having an understanding of how the world works; (d) being outraged by social injustice; (e) participating in the community at a range of levels, from the local to the global; (f) being willing to act to make the world a more equitable and sustainable place; (g) taking responsibility for actions.

< Figure 2-2 > Heuristics of Global Citizenship (Gaudelli, 2009)



This research sheds light on the heuristic theoretical framework proposed by Gaudelli (2009). He posits his theoretical framework from five different locations in discourse: (1) neoliberal, (2) nationalist; (3) Marxist; (4) world

justice/ governance; and (5) cosmopolitan. Figure 2-2 illustrates the contrasts among the five discourses of global citizenship along two related continua: X axis, or tangible-imaginary and Y axis, or competitive-cooperative (See Figure2-2).

(1) Neoliberalism

Whilst many of scholars have failed to define what exactly neoliberalism is, Harvey (2007) explicates that neoliberalism is “the economic practices proposing that human wellbeing can be attained by reducing state intervention, promoting free markets and maximizing individual liberty”. According to Schattle (2008), “the idea of global citizenship has become dramatically more visible in the arena of international commerce”(p.117). Sleeter (2014) argues that the growing reach of neoliberalism requires reframing multicultural education and citizenship education. Consequently, many academic works discern that the neoliberal perspective accounts for a pretty large share of recent GCED discourse. The neoliberal perspective regards GCED as a means to build ‘competitive workforce and contribute to the economic growth of the nation’ by ‘preparing students with the knowledge, skills and competencies required to compete in the global economy’. From the neoliberal perspective on GCED, Evans et al. (2009) criticize that social justice are less evident in this form of teaching and learning GCED^⑨ practices. Their comments are significantly noteworthy in other ways since they open some space for coalition between neoliberal GCED and nationalist GCED under the same goal of prosperity which will be explained later.

(2) Nationalism

Castles and Davidson (2000) contend that basing citizenship on singular individual membership in a nation-state is no longer adequate since the

^⑨ Evans et al. use EGC (Education for Global Citizenship) instead of global citizenship education in their paper since terminological consensus over GCED has not been reached yet in academia.

nation-state model itself is being severely eroded by massive ramifications of globalization. However, Pashby (2011) reveals the tenacious tensions between national and post-national forms of citizenship within GCED theory and practice. Actually the nation-state remains the primary focus of citizenship education in most countries, even in highly multicultural countries in the Global North. Davies and Issitt (2005) examined citizenship education programs in Australia, Canada, and England and revealed that the textbooks in all three countries emphasized national priorities and avoided large conceptions of citizenship. Myers (2010) also found that in the United States, the topic of globalization had not been an integral and substantive part of social studies curricula because of emphasis on “national history for patriotism”. As a consequence, the nationalist perspective seems to affect perceptions of teachers and students. Ho (2013) found that teachers and students in Singapore show a strong commitment to national priorities and a rather weak commitment to cosmopolitan values when enacting the current social studies curriculum in the classroom. However, Pashby (2011) poses a critical question about the role of schooling as a ‘propaganda machine’ of the citizenship desired by nation-state (or by global institutions). This tendency is pretty possible to appear in GCED discourse and practice since most of states have control over their national curriculum and education system.

Recently, nationalism seems to find a more plausible position within GCED discourse coupled with neoliberalist approach. The nationalist forms of GCED maintains traditional components of citizenship education, so called ‘civic education’, aiming for raising citizens who comply with national values and norms through the national curriculum. At the same time, they incorporate neoliberal perspective to empower the nation-state’s human capital so that they are able to reinforce their national competitiveness in the global economy. Quite many of developing countries in the Global South are likely to adopt this ‘neoliberalism-and-nationalism coupled’ forms of GCED to reap economic growth on which they put priority.

(3) World Justice/ Governance

Gaudelli (2009) articulates that the frame of “World Justice/Governance” is based on heavily codified human rights, international law, and structures of civic activity. Within this frame, GCED might overcome its major criticism that global citizenship seems imaginary with no legal/institutional binding force in real life, and afford more legitimacy to the field and greater policy leverage (Mannion et al., 2016). Even though the creation of international legislative bodies and executive agents is integral to world justice and governance discourse, Gaudelli (2009) points out that much of this still remains in the realm of ‘talk’ rather than structure. Moreover, this frame is likely to render GCED moderate, normative and value-neutral amidst interest conflicts of diverse stakeholders so that lead to a loss of its political/critical nature even though it might provide with a more mainstream curricular space, perhaps furthermore, offer a way to advance cosmopolitan forms of global citizenship.

(4) Cosmopolitanism

Cosmopolitanism has ancient origins, beginning in the discussions of Plato and Socrates, and later from the Socratically inspired Cynic Diogenes in the fourth century B.C. (Kleingeld & Brown, 2013). Currently cosmopolitanism is rooted in philosophy, ethics and education, and maintains that there are universal values across cultures and peoples (Appiah, 2006). Among the varying definitions of cosmopolitanism, a refined analysis of the concept is provided by Beck (2002). Referring to Kant and Nietzsche, he argues that cosmopolitanism is the ability to imagine alternative ways of life, to consider oneself in relation to an “other”, whether that other is nature, other societies or other periods of time.

In terms of typology, Tan (2002) explicates the variants of cosmopolitanism into two strands: (a) cosmopolitanism as a moral claim and

cosmopolitanism as an institutional claim; and (b) cosmopolitanism as a claim about justice and cosmopolitanism as a claim about culture. On the other hand, Johnson and Morris (2010) distinguish cosmopolitan forms of GCED into 4 categories: (a) political; (b) moral; (c) neoliberal; and (d) cultural aesthetic forms (already seen in Table 3-2 above).

However, cosmopolitan approach to GCED seems to expose several critical weaknesses. First, it is based on individual and moral convictions. Their practice, therefore, is likely to be a matter of private and voluntary domain. Second, even if teachers were ready to take on a values-laden approach to global citizenship, coming to understand and teach what is ‘the right thing’ with students might be still highly controversial and problematic as there are many competing perspectives. Moreover, some scholars (O’Sullivan & Smaller, 2013; MacKenzie et al., 2016) have observed potential pitfall of cosmopolitan perspective on GCED which contains lots of charity-oriented, benevolence-evoking lessons by stereotyping the less privileged, and making students feel ‘how lucky they are’ and ‘rescue’ them.

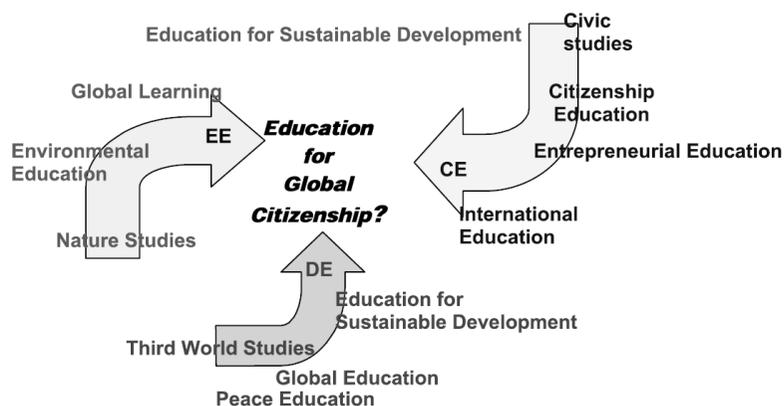
In addition, cosmopolitanism has faced deeper criticism from numerous academics. For example, Miller (2014) warns that that cosmopolitan perspective on global citizens might end up with nihilists. Andreotti (2011) also raises heated debates about Eurocentrism and unexamined universality of cosmopolitan global citizenship from the perspectives of post-colonialism and post-structuralism. Maldonado-Torress (2004) is even critical of ‘multicultural’ attempts to ‘include’ different voices in Eurocentric sites of conversation, where difference is domesticated to become palatable and confirm the Eurocentric universalism. Andreotti (2011) further add a profound question that “how one can engage with different epistemologies ethically, responsibly and critically without homogenizing, essentialising, romanticizing or reproducing them while avoiding absolute relativism”. Those critiques have cast lots of reflections on theories and practices of global citizenship education both in global North and South countries.

(5) Marxism

Oxfam can be regarded as a representative example of Marxist forms of GCED. The reformist and activist NGO, Oxfam (2006) sees a global citizen to be raised by GCED as someone who is “outraged by social injustice” and “willing to act in order to make the world a more equitable and sustainable place”. Marshall (2011) argues that instrumentalist and universalist assumptions underlying all forms of global citizenship education. A number of scholars (Andreotti, 2006; Ibrahim, 2007; Wilson, 2010; Hanson, 2010; Eidoo et al., 2011; Catalano, 2013; O’Sullivan & Smaller, 2013) have put a continuous emphasis on the critical, activist, radical, emancipatory, and transformative aspect of Marxist forms of GCED as a key to foster a true meaning of global citizenship and tackle more fundamental global issues. Furthermore, Andreotti (2011) offers a synthesis of more critical arguments mainly developed by Latin American scholars on the need for different epistemologies and a more nuanced understanding of modernity and coloniality in discussions about global citizenship education.

2.2.3 Related Educational fields and Drivers

< Figure 2-3 > Varying Educational Discourses Surrounding GCED



- Mannion et al., 2016

Stables and Scott (2002) argue that global citizenship education is an attractive term that is likely to have similar appeal across diverse interest groups and results in attendant paradoxes. Global citizenship education seems easy to find overlaps with other relevant educational practices and discourses, such as development education (or ‘global education’), peace education, human rights education, citizenship (or civic) education, multicultural education, ESD (Education for Sustainable Development; or environmental education), EIU (Education for International Understanding) etc. (See Figure 2-3 above)

There are varying forms of actors surrounding global citizenship education, for example, state actors (e.g. South Korea who has been actively promote GCED in the global community recently), NGOs (e.g. Oxfam and World Vision), and international organizations (e.g. UNESCO). Those diverse actors and sub-educational fields have created complicated dynamics and manifestations of GCED and GCED-related discourses under the umbrella of global citizenship education.

Therefore, Mannion et al. (2011) points out that global citizenship education might allow diverse meanings to converge as a “nodal point” while subordinating other meanings. For instance, some socially critical approaches within the sub- educational field of ESD are ready to accept a form of global citizenship education as a goal (Huckle, 1999). Actually when setting up the post-2015 educational agenda in 2014, there were notable efforts among South Korean and Japanese scholars trying to find convergence of ESD and GCED under the shared umbrella. The academic trial has not seemed successful, but it is obvious that GCED still has lots of potential to embrace and umbrella many related educational discourses.

2.2.4 Indicators and Measurement

The UNESCO has put a lot of effort to conceptualize and promote global citizenship for years. While GCED can take different forms, UNESCO (2014) suggests some common elements which GCED fosters in learners:

- an attitude supported by an understanding of multiple levels of identity, and the potential for a collective identity that transcends individual cultural, religious, ethnic or other differences;
- a deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
- cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues;
- non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;
- behavioral capacities to act collaboratively and responsibly to find global solutions to global challenges, and to strive for the collective good

As Table 2-4 shows below, Oxfam (2015) recently proposes more concise, concrete elements of GCED outcomes which are categorized into three dimensions: knowledge and understanding, skills, and values and attitudes.

< Table 2-4 > Key Elements of Global Citizenship Education Outcomes

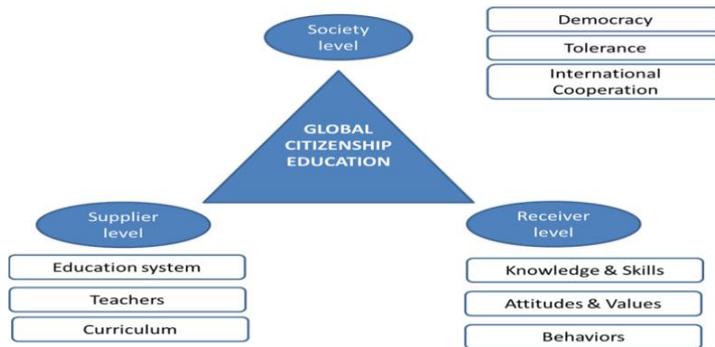
Knowledge & Understanding	Skills	Values & Attitudes
<ul style="list-style-type: none"> ● Social justice and equity ● Diversity 	<ul style="list-style-type: none"> ● Critical thinking ● Empathy ● Ability to argue 	<ul style="list-style-type: none"> ● Identity and self-esteem ● Respect for people & things

<ul style="list-style-type: none"> ● Globalization and interdependence ● Sustainable development ● Peace and conflict 	<p>effectively</p> <ul style="list-style-type: none"> ● Ability to challenge injustice and inequalities ● Cooperation and conflict resolution 	<ul style="list-style-type: none"> ● Commitment to social justice and equity ● Value diversity ● Commitment to sustainable development ● Belief that people can make a difference
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– Source: Global Citizenship Education: Oxfam GB’s framework, 2015.

Although there is some disagreement over how to measure global citizenship education, UNESCO has tried to develop indicators to measure global citizenship. As Figure 2-4 and Table 2-5 show, UNESCO (2014) proposes to construct a composite indicator consisting of three complementary levels – the societal level (e.g., the level of democracy; macro level indicators of openness), the supplier level (e.g., provision of education; availability of training relevant for global citizenship); and the receiver level (civic identity, values, skills and knowledge).

< Figure 2-4 > Areas Specifying the Components of the Composite Indicator for the Measurement of Global Citizenship Education



– UNESCO. (2014). Measurement of Global Citizenship Education

< Table 2-5 > Measurement of Global Citizenship Education

Dimension	Components/Parameters to measure	Examples of measure
Societal	Democracy	<ul style="list-style-type: none"> ● Freedom House index of political rights ● Quality of Democracy indicator ● World Press Freedom Index

		<ul style="list-style-type: none"> • Corruption Perceptions index
	Tolerance	<ul style="list-style-type: none"> • Social Hostilities Index • Government Religious Restrictions Index
	International cooperation & openness	<ul style="list-style-type: none"> • Indicator of trade openness (OECD's trade-to-GDP) • International level of exchange in capital flows, goods, services • Foreign aid
Supplier	Education system	<ul style="list-style-type: none"> • Enrollment rates % of children in employment (ages 7-14) (World Bank) • % students studying abroad • % students going participating in international exchange programs during studies • % foreign students and teachers • Classroom size • Pupil/textbook ratio
	Teacher characteristics	<ul style="list-style-type: none"> • Average number of pupils per teacher • % of trained teachers • % of full-time teachers • Teacher attrition rate • % teachers with tertiary level diploma • % teachers studied abroad*
		<ul style="list-style-type: none"> • Subsample of surveys on teachers' attitudes, values and behavior
	Curriculum	<ul style="list-style-type: none"> • Presence of curriculum on intercultural communication, civic education, international geography, ecology and sustainable development • Average number of foreign languages available for student at different levels of education
Receiver	Knowledge and skills	<ul style="list-style-type: none"> • Knowledge about global challenges and problems • Knowledge of languages • Use of internet & modern ways of communications
	Attitudes and values	<ul style="list-style-type: none"> • Global identity and openness • Willingness to help others • Acceptance of universal human rights,

		equality
		<ul style="list-style-type: none"> • Sustainable development • Anti-fatalistic attitudes
	Behaviors	<ul style="list-style-type: none"> • Involvement in civic activities

In addition, there have been a number of previous studies (Chi, 2007; Koo & Seol, 2008; Yun et al., 2010; Song, 2014; Lee, Oh, & Kim, 2015) which tried to define and measure global citizenship in South Korea. However, they were too broad, complex and discursive as displayed in Table 2-6.

< Table 2-6> Key Elements of Global Citizenship Identified by Prior Research

Prior Research	Key Elements	
Chi (2007)	Multi-nationalism	Willing to cooperate for solving global issues, Familiarity with other countries, openness to other countries, Amity and Cooperation with other countries, Understanding of other countries
	Citizenship	Law-abiding spirit, Social justice, Conscientious life, Responsibility for contributing to society, Participation in voting, Volunteering for community
	Democracy	Environmental protection, Interest in neighbors, Realization of social equality
	National identity	Excellence of Korean history and culture, Excellence of Korean, Attitude to enhance national prestige
	Global community	Interest and participation in global issues, Interest in global activities, Contribution to common prosperity of mankind, enterprising spirit toward the world
Koo & Seol (2008)	Perception on foreigners' characteristics	Adjectives which describe characteristics: trustworthy/ untrustworthy, desirable/ undesirable, kind/ unkind, modest/ arrogant, peaceful/ aggressive, mild/ violent, curious/ incurious, gentle/ rude

	Interest in topics of international understanding	World peace, Rights of foreigners, Protection of the Earth, Foreign culture, Foreign language
	Attitude related to international understanding	Interest in other countries, Communication on foreigners and foreign cultures, Decrease of prejudice on foreigners and foreign cultures
Yun et al. (2010)	Knowledge & Understanding	Social justice and equality, Global environmental issues for sustainable development, Cultural diversity, Awareness of conflict prevention and peace, Awareness of globalization and interdependence
	Values & Attitudes	Empathy and responsibility in regard to global issues, Trust towards one's change-leading competence (Self efficacy)
	Practice & Willing to participate	Willing to practice and experience of practice in regard to global issues
Song (2014)	Social justice and human rights; Environment issues and sustainable developments; Diversity-national, regional, ethnic, cultural with respect to knowledge and understanding, skills, and values & attitudes	
Lee et al. (2015)	Attitude to immigrants, Country and history perception, Understanding of international relations, Gender sensibility	

2.3. Practice of Global Citizenship Education

As seen so far, the notions of global citizenship and global citizenship education are 'messy concepts that cannot be packaged up neatly'. The conflicts in histories, view points, specific interests and experiences within the discourses cannot be easily converged to standardized formulas and narratives. In addition, since global citizenship education has been engaged with

numerous actors and related educational fields, the spectrum of its manifestations seems greatly wide and varying. Nonetheless, this study boldly tries to categorize these diverse manifestations into four major categories: (a) cosmopolitan/humanitarian GCED; (b) multicultural GCED; (c) utilitarian/instrumentalist GCED; (d) radical/transformational GCED, by showing example cases of each category.

2.3.1 Cosmopolitan/Humanitarian GCED

Nussbaum (2002) argues that education must foster learners' three cosmopolitan abilities: (a) the Socratic ability to criticize one's own traditions; (b) the cosmopolitan ability to think as citizen of the whole world; (c) and the ability to imagine what it would be like to be in the position of someone very different from oneself. According to Coryell et al. (2014), cosmopolitanism therefore incorporates critical reflectiveness and supports self-transformation that begins at a personal level before moving through local, national, and global dimensions.

Pichler (2012) perceives that ethical cosmopolitanism is more common in the United States, many European countries and Australia. However, nowadays most of countries intend to promote cosmopolitan values, at some extent, through their national curriculum. For example, Gopinathan and Mardiana (2013) note that ethnic categorisation as a basis for identity formation was seen as increasingly irrelevant, especially among the young and contradictory to aspirations to be a global citizen and enhanced cosmopolitanism. Hence, the curriculum reforms of Hong Kong are aimed at building a lifelong learning society, improving the overall academic performance of students, allowing more diversity in the schooling system, including modes of educational finance and curriculum focus, creating an inspiring learning environment, acknowledging the importance of moral education, and developing an education system which is rich in tradition but

‘cosmopolitan and culturally diverse’ (Education Commission, 2000).

The cosmopolitan educational trends in a globalized era are even seen in more nationalist, conservative Asian countries. For example, like many other countries (e.g. Malaysia and Japan), social studies education in Singapore has generally served a fairly conservative agenda as it is seen as a vehicle for the state to promote a state-approved version of national history, national values, and national identity. Nevertheless, the Singapore government has also recognized that there is a need to balance national identity formation with more cosmopolitan values and skills that will help Singapore remain economically competitive (Gopinathan & Mardiana, 2013).

2.3.2 Multicultural GCED

The multicultural form of GCED has been manifested mostly in highly multicultural societies where higher levels of trust and tolerance for diverse people are required. For example, Singapore is a young, diverse, post-colonial nation with a history of ethnic and religious conflict. Singapore has tried to incorporate both global and multicultural perspectives into the secondary Social Studies curriculum whilst promoting a common national identity.

Another example is the case of Canada. Canada is one of the highest per-capita immigration rates in the world (Hayday, 2005), driven by economic policy and family reunification. Canada also accepts large numbers of refugees, accounting for over 10 percent of annual global refugee resettlements (Alan, 2010). For the reasons, Canada’s culture has been influenced from its broad range of constituent nationalities, and policies that promote multiculturalism are constitutionally protected (Dyck, 2011). In addition, Canada is the most educated country in the world as well. Canada ranks first worldwide in the number of adults having tertiary education, with 51% of Canadian adults having attained at least an undergraduate college or

university degree, according to a 2012 OECD survey. The mandatory school age ranges between 5–7 to 16–18 years, contributing to the adult literacy rate of 99 percent.

Corresponding to its unique demographic feature and high level of educational achievements, Canadian education has promoted a strong sense of global citizenship for a long time. In Canada, the specific notion of global citizenship education is increasingly recognized by education authorities and practitioners and integrated in some provincial curricula adapted to various educational contexts (Evans et al., 2009). The statements below extracted from the 2006 Business Plan of the Department of Education of the Province of Alberta.

