EDUCATING FOR GLOBAL CITIZENSHIP:
AN EXPLORATION OF TWO CURRICULAR METHODS

by

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Abstract

This mixed-methods study contributes to the limited literature on global citizenship by comparing the impacts of two curricular methods used to educate for global citizenship: international education experiences and a school-wide approach. Using Round Square as the case study, an international association of secondary schools that incorporate both methods to foster global citizenship, and an adapted version of Hartman’s (2008) Global Citizenship Survey, this study examines the global citizenship qualities of 185 graduates from Canadian Round Square schools. Findings reveal that not only is the pursuit of global citizenship within schools valuable and possible, but that a school-wide approach is as effective a method to educate for global citizenship as international education experiences. Results are valuable as many schools lack the resources, capacity, and motivation for global citizenship programming, particularly if programming relies on international education activities. Results also question the necessity of international opportunities to foster global citizenship.
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Chapter One

Introduction

For at least the past decade, global citizenship has become a main focus within the formal school sector. This is evidenced as more and more schools are incorporating aspects of global citizenship into their strategic and mission statements (Brosnan, 2007; Munck, 2010; Schattle, 2008). With these circumstances, the graduation of students claimed to be prepared to function as global citizens in today’s interdependent world has steadily increased (Mahlstedt, 2003); however, lack of assessment makes these claims impossible to verify. Questions regarding if indeed schools are meeting their global citizenship goals, in addition to effective methods for educating for global citizenship, should, therefore, be at the forefront of educational research. This thesis seeks to address these questions by exploring and comparing the effectiveness of two curricular methods for global citizenship employed by a system of schools called Round Square. Referred to as “one of the more distinct and interesting experiments in independent secondary education” (Brosnan, 2007, p. 129), Round Square responds to the need for educating global citizens.

Background to the Study

Effects of Globalization

The end of the 20th century has been referred to as “the age of globalization.” While disagreements exist as to precisely how globalization is occurring, it is commonplace to suggest that the world is getting smaller and flatter. To expand, it is oft believed that globalization has marked the evolution of nationalism and that economic, social, and political forces are ‘flattening’ the world as the free flow of trade, capital, and information over international
boundaries have made us more aware than ever before of our growing interdependence (see Friedman, 2007). While globalization has brought about many positive aspects, including democratization, the spread of awareness of human rights, and a greater flow of information, it has also created many negative aspects in addition to exacerbated global problems (Dower, 2003) As Daisaku Ikeda notes: globalization “is a contrast of light and dark” (Ikeda, 2005, p. ix). There are probably more conflict zones in the world right now than ever before; there has been a dramatic rise in economic disparities, distinctive cultures have been obliterated, weapons of mass destruction are continually spread, and famine, selfishness, and environmental degradation are endemic around the globe. Despite these negative trends, hope for a brighter future can lie within the hands of education.

In the year 2000, the United Nations Educational, Scientific and Cultural Organization Commission on Education for the 21st Century produced a report that summarized the mission of education in four key pillars: learning to know, learning to do, learning to be, and learning to live together. Current paradigms of education, however, are highly skewed in favour of the first pillar by focusing almost exclusively on knowledge acquisition (McKenzie, 2004a). This is clearly demonstrated with the narrowing of curriculums and the growing reliance on high-stake examinations and test scores as methods and measurements for education. In agreement with academics such as Malcolm McKenzie (2004a), I believe that the current ills of society—poverty, war, environmental degradation, global health pandemics---are the price being paid for the neglect of the other three pillars, which place greater emphasis on the elements of education that focus on promoting humanistic ideals and goals. This humanistic side of education is a moral teaching that can foster a sense of responsibility towards the planet, and an active concern and empathy towards others across the globe. It is with this in mind that I look towards the
concept of global citizenship, a term that has emerged in the late 1990s as a key strategic principle in education’s response to globalization (Schattle, 2009, Shultz, 2007).

**Global Citizenship**

Like it or not, each of us riding on this planet is affected by one another’s decisions and actions. We share a common destiny and, to an increasing extent, we share a common culture. Although most of us do not realize it, we are participants in a global society (Hahn, quoted in Schattle, 2009, p. 5).

The idea that we are participants in a global society is directly linked to the concept of global citizenship, a term being used with increasing frequency in both public and academic spheres as a growing number of schools from elementary to university levels claim to be fostering qualities of global citizenship within their students. Ironically, a clear articulation of the term is rare to find; instead, it seems quite accepted that the concept of global citizenship comes with many “shades of meaning” (Goodreau, Holland & Montemurro, 2004, p.14). This is well conveyed by Shultz (2007) whose article outlines three different approaches to global citizenship: the neo-liberal global citizen, whose primary aim is to increase transnational mobility of knowledge and skills; the radical global citizen, whose goal is to disrupt the structures that hold the dominant global capitalist system in place; and the transformationalist global citizen, who engages in social justice work to eradicate poverty, oppression and marginalization.

Although no widely accepted definition for the term exists, for purposes of this thesis, a common view of global citizenship is adopted that implies equipping young people with the knowledge, skills, values and attitudes required to respond to the increasing number of environmental, economic and social issues facing our world today (Davies, 2006; Goodreau et
While often viewed as idealistic, the belief is that fostering certain values deemed as ‘global’ (Reimers, 2006), ‘humane’ (Crabtree, 2008) or ‘common’ (Bok, 2002), is an effective approach to improving quality of life throughout the world. These values include, among others, empathy, global awareness, environmentalism, a commitment to social justice and equity, and a sense of efficacy that drives people to believe that they can make a difference. In addition to these values, citizenship implies taking an active role in addressing the global issues of our time (Davies, 2006). In other words, it implies an active commitment to engaging with global civil society. As stated by Ikeda (2005), “Only as a growing movement of people work to transform this bleak spiritual landscape will specific, concrete measures produce meaningful results at the international level (p. ix).

While numerous initiatives with the specific aim of inspiring young people to think and live as global citizens have been developed in several parts of Canada, supporters of global citizenship believe that schools, beginning at the primary level, should play a more vital role in preparing, “young people to be agents of change rather than just passive observers of world events” (Lim, 2008, p.1074). As stated by Abdi and Shultz (2008), “...we should not underestimate the role of education in instilling in the minds of people the core human rights values and the sanctity of a global citizenship ethic” (p. 3); however, like the definition of global citizenship (or lack thereof), no scholarly consensus has been reached regarding effective curricular methods for fostering global citizenship. This is largely due to the lack of assessment on whether various school methods are indeed fulfilling their stated goals. This thesis seeks to address this gap by exploring and comparing the effects of two methods currently being used to educate for global citizenship. These methods are 1) a school-wide approach to global citizenship

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1 For examples of global citizenship curricula beginning at primary school, see Evans & Reynolds (2004) and Oxfam (2006).
Curricular Methods to Global Citizenship

A School-Wide Approach

Many scholars argue that global citizenship strategies and values need to be embedded and mainstreamed within the school culture in order for them to deliver (Davies, 2006; Munck, 2010, Oxfam, 2003). In other words, strategies to achieve global citizenship must not simply act as ‘add-ons’ to a school’s curriculum, but instead must be entrenched within the ethos of the school. This idea, as explained by Karlberg (2010), is that if youth “grow up immersed in discourses of social justice and equality, of caring and compassion, of humanitarianism...then [they] are likely to perceive the world in those ways, to act accordingly, and to support and participate in corresponding social institutions” (p. 311). This approach, which can be deemed as ‘holistic’, is similar to popular character education approaches that have been in existence for hundreds of years. As described by Dr. Marvin Berkowitz, a leading specialist in character education, “Effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school” (as cited in Frye et al., 2002, p.2). The question then becomes: does attending a school that promotes a culture of global citizenship increase the likelihood of students becoming global citizens in their values and actions? For many, the answer is no.

International Education Experiences

According to Boulding (1990), students living in prosperous nations can learn and read about the issues of the world and study the data on its problems but are nonetheless disengaged from the magnitude of its pain and inequity. There needs to be an experiential linkage, a point where the two worlds collide, and several scholars have pointed to international education
experiences as essential breeding grounds for active global citizenship (Bellamy & Weinberg, 2006; Davies, 2006; Drake, 1987; Lewin, 2009; Zimmer-Loew, 1986). With that being said, it is not surprising that international education experiences have seen a rapid proliferation at the high school level (Crabtree, 2008; Lewin, 2009). From studying abroad, to participating in international service projects or conferences, the need for students to obtain exposure to different perspectives and practices of other cultures has been deemed essential for purposes of peace and prosperity in the current world order (Lewin, 2009). Michael Hays, the dean of faculty at Soka University of America, adds that international education experiences are crucial to preventing students from being “more or less constrained within what are essentially Western paradigms of psychological or social thought” (as cited in Schattle, 2008, p. 111). Seeing the world from multiple points of views and respecting the diversity of all cultures are crucial attributes of global citizens and ones that international education experiences appear to be successful in achieving. Some scholars even go as far as stating that international education experiences should be a must for all students (Clarke, 2004).

Not all scholars, however, agree with the necessity of travel to achieve global citizenship. As stated by Ikeda (1996): “Certainly, global citizenship is not determined merely by the number of languages one speaks, or the number of countries to which one has traveled. I have many friends who could be considered quite ordinary citizens, but who possess an inner nobility; who have never traveled beyond their native place, yet who are genuinely concerned for the peace and prosperity of the world” (p. 3). The question then becomes: is participation on an international education experience essential for the creation of global citizens?

Round Square: A Brief Introduction
A system of schools that incorporates both international education experiences and a school-wide approach to instil global citizenship qualities within their students is the Round Square schools. Round Square is an international association of over 80 secondary schools around the world that share a commitment, beyond academic excellence, to the individual development of each student. Of these 80 schools, twelve are located in Canada and the majority define themselves as independent.

In addition to a school-wide ethos that promotes global citizenship qualities of international understanding, democracy, environmentalism, leadership, and service, Round Square seeks to empower youth to become committed, responsible, global citizens through experiential programming. Originally inspired by the theories of experiential educator Kurt Hahn, who believed that ‘extra-curricular activities’ deserved ‘curricular value’, Round Square students have the option to participate in work projects, community service, conferences, adventuring, and exchange programs that often allow students to interact with a broader, global community. It is through these activities that Round Square seeks to “populate the world with people who will make a positive difference” (Addy as cited in Raley, 2004, p. 68); this ‘positive difference’ is believed to be the creation of students with attitudes and behaviours that reflect those of global citizens. In summary, all students that attend a Round Square school are subject to a school-wide approach to global citizenship and a fraction of those students also participate in global educational experiences.

**Purpose**

The purpose of this thesis is to explore and compare the effects of two curricular methods of global citizenship on recent high school graduates. Using Round Square as the case study, and
graduates from Canadian Round Square schools as the study population, this thesis seeks to comparatively examine the global citizenship qualities of graduates from Canadian Round Square schools 1) who have participated in international education experiences or 2) who have not. In order to measure global citizenship, this study applies an adapted version of Hartman’s (2008) quantitative survey instrument that uses three measures of global citizenship: global awareness, self-efficacy, and global civic engagement. These measures are often cited in the literature as key elements to global citizenship (Davies, 2006; Oxfam, 2006). A handful of open and closed ended questions were added to Hartman’s (2008) quantitative survey in order to gain greater insight into participants’ Round Square experiences.

Keeping in mind that Round Square schools utilize a school-wide approach to instilling global citizenship values in addition to optional international opportunities, this study seeks to determine if international education experiences are indeed an essential means to creating global citizenship, and therefore, if such opportunities must be made more accessible to all.

The Research Questions

The primary research questions guiding this research are:

1. Is participation in an international educational experience related to global citizenship characteristics to a greater extent than exposure to a school-wide approach to global citizenship?

2. Is Round Square successful in its goal of creating active global citizens?

Justification

As curriculums continue to narrow, school leaders must be reminded of the other three
goals of education: learning to do, learning to be, and learning to live together. Like the individuals involved in the creation of Round Square, I believe that the primary means of accountability for schools should extend beyond measurements of academic achievement based on formal examination results. Genuine success should be measured by the actions and attitudes of students; by what they do and what they are becoming. With that being said, it is my hope that this research will contribute to the very limited body of knowledge that examines the impact of global citizenship programs. In addition, although international education experiences have recently undergone a rapid growth in popularity, very few quantitative studies have taken place at the high school level that focus on the immediate and extended impact of international educational experiences on students’ attitudes and behaviours as global citizens (Wolfe, 2009). Also, studies on the way in which school experiences develop values and attitudes, especially in terms of effects sustained over time, are limited (Reimers, 2006). This thesis seeks to fill these gaps.

Furthermore, very few scholars have raised the serious issue about the high costs associated with international education experiences. If international education experiences are indeed found to be important factors in the creation of global citizens, than in agreement with McKenzie (2004b), “all humans should be given the opportunity to develop into global citizens,” not just those of an “exclusive class”. Additionally, despite Round Square’s substantial expansion in countries and schools with remarkably different structures and make-up, literature on Round Square is virtually non-existent. For this reason alone, Round Square deserves to be studied and understood, as it has the potential to act as a template for other schools who view the purpose of education to be beyond academic excellence. It is my hope that the Round Square model will provide educational leaders, teachers, and policy makers with an idea of how schools
truly can (and should) insert a moral education into their curriculum without compromising the academic success of students.

Finally, the research of this thesis is building on the work of Peter Tacy (2006) who examined the degree to which the attitudes of current Round Square students reflect those promoted by Round Square. His research revealed, to a highly significant degree, that individual students at Round Square schools ‘buy into’ the values that Round Square seeks to promote. These values include: compassion, international understanding, commitment to service, and environmental awareness; all of which are in alignment with global citizenship qualities. The next step, therefore, is to determine if these values are carried forward after graduation, and if they translate into practice. With the claim that “we are at a time when schools want to produce graduates who stand for the right things” (Widmer, as quoted in Tacy, 2006, p. 173) and Round Square being the proposed means to achieve said claim, the need for an impact assessment becomes more pressing.

A “Personal” Connection

Saint Augustine observed that to become educated without travel was like reading a book without ever turning a page. While this statement was made several centuries ago, it is certainly fitting for current times. Like many scholars, I believe that international education experiences are important breeding grounds for global citizenship (Davies, 2006). With more and more educators and policy makers believing in the value and necessity of teaching global citizenship, it is no surprise that international education opportunities are on the rise in Canada and elsewhere in the world (Lewin, 2009).

Is there a better tool for creating international understanding other than having students
live and learn with people from around the world? Is there a better way to create compassionate, active citizens in the West other than having them directly face the realities of the global majority? The words of Saint Augustine represent my deep passion, commitment, and belief in international education experiences. This passion stems from personal history and led to my interest in conducting this research.

Having participated in a month-long service project in Swaziland when I was a young teenager, a semester abroad in East Africa during my undergraduate studies, and a year-long internship in Guyana, my strongest connections to teachers and friends, to old and new ideas, and to myself have arisen from experiences beyond the ‘four walls’ of the classroom. These experiences provided me with an inner passion for challenging educational opportunities that extend beyond the classroom and beyond my ‘comfort zone’. For the past six years, I have had the opportunity to put my passion to practice: I have worked to design and implement a field school with McGill University that brings together Canadian and East African students to live and learn with one another. Through this work, I have witnessed the remarkable impact that such experiences can have on the future paths of students, with many of them choosing further studies, careers, or volunteer opportunities in the fields of international development, health, and education. Their paths are not only altered by their experiences, but their lives are enriched. I have witnessed the growing compassion of students and friends, with the desire to be positive contributors to the world. I am unapologetically idealistic that global education experiences can indeed change the face of humanity, and I hope that my research will shed light on this opinion.

In addition, in the year 2002, my high school, St.Clement’s School in Toronto, became a member of the Round Square program. Since gaining membership, I have watched the school transform its scope from local to national to international. The hallways are filled with pictures
of student’s experiences abroad. Assemblies are dedicated to learning about places traveled and lessons learned along the way. Exchange students are hosted and international aid projects provide a constant source of debate and enrichment for students. Although much of what St. Clement’s School did prior to 2002 meshed directly with the aims and goals of Round Square, it is evident that the Round Square program has worked to provide a constant global flavour within and outside of the school’s walls. A visit back to my high school was my first taste of Round Square and I have been fascinated ever since.

Conclusion

It is my belief that placing emphasis on the creation of global citizens within schools, whether through curricular or extracurricular activities has the potential to create social change at both the individual and collective level. This research reveals many aspects of global citizenship reflected through the attitudes and behaviours of former Round Square students, both through those who have participated in international education experiences and through those who have not.

In Chapter Two, I present a glimpse into the historical beginnings of Round Square and provide an in-depth look at its educational model. A review of Round Square in the literature is also provided. In Chapter Three, I present a detailed literature review of the relevant research, beginning with an exploration of arguments for and against the notion of global citizenship and conclude with a look at the limited research that examines the impact of initiatives designed to foster global citizenship. Chapter Four presents the mixed-methods methodology that guided my research during the stages of data collection and analysis.

Chapter Five presents the results of the quantitative survey that examined three measures
of global citizenship: global awareness, self-efficacy, and global civic engagement, as well as the results of the qualitative portion of the survey that examined the impact of Round Square on global citizenship. This is followed by an analysis of the findings, which outline the differences between Round Square graduates from Canadian Round Square schools 1) who have participated in international education experiences and 2) who have not. The data gathered provide enough initial information to discern that no significant differences in measures of global citizenship exist between the two study populations; however the transformational qualities of international education experiences cannot be overlooked. The final part of the thesis, Chapter Six, summarizes and discusses the main findings as well as implications of the research. Areas for future research are suggested.
Chapter Two

Round Square

In this chapter, I provide an overview of Round Square as one example of education for global citizenship in practice. A look at Round Square’s educational model, historical beginnings, and presence in the literature is presented.

Introduction

Several scholars have pointed to a current crisis in education. This crisis is that the majority of schools are failing to keep up with the challenges of globalization (De Caria, Garthson, Lettieri, O’Sullivan & Sicilia, 2004). According to Reimers (2006), “Globalization is one of the most important changes taking place in societies around the world today and yet it is unclear that schools have realigned their purposes to prepare students to be competent citizens in an age of globalization” (p. 278). Calls for new forms of education are emerging as schools are encouraged to produce graduates that are equipped with the values and attitudes of global citizens, qualities deemed as necessary to act upon global challenges and improve quality throughout the world. Round Square, a world-wide association of schools sharing unique and ambitious goals, recognized the need to educate for global citizenship well before the calls for new forms of education to meet the challenges of globalization.

Educational model

Round Square is a global network of over eighty like-minded schools that share goals that extend beyond academic excellence. Committed to new visions of quality in education, Round Square views the role of schools as extending beyond preparing young people for College and
University (Round Square, n.d.). According to Round Square, schools should prepare students for life by having them experience it directly. Based on the philosophies of German educator Kurt Hahn, Round Square believes that young people can become empowered and develop the skills and abilities to be the leaders and guardians of tomorrow's world if provided with the appropriate opportunities (Round Square, n.d.). Round Square schools are committed to providing these opportunities.

Through an experiential, holistic education system, Round Square schools “defy conventional expectations of schooling due to the core curriculum being invaded by extra-curricular activities” (Tacy, 2006, p. 17). Students participate in a variety of initiatives at various levels: from within individual schools, to activities between Round Square schools, often crossing national and international borders. These activities, which are given curricular value, are created, led and run by staff and students of Round Square schools. Initiatives include community service, conferences, adventuring, environmental projects, fundraising, creation of school clubs to increase awareness of global issues, exchange programs between member schools, and service projects; many of these activities take students half way around the world. Through these activities, as well as through a general school-wide ethos, Round Square seeks to promote its pillars or “six crucial aims” in order to empower youth and develop their abilities to become committed, responsible, and compassionate global citizens. Summed up by the word IDEALS, Round Square’s six pillars are:

- International understanding,
- Democracy,
- Environmental stewardship,
o Adventure,

o Leadership, and

o Service

In addition to school-led activities, each year Round Square organizes a handful of Round Square International Service (RSIS) projects. During these projects, which are high in demand, Round Square students from a multitude of backgrounds come together to complete a common goal. Examples of projects include building a classroom, establishing a clean water system, teaching computer classes, or developing a sustainable recycling program. In addition, Round Square organizes an annual conference that brings together representatives from each Round Square school. There, ideas are shared, future methods of collaboration are discussed, and topics of global importance are examined through the different perspectives of Round Square’s global schools.

Round Square schools also strive to highlight the six pillars through a school-wide ethos and through school-wide initiatives. Additionally, some schools also make efforts to promote the pillars through teaching across the curriculum. All these efforts combined help ensure that the Round Square ethos is an integral part to the education at Round Square schools.

It is important to acknowledge the privileged positions of Round Square schools to be able to pursue global citizenship ideals with “autonomy of mission and action” (Gow, 2008, p.60). As explained at the 2007 National Association of Independent Schools Global Education Summit, the independent nature of Round Square schools affords them “more space to think in terms of global challenges” (Robinson as cited in Gow, 2008, p. 64) than their government-funded counterparts.
The Inspiration: Kurt Hahn

Referred to as “one of the century’s most innovative and influential educators” (Flavin, 1996, p. xi), Kurt Hahn’s main educational innovations are not to be found in individual classrooms. Instead, they come in the form of principles and practices for the organization of the school, with the purpose of fostering character development among youth. Hahn believed that it was the role of schools to cultivate good character traits among youth and that these traits would develop by impelling youth into experience (James, 1980). He believed that experiences of adventure and service would help uncover deeper layers of the human personality as they provide opportunities for self-discovery and demonstrate that challenges and adversity could be overcome. Hahn believed that experiences teach youth “to lead responsibly, serve society with compassion, and see through the nationalistic enthusiasm” (Tacy, 2006, p. 41); he argued that the lack of these experiences blinded people in his own generation. These beliefs led Hahn to give training for leadership, service to others, and adventure “curricular” value within his schools.