“Students must acquire the knowledge, skills and attitudes that enable them to participate, innovate and take advantage of the economic and cultural opportunities that globalization provides.” (Government of Alberta, 2007)

They indicate that teaching about the world and developing some sense of global citizenship has an important position in Canadian education, so that teachers who are determined to make global citizenship education a priority have been given plenty of opportunities to do so.

2.3.3 Utilitarian/Instrumentalist GCED

The utilitarian form of GCED has been frequently found in many developing countries in Global South which entered the global economy lately after the colonial era. Those countries yearn for nation-state building and national prosperity. For the reason, they are likely to adopt utilitarian and instrumentalist form of GCED in the pursuit of those national interests, commonly with combination of neoliberal and nationalist approaches.

Schattle (2008) claims that the idea of global citizenship is an easy sell in the ‘rough-and-tumble of national politics’. He offers the case of South Korea as the example. He notes that in South Korea, the term “global citizenship” came to symbolize economic competitiveness in harmony with norms of democratic accountability and the rule of law; here global citizenship as achievement takes on a relatively high profile. The complex and discursive nature of GCED seems to be conducive to the pursuit of particular groups’ interests, frequently those of political elites and capitalists.

2.3.4. Radical/Transformative GCED

The radical/transformational form of GCED has been easily seen in Northern European countries. The representative example case would be the UK. The European Union (EU) has proposed citizenship education to be an European citizen beyond a state-nation based citizenship and sought educational convergence for global citizenship education based on the whole continent of Europe (Hickson, 1996). There has been a resurgence of interest in global education in the UK as global issues are included within the requirements of citizenship education in national curricula. In addition, more critical voices started to come out to tackle fundamental global issues that we face as a whole. For example, Scottish First Minister Jack McConnell brought comments on this:

Why do we need to be ‘internationally educated’?

we are already European citizens, with rights and responsibilities as such - but, as yet, our understanding of what that signifies is limited... We largely still lack the knowledge, understanding and skills that would enable us to think critically about them, make truly informed decisions and take appropriate action at a personal, local, national or international level. (Scottish Executive, 2001)

With those reflections, recent curriculum guidance for England gives increasing recognition of the need to prepare students to live in contexts of

global change, interdependence, diversity and critical thinking (DfEE, 2000). This applies not only to delivering the formal curriculum but also the ethos and organization of school life.

One of radical GCED-leading NGO, Oxfam’s “Curriculum for Global Citizenship” developed in 1997, promotes a Learn-Think-Act approach with staged learning from early years (under age 5) to upper secondary (ages 16-19). Implemented in England, Scotland and Wales, it promotes active global citizenship as a ‘whole school’ approach. Teachers’ guides promote participatory learning, and provide learning assessment tools. Table 2-7 illustrates key elements of global citizenship at key stage 3 and 4 developed by Oxfam.

< Table 2-7 > Oxfam’s Key GC Elements at Key Stages 3 and 4

	Knowledge & Understanding		Skills		Values & Attitudes	
Key Stage 3	Interdependence Our political system and others Issues of diversity	Basic rights & responsibilities Inequalities within and between societies	Making informed decisions	Develop position through reasoned argument	Concern for injustice and inequality	Willing to take a stand on global issues
Key Stage 4	World economic and political systems Different cultures and societies	Causes of poverty Power relations North/South	Critical analysis	Rational argument from an informed position	Commit to social justice and equity	Willing to work for a more equitable future

- Source: Oxfam, 2007

CHAPTER 3. METHODOLOGY

The purpose of this study is to investigate global citizenship types of primary school teachers and their perceptions of global citizenship education in relation to global citizenship types and individual background characteristics. This study also intends to reveal the determinants of primary school teachers' global citizenship types amongst their individual characteristics. Additionally, the study examines the obstacles and requirements in implementation of the current global citizenship education in formal education settings perceived by primary school teachers. Based on the purposes, this chapter is dedicated to describe the population and sample involved in the study, analytical framework and the scale development process. The initial/final instruments and procedures of data collection are described as well along with reliability and validity issues.

3.1. Sampling

Nine schools were selected for this study: four from the all primary schools which had been selected as GCED leading schools^⑩ by SMOE in 2015 and five from the non-GCED leading schools. A total of 300 teachers were included in the sample as shown in Table 3-1. According to Krejcie and Morgan (1970), this is an adequate sample size for representation of the selected population.

^⑩ This study included all GCED-leading primary schools which had been selected by SMOE in 2015 in order to obtain the most unbiased results of global citizenship types and GCED perceptions of primary school teachers.

< Table 3-1 > Number of Respondents by School (N=300)

GCED Primary School		Non-GCED Primary School	
School	Number of Respondents	School	Number of Respondents
A	34	E	40
B	22	F	45
C	32	G	33
D	20	H	45
		I	29
Total	108	Total	192

The researcher was previously a public primary school teacher employed by SMOE during 2008 to 2012. The researcher had no personal connection with GCED leading schools at the beginning, so the researcher explained the significance of the study and asked for help as a fellow teacher to the principals of the schools in person one by one. There were different levels of cooperation among the GCED leading schools, but they all finally accepted the survey in the end.

The other five, non-GCED leading schools were selected based on a close acquaintance between the researcher and the principal of the selected school. Moreover, the researcher used to work as a teacher in the school H. Thus, the principals of the selected schools were receptive to participation in the study. The extremely principle-centered, hierarchical working atmosphere of public primary schools in South Korea seemed to be conducive to encouraging more participation of teachers in the selected schools.

3.2. Instrumentation

Shaughnessy and Zechmeister (2014) state that survey research is designed to deal with the nature of people's thoughts, opinions, and feelings. Data were collected through a survey instrument using a Likert-type response

format. According to Babbie (1990), the Likert scale provides for uniform scoring and effectively measures relative strength of agreement to survey items. A study comparing three methods for assessing attitudes conducted by O'Neal and Chissom (1993) concludes that responding to a Likert-type item is an easier task and yields more information.

For these reasons, the quantitative method (questionnaire survey) was employed for this study. The questionnaire was developed through prior literature analysis in cooperation with the researcher's colleague, Hyeona Seo from April to June, 2015. It was reviewed and refined three times by the expert group between May 25 and June 7, 2015. The expert group included five experts who had a research experience related to GCED or GCED scale development: (1) one researcher of Korean Educational Development Institute (KEDI); (2) One primary school teacher/education researcher; (3) one MA colleague; (4) two professors of the researcher's academic advisory committee. The confirmatory pilot test was conducted for 30 public school teachers before the actual survey implementation.

3.2.1 Scale Development

The survey questionnaire is composed of three major sections: (a) individual background characteristics; (b) global citizenship; and (c) perception of global citizenship education. The scales have been developed through a wide range of prior literature analysis, successive discussions with co-scale developer and GCED experts, factor analysis and item refinement.

(1) Individual Background Characteristics

The individual background characteristics were first explored and selected from prior relevant research which had examined a relationship between teachers' individual variables and their perceptions of some GCED-related

educational fields frequently discussed in South Korea. The examined GCED-related educational fields are multicultural education and education for international understanding. The followings are the individual characteristics selected from the first literature analysis: (a) gender; (b) years of teaching; (c) overseas experience; (d) multicultural teaching experience; (e) teacher training experience of the educational field (Han, 2005; Jang & Jeong, 2014; Yoo & Chang, 2014; Ha, 2015; Ahn & Lee, 2013; Chang & Jeon, 2013; Park, 2011; Shu, 2010; Oh et al., 2009).

However, the individual characteristics that frequently appeared in the prior studied seemed greatly conventional and limited. Therefore, the researcher added more individual background characteristics which might determine teachers' global citizenship types and perceptions of global citizenship education to explore a broader range of individual background factors. Here are the finally selected individual background characteristics below (See Table 3-2).

< Table 3-2 > Individual Characteristics Selected for Questionnaire

Factor	Content
Individual Characteristics (16 questions)	(1) gender (2) years of teaching (3) overseas experience (4) education level (5) English confidence (6) work experience with NETs (7) frequency of interaction with foreigners (8) multicultural teaching experience (9) overseas volunteering experience (10) knowledge of global issues (11) nation-state vs. global society (12) main actor of GCED (13) way of GECD implementation, (14) GCED teacher training experience (15) GCED school supported by SMOE (16) GCED-related engagement

(2) Global Citizenship

After a long examination, this study developed a citizenship scale mainly based on Morais & Ogden's Global Citizenship Scale (2011). The reason is because the scale is: (a) most succinct and logically compelling; (b) well-synthesized with robust theoretical grounds; (c) high valid through the sophisticated refining procedures; and (d) it has been already employed and optimized into the South Korean context in recent studies on global citizenship (Kang & Oh, 2015; KOICA ODA IDEA, 2015).

Morais and Ogden developed the Global Citizenship Scale which encompasses the three dimensions: (a) social responsibility, (b) global competence, (c) global civic engagement.

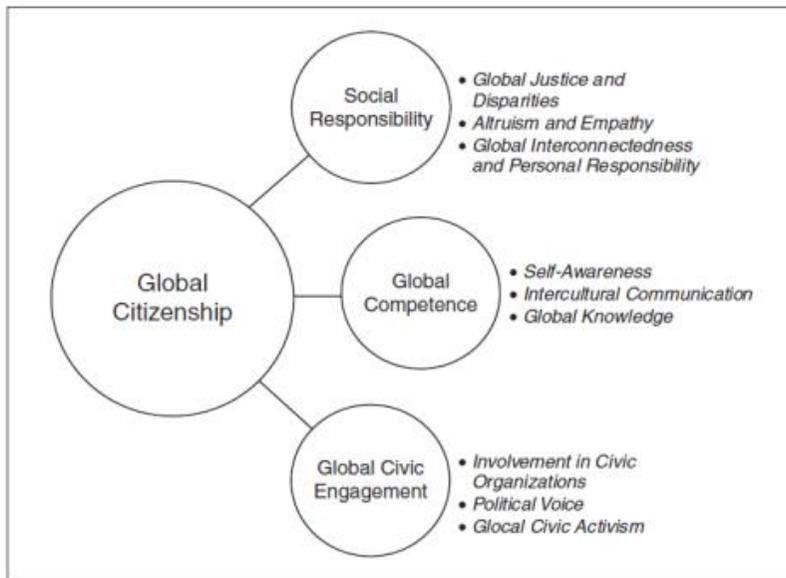
- (a) **Social Responsibility (SR)**: Interdependence and social concern for others, society, and the environment

- (b) **Global Competence (GC)**: Having an open mind while actively seeking to understanding one's own and others cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside of one's environment

- (c) **Global Civic Engagement (GCE)**: Recognizing local state, national and global community issues and responding through actions such as volunteerism, political activism, and community participation

Each dimension is also composed of three different sub-dimensions (see Figure 3-2 below).

< Figure 3-2 > Global Citizenship Conceptual Model



– Morais and Ogden (2011)

While there is no ‘one size fits all’ definition of global citizenship, Morais and Ogden developed a theoretically grounded parameter to measure global citizenship as an outcome of education abroad. Because the parameter was developed through the thematic grouping of global citizenship literature, the use of this global citizenship parameter is not limited to measuring the outcomes of education abroad but can be expanded to measure various types of global citizenship education. Therefore, this study adopts the global citizenship conceptual model of Morais and Ogden to measure public primary school teachers’ levels of global citizenship in South Korea. According to their global citizenship conceptual model, 18 initial questionnaire items with 3 dimensions and 9 sub-dimensions of primary school teachers’ global citizenship were developed as seen in Table 3-3.

< Table 3-3 > Initial Item Pool of Global Citizenship

Dimensions of global citizenship		Related Items
Social Responsibility (5 questions)	Global justice and disparities	SR.1.1. I think there are many unfair things to live in the world.
		SR.1.2. It is not OK if some people (groups) in the world have more opportunities than others.
	Altruism and empathy	SR.2.1. I am concerned with the rights of all people globally.
	Global interconnectedness and personal responsibility	SR.3.1. I feel responsible for the world's inequities and problems.
SR.3.2. Both developing and developed nations have the obligation to alleviate the poverty.		
Global Competence (8 questions)	Self-Awareness	GC.1.1. I am a global citizen.
		GC.1.2. I know several ways in which I can make a difference in some of the world's most worrisome problems.
		GC.1.3. I am able to get other people to care about global problems that concern me.
	Inter-cultural Communication	GC.2.1. I welcome spending time with people who have different cultural values from me.
		GC.2.2. I am okay with one of my family or close friends getting married with a foreigner.
		GC.2.3. I unconsciously adapt my behavior and mannerisms when I am interacting people of other cultures.
	Global Knowledge	GC.3.1. I feel comfortable expressing my views regarding pressing global problems in front of a group of people.
		GC.3.2. I am able to write opinions on internet source expressing my concerns over global issues.
Global Civic Engagement (5 questions)	Involvement in civic organizations	GCE.1.1. If I have a chance, I will take part in solving the global problems, such as war, poverty, pollution. (by volunteering, cash or product donation etc.)
		Political Voice
	GCE.2.2. I contact, visit or write an email/posting to someone in government to seek public action on global issues and concerns.	
	Global Civic Activism	GCE.3.1. I deliberately buy products that are from fair trade or produced by marginalised global people/places.
		GCE.3.2. I have boycotted brands or products that are known to exploit marginalized global people/places.

(3) Perception of Global Citizenship Education

The third section was also constructed based on a wide range of previous literature (See Table 3-4). The scale development for GCED perceptions, particularly those of teachers, was more challenging since there had been no prior instruments in use. Referring to the thematic grouping method used by Morais & Ogden (2011), the researcher listed prior studies on teacher perceptions of several educational fields closely related to global citizenship education, such as EIU (Education for International Understanding), multicultural education, citizenship education, development education and ESD (Education for Sustainable Development).

< Table 3-4 > Key Elements of Teacher Perception Identified by Prior Research^①

Prior Research	Key Elements
Han (2005)	Obstacles, possible facilitating ways
Son (2008)	Interest in the area, be aware of the goal and concept of EIU, understanding of the content, knowledge of teaching method, understanding the necessity , actual implementation, effect of EIU, will to participate teacher training , ways to implement the program, obstacles, solutions
Ok (2009)	Self-efficacy , necessity of multicultural education
Huh & Kim (2011)	Knowledge of the content, appropriate evaluation, school atmosphere (whether the students can actually apply what they learned at the school in terms of citizenship rights)
Kim, Kim & Jeong (2012)	Knowledge of the content, acknowledging the necessity , perception of the relationship between the content and their own subject, self-efficacy , experience of teacher education program

^① The whole process of scale development of the study proceeded in collaboration with the researcher's colleague, Hyun-Ah Seo. Thus, Table 3-4 has been also displayed in her separate study (Seo, 2016) targeting secondary school teachers in Incheon region, South Korea.

Chae (2014)	Experience of teacher training, actual implementation, teaching method, obstacles, possible improvements to be made, effectiveness of the teacher training program, will to participate in further teacher education program
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After careful consideration of this literature analysis and discussion with two other researchers from the same graduate school and one GCED expert from KEDI (Korean Educational Development Institute), 12 initial questionnaire items with 3 dimensions and 11 sub-dimensions of primary school teachers' GCED perceptions were developed as followed in Table 3-5.

< Table 3-5 > Initial Item Pool of Teachers' GCED Perceptions

Dimensions of GCED Perceptions		Related Items
Knowledge/Skills (4 questions)	Conception of GCED	KS.1. I understand the concepts of GCED and the relevant kinds of education (Education for international understanding, Education for sustainable development, Multicultural education, International development education, Peace education, Human right education etc.).
	Objective of GCED	KS.2. I understand the objective of GCED.
	Contents of GCED	KS.3. I know the contents for GCED.
	Knowledge confidence	KS.4. I have a sufficient amount of knowledge to implement GCED.
Attitudes/Values (5 questions)	Interest in GCED	AV.1. I am normally interested in GCED.
	Need for GCED	AV.2. I think that GCED is needed.
	Effectiveness of GCED	AV.3. I think that GCED is actually effective.
	Teaching confidence in GCED	AV.4. I am able to prepare and teach a GCED lesson by myself.
	Viability of GCED in primary education	AV.5. GCED can be implemented to primary school students.
Behavior/Practice (3 questions)	Willingness to take a GCED teacher training	BP.1. I am willing to take part in GCED teacher training.
	GCED implementation	I am currently implementing GCED. I am not implementing GCED, but I am willing to do it.

Additionally, two more questions were developed for the last section of the questionnaire (See Table 3-6). From the results, the survey seeks for obstacles and requirements of GCED implementation in formal education settings perceived by primary school teachers so as to gain more rich implications for GCED implementation. The questions were provided as a multiple choice. The choices were selected from the most relevant literature which had discussed manifestations and issues of the recent GCED implementation in South Korea (Kim, 2015; Ha, 2015).

< Table 3-6 > Item Pool of GCED Implementation

Dimensions	Related Items
Obstacle (1 question)	What do you think are the drawbacks of current GCED implementation?
Requirement (1 question)	What do you think are the requirement for better GCED implementation?

3.2.2 Validity and Reliability

(1) Validity

The validity of the original version of global citizenship scale was confirmed through construct validity assessment conducted by Morais & Ogden (2011). The revised version of global citizenship scale and the newly developed GCED perception scale used for this survey were validated again by expert face-validity trials. The first expert face-validity trial involved two graduate students and one GCED expert who participated in GCED survey questionnaire development of KOICA (Korea International Cooperation). The second face-validity trial involved two graduate students and on GCED expert working for KEDI (Korean Educational Development Institute).

(2) Reliability

Cronbach's coefficient alpha test was used to determine the reliability of the instrument. According to Agresti (2009), a correlation coefficient of 0.51 to 0.75 is considered good to moderate; over 0.75 is considered very good. The reliability values of the instrument used for the study ranged from 0.900 to 0.911. The reliability of the total instrument was 0.906 which bears out the conclusion that the instrument was well-designed.

3.2.3 Refinement

Factor analysis is a multivariate statistical method used for a wide variety of purposes. Agresti (2009) states that one of its purposes is revealing patterns of interrelationships among variables so that detecting clusters of variables, each of which contains variables that are strongly intercorrelated and hence somewhat redundant. This study used factor analysis to seek out items that were not closely relevant to its intended dimension. Table 3-7 is the result of first exploratory factor analysis on the initial global citizenship scale.

< Table 3-7 > Exploratory Factor Analysis of Initial Global Citizenship Scale

Dimensions and Items	Component			
	Factor 1	Factor 2	Factor 3	Factor 4
Global Competence (GC)				
GC.2.1	.746	-.032	.089	.203
GC.1.3	.730	.184	.221	-.049
GC.1.2	.715	.310	.166	.026
GCE.1.1	.676	.198	-.031	.321
GC.3.1	.666	-.115	.196	.192
GC.1.1	.664	.348	-.071	-.012
GC.2.2	.647	-.129	.004	.308
GC.3.2	.541	-.062	.444	.243
GC.2.3	.499	.053	.146	.208
Social Responsibility (SR)				
SR.1.2	-.070	.779	.031	-.104

SR.1.1	-.013	.607	-.022	.082
SR.2.1	.368	.584	.015	.247
SR.3.1	.512	.548	.111	.309
SR.3.2	.432	.449	-.165	.379
Global Civic Engagement (GCE)				
GCE.2.2	.100	.024	.894	.136
GCE.2.1	.150	-.009	.893	.129
GCE.3.2	.200	.148	.145	.827
GCE.3.1	.258	.074	.349	.723
Eigen values	6.315	2.088	1.449	1.021
% of total variance	35.086	11.597	8.053	5.671
Cumulative % of variance	35.086	46.683	54.736	60.407

From the results above, an item (GCE.1.1) showed much higher relevance to “Global Competence” rather than “Global Civic Engagement”. In addition, some items (SR.3.1 & SR.3.2) showed equally high relevance to double dimensions: “Global Competence” and “Social Responsibility”. Thus, the researcher ruled out those three items to increase the scale’s construct validity. Here is the factor analysis result of refined global citizenship scale (See Table 3-8). Now every item shows distinct relevance to their intended dimension.

< Table 3-8 > Factor Analysis of Refined Global Citizenship Scale

Dimensions and Items	Component		
	Factor1/ GC	Factor 2/ GCE	Factor 3/ SR
Global Competence (GC)			
GC.2.1	.772	.152	-.014
GC.1.2	.704	.154	.237
GC.2.2	.703	.114	-.078
GC.3.1	.689	.240	-.116
GC.1.3	.685	.175	.132
GC.1.1	.654	-.068	.300
GC.3.2	.545	.499	-.077
GC.2.3	.536	.203	.094
Global Civic Engagement (GCE)			
GCE.2.2	.048	.874	-.015

GCE.2.1	.094	.873	-.051
GCE.3.1	.370	.610	.099
GCE.3.2	.367	.463	.236
Social Responsibility (SR)			
SR.1.2	-.062	-.020	.801
SR.1.1	.036	.012	.709
SR.2.1	.324	.105	.556
Eigen values	5.063	1.835	1.397
% of total variance	33.750	12.236	9.316
Cumulative % of variance	33.750	45.986	55.302

Data collected from the GCED perception questionnaire section were also examined through exploratory factor analysis. The following table is the result of the first exploratory factor analysis (See Table 3-9).