Plus est en vous: there is more in you than you think, was the message Hahn wanted to send to youth (Stetson, n.d.).

Origins

On June 5th, 1966, a group of educators gathered in Salem, Germany to celebrate the 80th birthday of their mentor, Kurt Hahn (1886-1974). Inspired by the ‘pillars’ of Hahn’s educational philosophy that first came to life in two independent secondary schools, Salem (Germany, 1920) and Gordonstoun (Scotland, 1934), the representatives of the schools assembled that day in 1966 were determined to find a way to bind together the schools that were either founded or influenced by Hahn; they were determined to keep alive the “educational-humanitarian spirit”
that Hahn fostered with his educational initiatives (Miner & Boldt, 1981, p. 369).

This idea of creating a network of like-minded schools first came to life in 1954 when Jocelin Winthrop Young, a former student of Hahn and later the founder of Anavryta, a Hahnian school in Greece, witnessed a collaborative humanitarian act that brought together 120 students from Hahn’s three influenced schools: Salem, Gordonstoun and Anavryta (Young, 1992). Devastated by an earthquake only months earlier, the students gathered on the island of Cephalonia in Greece to help with the reconstruction of an elderly home. Young watched the removal of national prejudices as students from eight countries learned to understand each other’s differences as they co-operated in an act of service. Moreover, Young watched as the students gained “enrichment from their varied cultures and mentality” (Young, 1999). The seeds of a global perspective in education began to germinate as Young witnessed how the international contingent of students bonded and gained enrichment from their varied cultures and mentalities.

The students who participated in the Cephalonia work project described the experience as life-changing and a high point in their lives (Anderson, 2007). Seeing the potential of such service projects that stayed true to Hahn’s ideals, along with a keen determination by many of Hahn’s believers to keep alive the principles and practices of their mentor, in 1966, a plan was approved to create a permanent organization of like-minded schools and Round Square was born. While it was originally proposed to call this initiative the “Hahn Schools Conference”, Kurt Hahn refused to let his name be used as he believed it might later inhibit suitable schools with no affiliation with him from joining (Young, 1992). The name ‘Round Square’ derived from the distinctive building at Gordonstoun where, in 1967, the first conference of like-minded schools took place. Originally built in the 17th century as the estate ‘square’, the building had a circular
design. This anomaly led to the paradoxical name ‘Round Square’, which now represents an educational movement that has spread to over 80 independent schools around the world.

The “Pillars” of Round Square

While Kurt Hahn played an important role in the historical development of Round Square, this movement gained a breath of its own. Through his refusal to lend his name to the association of like-minded schools, Hahn freed the organization from using a specific model of practice: his model. For this reason, as Tacy (2006) cautions in his book on Round Square, “it is not appropriate to dwell on [Hahn’s] particular life and career too extensively” (p. 40). This position is further supported by noting that at present-day, the majority of Round Square member schools are “non-Hahn” schools that emerged in “nations where Hahn was of little influence or in fact was entirely unknown” (p. 47).

What binds these schools together, therefore, is not a single pedagogical template, rather it is “a commitment to shared ideals and objectives”, many of which, but not all, are indeed derived from Hahn’s educational philosophy (Tacy, 2006, p.47). These ‘pillars’, previously mentioned, form the foundation of Round Square and are considered “educational matters of essential importance by each of the participating schools” (p. 33). A further description of each pillar can be found in the Round Square brochure (see Appendix A).

In the effort to stay relevant, it is inevitable that with time new ideas and priorities will materialize within the Round Square community and will perhaps lead to the emergence of new ‘pillars’.

Expansion
Through local and global programming and activities, which are often in addition to the ‘core curriculum’ of each school, Round Square schools must demonstrate an active commitment to the IDEALS. In addition to this membership criterion, schools vying for Round Square membership must also articulate goals in place for further development of the IDEALS. These commitments challenge what secondary education can do as they require students “to rise to personal challenges, take on real responsibilities, and better the lives of others” (Tacy, 2006, p. 17). In short, these commitments help students discover that there is more in them than they think.

Since its inception in 1966, Round Square has grown from seven member schools in three nations to more than eighty schools in twenty-three nations on five continents. As of 2010, there are Round Square schools in the following countries: Australia, Bangladesh, Bermuda, Botswana, Canada, Colombia, Denmark, England, France, Germany, India, Japan, Jordan, Kenya, Oman, Peru, Scotland, Singapore, South Africa, Switzerland, Thailand, United Arab Emirates, and United States of America. The expansion of Round Square parallels what has been called a ‘movement in international education’; with a number of schools shifting their focus to include more global perspectives (Bunnell, 2007).

Round Square expansion can be attributed to two main factors. First, was concern for peace during the period that followed the end of the Second World War; this period was characterized by a huge spike in interest among educators to use schools as avenues to eliminate national prejudice and increase international understanding as a means to promote world peace. One can remember that the 1954 project in Cephalonia, Greece, where Young witnessed the removal of national prejudices as students from different nations co-operated in an act of service, took place during the height of the Cold War. There is little coincidence that all but one of
Round Square’s original member schools were found in Germany and Britain and that Round Square continued to grow as primarily European for a handful of years after that (Tacy, 2006). European independent schools were doing their part to create transnational relations as a contribution to prevent another war.

The second factor that led to the expansion of Round Square outside of Europe was, and continues to be, the intensification of communications that come along with globalization dynamics. As new technologies facilitate international communication, the desire for schools to create global citizens and promote international understanding has moved to the centre of the pedagogical debate (Brosnan, 2007). Amid the rise of a global consciousness, Round Square presents a reasonable option to help schools move away from a narrow, national curriculum, to one with a multi-national context. Its unique ideals help to prepare students of member schools to live in, understand, and provide leadership in the global environment of the 21st century. Through its global network of schools, Round Square has created a platform of international partnerships, where schools co-operate and influence each other and where good ideas are shared and often replicated around the world (Tacy, 2006).

According to the literature, the creation of school alliances represents a “fundamental paradigm shift seemingly occurring in education, at all levels, towards greater collaboration, partnerships and networking” (Bunnell, 2006, p. 160). As suggested by Ibrahim (2005) this desire for greater collaboration is being prompted by the recent resurgence of interest in educating for global citizenship, as collaboration among schools that share the same underlying educational philosophies allows for more freedom and opportunity to experiment and innovate in a curricular field that can only get richer though input from around the world.
Future

Referred to as, “one of the more distinct and interesting experiments in independent secondary education” (Brosnan, 2007, p. 129), what makes Round Square successful and unique is that it does not promote a specific model of practice. Rather, Round Square and its member schools are united by a set of common goals that inspire youth to “discover the world and make a difference” (Round Square, n.d.). How schools achieve these goals is left up to them; they can choose to act independently or they can choose to collaborate with other member schools under a shared philosophical umbrella. It is this flexibility in practice that has allowed Round Square to thrive and expand in countries and schools with remarkable “differences in structures and makeup” (Tacy, 2006, p.113). For this reason alone, Round Square deserves to be studied and understood as it has the potential to be used as a template by other schools in their quest to create global, educational alliances (Tacy, 2006).

Based on its past development and present vitality, it is possible to predict that the Round Square Movement will continue to grow, and according to the Round Square website, growth will be emphasized in areas that are currently unrepresented or under-represented in order to extend diversity. Perhaps Round Square’s expansion and growth is largely due to its relevancy, an idea suggested by Reimers (2006), who explains that international education produces engaged and interested students who are aware of the wider world and their place within it.

Literature on Round Square

Aside from a description on the websites of each of the Round Square member schools, Round Square is virtually absent in the literature. Unlike other educational initiatives inspired by Kurt Hahn, for example Outward Bound and The United World Colleges, Round Square rarely
gets more than a mention, if even that, in writings considering the impact of Hahn’s educational concept (see Codrington, 2006; Flavin, 1996; Röhrs, 1970). Possible reasons for this oversight are that Round Square represents “a transference of Hahn’s ideas” (Day, 1980, p. 3) and is an educational movement that has “gained a breath of its own” (Tacy, 2006). Round Square does, however, draw brief mention in the literature in reference to its international, idealistic, and alternative educational qualities.

Referred to as a unique program within the realm of independent education, the potentials of Round Square are recognized by noteworthy names involved in secondary independent education around the world (Bowles, 2010; Brosnan, 2007; McKenzie, 2004a; Tacy, 2006). Dr. Virachai Techavijit, the former advisor to the Prime Minister of Thailand and the founder of The Regent’s School (RS member school since 2001), revealed his belief in Round Square during a presentation at the University of Oxford where he stated that, “Round Square’s 6 pillar values, in my personal opinion, are the keys to solve Thailand’s social issues as well as the world’s global issues” (Techavijit, 2007, p. 16). Round Square involves a “new vision of quality education” (Brosnan, 2007, p. 130) with a goal “to populate the world with people who will make a positive difference” (Addy as cited in Raley, 2004, p. 73). Therefore, it is not surprising that Round Square has been labelled as “an ideological form” of education (Bunnell, 2007, 354). Round Square can be considered ideological as it makes explicit its moral and social objectives to improve quality throughout the world by fostering compassionate, responsible, global citizens.

Round Square and its member schools have also been classified as alternative schools (Mortlock, 2004; Sliwka, 2008). This is due to member schools’ resounding dedication to a holistic education that reaches into all facets of student life and to a philosophy that embraces experiential activities of service and adventure to foster personal development (Anderson, 2007).
The idea that educating for global citizenship “should embrace a holistic approach that allows students to better understand themselves” (Evans & Reynolds, 2004, p. 9), their emotions, and their relationships with the world in which they live is supported by much of the literature on global citizenship (Davies, 2006; Evans & Reynolds, 2004; Hahn, 1983). Additionally, the commitment of Round Square schools to community service has also been acknowledged (Brown, Meinhard, Ellis-Hale, Henderson, & Foster, 2007). Encouraging this commitment is a crucial aspect of Round Square’s dedication to creating global citizens as community service has been recognized as one of the most important strategies impacting students to become active global citizens (Davies, 2006; Munck, 2010).

While attention is paid to Round Square’s ‘visionary ideals’ and commitments to experiential education of service and adventure, the literature on Round Square also defines it as “a global education school system” (Anderson, 2007, p. 2), focusing on its unique structure, which fosters alliances between member schools and promotes collaborations in their experiential activities (Gow, 2008; McKenzie, 2004b; Raley, 2004; Ramler, 2002). These collaborations, which are criteria for membership, are believed to be crucial steps in promoting international understanding, a goal of global education, as they establish relationships among schools and students across national frontiers (Ramler, 2002). According to Ramler (2002), forming collaborations with schools in other countries is high on the agenda of principals of independent schools, and Round Square can be viewed as a model for this formation.

**Conclusion**

Round Square represents one example of how a group of schools is coming to grips with the changing nature of education in a globalized world. Through a school culture that promotes
compassion, international understanding, environmental stewardship, service and responsibility, as well as through an experiential education system that promotes local and global programming, with emphasis placed on international education experiences, Round Square seeks to foster global citizenship. This is a critical commitment with implications that may be viewed as ideological, as Round Square claims to instil attitudes and values within students that will result in positive contributions to the world; as its network of schools expands, so too will its impact.
Chapter Three

Conceptualizing Global Citizenship

In this chapter, I review the literature that informs my research. To better understand the concept of global citizenship, I first examine the plethora of arguments for and against the term. This is followed by a brief glimpse into the value of global citizenship education and an exploration of the three measures of global citizenship used in this study: global awareness, self-efficacy, and global civic engagement. These sections form the basis of the conceptual framework used to examine the impact of Round Square on the creation of global citizens. With a deeper understanding of the characteristics of a global citizen, I then review the limited research examining the impacts of initiatives designed to foster global citizenship.

Arguments For and Against Global Citizenship

Several controversies surround the term global citizenship. It has been suggested that “notions of global citizenship may be idealistic in the current context”, overstating the degree of cross-border cohesion and “representing aspirations for the future rather than present realities” (Mayo, Gaventa & Rooke, 2009, p.165). It has also been “argued that the notion of ‘global citizenship’ is simply a metaphor”, a term that cannot exist; “we cannot be citizens of the world in the way that we are of a country” (Davies, 2006, p. 5). Supporters of this school of thought (Bowden, 2003; Heater, 1999; Miller, 2000) state that the technical definition of citizenship implies membership to a particular nation and an allegiance to the rights and duties of that nation as determined by the government; therefore, “the benefits and obligations of citizens are inextricably linked to the citizen-state relationship” (Bowden, 2003, p. 352). As described by Heater (1999), this argument is deeply rooted in history and is unlikely to be challenged: “For
two hundred years citizenship and nationality have been political Siamese terms” (p. 95).

Additionally, some scholars argue that the existence of global citizenship requires some form of world state or world governance (Featherstone, 2002). According to this group of sceptics, the nation-state is the exclusive basis of political membership and allegiance, therefore, meaningful participation in politics can only occur at the local level. Without equivalent governing institutions at the global level, argues Bowden (2003), such as a world government with international laws that bind us together as citizens, global citizenship simply cannot exist. To add, Green (1987) states that the idea that a world government could endure side by side national governments is artificial. Heater (1990) takes the argument one step further by asserting that, “World government has neither reality nor expedition” (p. 229). In other words, the very notion of citizenship beyond the nation-state is rejected as neither possible nor desirable by its critics.

Countering these arguments, several scholars claim that the technical definition of citizenship as allegiance to a nation is too narrow and must be expanded upon for current times (Davies, Evans & Reid, 2005; Noddings, 200; Schattle, 2008). These current times, affected by the various political, social and economic processes of globalization, are disrupting the relationship between citizens and their state (Hudson & Slaughter, 2007). Local communities and nation states are becoming more diverse through global population movements and many citizens now have multiple loyalties and identities (Tanner, 2007). The singular notion of citizenship is being challenged. In addition, national boundaries are being blurred as the interdependence of nations increase. This is evidenced by the emergence of transnational structures and transnational institutions of governance such as the United Nations and the European Union. Such bodies continue to erode the strength of the nation state (O’Byrne, 2003).
According to Delanty (2007), global citizenship must be viewed as an additional dimension to national citizenship rather than as a threatening alternative, as the majority of global citizenship supporters do indeed recognize that the “state … is a reality [that] performs vital functions and therefore its preservation is in the interests of mankind” (Heater, 1990, p. 229). Rather than questioning the role of the nation state, supporters of global citizenship assert that as more and more people begin to identify as citizens of the world with duties and responsibilities that extend far beyond their nation, “…citizenship today needs to be more than national if it is to be meaningful” (Munck, 2010, p. 33). Additionally, although many advocates of global citizenship argue for it, O’Byrne (2003) and Parekh (2003) dispute the necessity of world governance as a requirement for global citizenship. O’Byrne (2003) argues persuasively that the idea of global citizenship should not be reduced to “institutional arrangements” (p. 292); rather, global citizenship should be looked at as a response to the growing consciousness of the interconnected nature of the world and the fact that responsibilities of citizens should extend beyond national borders. Parekh (2003) echoes these sentiments stating that the more meaningful and important sides of global citizenship move beyond talks of world governance and look towards the moral duties of citizens to humankind: “Since the conditions of life of our fellow human beings in distant parts of the world should be a matter of deep moral and political concern to us, our citizenship has an inescapable global dimension” (p. 12). In other words, the central concern and primary argument lying behind the idea and need for global citizenship refers to the moral obligations of humans being global in scope, extending beyond particular polities to the wider world. This moral dimension of global citizenship is the dimension that is most often emphasized by supporters of this field. It is also the dimension highlighted in this thesis.

Another critique of global citizenship surrounds the existence of ‘global’ or ‘universal’
values. These values underlie the concept of global citizenship and serve as the premise of what global citizenship education programs strive to teach. Critics suggest the impossibility of shared values that take all people into equal consideration, contending that values are relative to specific cultures and societies. The so-called global values that global citizens strive to impose, argues Bowden (2003), “advocate only Western liberal-democratic values at the expense of non-Western values” (p. 360). The imposition of global values, therefore, is an attempt to inoculate one particular culture on the rest of the world, leading to the destruction of cultures and ultimately to cultural imperialism (Bowden, 2003).

In opposition, according to Bok (2002), denying the existence of common values asserts that human beings share no purpose whatsoever. Bok (2002) maintains that common values that cross over societal borders may be limited but do exist and are indispensable to human coexistence, affecting interactions across all levels: family, community, national, and international (pp. 12-13). Additionally, Dower (2003) notes that the idea of universal values does not necessarily mean values that are “universally held” but values that “ought to be accepted” (p. 125). It would appear that the best approximation we have to these common values described by Bok (2002) and to the universal values described by Dower (2003) is represented by the Universal Declaration of Human Rights. These include, to name a few, that all human beings have the right to economic justice, legal equality, democratic participation, individual freedom of thought, opinion and expression, and that all human beings should act towards one another in a spirit of brotherhood, i.e., a promotion of global peace (see Appendix B for the full list of human rights as stated in the Universal Declaration of Human Rights). The idea that human rights should be adopted as the universal values for global citizenship programs is supported by many scholars including Starkey & Osler (2000, 2001), Ibrahim (2005), and Reimers (2006) who
asserts that human rights “provide clear guidance with regard to standards of fairness, the rights of individuals and with regard to accepting and addressing difference among individuals and cultural groups” (p. 280). These are the rights that education for global citizenship should reflect.

Unfortunately, critiques against global citizenship gain further momentum due to the lack of an agreed upon definition of what constitutes a global citizen. While this thesis adopts a common definition that a global citizen is someone who is equipped with the knowledge, skills, values and attitudes required to respond to the increasing number of environmental, economic and social issues facing our world today (Davies, 2006; Goodreau, Holland & Montemurro, 2004; Oxfam, 2006), one cannot help but wonder if the global citizenship movement could be strengthened if the term became more widely understood under a single definition. In addition, the various lists of knowledge, skills, values and attitudes proposed by educators, scholars, NGOs and international organizations differ to some extent both in content and in character. An example is provided in Table 3.1, which displays two different conceptions of global citizenship. One conception is defined by Oxfam (2006) in a widely referenced guide to global citizenship, and the other by Betts (2003) the Director of the Principals’ Training Centre for International School Leadership.
Table 3.1
Comparing Two Different Approaches to Global Citizenship

<table>
<thead>
<tr>
<th>According to Oxfam (2006), the key elements of a global citizen are:</th>
<th>According to Betts (2003), the key elements of a global citizen are:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding:</strong></td>
<td><strong>Understanding and knowledge:</strong></td>
</tr>
<tr>
<td>- Social justice and equity</td>
<td>- That the world is interconnected</td>
</tr>
<tr>
<td>- Diversity</td>
<td>- How the world works economically, politically, socially, spiritually, environmentally;</td>
</tr>
<tr>
<td>- Globalization and interdependence</td>
<td>- That a global ethic is essential to developing and sustaining equity and justice;</td>
</tr>
<tr>
<td>- Sustainable development</td>
<td>- That humanity is one.</td>
</tr>
<tr>
<td>- Peace and conflict</td>
<td></td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td><strong>Skills:</strong></td>
</tr>
<tr>
<td>- Critical thinking</td>
<td>- The process of consultation;</td>
</tr>
<tr>
<td>- Ability to argue effectively</td>
<td>- Team problem-solving;</td>
</tr>
<tr>
<td>- Ability to challenge injustice and inequalities</td>
<td>- Service to others;</td>
</tr>
<tr>
<td>- Respect for people and things</td>
<td>- The ability to challenge injustice and inequality;</td>
</tr>
<tr>
<td>- Co-operation and conflict resolution</td>
<td>- Mediation and negotiation;</td>
</tr>
<tr>
<td></td>
<td>- The ability to innovate;</td>
</tr>
<tr>
<td></td>
<td>- The ability to think and plan with complex systems as the backdrop;</td>
</tr>
<tr>
<td></td>
<td>- The ability to see an issue from several perspectives.</td>
</tr>
<tr>
<td><strong>Values and attitudes:</strong></td>
<td><strong>Attitudes and values:</strong></td>
</tr>
<tr>
<td>- Sense of identity and self-esteem</td>
<td>- Is empathetic,</td>
</tr>
<tr>
<td>- Empathy</td>
<td>- Acts ethically,</td>
</tr>
<tr>
<td>- Commitment to social justice and equity</td>
<td>- Is outraged by social injustice,</td>
</tr>
<tr>
<td>- Value and respect for diversity</td>
<td>- Is willing to make some sacrifice for the common good</td>
</tr>
<tr>
<td>- Concern for the environment and commitment to sustainable development</td>
<td>- Is willing to ACT to improve the world</td>
</tr>
<tr>
<td>- Belief that people can make a difference</td>
<td></td>
</tr>
</tbody>
</table>
While many ideas are similar, varying only in the choice of words, a couple of differences are evident. Oxfam’s conception emphasizes the importance of the environment and sustainable development and also notes the value of qualities such as self-esteem and a sense of identity. While Betts’ fails to explicitly mention either of those items, she does greatly emphasize the active component of a global citizen, i.e., someone who is willing to act to improve the world and someone who acts ethically. This active side of global citizenship is crucial and is a characteristic that differentiates global citizenship education from global education (Davies, 2006).