< Table 3-9 > Exploratory Factor Analysis of Initial GCED Perceptions

Dimensions and Items	Component	
	Factor 1	Factor 2
KS.3	.824	.104
KS.2	.813	.193
KS.4	.803	.128
KS.1	.748	.143
AV.4	.581	.393
BP.2	.417	.393
AV.3	.070	.792
AV.2	.129	.785
AV.5	.140	.765
BP.1	.234	.728
AV.1	.417	.611
Eigen values	4.764	1.690
% of total variance	43.309	15.362
Cumulative % of variance	43.309	58.671

The results revealed that the item AV.4 showed a bigger relevance to “GCED Knowledge/Skills” rather than “GCED Attitude/Values”. Furthermore, both of BP.1 and BP. did not show distinct relevant to their initially intended dimension, “GCED Behavior/Practice”. Hence, the researcher also ruled out the two items, AV.4 and BP.1 to achieve a stronger construct validity of the

scale. In addition, the researcher decided to rearrange the item BP.1 into “GCED Attitude/Values” as it showed conspicuously high relevance to that dimension. Table 3-10 below is the factor analysis result of refined GCED Perception scale.

< Table 3-10 > Factor Analysis of Refined GCED Perception Scale

Dimensions and Items		Component	
		Factor 1	Factor 2
Knowledge/Skills	KS.3. Contents	.846	.122
	KS.2. Objective	.838	.220
	KS.4. Knowledge confidence	.792	.119
	KS.1. Concept	.762	.156
Attitudes/Values	AV.3. Effectiveness	.090	.830
	AV.5. Viability in primary schools	.124	.782
	AV.2. Need	.150	.781
	BP.1. Willingness for training	.240	.724
Eigen values		3.600	1.665
% of total variance		45.000	20.810
Cumulative % of variance		45.000	65.810

In consequence, Table 3-11 and Table 3-12 are the finally used items to measure primary school teachers’ global citizenship and their perceptions of global citizenship education.

< Table 3-11 > Final Items of Global Citizenship Scale

Dimensions		Related Items
Social Responsibility (3 questions)	Global justice and disparities	SR.1.1. I think there are many unfair things to live in the world. SR.1.2. It is not OK if some people (groups) in the world have more opportunities than others.
	Altruism and empathy	SR.2.1. I am concerned with the rights of all people globally.
Global Competence (8 questions)	Self-Awareness	GC.1.1. I am a global citizen.
		GC.1.2. I know several ways in which I can make a difference in some of the world's most worrisome problems.
		GC.1.3. I am able to get other people to care

		about global problems that concern me.
Inter-cultural Communication		GC.2.1. I welcome spending time with people who have different cultural values from me. GC.2.2. I am okay with one of my family or close friends getting married with a foreigner. GC.2.3. I unconsciously adapt my behavior and mannerisms when I am interacting people of other cultures.
Global Knowledge		GC.3.1. I feel comfortable expressing my views regarding pressing global problems in front of a group of people. GC.3.2. I am able to write opinions on internet source expressing my concerns over global issues.
Global Civic Engagement (4 questions)	Political Voice	GCE.2.1. I frequently express my views about global environmental, social, or political problems on websites, SNS (Facebook, Kakaotalk Story etc.), newspapers, television, radio, etc. GCE.2.2. I contact, visit or write an email/posting to someone in government to seek public action on global issues and concerns.
	Glocal Civic Activism	GCE.3.1. I deliberately buy products that are from fair trade or produced by marginalised global people/places. GCE.3.2. I have boycotted brands or products that are known to exploit marginalized global people/places.

< Table 3-12 > Final Items of GCED Perception Scale

Dimensions		Related Items
Knowledge/Skills (4 questions)	Concept	KS.1. I understand the concepts of GCED and the relevant kinds of education
	Objective	KS.2. I understand the objective of GCED.
	Contents	KS.3. I know the contents for GCED.
	Knowledge Confidence	KS.4. I have a sufficient amount of knowledge to implement GCED.
Attitudes/Values (3 questions)	Need	AV.1. I think that GCED is needed.
	Effectiveness	AV.2. I think that GCED is actually effective.
	Viability in primary schools	AV.3. GCED can be implemented to primary school students.
Behavior/Practice (1 questions)	Willingness to take GCED teacher trainings	BP.1. I am willing to take part in GCED teacher training.

3.3. Data Collection

Milne (1999) warns that sometimes surveys and questionnaires are not taken seriously leading the participants to write anything to make it less time consuming. Therefore, the researcher did not use an on-line platform for questionnaire survey since paper-type questionnaire is much more visible so that it might encourage the participants' almost-compulsory and earnest participation in front of other colleagues. The survey instrument was distributed along with a cover letter to head teacher of the selected schools by the researcher in person.

The cover letter provided instructions for questionnaire implementation, an assurance of confidentiality, and a request for earnest participation. The principals or head teachers distributed the questionnaires again to their fellow teachers at the most convenient time according to their school schedule. Only for one selected school which was located far from the researcher's place, a self-addressed and stamped return envelope with the instrument was sent and returned by post. Except the school, the researcher collected the responded surveys by visiting the rest of schools after one to two weeks.

However, the daily workload of public primary school teachers is normally high, so that most of teachers were reluctant to participate in the survey. Moreover, Mers outbreak (2015) during the implementation of the survey was another setback. Outside school visitors were not welcome, even rejected to enter a school in front of the school gate. To overcome the struggles, the researcher met the head teachers, vice principals and/or principals of the selected schools to encourage them to be supportive to the research in person one by one.

3.4. Data Processing

3.4.1 Statistical Tools

The collected data was analyzed with SPSS (ver.20) and STATA statistical package program. Various types of statistical tools were employed in order to address the research questions. Cluster Analysis is a statistical method that divides the entire entities into different groups according to their characteristics and each group is called ‘cluster’. First, K-mean Cluster Analysis was utilized to classify the primary school teachers’ global citizenship types. Later on, Chi-square was used to find relationships between the teachers’ global citizenship types and their individual background characteristics, so that reveal the determinants of their global citizenship types. In addition, based on the Factor Analysis results, one-way ANOVA was conducted to see how the teachers’ perceptions of global citizenship education would differ by their global citizenship types and individual background characteristics. (See Table 3-13).

< Table 3-13 > Statistical Tools Used for the Research

Research Area	Statistical Tool
GC types	Cluster Analysis
Relationship between GC types and individual variables	Chi-square
GCED Perceptions by GC type	Factor Analysis, ANOVA
GCED perceptions by individual variable	

3.4.2 Descriptive Statistics of the Sample

The descriptive statistics of the sample (N=300) are delineated in Table 3-14 below. The majority of respondents (87%) were females which substantiates female dominance in gender ratio of primary school teachers in

Seoul, South Korea. Most of them (70%) have more than 10 years of teaching experience. Their overseas experience rate was pretty high (65%) whereas their interactions with foreigners in a daily life were greatly low (once or twice a year, or less 81%). In fact, the majority of overseas experience (75%) that the respondents have was shorter than 6 months in total. A significant number of them (38%) have obtained or are in the process of obtaining master's degree beyond bachelor's degree which is a prerequisite to be a primary school teacher in South Korea. Half of the respondents self-reported their English competency level as intermediate or above. These statistics have proven a seemingly high quality of primary school teachers working in Seoul, South Korea.

The minority of the respondents (30%) had an experience of working (English co-teaching or managing) experience of NETs (Native English Teachers). South Korean government has dispatched a number of NETs to public schools across the country every year to reinforce global competence of both students and teacher despite its costly budget. However, only limited number of respondents appeared to deal with NETs at workplace even though most of schools have NETs. It is also worth paying attention when taking account that more than 80% of the respondents reported their interactions with foreigners as once or twice a year, or less albeit existence of NETs in their schools. This result shows that the sphere of NETs' effect on teachers seems apparently limited even though they might help enhancing teachers' global competence as the South Korean government had intended.

In addition, more than half of the respondents (65%) reported that they have taught children from multicultural families. This figure shows that South Korea has become a more and more multicultural society along with globalization. It is also noteworthy that the majority of respondents (65%) approved of ODA (Official Development Assistance) national budget expansion while the similar majority of respondents (67%) put priority on their country when their national interests conflict with those of the

international society. Moreover, the respondents' knowledge of global educational issues (world justice/governance in education sector: Universal Declaration of Human Rights, World Education Forum¹², MDGs, and EFA) was notably low (77%). Very few of them (6%) have overseas volunteering experience. These all indicate that there seems to be a significant gap between the rapid transition of South Korea towards multiculturalization and globalization, and the current teachers' low levels of educational understanding and engagement in the global context.

In terms of implementation of GCED (Global Citizenship Education), the prominent number of the respondents answered that GCED should be implemented by regular school teachers (62%) inside regular curriculum (80%). Contradictorily, most of them have never participated in GCED teacher training programs (85%) nor engaged in GCED-related activities (89%) before. In addition, the places where the teachers have taken GCED teacher trainings were greatly varied (KOICA ODA Education Center, World Vision, Asia-Pacific Centre of Education for International Understanding, HoE Academy etc.)

<Table 3-14> Descriptive Statistics of the Sample (N=300)

Characteristics	Frequency (n)	Percentage (%)
Gender	Female	
	Female	87
	Male	13
Years of Teaching	0-5	
	0 – 5	15
	6 – 10	15
	11 – 20	34
	20 above	36

¹² During the time of the research implementation, South Korea was drastically preparing to host a big international event, “2015 World Education Forum” (May 19 ~22, 2015; Incheon). In the forum, the results of Dakar Framework for Action and EFA (Education for All) were evaluated and framework for action towards Post-2015 educational agenda was discussed.

Overseas Experience	Yes		No			
	Yes	195	65			
	0 - 6 months	145	75			
	6 months – 1 yr	26	13			
	1 – 2 yrs	12	6			
	2 yrs above	12	6			
No	105	35				
Education Level	BA		MA		Ph.D	
	Bachelor	179	60			
	MA candidate/MA	116	38			
	Ph.D candidate/Ph.D	5	2			
English Confidence	Low		Intermediate		High	
	Low	150	50			
	Intermediate	132	44			
	High	18	6			
Frequency of Interactions with Foreigners	Never		Yearly	Monthly	Weekly	Everyday
	Almost never	169	56			
	Once or twice in a year	74	25			
	Once or twice in a month	24	8			
	Once or twice in a week	15	5			
	Almost every day	18	6			
Work Experience with NETs	Yes		No			
	Yes	89	30			
	No	211	70			
Multicultural Teaching Experience	Yes		No			
	Yes	196	65			
	No	104	35			
Overseas Volunteering Experience	Yes		No			
	Yes	19	6			
	No	281	94			
Knowledge of Global Educational Issues	Low		High			
	Low	257	86			
	High	43	14			
Nation-State vs.	Pro Nation-State		Pro Global Society			

Global Society	Pro Nation-State	178	59
	Pro Global Society	122	41
Actor of GECD implementation	Outside Expert	Regular School Teacher	
	Outside expert	113	38
	Regular school teacher	187	62
Way of GECD implementation	Outside Curriculum	Inside Curriculum	
	Outside regular curriculum	61	20
	Inside regular curriculum	239	80
GCED Teacher Training Experience	Yes	No	
	Yes	45	15
	No	255	85
GCED/ Non-GCED leading School	GCED School	Non-GCED School	
	GCED leading school	107	36
	Non-GCED leading School	193	64
GCED-related Engagement	Yes	No	
	Yes	34	11
	No	266	89
Total		300	100

3.4.3 Teachers' GC & GCED Perception Levels

(1) Teachers' GC Levels

The primary school teachers' levels of global citizenship in South Korea are explored through the preliminary data analysis (See Table 3-15). Their overall level of global citizenship is 3.22 which is slightly above the median value, 3. In terms of its dimensions, "Social Responsibility" (3.72) and "Global Competence" (3.45) appear fairly high. On the other hand, primary school teachers' "Global Civic Engagement" level is contrastively low as 2.60. The most surprising finding is the conspicuously low level of their "Political Voice" (2.08). "Global Civic Activism" also ranks low as the second lowest by 3.12.

< Table 3-15 > Primary School Teachers' Global Citizenship Levels (N=283¹³)

Dimensions of Global Citizenship		Mean	SD	Note
Social Responsibility	Global justice and disparities	3.73	.71	
	Altruism and empathy	3.74	.67	
	Overall	3.72	.62	
Global Competence	Self-Awareness	3.54	.61	
	Inter-cultural Communication	3.44	.84	
	Global Knowledge	3.28	.74	
	Overall	3.45	.55	
Global Civic Engagement	Political Voice	2.08	.87	Very Low
	Global Civic Activism	3.12	.91	
	Overall	2.60	.74	Low
Overall Level of Global Citizenship		3.22	.51	

- Note: 5 = "strongly disagree"; 4= "disagree"; 3 = "neutral" ; 2 = "agree" ; 1= "strongly disagree"

(2) Teachers' GCED Perception Levels

The primary school teachers' levels of perceptions of GCED in South Korea also turn out generally low through the preliminary analysis. Most of all, the respondents' level of "Knowledge/Skills", particularly their levels of understanding contents of GCED (2.38) and knowledge confidence of GCED implementation (2.48) are considerably low below the median value 3. Their level of understanding objective of GCED is also low as 2.80 below the median. Nevertheless, the primary school teachers' attitude toward GCED appears relatively positive. They seem to think that GCED would be effective and viable for primary school students even though they have self-reported that they do not know much about GCED.

These findings show a gap between the high ambition of the government for GCED from the top and unpreparedness of primary school teachers at the grassroots level. Even though KMOE and SMOE try to

¹³ Some questionnaires which had not been fully responded were found in the statistical analysis. 17 out of 300 questionnaires were excluded to attain more precise results.

incorporate GCED into formal education system, the teachers do not seem well prepared enough to implement GCED to their students right away corresponding to the pressure from the government (See Table 3-16).

<Table 3-16 > Primary School Teachers' GCED Perception Levels (N=284^⑭)

Dimensions of GCED Perceptions		Mean	SD	Note
Knowledge/Skills	Concept	3.15	.89	
	Objective	2.80	.93	Low
	Contents	2.38	.78	Very Low
	Knowledge confidence	2.48	.75	Very Low
	Overall	2.70	.70	
Attitudes/Values	Need	3.71	.71	
	Effectiveness	3.82	.60	
	Viability in primary schools	3.75	.71	
	Overall	3.67	.73	
Behavior/Practice	Willingness for GCED training	3.39	.84	
Overall Level of GCED Perception		3.20	.66	

- Note: 5 = "strongly disagree"; 4= "disagree"; 3 = "neutral" ; 2 = "agree" ; 1= "strongly disagree"

^⑭ Some questionnaires which had not been fully responded were found in the statistical analysis. 16 out of 300 questionnaires were excluded to attain more precise results.

CHAPTER 4. ANALYSIS

In order to examine how global citizenship types of primary school teachers in Seoul, South Korea are classified, K-mean cluster analysis was conducted based on factor analysis scores of three global citizenship dimensions. Cluster analysis divides data into groups that share common characteristics. This study decided the optimal number of clusters taking account of extent of accordance to dimensions and evenly distributed number of cases through several cluster analyses. According to the distinctive traits shown in each cluster, the names of six global citizenship types were labeled. In addition, chi-square analysis was conducted to explore relationships between the teachers' global citizenship types and their individual background characteristics.

One-way ANOVA was followed to examine difference of the primary school teachers' perceptions of global citizenship education by global citizenship type. This statistical method was also used to see the difference of primary school teachers' perceptions of global citizenship education by their individual background characteristics. Additionally, the obstacles and requirements of GCED implementation perceived by the primary school teachers were analyzed by descriptive statistics.

4.1 Teachers' GC Types

4.1.1 Teacher GC Types and Their Characteristics

The first research question of the study is to explore primary school teachers' global citizenship types. Through factor analysis, the converged scores of three factor areas which are three dimensions of global citizenship

were produced: (a) SR; social responsibility (b) GC; global competence (c) GCE; global civic engagement. At first, six to seven global citizenship groups seemed appropriate according to the ward method results. After K-means cluster analysis, survey respondents were finally classified into six optimal groups to attain more even distribution of cases among groups from type I to VI. When the cluster means of factor area were below -0.5, they were interpreted as “Low”. When those were below -1.0, they were interpreted as “Very Low”. Likewise, when the cluster mean were above 0.5, they were interpreted as “High”. When those were above 1.0, they were interpreted as “Very High”. According to their distinctive characteristics, the six global citizenship types were named as ‘Global leader’, ‘Indifferent elite’, ‘Non-informed activist’, ‘Incompetent citizen’, ‘Pessimist’, and ‘Outsider’ (See Table 4-1 & 4-2).

< Table 4-1 > 6 Types of Primary School Teachers’ Global Citizenship (1)

Factor	Types					
	I	II	III	IV	V	VI
	Global Leader	Indifferent Elite	Non-informed Activist	Incompetent Citizen	Pessimist	Outsider
SR	.742	.234	-.890	.901	.535	-.888
GC	.541	1.323	-.499	-1.327	-.267	.034
GCE	1.362	-.623	.695	-.891	-.0701	-.865
Frequency	43	44	60	29	55	50
(%)	(14.4)	(14.6)	(19.9)	(9.6)	(18.3)	(16.6)

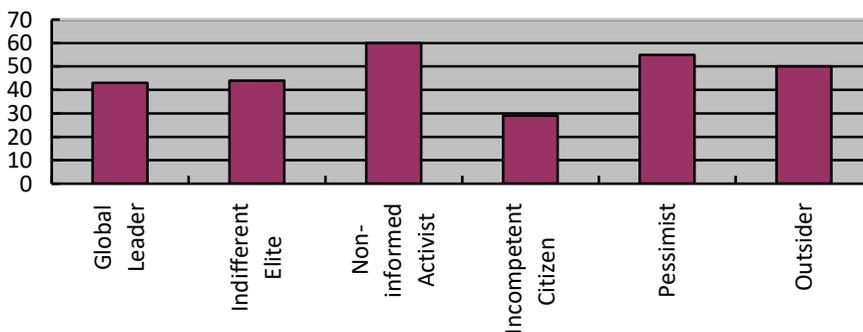
< Table 4-2 > 6 Types of Primary School Teachers’ Global Citizenship (2)

Factor	Types					
	I	II	III	IV	V	VI
	Global Leader	Indifferent Elite	Non-informed Activist	Incompetent Citizen	Pessimist	Outsider
SR	▲	-	▽	▲	▲	▽
GC	▲	▲▲	▽	▽▽	-	-
GCE	▲▲	▽	▲	▽	-	▽
Frequency	43	44	60	29	55	50
(%)	(14.4)	(14.6)	(19.9)	(9.6)	(18.3)	(16.6)

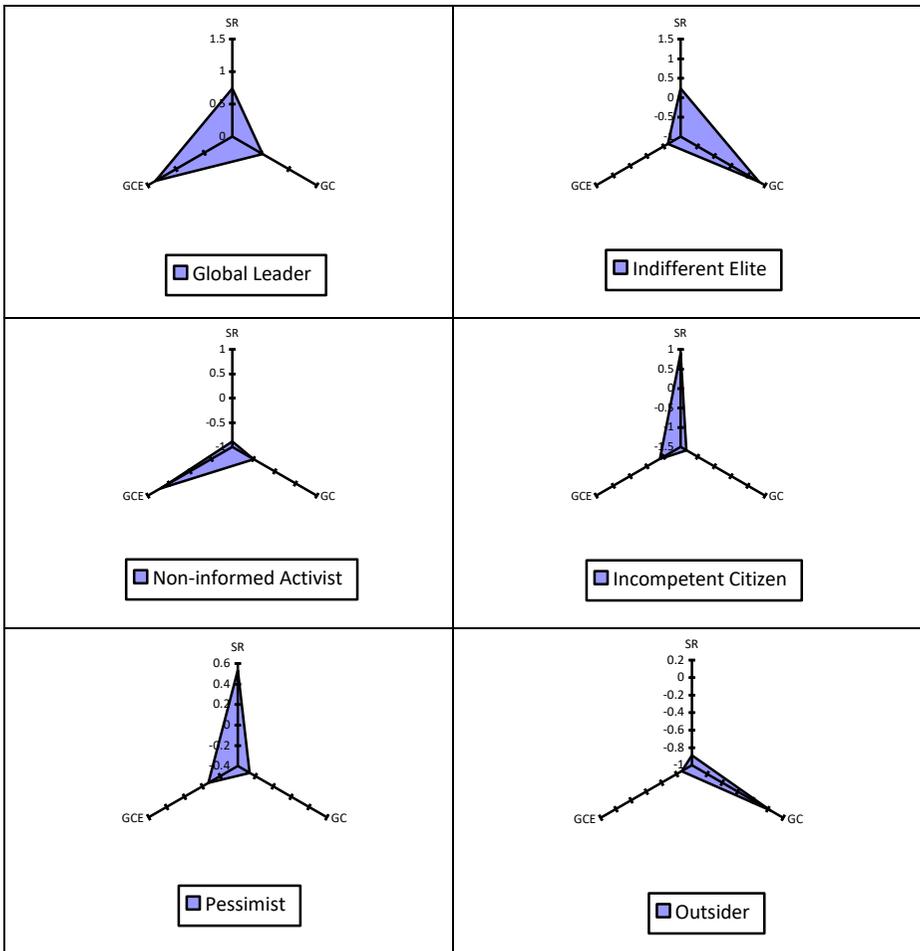
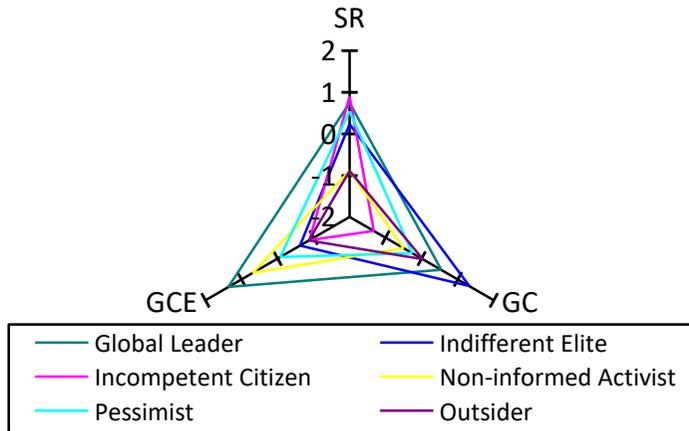
– ▲▲ Very High ; ▲ High ; ▽ Low ; ▽▽ Very Low

The type I, ‘Global leader’ shows evenly high levels of all three factor areas. They have the highest level of global civic engagement as well as the second highest levels of social responsibility and global competence. The type II is ‘Indifferent elite’ whose global competence is remarkably outstanding among all GC types whereas their level of global civic engagement is relatively very low. The type III is ‘Non-informed activist’ who shows the lowest level of social responsibility as well as their low level of global competence even though their level of global civic engagement is second highest. The type IV, ‘Incompetent citizen’ is a teacher group who has the lowest levels of global competent and global civic engagement notwithstanding their highest level of social responsibility. The type V, ‘Pessimist’ displays moderate levels of all three factor areas although their level of social responsibility is relatively high. The last type is ‘Outsider’ who shows low levels of all three factor areas. The teacher group has significantly low levels of social responsibility and global civic engagement as well as their global competence level is also weak. Here are the frequencies and characteristics of each global citizenship type below (See Figure 4-1 & 4-2).

< Figure 4-1 > Frequency of 6 Global Citizenship Types



< Figure 4-2 > Characteristics of 6 Global Citizenship Types



After the six global citizenship types were determined, one-way ANOVA was proceeded to examine whether the mean differences among six cluster groups in each factor area were statistically meaningful. The result has proven that they were statistically meaningful in all three factor areas ($p > 0.001$; See Table 4-3).

< Table 4-3 > 6 Types of Teachers' Global Citizenship (ANOVA)

Factor	Cluster		Error		F
	Mean Square	df	Mean Square	df	
SR	30.469	5	0.464	275	65.637***
GC	31.906	5	0.438	275	72.834***
GCE	37.304	5	0.340	275	109.739***

– * $p < .1$, ** $p < .05$, *** $p < .01$

4.1.2 Teachers' Individual Characteristics and GC Types

Chi-square tests were conducted in order to examine relationships between the primary school teachers' global citizenship types and their individual background characteristics. The statistical method was employed to determine whether the difference between multiple categories is significant so that find the determinants of the teachers' global citizenship types. The following is the outcome of the chi-square tests (See Table 4-4).

< Table 4-4 > Relationship between Individual Variables and GC Types

	Total	Type						X ²	
		I Global Leader	II Inactive Elite	III Non-informed Activist	IV Incompetent Citizen	V Pessimist	VI Outsider		
N (%)	281 (100.0)	43 (14.4)	44 (14.6)	60 (19.9)	29 (9.6)	55 (18.3)	50 (16.6)		
Gender	Fe- male	86.8 (100.0)	95.3 (16.8)	88.6 (16.0)	76.7 (18.9)	89.7 (10.7)	90.9 (20.5)	84.0 (17.2)	9629
	Male	13.2 (100.0)	4.7 (5.4)	11.4 (13.5)	23.3 (37.8)	10.3 (8.1)	9.1 (13.5)	16.0 (21.6)	

Years of Teaching	0-5	16.1	9.3	25.0	13.3	24.1	11.1	18.0	40,159 **
		(100.0)	(8.4)	(21.7)	(16.9)	(13.3)	(15.6)	(24.3)	
	6-10	15.4	11.6	31.8	15.0	3.4	13.0	14.0	
		(100.0)	(11.6)	(32.6)	(20.9)	(2.3)	(16.3)	(16.3)	
11-20	34.3	53.5	20.5	41.7	20.7	35.2	28.0		
	(100.0)	(24.0)	(9.4)	(26.0)	(6.3)	(19.8)	(14.6)		
20 above	34.3	25.6	22.7	30.0	51.7	40.7	40.0		
	(100.0)	(11.5)	(10.4)	(18.8)	(15.6)	(22.9)	(20.8)		
Overseas Experience	Yes	66.1	60.5	68.2	66.1	79.3	56.4	72.0	6,054
		(100.0)	(14.1)	(16.2)	(21.1)	(12.4)	(16.8)	(19.5)	
	No	33.9	39.5	31.8	33.9	20.7	43.6	28.0	
		(100.0)	(17.9)	(14.7)	(21.1)	(6.3)	(25.3)	(14.7)	
Education Level	BA	58.7	58.1	54.5	43.3	69.0	67.3	66.0	28,701
		(100.0)	(15.2)	(14.5)	(15.8)	(12.1)	(22.4)	(20.0)	
	MA /Ph.D	41.3	41.9	45.5	56.7	31.0	32.7	34.0	
English Confidence	Low	49.6	45.2	34.1	45.0	55.2	61.8	56.0	16,914
		(100.0)	(13.7)	(10.8)	(19.4)	(11.5)	(24.5)	(20.1)	
	Intermediate	44.3	47.6	50.0	50.0	44.8	34.5	40.0	
		(100.0)	(16.1)	(17.7)	(24.2)	(10.5)	(15.3)	(16.1)	
High	6.1	7.1	15.9	5.0	0.0	3.6	4.0		
	(100.0)	(17.6)	(41.2)	(17.6)	(0.0)	(11.8)	(11.8)		
Frequency of Interaction with Foreigners	Never	56.2	48.8	40.9	55.0	62.1	65.5	64.0	19,205
		(100.0)	(13.3)	(11.4)	(20.9)	(11.4)	(22.8)	(20.3)	
	Yearly	24.6	27.9	29.5	30.0	27.6	20.0	14.0	
		(100.0)	(17.4)	(18.8)	(26.1)	(11.6)	(15.9)	(10.1)	
	Monthly	7.5	11.6	13.6	3.3	3.4	7.3	6.0	
		(100.0)	(23.8)	(28.6)	(9.5)	(4.8)	(19.0)	(14.3)	
Weekly	5.3	2.3	6.8	5.0	6.9	3.6	8.0		
	(100.0)	(6.7)	(20.0)	(20.0)	(13.3)	(13.3)	(26.7)		
Every day	6.4	9.3	9.1	6.7	0.0	3.6	8.0		
	(100.0)	(22.2)	(22.2)	(22.2)	(0.0)	(11.1)	(22.2)		
Work Experience with NETs	Yes	30.2	37.2	54.5	25.0	13.8	23.6	26.0	19,371 **
		(100.0)	(18.8)	(28.2)	(17.6)	(4.7)	(15.3)	(15.3)	
	No	69.8	62.8	45.5	75.0	86.2	76.4	74.0	
		(100.0)	(13.8)	(10.2)	(23.0)	(12.8)	(21.4)	(18.9)	
Multi-cultural Teaching Experience	Yes	64.8	62.8	63.6	60.0	65.5	69.1	68.0	1,383
		(100.0)	(14.8)	(15.4)	(19.8)	(10.4)	(20.9)	(18.7)	
	No	35.2	37.2	36.4	40.0	34.5	30.9	32.0	
		(100.0)	(16.2)	(16.2)	(24.2)	(10.1)	(17.2)	(16.2)	

Overseas Volunteering Experience	Yes	6.0 (100.0)	9.3 (23.5)	15.9 (41.2)	5.0 (17.6)	0.0 (0.0)	1.8 (5.9)	4.0 (11.8)	12411 *
	No	94.0 (100.0)	90.7 (14.8)	84.1 (14.0)	95.0 (21.6)	100.0 (11.0)	98.2 (20.5)	96.0 (18.2)	
Knowledge of Global Education Issues	Low	86.5 (100.0)	76.7 (14.4)	75.0 (13.9)	88.3 (21.2)	89.7 (9.8)	90.9 (21.2)	96.0 (19.3)	31519 **
	High	13.5 (100.0)	23.3 (28.7)	25.0 (28.6)	11.7 (18.7)	10.3 (6.5)	9.1 (13.2)	4.0 (4.3)	
Nation-State vs. Global Society	Pro Nation-State	59.1 (100.0)	34.9 (9.4)	52.3 (10.8)	60.0 (21.3)	69.0 (15.3)	72.7 (23.1)	64.0 (20.1)	48060 ***
	Pro Global Society	40.9 (100.0)	65.1 (29.9)	47.7 (21.2)	40.0 (16.3)	31.0 (4.9)	27.3 (14.7)	36.0 (13.0)	
GCED Actor	Outside Expert	37.5 (100.0)	32.6 (13.3)	30.2 (12.4)	41.7 (23.8)	44.8 (12.4)	40.0 (21.0)	36.0 (17.1)	2721
	Regular Teacher	62.5 (100.0)	67.4 (16.6)	69.8 (17.1)	58.3 (20.0)	55.2 (9.1)	60.0 (18.9)	64.0 (18.3)	
Way to Implement GCED	Outside Curriculum	19.7 (100.0)	16.7 (12.7)	20.5 (16.4)	27.1 (29.1)	17.2 (9.1)	16.4 (16.4)	18.0 (16.4)	2900
	Inside Curriculum	80.3 (100.0)	83.3 (15.6)	79.5 (15.6)	72.9 (19.2)	82.8 (10.7)	83.6 (20.5)	82.0 (18.3)	
GCED Training Experience	Yes	85.8 (100.0)	65.1 (11.6)	88.6 (16.2)	88.3 (22.0)	86.2 (10.4)	92.7 (21.2)	90.0 (18.7)	18561 **
	No	14.2 (100.0)	34.9 (37.5)	11.4 (12.5)	11.7 (17.5)	13.8 (10.0)	7.3 (10.0)	10.0 (12.5)	
GCED School	Yes	37.4 (100.0)	39.5 (16.2)	34.1 (14.3)	50.0 (28.6)	34.5 (9.5)	30.9 (16.2)	32.0 (15.2)	6078
	No	62.6 (100.0)	60.5 (14.8)	65.9 (16.5)	50.0 (17.0)	65.5 (10.8)	69.1 (21.6)	68.0 (19.3)	
GCED-Related Engagement	Yes	11.8 (100.0)	14.0 (18.2)	18.2 (24.2)	8.5 (15.2)	10.3 (9.1)	12.7 (21.2)	8.0 (12.1)	3342
	No	88.2 (100.0)	86.0 (15.0)	81.8 (14.6)	91.5 (21.9)	89.7 (10.5)	87.3 (19.4)	92.0 (18.6)	

– * p < .1, ** p < .05, *** p < .01

According to the chi-square test results on relationships between the primary school teachers' global citizenship types and their individual background characteristics, this study classifies the teachers' individual background characteristics into three categories: individual background variables with (1) notable GC type distribution and statistical significance; (2)

notable GC type distribution but no statistical significance; and (3) negligible GC type distribution and no statistical significance (See Table 4-5).

< Table 4-5 > Individual Variables by GC Type Distribution

Individual Background Variables		
Notable GC Type Distribution/ Statistically Significant	Notable GC Type Distribution/Statistically Non-Significant	Negligible GC Type Distribution/ Statistically Non-Significant
(a) Years of Teaching; (b) Work Experience with NETs; (c) Overseas Volunteering Experience; (d) Knowledge of International Education Issues; (e) Nation-State vs. Global Society; (f) GCED Teacher Training Experience	(a) Gender; (b) Education Level; (c) English Confidence; (d) GCED Actor; (e) GCED School	(a) Overseas experience; (b) Frequency of Interactions with Foreigners; (c) Multicultural Teaching Experience; (e) Way of GCED Implementation; (f) GCED-Related Engagement

As a result, the 6 individual background characteristics have been proven as determinants of the teachers' global citizenship types: (a) years of teaching; (b) work experience with NETs; (c) overseas volunteering experience; (d) knowledge of international education issues; (e) nation-state vs. global society; (f) GCED teacher training experience.

(1) Individual Variables with Notable/ Significant GC Type Distribution

(a) Years of Teaching and GC Types ($p > 0.01$)

The GC type II, 'Indifferent Elite' appeared highest among young teachers with relatively short teaching experience (0-5 yrs, 6-10yrs). Their global competence was overwhelmingly high among all teaching-year groups whereas their global civic engagement was strikingly low. Another noticeable thing is that the GC type IV, "Incompetent Citizen" appeared also highest likewise, particularly among very young teachers with 0-5 teaching year

experience.

On the other hand, the teaching year group which performed evenly outstanding over all three global citizenship dimensions was the 11-20 teaching year group. Interestingly, the 11-20 teaching year group accounted for more than half of “Global Leader” population among all primary school teachers. The GC type III, “Non-informed Activist” also appeared second highest in the group. The results indicate that the mid-aged teachers with 11-20 teaching year experience showed highest social engagement with sufficient global competence, even though their social responsibility levels were varying.

Nevertheless, the more elderly teachers with longer than 20 year teaching experience performed poorly in terms of global citizenship. The negative global citizenship types, such as “Incompetent Citizen”, “Pessimist” and “Outsider” were distributed intensively in their group.

(b) Work Experience with NETs and GC Types ($p>0.01$)

The teachers who have worked with NETs (Native English Teachers) showed a notably high rate of “Indifferent Elite” type. The “Global Leader” type was also the second highest in their group. On the contrary, the teachers without work experience with NETs showed relatively high distributions of GC types with low global citizenship, such as “Pessimist” and “Outsider”. These results prove that continuous interactions with foreign coworkers at workplace might reinforce teachers’ global competence and further, give a positive impact on improvement of general global citizenship.

(c) Overseas Volunteering Experience and GC Types ($p>0.05$)

Among teachers with overseas volunteering experience, “Indifferent Elite” and “Global Leader” types appeared first and second highest. In addition, zero “Incompetent Citizen” type was found and GC types with low global citizenship, such as “Pessimist” and “Outsider” were distributed

conspicuously low in their group. Notwithstanding, teachers without overseas volunteering experience shows high distributions of “Pessimist” and “Outsider”.

(d) International Education Knowledge and GC Types ($p > 0.01$)

The teachers who have high knowledge on international educational issues showed similarly dominant distributions of “Global Leader” and “Indifferent Elite” GC types. On the contrary, those who have low knowledge on international educational issues showed similarly very high distributions of GC types with low global citizenship, such as “Non-informed Activist”, “Pessimist” and “Outsider”.

(e) Nation-State vs. Global Society and GC Types ($p > 0.001$)

The GC type I, “Global Leader” was distributed extremely high among teachers who put priority on global society ahead of their nation-state. On the other hand, teachers who put priority otherwise showed the lowest rate of “Global Leader” type. Moreover, they showed similarly overwhelming distributions of GC types with low global citizenship, such as “Pessimist” and “Outsider”.

(f) GCED Teacher Training Experience and GC Types ($p > 0.01$)

Among teachers with global citizenship education (GCED) teacher training experience, “Global Leader” GC type was strikingly high. By contrast, among teachers without any global citizenship education (GCED) teacher training experience, GC types with low global citizenship appeared remarkably high; “Pessimist”, “Non-informed Activist” and “Outsider” (from the highest).

(2) Individual Variables with Notable/Non-Significant GC Type Distribution

(a) Gender and GC Types

Female teachers showed even distributions all over GC types except “Incompetent Citizen”. The GC type IV was only evidently low among female teachers. On the other hand, GC type III, “Non-informed Activist” was most dominant among male teachers. The worst global citizenship type, “Outsider” appeared second highest whereas the most ideal type, “Global Leader” appeared lowest.

(b) Education Level and GC Types

The personal variable, education level was re-subcategorized into two groups: (a) Low (teachers with bachelor’s degree which is mandatory); (b) High (teachers with/or in the process of attaining MA/Ph.D which is voluntary) due to very small number of Ph. D teachers.

The teachers with low education level showed fairly even GC type distribution overall, but “Pessimist” and “Outsider” appeared slightly higher than other types as 20% above. On the contrary, the teachers with high education level showed visibly uneven GC type distribution. Majority (70%) of the population was concentrated on “Non-informed Activist” and “Indifferent Elite” types. Even “Global Leader” type did not appear high in that group.

From the findings, it seems that education level might be proportional to teachers’ levels of global competence and global civic participation, but something more than schooling, for example individual efforts and experience, might be required to foster an overall global citizenship.

(c) English Confidence and GC Types

It is interesting to be noted that the GC type II, “Indifferent Elite” was evidently dominant among teachers with high English confidence (41.2%). Among teachers with intermediate English confidence, the GC type III, “Non-informed Activist” was highest as 24.2%. On the other hand, the GC types with low global citizenship, such as “Pessimist”, “Outsider” and “Incompetent Citizen” appeared noticeably high among teachers with low English confidence. English confidence level looks proportional to global competence level, but it does not seem to accord with levels of social responsibility and civic engagement.

(d) GCED Actor and GC Types

The teacher group who thinks that outside experts should teach global citizenship education to students showed conspicuously highest distributions on “Non-informed Activist” (23.8%) and “Incompetent Citizen” (21.0%). However, the teachers who think that regular school teachers should teach global citizenship education to students showed even GC type distributions whereas only “Incompetent Citizen” type was visibly low as less than 10%.

(e) GCED School and GC Types

It is notable that “Incompetent Citizen” (21.6%) and “Outsider” (19.3%) appeared highest and second highest among teachers working at Non-GCED leading schools. By contrast, “Non-informed Activist” appeared remarkably highest as 28.6% among teachers working at GCED leading schools. From the results, it is presumed that teachers working at GCED leading schools are more engaged in global civic society.

(3) Individual Variables with Negligible/ Non-Significant GC Type Distribution

From the statistical analysis, no meaningful findings were revealed in

GC type distributions with respect to several personal background variables: (a) overseas experience; (b) frequency of interactions with foreigners; (c) multicultural teaching experience; (d) way of GCED implementation; (e) GCED-Related engagement.

4.2. Teachers' GCED Perceptions

4.2.1 Teachers' GC Types and GCED Perceptions

One-way analysis of variance (ANOVA) was used in order to analyze the relationship between teachers' GC types and GCED perceptions. One-way ANOVA is a technique that compares means of more than three samples (Agresti, 2009). Usually it is used to test for differences among at least three groups. In this research, one-way ANOVA was conducted to compare the GCED perception differences between 6 cluster global citizenship groups. Among the eight questions measuring GCED perceptions, two categories were forged after factor analysis (See Table 3-10 previously displayed during the scale refinement). Question 1, 2, 3, 8 were categorized as 'GCED knowledge' and Question 4, 5, 6, 7 were categorized as 'GCED attitude' (See Table 4-6 below). The factor score of each category produced from the factor analysis were used as a dependent variable of one-way ANOVA. Due to the division, ANOVA analysis was executed twice; once for GCED knowledge perception and the other for GCED attitude perception.

< Table 4-6 > GCED Perception Categories by Factor Analysis

Category	Survey Question
GCED Knowledge	KS.1. Concept of GCED
	KS.2. Objective of GCED
	KS.3. Contents of GCED
	KS.4. GCED Knowledge Confidence

GCED Attitude	AV.1. Need for GCED
	AV.2. Effectiveness of GCED
	AV.3. GCED Viability in Primary Schools
	BP.1. Willingness for GCED Teacher Training

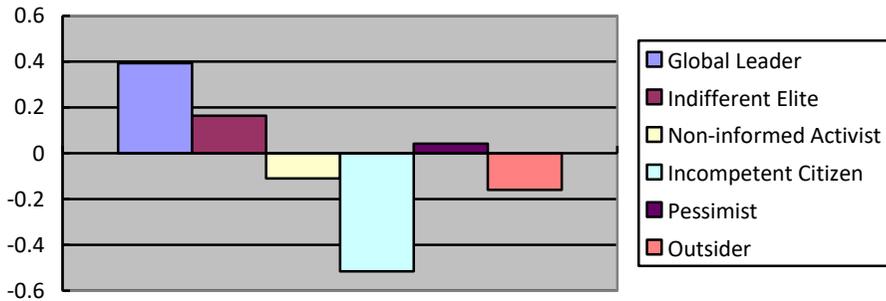
(1) GC Types and GCED Knowledge Perception

As it is seen from the ANOVA results below, the primary school teachers' level of GCED knowledge perception shows distinct differences by global citizenship type as the following order (highest to lowest): (1) Global Leader, (2) Indifferent Elite, (3) Pessimist, (4) Non-informed Activist, (5) Outsider, (6) Incompetent Citizen (See Table 4-7, Figure 4-3). The results were statistically significant ($p > 0.01$; See Table 4-11) A post-hoc test revealed more detailed GCED knowledge differences between GC groups. As seen in Table 4-8, Global Leader group's GCED knowledge level was higher than that of Incompetent Citizen group with statistical significance ($p > 0.05$).