Regardless of the differences in the conceptions of global citizenship, Davies (2006) notes that a reasonable consensus is growing regarding the listings of the knowledge, skills, and values that characterize this field. Additionally, according to Schattle (2009), the majority of scholars and public alike appear to be content with an idea of what constitutes a global citizen rather than a precise definition. This view is embraced by researchers at the Ontario Institute of Studies in Education who point out that a lack of a single definition provides people with a range of viable options to embrace, thus opening a space to envision themselves as agents of change in their areas of interest (Goodreau, Holland & Montemurro, 2004). Davies (2006) adds that in spite of the fact that global citizenship is an abstract term with a plethora of definitions, the concept has grown into a highly valuable curricular area. This leads one to question if a concrete definition of global citizenship is needed or if a global citizen can broadly be defined as someone who recognizes their responsibilities as a citizen of the world and works towards the common good of all (Lewin, 2009).
While several books and articles have been published arguing for and against the concept of global citizenship, the literature reveals an increasingly large number of people subscribing to the concept. The common explanation given for this “social phenomenon” (Dower, 2003, p. 12) is that in the last 30 years, the negative effects of globalization have been realized. With this has come growing pressure to find solutions to global problems; there is, therefore, a larger role for individuals to play in both national and global societies to interfere with and improve global affairs (Ikeda, 2005). In this respect, the concept of global citizenship is being looked upon as the pragmatic response to addressing “the most pressing problems of our time” (Lewin, 2009, p. xxii), as global citizens (whether they define themselves as such or not) are those elicited to respond to, and create solutions for, global problems (O’Byrne, 2003). With that being said, even though a monolithic definition does not exist, and despite the differences in opinions as to what knowledge, skills and values a global citizen should possess, there is a growing consensus among educational leaders about the vital role schools can play in educating for global citizenship (Davies, 2006). As described by a team of educators, “In a world characterized by rapid global change, it is our mutual educational advantage to provide our teachers and students with the knowledge, skills and values to understand the magnitude of global problems- and to work constructively towards a better future for the humanity of the world” (De Caria, Garthson, Lettieri, O’Sullivan & Sicilia, 2004, p. 168). Argued by Oxfam, “the values and attitudes of young people will shape the kind of world in which we will live” (as cited in Ibrahim, 2010, p. 181).

As explained by Tanner (2007), conceptions of citizen education have changed over the years. Past conceptions focused on education about citizenship (e.g., constitutional history,
political institutions) with the goal of producing politically literate citizens. Today, citizenship education has expanded to focus on education for citizenship, “emphasizing the need to nurture active citizens with a commitment to certain value positions and the ability to act as autonomous, critically reflective individuals who participate in political debate and campaign actively for change where they deem it appropriate” (p. 151). Educating for global citizenship is about laying the ethical foundations within youth to further the cause of human happiness and peace (Ikeda, 1996). It is about enabling young people to learn about and act upon their responsibilities to humanity and the world (Ibrahim, 2005), and about coupling educational practice with larger societal goals (Reimers, 2006) in order to produce students who are well equipped to meet the challenges they will confront now and in the future (Oxfam, 2006). These challenges include the growing inequalities in the distribution of income, access to health care, education, and technology. They include the challenges of global warming and the growing appetite for fossil fuels. Finding solutions to these social, political and environmental problems calls for educating global citizens to positively impact the course of humanity and the world; stated powerfully by Audrey Osler (2002):

We live in an increasingly interdependent world, where the actions of ordinary citizens are likely to have an impact on others’ lives across the globe. In turn, our lives, our jobs, the food we eat and the development of our communities are being influenced by global developments. It is important that young people are informed about the world in which they live and are provided with the skills to enable them to be active citizens and to understand how they can shape their own futures and make a difference. Education for living together in an interdependent world is not an optional extra, but an essential foundation (Osler as cited in Evans & Reynolds, 2004, p.7).

It is important to acknowledge that supporters of global citizenship do not view education
for global citizenship as a quick fix to societal problems that have been exacerbated by globalization. Rather, education for global citizenship has been acknowledged as perhaps the slowest means to social change, but the only effective one (Ikeda, 1996). It is also important to reiterate what was previously stated in Chapter One and what serves as exploration grounds for this thesis: that no scholarly consensus has been reached regarding effective curricular methods for educating for global citizenship. While this thesis explores and compares the effects of two popular and highly advocated curricular methods for global citizenship, a school-wide approach and international education experiences, the literature reveals that schools around the world are subscribing to a wide-range of approaches.

In *The Practices of Global Citizenship*, Schattle (2008) explores how seven different schools in North America have embarked on global citizenship education. Examples include mandatory second-language education, letter and e-mail writing to partner schools across the world, study abroad, and the implementation of the International Baccalaureate diploma, which like Round Square, takes a holistic approach to encouraging “an understanding and appreciation of other cultures, languages, and points of view” (International Baccalaureate Organization, n.d.). Scholars at the Ontario Institute of Studies in Education have also designed a resource for teachers outlining several classroom and school-wide practices to educate for global citizenship from the primary to high school level (Evans & Reynolds, 2004). Activities include a discussion on human rights, debates on global issues, a school-wide symposium, and studying the work of NGOs.

Despite the numerous challenges and controversies surrounding global citizenship, the important observation, notes Hartman (2008), is that calls for global citizenship and education for its cause are increasing, diversifying and becoming more insistent. Additionally, he explains,
although there are considerable practical and conceptual challenges to clarifying and applying the concept, there is still substantial interest in advancing the cause. It is with this in mind that I now explore the three dimensions of global citizenship used in this study to compare the effects of two curricular approaches to global citizenship.

Dimensions of Global Citizenship

The concept of global citizenship involves both inward and outward dimensions. Inward dimensions include a sense of self-efficacy and a commitment to the common good of all; whereas outward dimensions include awareness of how the world works and actions to improve the world and to stand up against injustices. These overarching themes or dimensions of global citizenship are consistently mentioned in the literature, resonating among academics, educators, and non-governmental organizations whose definitions of global citizenship are far from uniform. These themes can be categorized under three headings: global awareness, self-efficacy, and global civic engagement; and are used as the measures for global citizenship in this study.

Global Awareness

For many scholars, important attributes of a global citizen are an outward awareness of the wider world and an inner awareness of one’s role in that world as a global citizen (Oxfam, 2006; Schattle, 2008). According to the literature, global awareness refers to a growing understanding of the interconnectedness of our everyday lives with others throughout the world (Evans & Reynolds, 2004). It refers to having the knowledge and understanding of the history, origins and patterns of global issues (Case, 1997) or in other words an understanding of how the world works (Oxfam, 2006). It entails personal qualities such as “understanding complex issues from multiple vantage points, recognizing sources of global interdependence and a ‘shared fate’
that implicates humanity and all life on the planet” (Schattle, 2009, p. 10). It is believed that with global awareness comes an understanding of our moral duties and obligations to humans all over the world and a greater willingness “to act to make the world a more equitable and sustainable place” (Oxfam, 2006, p.3).

**Self-Efficacy**

According to the literature, a crucial attribute of global citizens is the belief that they can make a difference, or more specifically, a belief in their capabilities to make a positive difference on global issues. This notion is referred to as self-efficacy and educators for global citizenship strive to instil self-confidence (Mayo et al., 2009) and self-esteem (Oxfam, 2006) and to provide students with opportunities to realize that they can “be agents of change rather than passive observers of world events” (Lim, 2008, p.1074). According to Kuchirka and Taylor (2004), making students aware that they can make a difference is crucial “in reinforcing the on-going theme of the power of one” that is so critical in education for global citizenship (p. 176). Instilling a strong sense of self-efficacy creates more effective and active volunteers, community representatives and activists (Mayo et al, 2009).

**Global Civic Engagement**

One of the most widely noted, and arguably, most important characteristic of a global citizen has to do with action (Davies, 2006; Lim, 2008). According to Ibrahim (2005), a global citizen is more than someone who understands the nature of the world’s problems; a global citizen is someone who takes an active role in addressing them. As international forces increasingly exacerbate global problems, and as states, individually and collectively, fail to adequately protect the common good (Dower, 2003), new opportunities and spaces are being created by citizens to unite at international and regional levels to combat issues affecting them all.
(Mayo et al., 2009). These new spaces comprise the global civil society, “a sector of world society that stands up to the administrative power of the state” (Lewin, 2009, p. xix), and are made up of the growing number of voluntary organizations, advocacy groups, community associations, religious groups, and social movements; where citizens actively engage with society, stand up to injustices, and take increasing responsibility for the health and welfare of themselves, of others and of the world. Global civic engagement is therefore understood as “demonstrated action and/or predisposition toward recognizing local, state, national and global community issues and responding through actions such as volunteerism, political activism and community participation” (Ogden, 2010, p. 33).

**Impacts**

In comparison to the unprecedented growth in popularity of global citizenship, numerous scholars have pointed to the paucity of research examining the impact of various aspects of schooling devoted to the development of active, global citizens (Davies, 2006; Hartman, 2008; Wolfe, 2009). This gap in research can likely be explained by the lack of a widely accepted definition of what it means to be a global citizen. Without a definition, educators, administrators, and researchers alike face tremendous challenges assessing programs designed to promote global citizenship. Additionally, scholars have noted the challenges of studies that seek to reveal the ‘impacts’ of programs, deeming them as “imperfect endeavours” (Wolfe, 2009, p. 139) due to the “difficulty...to attribute the perceived effect to the actual programme” (Davies, 2006, p. 22). Despite these challenges, an exploration of the literature on global citizenship reveals that impact studies investigating global citizenship qualities, although limited, particularly at the high school level, have increased in recent years.
International Education Experiences and Global Citizenship

As previously mentioned, opportunities to participate in international education experiences such as studying abroad and service projects are increasing within the formal school sector as more and more schools are utilizing these activities as methods to educate for global citizenship (Crabtree, 2008; Lewin, 2009). As such, a handful of recent studies have been devoted to documenting the outcomes and experiences of participants. While a very limited number of these studies are directly devoted to assessing global citizenship as a whole, however it is defined by the researcher, several studies explore outcomes that can be placed under the global citizenship umbrella.

In Ogden’s (2010) review of over fifty studies investigating the outcomes of study abroad, the author notes four outcomes related to global citizenship. These outcomes include world-mindedness/global-mindedness, global competence, global perspectives, and intercultural competence; where intercultural competence is defined as “the abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different” (Fantini & Tirmizi, 2007, p. 12); and global competence is defined as “having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment” (Hunter, 2004, p. 101). According to Ogden (2010), it is possible for someone to possess any of these qualities without being a global citizen; however, it is theoretically impossible to be a global citizen without possessing aspects of each quality (p. 35). For this reason, Ogden classifies these outcomes as “minor components of the larger idea of global citizenship” (Ogden, 2010, p. 35).

Shifting now to outcomes of international service projects, a recent review that
summarized over 100 studies of international service identified five outcomes related to global citizenship (Sherraden, McBride, & Lough, 2008). These outcomes include a heightened self-efficacy, increased intercultural competence, enhanced global awareness, future civic engagement, and “a heightened sense of responsibility for improving the common good worldwide” (p. 410). Just like the outcome studies of study abroad, the majority of studies within the international service literature measured minor components of global citizenship as opposed to global citizenship as a whole. Two recent exceptions are provided by Jorgenson (2009) and Donahue (2009) who attempt to understand or measure the global citizenship of students who have returned from international education experiences.

Jorgenson’s (2009) dissertation qualitatively explores the experiences and reflections of six Canadian university students who participated in a 3-month long international volunteer project in Thailand. Without providing a definition, participants were asked if their experiences abroad helped them identify as global citizens. For some, the answer was yes, stating that their time abroad helped them understand that they are global citizens who have the capacity to act and make a difference. For others, their encounters with cultural differences caused them to struggle with their own identities as well as their identities as global citizens. The study concludes that while experiences abroad provide important learning “opportunities to interrogate, negotiate and develop an understanding of and exercise global citizenship” (p. 140); students must be well prepared and properly educated to understand and comprehend differences that they will be exposed to while attempting to act as global citizens in developing countries. This leads one to question if students who participate in Round Square international activities are well prepared for the experiences that they will encounter.

Donahue (2009) also provides a snapshot into the experiences of 18 university students
who participated in study-abroad programs offered to promote global citizenship. One purpose of her research was to compare the duration of study abroad programs (3-8 weeks vs. one semester vs. one year) with increases in global citizenship, defined as increases in global awareness and ability to transform awareness into action (p. 125). According to participant interviews, Donahue noted that the global awareness of the majority of study-abroad participants increased as a result of their time abroad, with participants becoming more aware of injustices and suffering throughout the world, as well as gaining a greater understanding of cultural similarities and differences. These observations were noted regardless of differences in study abroad duration, which bodes well for students who participate in Round Square experiences which tend to last for only a few weeks. In both Donahue’s and Jorgenson’s studies, several quotations from participant interviews are provided to support analysis of the transformational qualities of international education experiences and to provide evidence of the increases in global citizenship values as a result of students’ experiences abroad.

Like the majority of studies examined by Ogden (2010) and Sherraden et al. (2008), the studies by Jorgenson (2010) and Donahue (2009) are qualitative in nature; therefore, are often anecdotal, providing quotations, impressions, or reflections about participants’ experiences, and often suggesting experiences that are profound, important and often transformational. While valuable, qualitative studies that focus on reflections, quotations or explorations of participant experiences can be limiting in demonstrating precise outcomes of activities designed to instil qualities of global citizenship. In addition, qualitative studies do not allow for measurable learning. In recent years, a handful of notable efforts have been made to operationalize the term ‘global citizenship’ so that impacts of programs dedicated to its development can be measured. Two studies that created statistically reliable and valid scales in order to measure global
citizenship are those by Ogden (2010) and Hartman (2008).

Noting that there are “no instruments to reliably assess the extent to which international educational experiences...lead to gains in global citizenship” (Ogden, 2010, p. 75), Ogden (2010) created a global citizenship scale using three dimensions of global citizenship which he felt converge most readily in global citizenship discourse: social responsibility, global competence and global civic engagement. Making similar observations regarding the need to assess global citizenship educational efforts, Hartman’s (2008) scale utilized the global citizenship dimensions of global awareness, self-efficacy and global civic engagement. Using a quasi-experimental design that employed a non-equivalent control group, Ogden (2010) discovered that students who participate in study abroad programs during their university careers showed significantly higher pre-test and post-test mean scores for global citizenship than students who do not have this experience. However, Hartman’s (2008) study, which also utilized pre-test and post-test measures, incorporated open-ended responses in combination with the global citizenship scale in order to determine if global citizenship curriculum at the university level in combination with an international service project enhances students global citizenship to a greater extent than participation in an international service project alone. According to the findings, exposure to a global citizenship curriculum enhances global citizenship “to an extent unparalleled by exposure to global service” alone (Hartman, 2008, p. 147). These results are similar to observations made Jorgenson (2008) regarding the need for proper global citizenship education prior to participating in international education experiences.

It is important to note that while international education experiences are growing as tools to educate for global citizenship, such opportunities are only enjoyed by a small fraction of students in secondary education. One explanation can be the costs involved. Although expensive,
statistics are showing, however, that the economic background of students participating in such experiences is widening (Lewin, 2009), indicating that such opportunities are becoming more accessible. Additionally, studies have pointed to the small numbers of minority students participating in international education experiences. Minority in this case refers to “racially and ethnically underrepresented population subgroups” (Lewin, 2009, p.343). According to these studies, international education experiences appear to be enjoyed more often by white, upper class students (see Lewin, 2009).

_School-Wide Approach and Global Citizenship_

Aside from international education experiences, another method used to foster global citizenship is entrenching global citizenship values within the ethos of a school. According to the literature, the success of any global citizenship program “is directly proportional to the way a school can successfully define a school-wide global curriculum plan and global school projects” (De Caria et al., 2004, p. 158). This observation is supported by research, which explains that the greater the exposure a student has to a given topic, the more likely they are to apply learning in a meaningful way (Marzano, Pickering, & Pollack, 2001).

While a school-wide approach to global citizenship is supported by several scholars within the field of global citizenship (Davies, 2006; Munck, 2010, Oxfam, 2003), “whole school efforts that integrate extracurricular and classroom activities, and link school management, teachers, parents and children in a sustained global citizenship curriculum, are very rare” (Mundy, 2007, p. 12). With that being said, impact studies examining school-wide approaches to global citizenship are virtually non-existent. One study, however, that can help shed light on this approach examined the UNESCO Associated Schools or ASPnet: Associated Schools Project Network (Davies, Harber & Schweisfurth, 2002).
ASPnet is a group of over 9000 educational institutions worldwide, ranging from preschools to teacher training institutions, that utilize a school-wide approach to promoting UNESCO ideals of peace and democracy, human rights, sustainable development and intercultural understanding, defined as a deepened knowledge, understanding of, and respect for other cultures (UNESCO, n.d.). This group of schools is similar to Round Square schools, as ASPnet creates a network of schools devoted to similar values, where students engage in school-wide activities designed to promote these values. According to the study (Davies et al., 2002), researchers noted that ASPnet had significant impacts not only on most schools, but also in the schools’ communities, as students were encouraged to take on a more active role in the community. Noted school-wide impacts included positive school climate, intercultural understanding, and wide-spread student awareness about peace and human rights, values that ASPnet schools seek to promote through a school-wide ethos. Using this study to inform my research, it would appear as though schools that utilize a school-wide approach to promote specific values are effective, and therefore, Round Square schools are on the right track to promoting global citizenship.

The literature also revealed individual classroom efforts to support the fostering of global citizenship, mainly in the form of human rights education in schools. As previously mentioned, human rights are commonly adopted as the values promoted by global citizenship programs. According to Dower (2003), this is justifiable as, “Whatever else a global citizen is, a global citizen is the bearer of human rights” (p. 24), as they protect human rights and protest about human rights violations. Therefore, it is not surprising to find studies that examine the impact of human rights curricula on global citizenship (Levin-Goldberg, 2008; Suarez, 2006). One such study examined an eighth grade class that incorporated eight weeks of human rights education
into a traditional social studies class (Levin-Goldberg, 2008). Through the use of pre-tests and post-tests, results revealed significant increases in students’ global citizenship qualities of empathy towards others and civic engagement (p. 110). Another study that explored the spread of human rights education in Latin America and the Caribbean suggested that growing interest in human rights education has come hand in hand with interests to promote global citizenship qualities (Suarez, 2006).

Studies such as these are important as not all schools have the capacity to instil school-wide efforts to promote global citizenship. According to Lim (2008), lack of time, resources and adequate training for school leaders are considerable inhibitors to instilling global citizenship programs. While not ideal, Lim argues that for many schools, the only feasible approach to global citizenship is to “consider situating traditional subjects in the context of global citizenship” (p.1074). While this thesis tells the story of Round Square and its member schools, it also recognizes the privileged positions of these schools to be able to pursue global citizenship ideals with “an autonomy of mission and action” (Gow, 2008, p.60). In the words of Robinson (2008), independent schools have “more space to think in terms of global challenges” than their public school counterparts (Robinson as cited in Gow, 2008, p. 2).

Round Square and Global Citizenship

In late 2004 and early 2005, Peter Tacy, a Round Square graduate and long-time supporter of Round Square, conducted one of the only inquiries on Round Square in order to assess the degree to which students endorse attitudes and values that reflect Round Square’s fundamental objectives (Tacy, 2006). The study revealed, to a highly significant degree, that individual students at Round Square schools ‘buy into’ the values that Round Square seeks to promote. These values, as described in the previous chapter, include compassion, commitment to
service and protection of the environment. Tacy (2006) also concludes that RS must place great emphasis on expanding its international service projects - noting that Round Square students who participate in international service projects undergo the “the most powerfully transformative experience” (2006, p.143).

In order to add to the literature on methods for global citizenship education, this study seeks to expand on Tacy (2006)’s work and to understand if the two methods used by Round Square to instill global citizenship values are equally effective. Given that it cannot be assumed that there is a positive correlation between the values learned in schools and whether these values are applied in later years, this study also seeks to shed light on whether or not Round Square values are carried forward after graduation. Finally, using a global citizenship scale rather than Round Square objectives as a measure to determine effectiveness allows for this study to be replicated by other institutions who also seek to promote global citizenship.

**Conclusion: Filling the Gaps**

As described in the previous chapter, Round Square is virtually absent in the literature. For this reason alone, Round Square deserves to be studied and understood as it has the potential to be used as a template by other schools who view the purpose of education to be beyond academic excellence. Additionally, as the literature revealed there have been very few studies at the high school level that assess the impact of global citizenship programs, especially studies that utilize a mixed-method approach and studies that examine school-wide approaches to global citizenship. This inquiry seeks to address these gaps and contribute to the minimal literature on methods for educating for global citizenship.

As more and more schools are recognizing their role in preparing students to become
“competent citizens in an age of globalization” (Reimers, 2006, p. 277), impact studies are crucial in order to understand if schools are actually achieving what they profess.
Chapter Four

Methodology

The purpose of this chapter is to describe the methodology and research design of the study. Although several scholars have noted the challenges of studies that seek to reveal the ‘impacts’ of programs (Davies, 2006; Wolfe, 2009), it is my belief that merely starting the data-gathering process would be of significant benefit to the learning process of assessing impacts of global citizenship programming. In order to do so, a mixed methods approach was used that employed an anonymous, web-based survey to gather data from Round Square alumni about their global citizenship qualities. To facilitate reading, this chapter is divided into the following sections: 1) research questions 2) mixed methods paradigm, 3) study population, 4) recruitment and ethical concerns 5) survey instrument, and 6) data analysis.

Research Questions

This study builds on the literature of global citizenship and education for global citizenship by exploring whether international education experiences are essential means to creating global citizens, and thereby global awareness, global efficacy and global civic engagement; and whether Round Square is successful in its goal of creating global citizens. The following two primary research questions guided the research:

1. Is participation in an international educational experience related to global citizenship characteristics to a greater extent than exposure to a school-wide approach to global citizenship?