< Table 4-7 > Descriptive Statistics of GCED Knowledge by GC Type

	GC type	N	Mean	SD
GCED Knowledge	Global Leader	43	.393	1.154
	Indifferent Elite	43	.163	1.079
	Non-informed Activist	58	-.110	1.019
	Incompetent Citizen	29	-.515	.814
	Pessimist	55	.042	.931
	Outsider	49	-.160	.833
	Total	277	-.010	1.008

< Figure 4-3 > GCED Knowledge by GC Type



< Table 4-8 > GC Type and GCED Knowledge (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	17.510	5	3.502	3.613**
	Within Groups	262.676	271	.969	
	Total	280.186	276		

- * p < .1, ** p < .05, *** p < .01

< Table 4-9 > GCED Knowledge: Post Hoc Test by Scheffe's Method

Global Citizenship Type		Mean Difference	Std. Error	Sig.
Global leader	Indifferent elite	.230	.212	.947
	Non-informed activist	.503	.198	.269
	Incompetent citizen	.909*	.237	.013
	Pessimist	.352	.200	.688
	Outsider	.553	.206	.208
Indifferent elite	Global leader	-.230	.212	.947
	Non-informed activist	.273	.198	.863
	Incompetent citizen	.678	.237	.148
	Pessimist	.122	.200	.996
	Outsider	.323	.206	.782
Non-informed activist	Global leader	-.503	.198	.269
	Indifferent elite	-.273	.198	.863
	Incompetent citizen	.406	.224	.657
	Pessimist	-.151	.185	.985
	Outsider	.050	.191	1.000

Incompetent citizen	Global leader	-.909*	.237	.013
	Indifferent elite	-.678	.237	.148
	Non-informed activist	-.406	.224	.657
	Pessimist	-.557	.226	.302
	Outsider	-.356	.231	.794
Pessimist	Global leader	-.352	.200	.688
	Indifferent elite	-.122	.200	.996
	Non-informed activist	.151	.185	.985
	Incompetent citizen	.557	.226	.302
	Outsider	.201	.193	.955
Outsider	Global leader	-.553	.206	.208
	Indifferent elite	-.323	.206	.782
	Non-informed activist	-.050	.191	1.000
	Incompetent citizen	.356	.231	.794
	Pessimist	-.201	.193	.955

– * p < .1, ** p < .05, *** p < .01

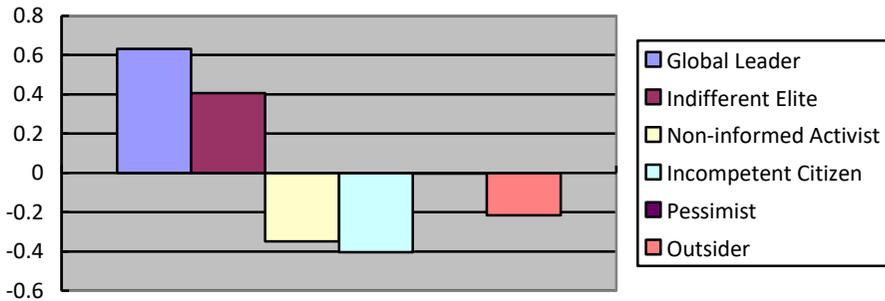
(2) GC Types and GCED Attitude Perception

The primary school teachers' level of GCED attitude also shows distinct differences by global citizenship type. The results show a similar ranking pattern as GCED knowledge (highest to lowest): (1) Global Leader, (2) Indifferent Elite, (3) Pessimist, (4) Outsider, (5) Non-informed Activist, (6) Incompetent Citizen (See Table 4-10, Figure 4-4).

< Table 4-10 > Descriptive Statistics of GCED Attitude by GC Type

	GC type	N	Mean	SD
GCED Attitude	Global Leader	43	.632	.741
	Indifferent Elite	43	.407	.825
	Non-informed Activist	58	-.348	.917
	Incompetent Citizen	29	-.404	1.296
	Pessimist	55	-.004	.852
	Outsider	49	-.217	1.058
	Total	277	.007	1.003

< Figure 4-4 > GCED Attitude by GC Type



The results were proven as statistically significant by ANOVA analysis ($p > 0.001$; See Table 4-11). A post-hoc test was used to examine detailed GCED knowledge differences between GC groups. As seen in Table 4-12, Global Leader group's GCED attitude level was higher than that of Non-informed Activist, Incompetent Citizen and Outsider groups with statistical significance ($p > 0.05$). In addition, Indifferent Elite group's GCED attitude level was higher than that of Non-informed Activist and Incompetent Citizen groups with the same statistical significance as well ($p > 0.05$).

< Table 4-11 > GC Type and GCED Attitude (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Attitude	Between Groups	38.367	5	7.673	8.682***
	Within Groups	239.513	271	.884	
	Total	277.881	276		

— * $p < .1$, ** $p < .05$, *** $p < .01$

< Table 4-12 > GCED Attitude: Post Hoc Test by Scheffe's Method

Global Citizenship Type		Mean Difference	Std. Error	P-value
Global leader	Indifferent elite	.225	.203	.941
	Non-informed activist	.980 [*]	.189	.000
	Incompetent citizen	1.037 [*]	.226	.001
	Pessimist	.636	.191	.054

	Outsider	.849*	.196	.003
Indifferent elite	Global leader	-.225	.203	.941
	Non-informed activist	.755*	.189	.008
	Incompetent citizen	.811*	.226	.027
	Pessimist	.410	.191	.468
	Outsider	.623	.196	.077
Non-informed activist	Global leader	-.980*	.189	.000
	Indifferent elite	-.755*	.189	.008
	Incompetent citizen	.056	.214	1.000
	Pessimist	-.345	.177	.580
	Outsider	-.132	.182	.991
Incompetent citizen	Global leader	-1.037*	.226	.001
	Indifferent elite	-.811*	.226	.027
	Non-informed activist	-.056	.214	1.000
	Pessimist	-.401	.216	.631
	Outsider	-.188	.220	.981
Pessimist	Global leader	-.636	.191	.054
	Indifferent elite	-.410	.191	.468
	Non-informed activist	.345	.177	.580
	Incompetent citizen	.401	.216	.631
	Outsider	.213	.185	.931
Outsider	Global leader	-.849*	.196	.003
	Indifferent elite	-.623	.196	.077
	Non-informed activist	.132	.182	.991
	Incompetent citizen	.188	.220	.981
	Pessimist	-.213	.185	.931

– * p < .1, ** p < .05, *** p < .01

4.2.2 Teachers' Individual Characteristics and GCED Perceptions

One-way analysis of variance (ANOVA) was employed one more time so as to investigate the relationship between teachers' personal background variables and their GCED perceptions. By this method, the study compared the GCED perception mean differences by personal variable. The factor score of each category produced from the factor analysis were used as a dependent variable of one-way ANOVA. Due to the division, ANOVA analysis was executed every twice; once for GCED knowledge perception and the other for

GCED attitude perception.

(1) Gender and GCED Perceptions

The GCED knowledge perception of male teachers showed slightly higher than that of male teachers. On the contrary, the male teachers' GCED attitude perception showed considerably lower than the female teachers' GCED attitude perception (See Table 4-13). The mean difference in GCED attitude perception by gender appeared statistically meaningful ($F=7.717$, $p<0.01$; See Table 4-14).

< Table 4-13 > Descriptive Statistics of GCED Perceptions by Gender

	Gender	N	Mean	SD
GCED Knowledge	Female	248	-0.025	1.014
	Male	36	0.170	0.892
	Total	284	-1.000	1
GCED Attitude	Female	248	0.062	0.977
	Male	36	-0.428	1.068
	Total	284	0.000	1

< Table 4-14 > Gender and GCED Perception (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	1.189	1	1.189	1.190
	Within Groups	281.811	282	.999	
	Total	283.000	283		
GCED Attitude	Between Groups	7.538	1	7.538	7.717**
	Within Groups	275.462	282	.977	
	Total	283.000	283		

- * $p < .1$, ** $p < .05$, *** $p < .01$

(2) Years of Teaching and GCED Perceptions

In GCED knowledge perception, the mean differences among teaching

year groups seemed negligible (See Table 4-15). They were not statistically meaningful either. On the other hand, the mean differences by teaching years in GCED attitude appeared more significant. The GCED attitude perception of middle teaching year groups (6-10 & 11-20 years) were similarly high whereas that of teachers with longer than 20 teaching years was remarkably low. However, the mean differences in both dimensions turned out to be not meaningful statistically (See Table 4-16).

< Table 4-15 > Descriptive Statistics of GCED Perceptions by Years of Teaching

	Years of Teaching	N	Mean	SD
GCED Knowledge	0 – 5	46	.0071983	.87913384
	6 – 10	43	.0334479	.88271223
	11 – 20	95	-.0586596	1.12738186
	20 above	99	.0319712	.98528015
	Total	283	-.0022549	1.00104795
GCED Attitude	0 – 5	46	-.0763759	1.04861558
	6 – 10	43	.1818167	.81677023
	11 – 20	95	.1402947	1.13924372
	20 above	99	-.1696549	.88288408
	Total	283	.0029576	1.00052650

< Table 4-16 > Years of Teaching and GCED Perception (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	.477	3	.159	.157
	Within Groups	282.114	279	1.011	
	Total	282.591	282		
GCED Attitude	Between Groups	6.407	3	2.136	2.160
	Within Groups	275.890	279	.989	
	Total	282.297	282		

– * p < .1, ** p < .05, *** p < .01

(3) Overseas Experience and GCED Perceptions

In GCED knowledge perception, the mean difference between teachers with and without overseas experience was negligible. It was not statistically significant either. Nevertheless, the mean difference in GCED attitude perception by overseas experience seemed more notable. The GCED attitude perception of teachers with overseas experience was higher than that of teachers without overseas experience. However, the mean differences in both dimensions turned out to be not meaningful statistically (See Table 4-17 & Table 4-18).

< Table 4-17 > Descriptive Statistics of GCED Perceptions by Overseas Experience

	Overseas Experience	N	Mean	SD
GCED Knowledge	Yes	185	-.013	1.014
	No	98	.033	.979
	Total	283	.003	1.001
GCED Attitude	Yes	185	.057	1.021
	No	98	-.1154	.956
	Total	283	-.002	1.001

< Table 4-18 > Overseas Experience and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F.
GCED Knowledge	Between Groups	.139	1	.139	.138
	Within Groups	282.246	281	1.004	
	Total	282.385	282		
GCED Attitude	Between Groups	1.913	1	1.913	1.916
	Within Groups	280.595	281	.999	
	Total	282.509	282		

— * p < .1, ** p < .05, *** p < .01

(4) Education Level and GCED Perceptions

The GCED knowledge perception of teachers appeared obviously proportional to their education level. The mean differences by education level in GCED attitude perception were minor, but teachers with above MA degree showed higher GCED attitude perception than those with only BA degree. It was notable that teachers with MA degree showed slightly higher GCED attitude perception than Ph. D teachers. However, the mean differences in both dimensions were not significant statistically (See Table 4-19 & Table 4-20).

< Table 4-19 > Descriptive Statistics of GCED Perceptions by Education Level

	Education Level	N	Mean	SD
GCED Knowledge	Bachelor	167	-.138	.925
	MA/MA candidate	114	.185	1.079
	Ph.D/Ph.D candidate	3	.656	.664
	Total	284	-.000	1.000
GCED Attitude	Bachelor	167	-.053	.975
	MA/MA candidate	114	.077	1.047
	Ph.D/Ph.D candidate	3	.022	.204
	Total	284	.000	1.000

< Table 4-20 > Years of Teaching and GCED Perception (ANOVA)

		Sum of Squares	df	Mean Square	F.
GCED Knowledge	Between Groups	.477	3	.159	
	Within Groups	282.114	279	1.011	.157
	Total	282.591	282		
GCED Attitude	Between Groups	6.407	3	2.136	
	Within Groups	275.890	279	.989	2.160
	Total	282.297	282		

— * p < .1, ** p < .05, *** p < .01

(5) English Confidence and GCED Perceptions

As seen in Table 4-21, the GCED knowledge perception of teachers appeared proportional as well to their English confidence level. It was proven as statistically significant ($F=5.004$, $p<0.01$; See Table 4-22). In GCED attitude perception, teachers with high English confidence was also highest but it turned out to be not statistically significant.

< Table 4-21 > Descriptive Statistics of GCED Perceptions by English Confidence

	English Confidence	N	Mean	SD
GCED Knowledge	Low	139	-.180	1.052
	Intermediate	127	.162	.941
	High	17	.333	.698
	Total	283	.004	1.000
GCED Attitude	Low	139	-.020	1.037
	Intermediate	127	-.050	.948
	High	17	.432	.948
	Total	283	-.007	.996

< Table 4-22 > English Confidence and GCED Perception (ANOVA)

		Sum of Squares	df	Mean Square	F.
GCED Knowledge	Between Groups	9.722	2	4.861	5.004**
	Within Groups	272.004	280	.971	
	Total	281.726	282		
GCED Attitude	Between Groups	3.535	2	1.767	1.793
	Within Groups	276.040	280	.986	
	Total	279.575	282		

– * $p < .1$, ** $p < .05$, *** $p < .01$

The mean differences in teachers' GCED attitude perception was proven to be non-significant statistically. Thus, Post Hoc Test was conducted only for their GCED knowledge perception. The result revealed that the mean difference between low and intermediate English confidence groups was

statistically significant ($p > 0.05$; See Table 4-23).

< Table 4-23 > Post Hoc Test: English Confidence and GCED Knowledge

English Confidence		Mean Difference	Std. Error	Sig.
Low	Intermediate	-.342*	.121	.019
	High	-.513	.253	.130
Intermediate	Low	.342*	.121	.019
	High	-.171	.255	.798
High	Low	.513	.253	.130
	Intermediate	.171	.255	.798

– * $p < .1$, ** $p < .05$, *** $p < .01$

(6) Frequency of Interactions with Foreigners and GCED Perceptions

There were no notable findings in GCED knowledge and attitude perception by frequency of interactions with foreigners. They were not statistically meaningful either (See Table 4-24 & Table 4-25).

< Table 4-24 > GCED Perceptions by Frequency of Interactions with Foreigners

Frequency of Interactions with Foreigners	N	Mean	SD	
GCED Knowledge	Almost never	158	-.109	.937
	Once/twice in a year	72	.040	1.067
	Once/twice in a month	21	.506	.971
	Once /twice in a week	15	.287	1.185
	Almost every day	18	-.027	1.006
	Total	284	-.000	1.000
GCED Attitude	Almost never	158	-.123	1.069
	Once/twice in a year	72	.087	.853
	Once/twice in a month	21	.276	.933
	Once /twice in a week	15	.064	.886
	Almost every day	18	.358	.988
	Total	284	.000	1.000

<Table 4-25> Frequency of Interactions with Foreigners and GCED Perception (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	8.617	4	2.154	2.191
	Within Groups	274.383	279	.983	
	Total	283.000	283		
GCED Attitude	Between Groups	6.920	4	1.730	1.748
	Within Groups	276.080	279	.990	
	Total	283.000	283		

– * p < .1, ** p < .05, *** p < .01

(7) Work Experience with NETs and GCED Perceptions

As Seen in Table 4-26, teachers who have worked with NETs showed higher GCED perceptions than those who have not both in GCED knowledge and GCED attitude. In GCED attitude perception, the mean difference by work experience with NETs was examined as statistically meaningful (F=11.335, p<0.01; See Table 4-27).

< Table 4-26 > GCED Perceptions by Work Experience with NETs

Work Experience with NETs		N	Mean	SD
GCED Knowledge	Yes	84	.080	1.170
	No	200	-.034	.921
	Total	284	-.000	1.000
GCED Attitude	Yes	84	.303	1.016
	No	200	-.127	.968
	Total	284	.000	1.000

< Table 4-27 > Work Experience with NETs and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	.761	1	.761	.760
	Within Groups	282.239	282	1.001	
	Total	283.000	283		

GCED Attitude	Between Groups	10.936	1	10.936	11.335**
	Within Groups	272.064	282	.965	
	Total	283.000	283		

— * p < .1, ** p < .05, *** p < .01

(8) Multicultural Teaching Experience and GCED Perceptions

The teachers who have taught multicultural students appeared to have higher GCED perceptions than those who have not both in GCED knowledge and GCED attitude (See Table 4-28). In GCED knowledge perception, the mean difference by multicultural teaching experience was statistically significant ($F=7.518$, $p<0.01$; See Table 4-29).

< Table 4-28 > GCED Perceptions by Multicultural Teaching Experience

Multicultural Teaching Experience		N	Mean	SD
GCED Knowledge	Yes	185	.118	1.012
	No	99	-.220	.943
	Total	284	-.000	1.000
GCED Attitude	Yes	185	.041	.998
	No	99	-.076	1.005
	Total	284	.000	1.000

< Table 4-29 > Multicultural Teaching Experience and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	7.349	1	7.349	7.518**
	Within Groups	275.651	282	.977	
	Total	283.000	283		
GCED Attitude	Between Groups	.887	1	.887	.887
	Within Groups	282.113	282	1.000	
	Total	283.000	283		

— * p < .1, ** p < .05, *** p < .01

(9) Overseas Volunteering Experience and GCED Perceptions

Both in GCED knowledge and GCED attitude, the teachers with overseas volunteering experience showed remarkably higher GCED perceptions than those without overseas volunteering experience (See Table 4-30). In GCED attitude perception, the mean difference by overseas volunteering experience was statistically significant ($F=5.016$, $p<0.05$; See Table 4-31).

< Table 4-30 > GCED Perceptions by Overseas Volunteering Experience

Overseas Volunteering Experience		N	Mean	SD
GCED Knowledge	Yes	18	.358	1.206
	No	266	-.0248	.982
	Total	284	-.000	1.000
GCED Attitude	Yes	18	.507	.837
	No	266	-.034	1.002
	Total	284	.000	1.000

< Table 4-31 > Overseas Volunteering Experience and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	2.458	1	2.458	2.471
	Within Groups	280.542	282	.995	
	Total	283.000	283		
GCED Attitude	Between Groups	4.946	1	4.946	5.016*
	Within Groups	278.054	282	.986	
	Total	283.000	283		

— * $p < .1$, ** $p < .05$, *** $p < .01$

(10) Knowledge of Global Education Issues and GCED Perceptions

As seen in Table 4-32, the teachers who have high knowledge of global educational issues appeared likely to have higher GCED perceptions than

those who have low knowledge of global educational issues both in knowledge and attitude. It is noteworthy that their GCED perception was remarkably higher in GCED knowledge. Those mean differences were statistically significant both in GCED knowledge and GCED attitude (GCED knowledge: $F=69.749$, $p<0.001$; GCED attitude: $F=4.577$, $p<0.05$; See Table 4-33).

< Table 4-32 > GCED Perceptions by Knowledge of Global Education Issues

Knowledge of Global Education Issues		N	Mean	SD
GCED Knowledge	Low	245	-.177	.902
	High	39	1.114	.863
	Total	284	.000	1.000
GCED Attitude	Low	245	-.050	1.007
	High	39	.316	.907
	Total	284	.000	1.000

< Table 4-33 > Knowledge of Global Education Issues and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	56.117	1	56.117	69.749***
	Within Groups	226.883	282	.805	
	Total	283.000	283		
GCED Attitude	Between Groups	4.520	1	4.520	4.577*
	Within Groups	278.480	282	.988	
	Total	283.000	283		

— * $p < .1$, ** $p < .05$, *** $p < .01$

(11) Nation-State vs. Global Society and GCED Perceptions

The teachers who put higher priority on global society than their nation-state showed higher GCED perceptions than those who put priority otherwise both in GCED knowledge and GCED attitude (See Table 4-34). Regarding this variable, their GCED attitude perception was notably higher than the

others. The mean difference by priority over nation-state and global society was also statistically meaningful in GCED attitude perception ($F=28.088$, $p<0.001$; See Table 4-35).