2. Is Round Square successful in its goal of creating active global citizens?
Mixed Methods Paradigm

In order to best answer the research questions, a mixed methods research design was used. Although researchers have been collecting both quantitative and qualitative data for many years, combining the two forms of data into one research design and methodology is a relatively new approach to research (Creswell & Clark, 2007). Mixed methods studies are based upon the premise that epistemological and methodological pluralism should be promoted in educational research and that the research question should be what drives the choice of method. Mixed methods researchers assert that combining both qualitative and quantitative research into a single study brings together the differing strengths and non-overlapping weaknesses of both approaches, producing results that are frequently superior than if only one methodological approach was used (Onwuegbuzie & Leech, 2005). This philosophy, often referred to as ‘pragmatism’, states that “what works is what is useful and should be used regardless of any philosophical assumptions, paradigmatic assumptions, or any other type of assumptions” (Johnson, n.d., p.1). Additionally, the convergence and corroboration of results from both quantitative and qualitative data that investigate the same phenomenon can minimize sources of invalidity and can produce stronger evidence for research conclusions. This is the principle of triangulation (Greene, Caracelli, & Graham, 1989).

This study used a mixed method, web-based survey that employed both quantitative and qualitative questions; both forms of data were analyzed, and both quantitative and qualitative interpretations were made. According to Creswell & Clark (2007), surveys that include both closed-ended and open-ended questions are examples of mixed methods research. The decision to use a mixed methods approach was based on the literature, which revealed the rare use of mixed methods approaches when examining the impact of programs designed to foster qualities
of global citizens.

Study Population

The population of the study is student alumni who graduated from Canadian based Round Square schools. Of the twelve schools that fit this description, six agreed to take part in the study.

In order for alumni to be eligible to participate in the study, three criteria had to be met:

a. Participants must be alumni from one of the twelve Canadian-based Round Square schools
b. Participants must have attended a Round Square school for at least one full academic year before graduation
c. Participants must be recent Round Square alumni up to a maximum of 15 years

Recruitment and Ethical Concerns

A series of steps was taken in order to recruit participants and ethical concerns were considered at each stage of the research process. University of Toronto approved the research following ethical review, and upon this approval, the initial stages of data collection began. First, administrative consent was received from Round Square in order to conduct this research (see Appendix C). An e-mail was then sent with an attached letter to the Head of School at each of the twelve Canadian-based Round Square schools asking for their willingness to assist with the research (see Appendix D). They were informed that the identities of participating schools would remain anonymous. If they agreed to participate, they were then asked to forward an e-mail script through a listserv/alumni database to recent graduates of the last 15 years. This e-mail script explained the purpose of the research and included a project invitation with a link to a web-based survey, the primary method of data collection used in this research. Some schools requested to send the survey link through their alumni e-newsletters. This was permitted.
The project invitation to recent graduates outlined ethical issues including their voluntary participation, their ability to withdraw from the survey at any time, and a reassurance of anonymity (See Appendix E). In addition, the invitation made clear that no identifiable information would be gathered. In addition, the survey had a built-in consent mechanism that restated the ethical issues previously outlined in the project invitation informing participants that they would remain anonymous, that no personal information would be collected, and that they could withdraw from the study at any time.

The survey was created using Survey Wizard, the online survey generator of University of Toronto’s Ontario Institute of Studies in Education. The survey was made available for one month, from November 1, 2010 to December 1, 2010. A total of 185 surveys were collected from Round Square alumni who graduated between the years 1995-2010, with a mean graduation year of 2005 (s.d. = 4.17 years). Response rate could not be calculated as the amount of alumni invited to participate in the survey was unknown. Not all surveys were filled out entirely and missing data is accounted for in the data analysis (see Chapter 5).

Survey Instrument

As previously mentioned, this study employed an anonymous web-based survey composed of both closed-ended and open-ended questions. The quantitative, closed-ended data collected was used to determine the global citizenship qualities of participants, thereby, their global awareness, global efficacy and global civic engagement; whereas the qualitative, open ended data collected allowed for the validation of the quantitative data and for the voices of participants to be heard about their Round Square experiences. The use of both types of data increased the quality of responses as well as the validity of the research through triangulation.
Reasons for Use

The use of an online survey is justified for several reasons. Firstly, because Round Square graduates are distributed all over Canada, and potentially all over the world, an online survey provides the easiest and quickest method of contact. This is supported by Van Selm and Jankowski (2006) who write that “Online surveys are particularly attractive…when the population under study is distributed across a large geographic region” (p.438). Secondly, the use of an online survey is appropriate for this study as a large number of potential respondents are required, funds are limited, and time constraints are associated with the research (Sue & Ritter, 2007). Finally, it is assumed that the majority of respondents will be college or university students who nearly all have access to e-mail (Schaefer & Dillman 1998). Additionally, research indicates that online surveys get longer and more complete responses for open-ended questions when compared to mail surveys (Schaefer & Dillman, 1998; Sue & Ritter, 2007).

Sampling

Because the link to the web-based survey was sent (through e-mail) or made available (through alumni e-newsletters) to all recent alumni of participating schools, the sampling technique used was non-probability, voluntary sampling. This type of sampling limited the nature of the research to exploratory, allowing only for descriptions to be made about the sample. Inferences and generalizations about the underlying population could not be made.

Variables of Interest

Participation on a Round Square international education experience is the dichotomous independent variable. Of the 185 completed surveys, 136 were completed by Round Square alumni who participated in Round Square international education experiences and 49 were completed by Round Square alumni who did not. The type of Round Square international
education activity that the 136 students participated on was further broken down. The dependent variables of the study are the three dimensions of global citizenship employed in this study: global awareness; self-efficacy; global civic engagement. In addition, a series of demographic questions were used to gather data to describe respondents in order to compare the characteristics of the sample; no identifiable information was gathered. Demographic questions included:

- Number of years after graduation
- Household family income while attending a Round Square school

For purposes of this study, *international* was defined as outside of North America.

*Measure*

In order to measure global citizenship, this study applied an adapted version of a quantitative survey created by Hartman (2008). Hartman’s Global Citizenship Survey includes three scales to measure global citizenship: the Global Awareness and Efficacy Scale, the Global Civic Engagement Scale, and the Adaptability Scale. Only the first two scales were used for purposes of this study and the internal consistency of each scale was determined for the original instrument. The Global Awareness and Efficacy scale had a Cronbach alpha of 0.83 and the Global Civic Engagement Scale had a Cronbach alpha of 0.81. These alpha coefficients suggest that the items of each scale have relatively high internal consistency.

Hartman’s Global Awareness and Efficacy Scale consists of the following five items:

- I identify with being part of a global community
- I understand how actions in my local community may affect others around the world
- I am aware of actions I can take to improve the global community
- I feel I have the ability to make a difference in the global community
• I find ways to make a positive difference in the global community

Hartman’s Global Civic Engagement Scale consists of the following seven items after the prompt: “How often do you/How often do you plan to:”

• Attend community meetings, celebrations, or activities
• Join organizations that support issues that are important to you
• Write or e-mail newspapers or organizations to voice your views on an issue
• Stay updated on international news
• Vote
• Learn as much as possible about candidates or ballot questions before voting
• Discuss international issues with family members or friends

A five-point Likert scale is used for responses in both scales.

In addition to the closed-ended questions of the global citizenship scales, demographic and open-ended questions created a survey with a total of 26 questions (see Appendix F for the complete survey). The length of the survey was kept as short as possible in order to increase response rates and prevent respondents from quitting in the middle of the survey.

Data Analysis

Demographic data (i.e., number of years after graduation, household family income) were reported using descriptive statistics. Analysis of the closed-ended questions in the Global Awareness and Efficacy scale and the Global Civic Engagement scale were performed with SPSS 17.0 and focused on exploring the extent to which the two major subgroups being studied differed on these scales. The analysis involved a number of steps. First, descriptive statistics were computed for each question in the two groups. Then, reliability analyses were performed to
investigate whether Global Awareness and Efficacy and Global Civic Engagement scale scores can be computed from each set of questions. The index of internal consistency (Cronbach’s alpha) was used in these analyses. Cronbach’s alpha greater than .70 was used as a criterion for reliable scale scores (Nunnally, 1978). Independent-sample t-tests were then used to determine if the two major subgroups groups varied significantly on the two scales.

Open-ended questions examined respondents’ opinions regarding whether or not Round Square impacted their global citizenship qualities of global awareness, self-efficacy, and global civic engagement. Responses from open-ended questions were also used to validate quantitative data. Analysis of open-ended questions or written responses began after the first survey was received. This process of iterative qualitative data analysis (Wellington, 2000) is premised on the belief that analyzing data is not a discrete phase at the end of the research design; rather it is a process of continuous meaning making, moving to greater levels of specificity as more surveys are analyzed. Common themes were identified within the responses.

Limitations to Methodology

An immediate concern in the study was that graduates who responded to the survey were those who already had a high opinion of Round Square. Thus the argument could be made that there was a degree of selection bias in the survey sample. The use of an online survey also introduces validity concerns related to respondent self-selection. While self-selection bias is a common issue with any research method, it was countered in this study by getting responses from a large enough sample from the two comparative groups. Additionally, due to the sampling technique utilized- not-probability, voluntary sampling- this study is limited to being exploratory in nature, where descriptions can be made about the sample but conclusions cannot be made
about the underlying population.
Chapter Five

Data Analysis

The purpose of this chapter is to present the findings of the study which utilized a mixed-methods survey to explore and compare the effects of two curricular methods used to foster global citizenship qualities: international education experiences and a school-wide approach to global citizenship. Using Round Square (RS) as the case study, and graduates from Canadian RS schools as the study population, this thesis seeks to comparatively examine the global citizenship qualities of graduates from Canadian RS schools 1) who have participated in international education experiences or 2) who have not. Keeping in mind that all Round Square schools utilize a school-wide approach to global citizenship, in addition to optional international opportunities, this study seeks to determine if international education experiences are essential to fostering qualities of global citizens. Additionally, this study seeks to understand if Round Square is successful in its goal of creating active, global citizens.

This chapter begins with a demographic description and comparison of the two main subgroups of the study. This is followed by a quantitative and qualitative analysis of the findings as they relate to the two research questions.

Demographic Description

A total of 185 graduates from Canadian Round Square schools participated in this study. The majority (67.6%) graduated from high school in the last 5 years (2005-2010), and fifty-three percent came from families with total household incomes during their high school years of over $100,000 (53%). Total household income was unavailable for 27% of respondents as they selected either “did not know” or “prefer not to say”. Of the 185 respondents, 136 (73.5%)
participated in RS international activities and 49 (26.5%) did not; these are the two major subgroups of the study. This distribution appears to emphasize what RS schools are recognized for, their international education activities and more so than the school-wide ethos that RS strives to instil. This sentiment is further expanded upon later in this chapter. Figure 5.1 illustrates the breakdown of the RS international activities on which the 136 respondents participated. As evidenced, some students who participated on a Round Square international activity participated on more than one.

![Figure 5.1](image)

*Figure 5.1* Round Square international activities on which respondents (n=136) participated.

As previously stated, the majority of respondents came from families with total household incomes of over $100,000. Table 5.1 illustrates total household income compared by subgroups.
Table 5.1

*Total Household Income by Subgroups*

<table>
<thead>
<tr>
<th>Participation on a Round Square international education experience?</th>
<th>Household income over $100,000 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (N=136)</td>
<td>52.2</td>
</tr>
<tr>
<td>No (N=49)</td>
<td>55.1</td>
</tr>
</tbody>
</table>

Evidenced by the table, total household income does not *appear* to be the limiting (or deciding) factor as to whether or not students participate in Round Square international activities; however, qualitative data reveals otherwise. Additionally, as the majority of Round Square schools are independent in nature, high total household incomes are not surprising.