< Table 4-34 > GCED Perceptions by Nation-State vs. Global Society

Nation-State vs. Global Society		N	Mean	SD
GCED Knowledge	Nation-State	168	-.034	1.020
	Global Society	116	.050	.972
	Total	284	.000	1.000
GCED Attitude	Nation-State	168	-.250	1.018
	Global Society	116	.362	.857
	Total	284	.000	1.000

< Table 4-35 > Nation-State vs. Global Society and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	.481	1	.481	.480
	Within Groups	282.519	282	1.002	
	Total	283.000	283		
GCED Attitude	Between Groups	25.634	1	25.634	28.088***
	Within Groups	257.366	282	.913	
	Total	283.000	283		

— * $p < .1$, ** $p < .05$, *** $p < .01$

(12) Actor of GECD Implementation and GCED Perceptions

As Seen in Table 4-36, teachers who think that regular school teachers should teach global citizenship education showed remarkably higher GCED perceptions than those who think that outside experts should teach global citizenship education both in GCED knowledge and GCED attitude. Those mean differences were statistically significant both in GCED knowledge perception and GCED attitude perception (GCED knowledge: $F=9.374$, $p<0.05$; GCED attitude: $F=7.149$, $p<0.05$; See Table 4-37).

This seems because the teachers who already have a high GCED knowledge confidence and an active disposition think that they (regular school teachers) are capable of teaching global citizenship education for themselves. Those who have a full ‘ownership’ of their classroom education are likely to show more receptive and open mind to a new educational paradigm.

< Table 4-36 > GCED Perceptions by Actor of GECD Implementation

Actor of GECD Implementation		N	Mean	SD
GCED Knowledge	Outside Expert	105	-.235	.943
	Regular School Teacher	178	.137	1.012
	Total	283	-.001	1.002
GCED Attitude	Outside Expert	105	-.208	1.020
	Regular School Teacher	178	.117	.971
	Total	283	-.003	1.000

< Table 4-37 > Actor of GECD Implementation and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	9.134	1	9.134	9.374**
	Within Groups	273.818	281	.974	
	Total	282.952	282		
GCED Attitude	Between Groups	6.998	1	6.998	7.149**
	Within Groups	275.042	281	.979	
	Total	282.040	282		

— * p < .1, ** p < .05, *** p < .01

(13) Way of GECD Implementation and GCED Perceptions

The teachers who think that global citizenship education needs be integrated with other school subjects and taught along with national curriculum showed notably higher GCED perceptions than those who think that global citizenship education should be taught separately outside national

curriculum both in GCED knowledge and GCED attitude (See Table 4-38). Those mean differences were also statistically significant both in GCED knowledge perception and GCED attitude perception (GCED knowledge: $F=4.723$, $p<0.05$; GCED attitude: $F=12.974$, $p<0.001$; See Table 4-39).

< Table 4-38 > GCED Perceptions by Way of GECD Implementation

Way of GECD Implementation		N	Mean	SD
GCED Knowledge	Outside Curriculum	55	-.256	.981
	Inside Curriculum	227	.068	.993
	Total	282	.005	.998
GCED Attitude	Outside Curriculum	55	-.431	1.063
	Inside Curriculum	227	.100	.962
	Total	282	-.003	1.003

< Table 4-39 > Way of GECD Implementation and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	4.638	1	4.638	4.723*
	Within Groups	275.000	280	.982	
	Total	279.638	281		
GCED Attitude	Between Groups	12.512	1	12.512	12.974***
	Within Groups	270.017	280	.964	
	Total	282.529	281		

— * $p < .1$, ** $p < .05$, *** $p < .01$

(14) GCED Teacher Training Experience and GCED Perceptions

As Seen in Table 4-40, teachers who have taken GCED teacher training showed higher GCED perceptions than those who have not both in GCED knowledge and GCED attitude. The mean difference was particularly distinct in GCED knowledge perception. The mean difference in GCED knowledge perception was also statistically meaningful ($F=24.551$, $p<0.001$; See Table 4-41). From the results, GCED teacher training seems effective to raise teachers'

understanding of GCED and their positive attitude toward GCED.

< Table 4-40 > GCED Perceptions by GCED Teacher Training Experience

GCED Training Experience		N	Mean	SD
GCED Knowledge	Yes	40	.698	1.182
	No	244	-.114	.920
	Total	284	-.000	1.000
GCED Attitude	Yes	40	.150	1.341
	No	244	-.025	.934
	Total	284	.000	1.000

< Table 4-41 > GCED Teacher Training Experience and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	22.665	1	22.665	24.551***
	Within Groups	260.335	282	.923	
	Total	283.000	283		
GCED Attitude	Between Groups	1.049	1	1.049	1.049
	Within Groups	281.951	282	1.000	
	Total	283.000	283		

— * p < .1, ** p < .05, *** p < .01

(15) GCED/ Non-GCED School and GCED Perceptions

The teachers who work for GCED leading schools designated by SMOE showed higher GCED perceptions than those who work for non-GCED leading schools both in GCED knowledge and GCED attitude, as seen in Table 4-42. The mean difference in GCED knowledge perception was also statistically significant ($F=9.610$, $p<0.01$; See Table 4-43).

So far, global citizenship education has not spread widely in formal primary education in South Korea. Only few primary schools were designated as GCED leading schools in 2015. Moreover, the majority of the

GCED leading schools lead their GCED programs by just few, strongly motivated teachers. Notwithstanding, teachers who work for GCED leading schools, regardless whether they actively participate in their school's GCED programs or not, tend to be more exposed to GCED so that they attain more GCED knowledge than non-GCED leading school teachers. It might be interpreted that GCED-promotion policies of KMOE and SMOE show their effectiveness at some extent.

< Table 4-42 > GCED Perceptions by GCED/ Non-GCED School

GCED/ Non-GCED School		N	Mean	SD
GCED Knowledge	GCED School	104	.238	1.153
	Non-GCED School	180	-.138	.874
	Total	284	-.000	1.000
GCED Attitude	GCED School	104	.062	1.075
	Non-GCED School	180	-.036	.955
	Total	284	.000	1.000

< Table 4-43 > GCED/ Non-GCED School and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	9.326	1	9.326	9.610**
	Within Groups	273.674	282	.970	
	Total	283.000	283		
GCED Attitude	Between Groups	.636	1	.636	.635
	Within Groups	282.364	282	1.001	
	Total	283.000	283		

— * p < .1, ** p < .05, *** p < .01

(16) GCED-related Engagement and GCED Perceptions

The teachers who are engaging in GCED-related educational/research activities showed higher GCED perceptions than those who are not both in GCED knowledge and GCED attitude (See Table 4-44). In particular, their

GCED knowledge perception was significantly higher than the others. The mean difference by GCED-related engagement was statistically meaningful in GCED knowledge perception as well ($F=15.654$, $p<0.001$; See Table 4-45).

< Table 4-44 > GCED Perceptions by GCED-related Engagement

GCED-related Engagement		N	Mean	SD
GCED Knowledge	Yes	33	.631	1.254
	No	251	-.083	.933
	Total	284	-.000	1.000
GCED Attitude	Yes	33	.316	1.204
	No	251	-.042	.965
	Total	284	.000	1.000

< Table 4-45 > GCED-related Engagement and GCED Perceptions (ANOVA)

		Sum of Squares	df	Mean Square	F
GCED Knowledge	Between Groups	14.883	1	14.883	15.654***
	Within Groups	268.117	282	.951	
	Total	283.000	283		
GCED Attitude	Between Groups	3.726	1	3.726	3.762
	Within Groups	279.274	282	.990	
	Total	283.000	283		

— * $p < .1$, ** $p < .05$, *** $p < .01$

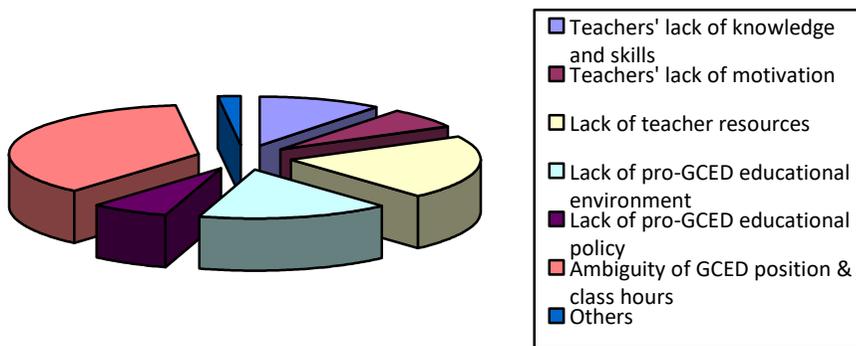
4.2.3 Teachers' Perceptions of GCED Implementation

(1) Obstacles

Regarding obstacles in GCED implementation perceived by primary school teachers, 21.1% of respondents selected 'Ambiguity of GCED position and class hours' as the biggest obstacle. 'Lack of teacher resources' was the second biggest obstacle chosen by 16.3% of respondents, followed by 'Lack of pro-GCED educational environment' as the third biggest obstacle (16.3%).

‘Teachers’ lack of knowledge and skills was also chosen as an obstacle to hamper GCED implementation by some teachers (10.5%) (See Figure 4-5 & Table 4-46).

< Figure 4-5 > Obstacles to GCED Implementation



< Table 4-46 > Obstacles to GCED Implementation

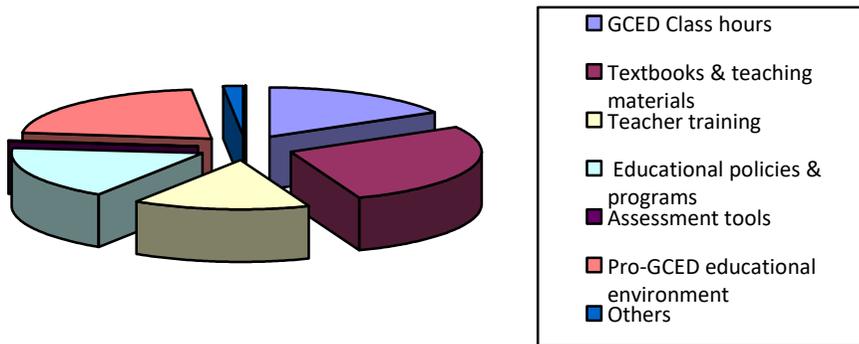
		N	Percent
Obstacles	Teachers' lack of knowledge and skills	31	10.5
	Teachers' lack of motivation	20	6.8
	Lack of teacher resources	62	21.1
	Lack of pro-GCED educational environment	48	16.3
	Lack of pro-GCED education policy	19	6.5
	Ambiguity of GCED position and class hours in national curriculum	108	36.7
	Others	6	2.0
Total		294	100.0

(2) Requirements

In respect to requirements to improve GCED implementation, 27.4% of respondents perceived ‘Developing textbooks and teaching materials’ as the most imperative thing to be done. Many of respondents (21.2%) answered that ‘Fostering pro-GCED educational environment’ is also important to improve GCED implementation. ‘Developing GCED-related policies and educational

programs' (17.7%), 'Attaining GCED class hours' (16.7%) and 'Providing GCED teacher training programs' (14.9%) were followed in a row as additional requirements in GCED implementation (See Figure 4-6 & Table 4-47).

< Figure 4-6 > Requirements for GCED Implementation



< Table 4-47 > Requirements for GCED Implementation

Requirements	N	Percent
Attaining GCED class hours	48	16.7
Developing textbooks and teaching materials	79	27.4
Providing GCED teacher training	43	14.9
Developing GCED-related policies and educational programs	51	17.7
Developing assessment tools	1	0.3
Fostering pro-GCED educational environment	61	21.2
Others	5	1.7
Total	288	100

CHAPTER 5. FINDINGS AND DISCUSSIONS

As mentioned in literature review, education has been institutionalized to respect citizens' capability to make a rational decision and secure their rights and autonomy in life. Especially, in the consequence of market economy development in the 19th century, an individual's rational decision according to their reason has been more highlighted as a key component of citizenship (Jeong, 2013).

However, an individual's decision may not be a mere product of their reason, but also largely influenced and shaped by their society, as well as educators. Dewey (1916: 99) states that "since education is a social process, and there are many kinds of societies, a criterion for educational criticism and construction implies a *particular* social ideal". Besides, Yun (2003) argues that the relations between individual and society, freedom and authority, or equality and hierarchy may be perceived differently by citizens of different cultures.

In this sense, this study analyzes the findings on primary school teachers' global citizenship types and their GCED perceptions within the multi-dimensional, such as political, economic, historical, and socio-cultural, context of South Korea. From the situated analysis, the study later seeks for implications for further global citizenship education in South Korea, particularly within the formal education settings.

5.1. Issues around Teachers' GC Types

5.1.1 Teachers' Negative GC Types

From the preliminary findings, South Korean primary school teachers' global citizenship level appeared generally low. From more statistical analyses, their dominant global citizenship types were revealed as Non-informed activist, Pessimist, and Outsider (from the highest) which showed low global competence and passive and/or pessimistic perspectives on global civic engagement and social transformation. Those results are surprising when taking account South Korean's relatively high teacher quality which has been admired by many international scholars. This study tries to analyze the reasons behind the contradictory results in the political, economic and socio-cultural context of South Korea.

(1) A Short History of Democracy

Following the ideological division of Korean peninsula after World War II and the subsequent Korean War (1950-1953) between Communist North and Democratic South Korea, North and South Korea have stabilized into the two existing political entities with different political systems. The fundamental weakness in South Korean version of liberal democracy rests on the fact that South Korea has never had a liberal tradition which was grounded by the market society and social contract. Despite of South Korea's miraculous political development (Chaibong, 2008), South Korea's short history of democracy has been a series of political hardships, for example dictatorship, military regime, unjust constitutional amendment, and successive corruptions through state-*Chaebol*¹⁵-bank nexus. The short history of externally implanted democracy in South Korea is likely to have spawned lack of mature citizenship as well as global citizenship of South Korean teachers.

¹⁵ A "*chaebol*" refers to a South Korean form of family-controlled business conglomerate. They are typically global multinationals and own numerous international enterprises (Jung, 2004)

(2) Developmentalism and Oppression of Social Citizenship

The Korean War devastated South Korea into extreme poverty and famine. For decades, the South Korean government has concentrated on economic growth with state-led, export-focused developmentalist projects at a national level. After many years of impressive national economic recovery, the “economy-first” still remained an unrivaled political slogan to which most South Koreans responded enthusiastically.

However, the legacies of military regime and developmentalist state leadership have given a huge influence on constructing authoritarian social atmosphere in South Korea. Im (1987) says that political authoritarianism is widely accepted as a critical element of the military-controlled developmental state that orchestrated rapid industrialization into the mid-1980s. Accordingly, Yun (2003) also points out that under the doctrine of neo-authoritarianism, South Korea achieved economic development in the short term, with the state maintaining centralized power in order to promote the market and stability. Some scholars (Lim and Jang, 2007; Cho, 2007) raise a strong voice by criticizing that democracy in South Korea has been hijacked by “economy-first” developmentalism. Especially, Chang (2012) pinpoints South Korea’s apparent failure in the deepening of democracy from procedural to ‘substantive’ domains.

(3) Confucianism as Another Obstacle to Global Citizenship

In addition, this study sheds a light on Confucianism as one of possible factors which contribute to authoritarianism and lagging development of global citizenship of South Korean teachers. Fukuyama (1995) argues that the most distinction between nations is no longer institutional but cultural; it is the character of their civil societies, the social and moral habits. Yun(2003) mentions that South Korea has, on the whole, been influenced by Confucian political culture. Confucianism has been entrenched in South Koreans’

mindset since Joseon dynasty. The past cultural tradition has deeply influenced on South Korean society at various levels. Confucianism has become an ideological source of citizens' collectivist commitment to their family, community, and country, even sacrificing themselves. Confucianism has also largely contributed to their subordination to authority (Kim & Park, 2003), as well as ageism and sexism, prevailing in South Korean society. Those vestiges of traditional Confucianism do not always accord with contemporary global values and become another obstacle to development of global civic society in South Korea.

5.1.2 Teacher's Dire Lack of Political Literacy

At some extent, the primary school teachers' generally negative global citizenship types are due to their very low level of global civic engagement. It was more noteworthy that their political voice was prominently lower than the rest of sub-dimensions of global citizenship. From the results, it might be presumed that global citizenship education in formal education of South Korea is likely to be promoted and implemented within a nationalist, neoliberalist GCED frameworks rather than a transformative Marxist GCED framework. The followings are possible reasons for South Korean teachers' dire lack of political literacy inferred from literature analysis.

(1) Political/Socio-cultural Oppression of Teachers' Political Participation

In South Korea, the construction of teacher identity was based on an educational tradition centered around a version of Confucianism that had developed throughout the Yi Dynasty (1392-1895) (Park, 1969). In the Confucian epistemology, teachers had a special set of obligations, not only to their students and employers, but also to society as a whole. They were not supposed to present critical challenge to the knowledge base of the Confucian

classics, the political and moral authority of the King, or the values and practices of their own professions. Then later, the former Korea president Park invoked the Confucianist ideologies as a means of defining the roles of teachers in the process of national development. During his dictatorial rule (1961-1979), teachers were required to abide by the Confucianist doctrine of obeisance to the principal and other superiors in the social order (Synott, 2002). Similarly, the moral and civic roles of teachers have been frequently invoked in public debates on educational issues in South Korea

Kim (1985) early raised concerns about negative effects of Confucianism, especially on education:

Confucianism, with its emphasis upon traditionalism, formalism, kowtowism and family-oriented particularism, notwithstanding its original lofty ideal and principles, seems to have exerted rather negative influences on the Korean culture in general, particularly on education.

The Confucian legacies still retain in the education field of South Korea, and further help the government to control teachers in its favor by restricting their political participation. Many laws and legal cases in South Korea concerning government officials and teachers have prescribed their comprehensive duties and prohibited their political activities. In respect to the political rights of teachers, Mun (2010) criticizes the court's ruling on the declaration of the state of affairs made by *Chunkyojo*¹⁶ teachers, and asks the government to accept teachers' freedom to express their political convictions. Oh (2010) and Son (2013) both strongly call for teachers' political rights as a citizen before being a public servant, for example, to express their political belief, to join the political party, to work on a political campaign, etc., unless they force students

¹⁶ *Chunkyojo* is an activist teacher union in South Korea. Because of the special status of South Korean teachers as public servants responsible for national development and the values of society as a whole, *Chunkyojo* has oppressed for long by the state. For example, a letter submitted to the Court by the Education Minister Chun Won-Shik stated that 'the legalization of *Chonkyojo* would only provide a foothold for left-leaning teachers to indoctrinate students with anti-government and Communist ideologies in classes (The Korean Time 1990, April 17, 3).

to accept their opinions by using their authority.

(2) State Dominance over Formal Education

The state's dominant power over formal education system and national curriculum has been significant in South Korea. Seth (2010) points out that the outstanding educational transformation in South Korea took place under a series of authoritarian governments that made use of the school system to promote a sense of loyalty and legitimacy to the state while promoting liberal democratic values linked with the state's close dependency on the USA. Synott (2002) also argues that the economic development model implemented in South Korean education was best served by the maintenance of centralized educational authority. This approach was retained in respect to the knowledge presented at school through state-provided curriculum and a system of official textbooks. Teachers are expected to implement the curriculum as prescribed by the Ministry and their delivery of the materials is closely monitored within each school by senior teachers and principals. Teachers should memorize all the contents of national curriculum and their expected role by the state and the society to become a public school teacher.

In the Crick Report (2000), 'political literacy' is seen as involving not only acquisition of political knowledge but '... learning about and how to make themselves effective in public life through knowledge, skills and values'¹⁷. Kymlicka (1999) points out that citizenship education is not just a matter of learning the basic facts about the institutions and procedures of political life, but it also involves acquiring a range of dispositions, virtues and loyalties that are intimately bound up with the practice of democratic citizenship. As Winch and Gingell (1999) note, if schools exist to promote democratic values it would appear that they need to become freed from any

¹⁷ Crick. 2000. p.115, Ch 4. Bernard Crick holds that what distinguishes political education from citizenship education is community involvement (Crick 2000 pp. 115-116). On the significance of forms of practical competence for democratic citizenship.

authoritarian relationships.

5.1.3 Young Teachers' Distorted Global Citizenship

: High Competence but Deep-Rooted Helplessness as a Citizen

This study has revealed that primary school teachers show different global citizenship types by their teaching years. It was astonishing that middle aged teachers with 11 – 20 years of teaching showed the highest rate of “global leader” GC type whereas majority of younger teachers with less than 10 years of teaching showed the “indifferent elite” GC type most. It was more astonishing that the “outsider” GC type was most dominant amidst the youngest teacher group with 0 – 5 years of teaching. Why do those young and well-educated teachers who are more likely to have direct/indirect overseas experience show the most negative GC type? This study tries to find the reason from neoliberalism prevailing in South Korea in the aftermath of the financial crisis in 1997-1998 and IMF’s economic rescue in consequence.

(1) Neoliberalism, Social Inequality, and Personal Inefficacy

The national economic crisis in 1997-1998 and the neoliberal measures to its rescue led by the IMF (International Monetary Fund) have helped the South Korean economy to quickly resume its usual growth path. However, Lim and Jang (2007) point out that the South Korea has been swiftly transformed from the developmental state model and acquired more neoliberal characteristics. Chang (2012) criticizes that the transition for macro-economy recovery tremendously sacrificed social justice and equality of South Korean ordinary citizens. Most of them have been deprived of essential social security arrangements for stabilizing their everyday livelihood within the developmental and neoliberal social structure highly linked to the *chaebol*-dominated, globally competitive export industry. Redistribution of wealth has failed and structural social inequality has been perpetuated as its ramifications.

A number of recently-born terms referring to these dismal social trends, for example “88 *Manwon* Generation¹⁸”, “*Hell-Joseon*¹⁹”, “*Sampo* Generation²⁰” and “*Dirt Spoon*²¹”, show ascending quarter-life crisis and social polarization at alarming rates in South Korea (Joy, 2015; Fifield, 2016). Chang also argues that the political as well as social and economic hopelessness caused by developmentalism and neoliberalism has ultimately led South Koreans to feel not only a strong sense of personal inefficacy, but also led them to abandon an efficacious political status as sovereign citizen of the supposedly democratic polity of the country.

(2) Meritocracy Towards Global Competitiveness and Education Zeal

Friedman (2000, 2005) and Ohmae (1995) argue that globalization, particularly of a neoliberal economic order, has fundamentally changed the rules and that governments, institutions and individuals that were once nation-bound have reinvented themselves as global entities in order to survive in a global economy. The South Korean government has stipulated “global competitiveness” as one of main goals to be achieved throughout the whole national curriculum in order to raise their young nationals as super-empowered global actors.

The biggest concern about the neoliberal paradigm is that it expects

¹⁸ “88 *Manwon* Generation” refers to the amount earned working full time on minimum wage. This term reflects the fierce job market and prevalence of unemployment and irregular/part-time work for the young.

¹⁹ “*Hell-Joseon*” is a satirical term that criticize the current depressing socioeconomic state of South Korea. Joseon was the five-century-long dynasty in which Confucian hierarchies became entrenched in Korea and when a feudal system determined who got ahead and who did not.

²⁰ “*Sampo* Generation” refers to the young people who feel they compelled to give up three major life events, mainly relationships, marriage, and children due to their financial struggle. This term has recently expanded to even “*Opo*” (Same as above, but giving up 5 things; adding possession of home and social life) or “*Chilpo*” (Same as “*Opo*”, but giving up 7 things; adding dream and hope) Generations.

²¹ “*Dirt Spoon*” refers to young people who grew up in a poor family, and have scarce financial support. By contrast, “*Gloden/ Silver/ Bronze Spoon*” refers to someone who was born in a wealthier family (in a decreasing order).

students to “solely” make an economic and cultural response to a particular form of global reality, as perceived by education policy-makers. This presumption pushes students into ‘infinite competition’ world and compels them to be a “winner” over other citizens to survive. Many of South Korean young generation might be more prone to believing that their privilege is the result of their hard work and merit instead of global patterns of inequality. With the considerable socio-political unrest and economic instabilities, neoliberal paradigm has precipitated meritocracy among young South Koreans, even more fiercely in the education field.

Moreover, South Korea is notorious for its fierce education zeal and Spartan school system. However, nowadays more are interested in preparing their children effectively in the era of globalized competition (Chang, 2010). Hence, private education, especially for English is rampant in South Korea. In addition, a significant population of “*gireogi* (wild geese) daddy²²” is found in South Korea, surprisingly (or naturally) among those with highest levels of education and income (Chang, 2012). It is not surprising that private education has been prevalent in South Korea to enter the most prestigious universities in the society, so-called ‘SKY universities²³’, get well-paid jobs, and “ultimately be realized in the competitive marketplace of life” (KIPP, 2008).

The youngest teacher group with 5-10 years of teaching is the generation who grew up in the most neoliberal socio-economic arrangements. In addition, they have not learned how to make citizenry’s solidarity to tackle the social injustice and inequality around them. Vinson (2006) comments that neoliberalist citizenship education has few considerations on social inequality and it is unlikely to raise citizens who can critically tackle the inequality issue with insight of social structure. Hence, the South Korean young generation’s

²² A “*gireogi* (wild geese) daddy” refers to a father whose family live abroad and thus can be seen only through seasonal migratory overseas trips (Chang, 2012)

²³ “SKY universities” refer to top three universities in South Korea; Seoul National University, Yonsei University, and Korea University. They all are located in Seoul.

competition-friendly mindset and complacency against social transformation tend to contribute to the young primary school teachers' distorted global citizenship types, which show high global competence but low social responsibility and willingness of civic engagement yearning for structural social reform..

5.1.4 Conflict between National and Global Citizenship

From the findings, tension between traditional/national citizenship and global/cosmopolitan citizenship has been discerned in relationships between primary school teachers' global citizenship types and personal variables. From the descriptive statistics, it appears that the respondents are likely to have a higher traditional/national conception of citizenship which puts priority on the benefits of their nation-state over those of global society. However, through more sophisticated statistics, it was revealed that primary school teachers who have a global conception of citizenship tend to show relatively positive global citizenship types. This study tries to examine the reasons from South Korea's unique historical and political context.

(1) Numerous Invasions of External Powers in South Korean History

In South Korea, protecting national sovereignty has been a top priority issue due to its history. The Korean peninsula had been invaded by a number of external powers and later colonized by Japan from 1910 to 1945, until the closing days of World War II. Then, the Korean War broke out when North Korea invaded South Korea in 1950. The United Nations, with the United States as the principal force, came to the aid of South Korea whereas China, with assistance from the Soviet Union, came to the aid of North Korea. Since the ceasefire, South Korea has been under a huge influence of the United States politically and militarily. The complex history of South Korea has generated a strong anti-Japan, anti-North Korea, anti-external power, and

adversely strong nationalist sentiments among South Korean citizens.

(2) Government-patronized “National Security-First” Propaganda

Since the Korean War stopped in 1953, no peace treaty was ever signed, which made two Koreas remain at war. Yun (2003) argues that in the global system, the main interest of states, for the realist, is to defend national security in a global climate of competition, hostility and collaboration between states. Accordingly, one of the principal interests of South Korea has been to maintain national security in the conflict between North and South Korea. The thing is that South Korean government has frequently used “national security-first” propaganda against North Korea as well as against perpetuating threats from major countries around the Korean peninsula, such as China, Japan, Russia and the United States, to incite collective ethos among South Korean citizens which led to nationalism, and to justify and maintain the government’s high-level society control over its citizenry.

It is very intriguing that security-oriented nationalist propaganda has been perfectly combined with state-led developmentalism, authoritarianism and later post-financial crisis neoliberalism in pursuit of national interest in South Korea. Unfortunately, their exquisite cohabitation appears to have ended up with oppression of “deeper democratization into the citizens’ substantive level” (Chang, 2012) and “failure of socialism in South Korea” (Kim, 2015). As a result, it rendered South Korean citizens as well as South Korean primary school teachers stuck in nationalist ideology and hindered them to move on functioning as a global citizen in a globalized era.

If so, is global citizenship education possibly harmful to promote patriotism and social integration of the nation-state? Rapoport (2010) expresses the concerns that the reason why global citizenship education frequently remains as fascinating rhetoric and fails to move forward to

classroom level is the fear that global citizenship education would reduce the feeling of patriotism in the nation-state. However, Merryfield (1997) contradicts that nurturing global citizenship is important for the individual's self and their nation-state as well as global society because gaining universal values in addition to adopting national values would help the individuals broaden their perspective and better cope with future problems. Kim (2015) also provides a positive possibility of global citizenship education by arguing that character education and citizenship education, which have been significantly emphasized in the national curriculum of South Korea, can be more successful when they are integrated and promoted through the framework of global citizenship education.

5.1.5 Teachers' Low Understanding of World Justice/Governance

In addition, primary school teachers' low global competence has appeared as one of problematic factors to their global citizenship. The common feature of primary school teachers' top three GC types (Non-informed activist, Pessimist, Outsider) was low level of global competence. In addition, from the descriptive statistics of the sample, primary school teachers who have a high level of knowledge of international education issues (knowledge of world justice/governance in education sector), such as the Declaration of Human rights, Millennium Development Goals, and Education For All, were only 14 percent. From the findings, it is also presumed that teachers' understanding of world justice/ governance is accordingly low. However, the teachers who have a higher understanding of world justice/governance were proven to show more positive global citizenship types than others. As a consequence, global citizenship education implemented by those teachers in South Korea is likely to have lack of world justice/ governance components of GCED.

5.2. Issues around Teachers' GCED Perceptions

5.2.1 Macro-Discrepancy Surrounding GCED

: Political/Institutional Drivers vs. Grassroots Teachers

Recent research has begun to observe teachers' salient role in implementation of global citizenship education and call for empowering teachers' knowledge and skills for GCED. For instance, Davies, Harber, and Yamashita (2004) point out that schools can make connections between the wider world and how young people see their role in society, but found teachers needed further professional development in this regard. From an analysis of citizenship education in Netherlands, Bron and Thijs (2011) also claim a large gap between policy intentions and what teachers actually do. The situation seems similar in South Korea. From the findings, South Korean primary school teachers' GCED perceptions appeared fairly low albeit the South Korean government's strong political/institutional aspiration for GCED. The teachers' generally negative global citizenship types were interrelated with their generally low level of GCED perceptions both in knowledge and attitude.

That is because most of South Korean teachers have not been exposed to or trained for GCED much so far. From the findings, GCED teacher training has been proven to have a statistically positive relationship with teachers' GCED knowledge perception. Furthermore, several personal background variables of teachers, such as English confidence, Knowledge on global educational issues, cosmopolitan perspective, and a sense of ownership of their classroom education showed a close relationship with teachers' GCED knowledge and/or attitude perception. To narrow the gap between the top and the ground in the educational sphere in terms of GCED, it might be effective to provide diverse GCED teacher resources, educational policies/programs, and training opportunities to more primary school teachers, particularly focusing on empowering those GCED-friendly personal variables of teachers.

Moreover, GCED-related engagement also showed a close relationship with teachers' GCED knowledge perception. Thus, the South Korean government seems better to keep encouraging teachers' GCED-related educational/ research activities by offering them various forms of incentive while nurturing a more GCED-friendly education environment.

5.2.2 Micro-Discrepancy Surrounding GCED

: Teachers' GCED Knowledge vs. Attitude Perception

Through the preliminary findings, another discrepancy surrounding GCED has been noticed. When taking a close look into the primary school teachers' GCED perceptions, their GCED knowledge/skills perception levels were very low whereas their GCED attitude/values perception levels and their willingness to teach GCED appeared fairly positive. In particular, the primary school teachers' perception of GCED contents and GCED knowledge confidence were significantly low as below the median value.

In respect to relationship between primary school teachers' individual background characteristics and their GCED knowledge/skills perception, several individual background characteristics: (a) English confidence level; (b) multicultural teaching experience; (c) knowledge on international education issues; (d) sense of ownership of GCED; (e) GCED training experience; (f) working at GCED leading school and (g) GCED-related activities were revealed to determine the teachers' GCED knowledge/skills perception.

5.2.3 Teachers' Sense of Ownership of GCED

In addition, the primary school teachers who think that global citizenship

education should be taught by regular school teachers within the regular school curriculum showed a higher level of GCED knowledge perception than those who do not. The teachers who think that global citizenship education should be taught by regular school teachers showed a higher level of GCED attitude perception than the other teachers as well. In the respondents' context, the 'regular school teachers' indicate themselves and 'inside the regular school curriculum' means the domain where they control. Therefore, the results can be interpreted that primary school teachers who have a strong sense of ownership of global citizenship education are likely to have a higher level of GCED perceptions.

5.2.4 Effective but Insufficient GCED Teacher Supports

As mentioned above, most of South Korean teachers have not been exposed to or trained for GCED even though GCED teacher training and GCED-related teacher activities give statistically positive effects on teachers' GCED perceptions. Actually, many primary school teachers perceived lack of teacher resources and lack of teachers' knowledge and skills as the first and third imperative obstacles to GCED implementation at a grassroots level. In the same regard, majority of them required developing textbooks and teaching materials, developing GCED-related policies and educational programs, and providing more GCED teacher training opportunities to improve current GCED implementation on the ground.

5.2.5 Call for More GCED-Friendly Environment

The overwhelming number of primary school teachers perceived "ambiguity of GCED position and class hours in national curriculum" as the biggest obstacle to GCED implementation. For the reason, the heretofore global citizenship education has struggled for official curriculum space and

been mostly implemented outside formal education with support from NGOs and international institutions.

It might be nearly impossible to find GCED class hours in the status quo of South Korean formal primary education since the national curriculum for primary schools (KMOE, 2009) seems too heavy already with 8 regular school subjects, more than 10 “*Beom-gyo-gwa*” (cross-curricula subjects), “*Changchae*” (creative experiential activities) alongside lots of school events and yearly-changed educational promotions within the limited school hours.

Oxfam (1997) more practically suggests that global citizenship is not a separate subject but a way of exploring issues and values and developing skills across all subjects. In this sense, Oxfam encourages teachers to incorporate GCED along with other school subjects for the notion of global citizenship to permeate the whole of the school curriculum. On the other hand, Osler and Vincent (2002) requires a focus within a specific area of the curriculum to be mainstreamed in schools with a clear status and appropriate resources. All these contested considerations might help finding meaningful implications for better GCED implementation in formal primary schools of South Korea.

In addition, traditional learning system and authoritarian educational atmosphere have also appeared as obstacles to hinder GCED-friendly environment in a classroom. Synott (2002) supports the argument by stating that South Korean teachers teaching techniques were rote learning of the text books, constant testing, authoritarian atmosphere and punishment in the classrooms, pushing the students to get good grades in the college entrance examination. The state-sponsored text-books control the content of the curriculum, while the examination system controls the teaching and learning processes. In addition, Cotton (2001) notes that teachers are not only ill-prepared to teach citizenship, but also to share power with students and address controversial issues. Considering the status quo of the South Korean

formal education settings, it does not seem easy to promote students' global citizenship with critical thinking and cosmopolitan values in a classroom.

CHAPTER 6. CONCLUSION

Through the questionnaire survey and statistical analysis, this study revealed several significant findings on South Korean primary school teachers' global citizenship (GC) types and their perceptions of global citizenship education (GCED). First, regarding the primary school teachers' GC types, the teachers showed fairly negative GC types in general, albeit the South Korean teachers' internationally recognized high quality. Several individual background characteristics, such as years of teaching, overseas volunteering experience, knowledge of international education issues etc., turned out to determine the teachers' GC types. From their dominant GC types and the relationships between their GC types and individual characteristics, the study also revealed that the primary school teachers' dire lack of political literacy, conflict between national and global citizenships, and low understanding of world justice/governance. Particularly, in terms of the relationship between their GC types and the individual variable 'years of teaching', it was noteworthy that majority of young primary school teachers showed rather 'distorted' global citizenship with high global competence but 'deep-rooted' passive and/or pessimistic attitude toward social transformation.

Second, regarding the primary school teachers' GCED perceptions, their perception levels were also low in general which indicates a significant gap between the political/institutional drivers' high ambitions and the grass-roots teachers' low competence toward GCED. The teachers' GCED knowledge/skills perceptions were much lower than their GCED attitude/values perceptions. Their GC types were proven to be statistically relevant to their GCED perceptions. In addition, the teachers' several individual background characteristics, such as their English confidence, multicultural teaching experience, GCED training experience, a sense of ownership of GCED, cosmopolitan conception of citizenship etc., showed

statistically meaningful relationships with their GCED perceptions. From the results, the study revealed effective, but still insufficient teacher supports for GCED implementation at the moment. Majority of the primary school teachers called for more GCED- friendly environment with more teacher resources, GCED-related educational policies and programs, and clear GCED position in the regular school curriculum.

The study later analyzed the reasons behind the findings in the multidimensional (political, economic, historical, and socio-cultural) context of South Korea. Through a wide range of literature analysis, the study found that the unique historical and cultural trajectories of South Korea have greatly influenced on shaping the primary school teachers' GC types and GCED perceptions, such as a short history of externally implanted democracy, the legacies of state-led developmentalism and IMF-led neoliberalism after the financial crisis in 1997-1998, government-patronized nationalism and 'National Security-First' propaganda, the remarkable education zeal and the tenacious Confucianism. Those multifaceted societal factors seem to have left biased patriotism, authoritarianism, meritocracy, and lack of teachers' well rounded global citizenship as a consequence in South Korea.

From the results, this study has arrived at a presumption that global citizenship education promoted and implemented by the South Korean primary school teachers in formal education of South Korea is likely to manifest in the rather nationalist and neoliberalist GCED forms. The world justice/governance component of GCED might be acceptable to South Korean version of GCED, but it does not seem very viable at the moment since the South Korean teachers' understanding of world justice/governance appeared as very low level. The South Korean teachers' perceptions of cosmopolitanism also seem low because the national citizenship has been strongly patronized by the government for decades. It means a possible lack of cosmopolitan components as well in South Korean GCED. Most of all, the radical/ Marxist forms of GCED turn out to seem most unwelcome within the South Korean

formal education context since the state has been influencing a dominant power over the society and the education field, even curriculum and textbooks. The longstanding strong state leadership in South Korea has entailed low capacity to accommodate Marxist forms of GCED and hindered South Korean teachers from challenging unjust authorities as a global citizen.

However, the critical/transformational nature of GCED is widely regarded as one of cornerstones to underpin the intrinsic identity of global citizenship. Moreover, the critical/transformational nature is a salient trait to tackle the imperative global issues at a fundamental level within the current global neoliberal landscapes. A number of advocates of critical pedagogy (McLaren, 1989; Giroux, 1994; Paul, 1994) have argued that mainstream pedagogy does not encourage students to critically examine issues of social justice, inequality, gender, race and power. Davies (2006) and O'Sullivan (2008) also insist that mainstream education reinforces, rather than challenges the status quo. South Korean teachers need to acknowledge and incorporate this critical perspective as a pedagogical alternative to reinforce their and their students' global citizenship in a globalized era, and move on from the negative vestiges of developmentalism, neoliberalism, and Confucianism. For the pursuit, GCED teacher resources, GCED teacher training programs, and GCED-related educational policies and programs in which all five components of global citizenship education are embedded should be developed and provided to the teachers.

Beck (2002) advocates for nurturing global citizenship to battle nationalism and authoritarianism. Global citizenship education is not only helpful to raise global citizens to contribute to the world as a whole, but also helpful to overcome the perpetuating social maladies generated by the rapid economic growth in South Korea. Teachers are the front-line determinants of education quality on the ground. In this sense, primary school teachers' generally negative global citizenship types and prominently low level of political/critical literacy would be problematic in further GCED

implementation. In the case of Canada, Schwisfurth (2006) also raises concerns that most teachers perceive their role as implementers of government-initiated policies rather than as active agents of social change. To overcome the national and global issues, teachers first should be empowered as active agents of social change as well as the key drivers of global citizenship education at the grass roots level. The desirable global citizenship education in formal education would be realized through nurturing teachers' better global citizenship types and perceptions of global citizenship education. Without this, it would be difficult to move global citizenship education initiatives forward.

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APPENDICES

APPENDIX: Questionnaire for the Study

A. Questionnaire: Translated version in English

Survey on Seoul Primary School Teachers' Perceptions of Global Citizenship Education

The following survey is designed to investigate Seoul public school teachers' perception of global citizenship education (GCED) which has been recently promoted in South Korea. This survey is based on a principle of anonymous participation. The respondents will not have any harm or disadvantage from the participation. The researcher promises that your personal information provided for this survey will never be leaked outside or used for other purposes except the research. Thank you so much for spending your valuable time to participate in this survey.

June 2015

Global Education Cooperation program, Seoul National University

※ Please read the following questions and tick the most relevant answer to you.

A. Participant Information

1. Gender Male Female

2. Years of Teaching

0~2yrs 3~5 yrs 6~10 yrs 11~20 yrs 21 yrs above

3. Have you traveled/ worked/ lived overseas? No Yes

3-1. If you have traveled/ worked/ lived overseas, how long were they in total? Less than 6months 6months~1year 1~2years 2~5years 5 years above

4. What is your highest degree obtained?

Bachelor MA candidate MA Ph. D candidate Ph. D

5. What is your English competency level? Low Intermediate High

6. How much frequently do you interact with foreigners in a daily life? (at least having a short conversation with them) Almost never once or twice in a year once or twice in a month once or twice in a week Almost every day

7. Have you managed or co-teach English with foreign English teachers?

No Yes

8. Have you taught children of multicultural families? No Yes

9. Have you done any volunteer work overseas? No Yes

10. Do you know well about World Education Forum? No Yes

11. Have you read Universal Declaration of Human Rights? No Yes

12. Do you know well about Millennium Development Goals (MDGs) or Education For All (EFA)? No Yes

13. Which one do you think should take priority when your country's interests/values conflict with international society's common good/ethics?

Your country's interests/values International society's common good/ethics

14. Which one would you like to help first between unfavorable children in your country and those in least developed countries?

Children in your country Children in developing countries

15. Do you agree to expand the national budget of ODA (Official Development Assistance) for least developed countries? Disagree Agree

☞ 2-1. **If you understand**, what do you think is the objective of GCED?

()

3. I know the contents for global citizenship education.

Strongly disagree Disagree Neutral Agree Strongly agree

☞ 3-1. **If you know**, what do you think are the contents for global citizenship education?

()

4. I have a sufficient amount of knowledge to implement GCED.

Strongly disagree Disagree Neutral Agree Strongly agree

5. What do you think is the educational area that you understand its concepts the most (multiple choice is allowed).

None Multicultural education Human right education ESD (Education for sustainable development) International development education Peace education EIU (Education for international understanding) Global socio-economic area (global inequality, poverty etc.)

6. I am normally interested in global citizenship education.

Strongly disagree Disagree Neutral Agree Strongly agree

7. I think that global citizenship education is needed.

Strongly disagree Disagree Neutral Agree Strongly agree

☞ 7-1. If you think GCED is needed, why?

()

8. I think that global citizenship education is actually effective to students.

Strongly disagree Disagree Neutral Agree Strongly agree

9. I am able to prepare and teach a GCED lesson by myself.

Strongly disagree Disagree Neutral Agree Strongly agree

10. I think that GCED can be implemented even to primary school students.

Strongly disagree Disagree Neutral Agree Strongly agree

11. I am willing to take part in GCED teacher training.

Strongly disagree Disagree Neutral Agree Strongly agree

12. I am currently implementing global citizenship education. No Yes

☞ If you ticked “Yes” to No. 12

12-1. How frequently do you implement global citizenship education?

More than once a year More than once a semester More than once a month More than once in two weeks More than once a week

12-2. When do you implement global citizenship education?

Curricular subject classes Cross-curricular thematic activities Creative experiential activities After-school activities etc. ()

☞ If you ticked “No” to No. 12

12-3. I am not implementing GCED for the moment, but I am willing to do it from now on. No Yes

13. What do you think is the biggest obstacle to implement global citizenship education currently? (Please choose one)

Lack of teachers’ knowledge and skills Lack of teachers’ willingness Lack of teaching materials Lack of educational environment fostering global citizenship Lack of educational policies GCED’s ambiguous position within regular curriculum etc. ()

14. What do you think is most urgently required to promote global citizenship

education (Please choose one)?

- Securing teaching hours for GCED Provision of textbook and teaching materials Teacher training GCED Policy and programme development Evaluation method development Nurturing global citizenship-friendly environment etc. ()

C. Global Citizenship Type

1. I think there are many unfair things to live in this world.

- Strongly disagree Disagree Neutral Agree Strongly agree

2. It is not OK if some people (groups) in the world have more opportunities than others.

- Strongly disagree Disagree Neutral Agree Strongly agree

3. I am concerned with the rights of all people in the world

- Strongly disagree Disagree Neutral Agree Strongly agree

4. I feel responsible for the world's inequities and problems

- Strongly disagree Disagree Neutral Agree Strongly agree

5. Both developing and developed countries have the obligation to alleviate the poverty.

- Strongly disagree Disagree Neutral Agree Strongly agree

6. I am a global citizen.

- Strongly disagree Disagree Neutral Agree Strongly agree

7. I know several ways in which I can make a difference in some of the world's most worrisome problems.

- Strongly disagree Disagree Neutral Agree Strongly agree

8. I am able to get other people to care about global problems that concern me.

Strongly disagree Disagree Neutral Agree Strongly agree

9. I welcome spending time with people who have different cultural values from me

Strongly disagree Disagree Neutral Agree Strongly agree

10. I am okay with one of my family or close friends getting married with a foreigner.

Strongly disagree Disagree Neutral Agree Strongly agree

11. I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures.

Strongly disagree Disagree Neutral Agree Strongly agree

12. I feel comfortable expressing my views regarding pressing global problems in front of a group of people.

Strongly disagree Disagree Neutral Agree Strongly agree

13. I am able to write opinions on internet source expressing my concerns over global issues.

Strongly disagree Disagree Neutral Agree Strongly agree

14. If I have a chance, I will take part in solving the global problems, such as war, poverty, pollution. (by volunteering, cash or product donation etc.)

Strongly disagree Disagree Neutral Agree Strongly agree

15. I frequently express my views about global environmental, social, or political problems on websites, SNS (Facebook, Kakaotalk Story etc.), newspapers, television, radio, etc.

Strongly disagree Disagree Neutral Agree Strongly agree

16. I contact, visit or write an email/a message to someone in government to seek public action on global issues and concerns.

Strongly disagree Disagree Neutral Agree Strongly agree

17. I deliberately buy products that are produced from fair trade or by marginalised global people/places.

Strongly disagree Disagree Neutral Agree Strongly agree

18. I have boycotted brands or products that are known to exploit marginalized people/places in the world.

Strongly disagree Disagree Neutral Agree Strongly agree

- END -

B. Questionnaire: Original version in Korean

세계시민교육에 대한 서울시 초등학교사의 인식 조사

다음 설문은 최근 장려되고 있는 세계시민교육에 대한 서울시 초등학교사의 인식을 알아보기 위한 연구입니다. 본 연구는 무기명 참여를 원칙으로 합니다. 본 연구 참여로 인해 어떠한 피해나 불이익이 가지 않을 것이며, 여기에 적혀진 개인 정보 일체는 참가자의 동의 없이 외부로 유출되거나, 연구 목적 이외에 절대 사용되지 않음을 약속합니다. 귀중한 시간을 내어 본 설문 에 정성껏 답해주셔서 깊이 감사 드립니다.

2015. 6.

서울대학교 사범대학 글로벌교육협력 전공

※ 다음 질문을 읽고 선생님에게 해당하는 보기에 표시 해주시기 바랍니다.

A. 참가자 정보

1. 성별 남 여
2. 교직 경력 0~2년 3~5년 6년~10년 11년~20년 21년 이상
3. 해외에서 여행/ 근무/ 거주했던 경험이 있습니까? 없다 있다
- 3-1. 해외에서 여행/ 근무/ 거주했던 경험이 있다면, 모두 합쳐 얼마나 있습니까?
 6개월미만 6개월이상~1년미만 1년이상2년미만 2년이상5년미만 5년이상
4. 현재 본인의 최종 학위는 무엇입니까?
 학사졸업 석사과정 중 석사졸업 박사과정 중 박사졸업
5. 본인의 영어 실력은 어느 정도입니까? 하 중 상
6. 평소 외국인과의 실제 접촉(만나서 최소한 대화나누기 이상) 빈도가 얼마나 있습니까? 거의 접촉할 기회 없음 일년에 한두번 정도 한달에 한두번 정도 일주일에 한두번 정도 거의 매일
7. 본인은 원어민 영어교사 관리 업무를 맡았거나, 코티칭으로 원어민 영어교사와 함께 영어교과를 가르쳐본 적이 있습니까? 없다 있다
8. 다문화가정 자녀를 가르쳐본 적이 있습니까? 없다 있다
9. 해외에서 봉사활동을 한 적이 있습니까? 없다 있다
10. 세계교육포럼(World Education Forum)을 잘 알고 있습니까?
 모른다 잘 안다
11. 세계인권선언을 읽어본 적이 있습니까? 없다 있다
12. ‘새천년개발목표’ (Millenium Development Goals;MDGs)나 ‘모두를 위한 교육’ (Education For All; EFA)를 잘 알고 있습니까?
 모른다 잘 안다
13. 우리나라의 (자국민)의 이익/가치와 국제사회의 공동선/윤리가 충돌할

때 무엇이 우선이 되어야 한다고 생각하십니까?

자국 이익/가치 국제사회의 공동선/윤리

14. 우리나라의 열악한 가정 환경에 처해 있는 아동과 해외 저개발국가의 열악한 생존 환경에 있는 아동 중 누구를 먼저 돕고 싶습니까?

우리나라 아동 해외 아동

15. 해외 개발도상국 원조를 위한 국가 예산 확대를 반대하십니까, 찬성하십니까? 반대 찬성

16. 세계시민교육은 외부 전문 강사가 가르쳐야 한다고 생각하십니까, 학교의 정규교사가 가르쳐야한다고 생각하십니까? 외부 강사 학교 교사

17. 세계시민교육은 정규교과 밖에서 가르쳐야 한다고 생각하십니까, 정규교과 안에서 가르쳐야 한다고 생각하십니까? 정규교과 밖(따로 시간을 내서) 정규교과 안(도덕, 사회 등의 과목과 함께)

18. 세계시민교육 관련 연수를 받은 적이 있습니까? 없다 있다

18-1. 연수를 받은 적이 있다면, 어느 기관(단체)의 연수프로그램이었습니까?

KOICA ODA교육원 초 · 중 · 고 교원 국제개발협력 직무연수 월드비전 세계시민교육연수 APCEIU 선도교사연수 서울초중등세계시민교육연구회 직무연수 HoE 세계시민교육아카데미 기타 ()

19. 본인이 현재 근무하는 학교는 올해 서울시교육청에서 선정한 세계시민교육 특별지원학교 입니까? 아니다 그렇다

20. 세계시민교육 관련 활동(세계시민교육 선도교사, 세계시민교육 연구회나 관련 연구모임, 세계시민교육 교사학습동아리 참여, 세계시민교육 학생 학습동아리 운영 등)에 참여하고 있습니까? 아니다 그렇다

B. 세계시민교육에 대한 인식

1. 세계시민교육 및 관련 교육 분야(국제이해교육, 다문화교육, 지속가능발전교육, 국제개발교육, 평화교육, 인권교육 등)의 각각의 개념을 알고 있습니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

2. 세계시민교육의 목표를 알고 있습니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

☞ 2-1. 알고 있다면, 무엇이라고 생각하십니까?

()

3. 세계시민교육의 하위 교육 내용을 알고 있습니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

☞ 3-1. 알고 있다면, 어떤 것들이라고 생각하십니까? 자유롭게 써주세요.

()

4. 나는 세계시민교육을 실시할 만큼 충분한 관련 지식을 가지고 있습니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

5. 선생님께서 개념을 잘 이해하고 있다고 생각하시는 영역은 어느 것입니까? (복수 정답 가능)

모두 모른다 다문화교육 인권교육 지속가능발전교육 국제개발협력교육 평화교육 국제이해교육 사회 경제적 영역(세계빈곤, 불평등 문제 등)

6. 평소 세계시민교육에 대해 관심이 있습니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

7. 세계시민교육이 필요하다고 생각하십니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

☞ 7-1. 세계시민교육이 필요하다면, 왜 필요하다고 생각하십니까?

()

8. 세계시민교육이 실제로 학생들에게 효과가 있을 것이라 생각하십니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

9. 나는 세계시민교육 수업을 구성하여 실제로 가르칠 수 있습니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

10. 초등학생에게 세계시민교육을 가르쳐도 아이들이 충분히 이해할 수 있다고 생각하십니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

11. 세계시민교육 관련 연수에 참가할 의지가 있습니까?

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

12. 세계시민교육을 실제로 가르치고 계십니까? 아니다 그렇다

그렇다 에 응답하신 경우

12-1. 세계시민교육을 실시하는 빈도는 어느 정도입니까?

일년에 한번 이상 한 학기에 한번 이상 한 달에 한번 이상 이주일
일에 한번 이상 일주일에 한번 이상

12-2. 세계시민교육을 언제 실시하십니까?

정규과목 수업 범교과 주제학습 창의적 체험활동 방과후 동아리
활동 기타 ()

아니다 에 응답하신 경우

12-3. 세계시민교육을 실제로 가르치고 있지 않다면, 앞으로는 가르쳐볼 의지가 있습니까? 아니다 그렇다

13. 현재 세계시민교육을 실천하는데 가장 큰 방해요소가 무엇이라고 생각하십니까? (1개만 선택)

교사의 교수 지식 및 기술 부족 교사의 의지 부족 교수자료 부족 세
계시민의식 함양을 위한 교육적 환경 부족 세계시민교육관련 교육정책 부족
정규교육과정 내 세계시민교육 위치 불명확 및 수업시간 확보 어려움 기
타 ()

14. 앞으로 세계시민교육을 활성화하는데 가장 필요한 요건이 무엇이라고 생각하십니까? (1개만 선택)

세계시민교육관련 수업시수확보 교과서 및 교수자료 개발 보급 세계

시민교육관련 교사연수 제공 세계시민교육관련 다양한 정책 및 교육프로
그램 개발 세계시민역량 평가방법 개발 세계시민의식 함양에 필요한
교육환경 조성 기타 ()

※ 다음 문장을 읽고 선생님에게 해당하는 보기에 표시 해주시기 바랍니다.

C. 세계시민의식

1. 내가 생각하기에, 우리가 살아가는 세상에는 불공평한 일이 많다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
2. 나는 세계의 어떤 사람(집단)이 다른 사람(집단)보다 더 많은 기회를
가지면 안 된다고 생각한다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
3. 나는 세계 모든 사람들의 권리를 지키는 일에 관심이 있다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
4. 나는 세계의 가난(빈곤)문제, 환경문제, 불평등 문제를 해결하는 것에
책임감을 느낀다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
5. 선진국과 개발도상국 모두 세계의 빈곤 문제를 해결해야 할 의무가 있다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
6. 나는 세계시민이다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
7. 나는 세계 문제들을 해결하기 위해 내가 할 수 있는 일이 무엇인지 알고 있다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
8. 나는 내가 걱정하는 세계 문제들에 대해 다른 사람들도 관심 가지도록
할 수 있다.
 전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다
9. 나는 타문화 사람들과 함께 지내는 것을 반갑게 생각한다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

10. 가족 또는 친한 친구 중 누군가가 국제결혼을 한다 해도 마음에 불편함이 없다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

11. 나는 타문화 사람들과 대화할 때 무의식적으로 나의 행동을 그들의 문화에 맞추어 변화시킨다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

12. 나는 다른 사람들에게 세계 문제들에 대한 내 생각이나 의견을 말하는 것이 불편하거나 어렵지 않다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

13. 나는 세계 문제들에 대한 나의 의견을 인터넷에 쓸 수 있다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

14. 나는 기회가 된다면, 전쟁, 가난, 환경파괴 등 세계의 문제를 해결하는 일에 참여할 것이다(자원봉사, 돈이나 물건 기부 등)

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

15. 나는 종종 인터넷 사이트, SNS(블로그, 페이스북, 카카오톡스토리 등)나 신문, TV, 라디오 등에 세계적인 환경, 사회, 정치 문제들에 대한 나의 의견을 표현한다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

16. 나는 국제사회 이슈나 문제에 관하여 정부 또는 대중들이 관심가지고 행동을 옮길 수 있도록 하기 위하여 청원활동을 하거나, 정부기관의 웹사이트에 글을 올리거나 이메일을 쓴다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

17. 나는 세계의 가난한 사람들에게 도움이 될 수 있는 물건(공정무역 제품 및 소외 지역에서 생산된 제품)을 의도적으로 구매한다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

18. 나는 세계적으로 소외된 사람들이나 지역을 착취하는 것으로 알려진

제품이나 브랜드를 보이콧 (구매 거부, 혹은 사용 거부)한 적이 있다.

전혀 그렇지 않다 그렇지 않다 보통이다 그렇다 매우 그렇다

- 끝 -

국문초록

초등교사의 세계시민성 유형과 세계시민교육에 대한 인식 분석: 대한민국의 서울 지역을 중심으로

세계화는 그 동안 전 세계적으로 다양한 차원에서 급속하고 광범위한 사회 변화를 일으켰다. 이러한 변화는 교육 분야까지 영향을 끼쳐, 지난 2012년 유엔 사무국장은 전 세계가 달성해야 할 교육목표 3가지 중심 분야 중 하나로 ‘세계시민성’ 함양을 제안했다. 2015년 유엔이 발표한 지속 발전 가능한 목표에서도, 모든 학습자가 지속 가능한 발전을 이루기 위해 달성해야 할 목표로 ‘세계시민교육’의 중요성을 다시 한번 확인하였다.

대한민국은 1960년대 초부터 1990년 말까지 보여준, ‘한강의 기적’이라 불리는 놀라운 경제성장으로 유명한 국가이다. 많은 연구들은 대한민국 경제성공의 핵심 원인으로 교육을 손꼽았다. 세계시민교육에 대한 국제사회의 커져가는 관심과 함께, 세계시민성과 세계시민교육 개념은 교육열이 높은 대한민국에도 최근 유입되었다. 그 동안 세계시민교육은 대한민국에서 활발히 논의되었으나, 실제 교육 현장과 거리가 있는 학계, 국가기관, 국제기구 등 ‘위로부터의 담론’이 대부분이었다. 또한, 세계시민교육의 실행은 주로 비제도권 교육 영역에서, 비 정부기구 시민단체에 의해 이루어져 왔다.

그런데 지난 2015년, 대한민국 교육부와 서울특별시 교육청은 서울시 10개 학교를 세계시민교육 선도학교로 선정하여 세계시민교육을 주도적으로 실행하게 하고, 해당 학교에 커다란 집행 예산을

제공했다. 이는 정부 주도 하에 세계시민교육을 대한민국 공교육 안에서 실행해보는 첫 번째 시도이며, 공교육 환경 안에서 향후 세계시민교육의 지속적인 실행가능성을 확인해본다는 점에서 매우 의미 있는 움직임이라 할 수 있다.

이러한 상황과 관련하여, 이 연구는 대한민국 서울시 초등학교老师们的 세계시민성 유형과 세계시민교육에 대한 인식에 주목하였다. 이 연구는 첫째, 서울시 초등학교老师们的 세계시민성 유형을 밝히고, 둘째, 그들의 세계시민성 유형을 결정하는 개인 배경 특징들을 탐색하며, 셋째, 그들의 세계시민교육에 대한 인식이 세계시민성 유형 및 개인 배경 특징에 따라 어떻게 달라지는지 알아보고자 설계되었다. 이러한 연구 문제를 해결하기 위해, 양적 연구 방법과 함께 문헌 연구를 사용하였다.

설문지 조사 및 통계 분석 결과, 이 연구는 여러 가지 중요한 발견점을 얻었다. 첫째, 대한민국 서울시 초등학교老师们的 세계시민성 유형은 크게 6개의 유형으로 분류되었다. 이 6개의 세계시민성 유형은 각자의 특징에 따라 ‘글로벌 리더’, ‘무관심한 엘리트’, ‘무지한 행동가’, ‘무능력한 시민’, ‘회의론자’, ‘아웃사이더’로 명명되었다. 서울시 초등학교老师们은 이 대표적인 6개 세계시민성 유형 중에서, 국제사회에서 인정받는 높은 대한민국 교사의 질에도 불구하고, 글로벌 능력이 낮고 비참여적인 유형(‘무지한 행동가’, ‘회의론자’, ‘아웃사이더’; 가장 높은 빈도 순서대로)을 전반적으로 높게 보였다. 둘째, 초등학교老师们的 몇 가지 개인 배경 특징들, 예컨대 근무기간, 해외봉사 경험, 국제교육지식 정도, 원어민 영어교사와의 근무경험, 세계시민교육 연수경험 등이 그들의 세계시민성 유형을 결정하는 요인으로 발견되었다. 셋째, 서울시 초등학교老师们的 세계시민교육에 관한 인식에 있어서는, 그들의 세계시민교육에 대한 인식도가 전반적으로 낮음을 알 수 있었다. 이는 세계시민교육에 대한 정부 기관의 높은 실

행 의지와 현장 교사들의 낮은 실행 능력의 커다란 간극을 보여주었다. 또한, 그들의 세계시민교육에 대한 인식은 세계시민성 유형에 따라 통계적으로 유의미하게 달라지는 것으로 나타났다. 뿐만 아니라, 초등교사들의 몇 가지 개인 배경 특징들, 예컨대 영어 자신감, 세계시민교육 연수 경험, 다문화 교육 경험, 세계시민교육에 대한 교사로서의 주인의식, 코즈모폴리탄 시민성 인식 등이 초등교사들의 세계시민교육에 관한 인식에 통계적으로 유의미한 영향을 미치는 것으로 드러났다.

이어서, 이 연구는 발견된 결과의 원인을 광범위한 문헌 연구를 통해 대한민국의 특수한 정치, 경제, 역사, 사회문화적 맥락에서 분석해보았다. 그 결과, 정부 주도의 개발주의, 1997-1998년 경제위기 이후 IMF 주도의 신자유주의 구조정책, 유교문화 등에 따른 권위주의, 한국인들의 사회적 시민성 성장 결여, 교사의 정치 참여 억제 등이 대한민국 서울시 초등교사들의 세계시민성 유형 및 세계시민교육에 관한 인식에 부정적 영향을 끼친 것으로 파악되었다. 이를 통해, 대한민국 공교육 내에서 권장되고 실행되는 세계시민교육은 국가주의적 및 신자유주의적 요소를 떨 확률이 가장 높으며, 코즈모폴리탄 요소 및 글로벌 정의/거버넌스 요소가 부족하고, 마르크스주의적 요소가 특히 결여될 것으로 예상되었다. 이 연구 분석 결과가 앞으로 공교육 환경 안에서 세계시민교육을 지속적으로 설계하고 실행하는데 있어서 의미 있는 시사점을 제공할 수 있기를 기대해 본다.

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주요어: 세계시민성 유형, 세계시민교육, 인식, 초등교사, 공교육, 대한민국

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