*Research Question #1*

Is participation in an international educational experience related to global citizenship characteristics to a greater extent than exposure to a school-wide approach to global citizenship?

In order to answer the first research question and measure global citizenship, this study applied two scales created by Hartman (2008): the Global Awareness and Efficacy Scale and the Global Civic Engagement Scale. As previously noted, global awareness, self-efficacy and global civic engagement are three measures of global citizenship that are often cited in the literature. Both scales use Likert scale responses; descriptive statistics are provided for each question in each scale in order to compare responses between the two major subgroups of the study: graduates from Canadian Round Square schools 1) who have participated in a Round Square international education experience or 2) who have not. This is followed by reliability analyses performed to investigate whether Global Awareness and Efficacy and Global Civic Engagement...
scale scores can be computed from each set of questions. Independent sample t-tests were then used to determine if the two major subgroups groups varied significantly on the two scales.

**Descriptive Statistics**

The following two tables, Table 5.2 and Table 5.3, provide descriptive statistics comparing the responses of the two major subgroups of the study on the two scales: the Global Awareness and Efficacy Scale and the Global Civic Engagement Scale. Question numbers in both tables reflect question numbers on the survey. The majority of questions were not answered by all participants and the number of missing values for each question is noted.

**Table 5.2**

*Valid Percent Responses for Global Awareness and Efficacy Scale Questions Compared by Subgroups*

<table>
<thead>
<tr>
<th></th>
<th>Participants on a Round Square International Education Experience (N=136)</th>
<th></th>
<th>Non participants on a Round Square International Education Experience (N=49)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q#</td>
<td>strongly agree</td>
<td>agree</td>
<td>neither agree nor disagree</td>
<td>disagree</td>
</tr>
<tr>
<td>Q7</td>
<td>131</td>
<td>50.4%</td>
<td>44.3%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Q8</td>
<td>131</td>
<td>46.6%</td>
<td>42.7%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Q9</td>
<td>131</td>
<td>42.0%</td>
<td>47.3%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Q11</td>
<td>109</td>
<td>33.0%</td>
<td>51.4%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Q12</td>
<td>109</td>
<td>23.9%</td>
<td>42.2%</td>
<td>23.9%</td>
</tr>
</tbody>
</table>
Table 5.3

Valid Percent Responses for Global Civic Engagement Scale Questions Compared by Subgroups

<table>
<thead>
<tr>
<th>Q#</th>
<th>Participants on a Round Square International Education Experience (N=136)</th>
<th>Non participants on a Round Square International Education Experience (N=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>always</td>
</tr>
<tr>
<td>Q14</td>
<td>104</td>
<td>29.0%</td>
</tr>
<tr>
<td>Q15</td>
<td>102</td>
<td>11.8%</td>
</tr>
<tr>
<td>Q16</td>
<td>104</td>
<td>4.8%</td>
</tr>
<tr>
<td>Q17</td>
<td>103</td>
<td>39.8%</td>
</tr>
<tr>
<td>Q18</td>
<td>104</td>
<td>49.0%</td>
</tr>
<tr>
<td>Q19</td>
<td>104</td>
<td>27.9%</td>
</tr>
<tr>
<td>Q20</td>
<td>104</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

As can be seen from both Table 5.2 and Table 5.3, the distribution of responses is similar in the two subgroups. In Table 5.2, the majority of participants either agree or strongly agree to most statements and in Table 5.3, the majority of participants respond to most statements as ‘sometimes’ to ‘always’.

Reliability Analyses

In order to determine if scale scores can be used to compare global citizenship qualities between the two major subgroups of the study, reliability analyses were conducted using the index of internal consistency, Cronbach’s alpha. Table 5.4 displays the Cronbach alpha for each subgroup for each scale. Missing values for these analyses, indicated by the N total versus N valid, were handled through listwise deletion, where entire cases (or subjects) were removed if there was a missing value on any of the variables needed to compute the Cronbach alpha analyses.
Table 5.4

Cronbach alpha Scale Scores

<table>
<thead>
<tr>
<th>Participation on a RS International activity?</th>
<th>n</th>
<th>Cronbach alpha</th>
<th>n</th>
<th>Cronbach alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (N=136)</td>
<td>109</td>
<td>0.791</td>
<td>101</td>
<td>0.748</td>
</tr>
<tr>
<td>No (N=49)</td>
<td>46</td>
<td>0.840</td>
<td>40</td>
<td>0.793</td>
</tr>
</tbody>
</table>

According to Nunnally (1978), a Cronbach alpha of 0.7 is an acceptable reliability coefficient and 0.7 was used as the criteria for reliable scale scores in this study. As evidenced by Table 5.4, each scale for each subgroup had a Cronbach alpha greater than 0.7, indicating that Global Awareness and Efficacy scale scores and Global Civic Engagement scale scores can be used to compare global citizenship qualities between respondents that participated in Round Square international activities and respondents that did not.

Descriptive Statistics of Scale Scores

Based on the items of each scale (Global Awareness and Efficacy items: Q7, Q8, Q9, Q11, Q12; Global Civic Engagement items: Q14, Q15, Q16, Q17, Q18, Q19, Q20), a summary index was computed for each respondent across these items by calculating an average value across the item responses. Table 5.5 summarizes the means and standard deviations of each scale, for the total population and for each subgroup.
Table 5.5

Means and Standard Deviations for Scale Scores across Subgroups

<table>
<thead>
<tr>
<th>Participation on a RS International project?</th>
<th>Global Awareness and Efficacy Scale</th>
<th>Global Civic Engagement Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Yes (N=136)</td>
<td>131</td>
<td>4.21</td>
</tr>
<tr>
<td>No (N=49)</td>
<td>49</td>
<td>4.10</td>
</tr>
</tbody>
</table>

For these calculations, missing values were handled through listwise deletion. When compared to the highest possible mean score of 5 for the Global Awareness and Efficacy Scale and 5 for the Global Civic Engagement Scale, Table 5.5 reveals that mean scores for both subgroups in both scales are high. This indicates that the 185 graduates from Canadian Round Square schools that responded to the survey scored high in the global citizenship measures used in this study.

Independent Samples T-test

Independent-samples t-tests were conducted to evaluate the hypothesis that alumni for Canadian Round Square schools who participated on a Round Square international education experience express higher global citizenship qualities than Round Square alumni who do not. This hypothesis was tested for both scales used in this study to measure global citizenship.

For the Global Awareness and Efficacy Scale, the test was insignificant with \( t(178)= -1.019, \ p > .05 \), suggesting that the global awareness and efficacy scores for RS alumni who participated on an international activity (\( M=4.21, \ SD=0.59 \)) and RS alumni who did not (\( M=4.11, \ SD=0.63 \)) on average were the same for both study groups. The 95% confidence interval for the difference between the means of the two study populations ranged from -.30 to 0.10. The eta square index indicated that only 3% of the variance of scale scores was accounted for by whether the alumni participated on a RS international activity or not. This is a small effect.
size.

For the Global Civic Engagement Scale, the test was also insignificant with \( t(142)=1.060, p>.05 \), revealing that the global civic engagement levels for alumni who participated on an international activity (\( M=3.51, SD=0.62 \)) and RS alumni who did not (\( M=3.63, SD=0.60 \)) were on average the same for both study groups. The 95% confidence interval for the difference between the means of the two study populations ranged from -0.11 to 0.35. The eta square index indicated that only 4% of the variance of scale scores was accounted for by whether alumni participated on a RS international activity or not. This is also a small effect size.

**Conclusion to Research Question #1**

With these analyses, the hypothesis is rejected for both scales, indicating that respondents who participated on a RS international education activity do not express higher levels of the global citizenship measures of global awareness, self-efficacy and global civic engagement than respondents who did not travel abroad with Round Square. Both study groups did however have high scale scores, indicating a study population with high global citizenship measures. With these high scores, it is possible to suggest that global citizenship qualities carry forward after graduation. Further investigation is required.

Despite these results, however, it is interesting to note that 56.9% of respondents who travelled abroad with RS and 35.9% of respondents who did not indicated that they believed that international education experiences are *essential* to becoming a global citizen (see Table 5.6; missing values are dealt with through pairwise deletion).
**Table 5.6**

*International Education Experiences as Essential for Global Citizenship*

<table>
<thead>
<tr>
<th>Participation on a RS International activity?</th>
<th>Yes (N=136)</th>
<th>No (N=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Yes (%)</td>
</tr>
<tr>
<td>Yes</td>
<td>102</td>
<td>56.9%</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>35.9%</td>
</tr>
</tbody>
</table>

According to the results of the quantitative portion of the survey, however, as long as a school infuses global citizenship qualities throughout the culture of the school, a school-wide approach can be as effective a method to global citizenship as international education experiences.

**Research Question #2**

Is Round Square successful in its goal of creating active global citizens?

In order to answer the second research question, a handful of open-ended questions were used to gather qualitative data with responses that were naturally more subjective, relating participants’ experiences and perspectives about Round Square and global citizenship. Keeping in mind that the results of the first research question revealed that the participants of this study had high levels of global citizenship, the aim of the open-ended questions was to provide insight into participants’ beliefs as to whether or not, how, and why Round Square contributed to their global citizenship. Of the 185 respondents who participated in the survey, 118 (64%) answered most of the open-ended questions.

This section is broken down into the three measures of global citizenship used in the study: global awareness, global efficacy, and global civic engagement. While Hartman’s (2008) Global
Awareness and Efficacy Scale combined the measures of global awareness with efficacy. Questions in the qualitative portion of this study sought to separate these two measures. The decision to examine responses related to each measure allowed for the strengths and weaknesses of Round Square’s quest for global citizenship to come through. The measures were further explored by responses provided by participants who took part in a RS international education experience and those who did not. The section concludes by examining global citizenship as a whole in addition to two other themes that emerged from the responses.

**Global Awareness**

Global awareness refers to understanding the interconnected nature of the world and having the knowledge and understanding of global problems (Case, 1997; Evans & Reynolds, 2004). According to the majority of respondents, Round Square succeeded in helping them become more globally aware. Almost all respondents that participated in a Round Square international experience felt as though RS increased their global awareness. Most attributed this increase to their experiences abroad, stating that such experiences provided exposure to different cultures, ideas, and world views and thus were profound learning experiences. A common opinion shared by many regarded a realization of the interconnected nature of the world. The following two responses help summarize these points:

- **I am more aware of global issues as a result of being involved in Round Square...in that I was exposed to more ideas, cultures and global issues. Having the opportunity to meet individuals from all over the world and hear their point of view, as well as the words of lecturers at the international conference, was eye opening and influential on me as a person.**

- **[Round Square] taught me to understand differences and to respect and appreciate different ways of life. I think it was important and eye opening to meet people from all over the world. Just the ability to travel outside North America with people from**
various backgrounds is a learning experience in the differences of opinion, as well as the similarities that bind us. The location where you travel to is also a learning experience to see how people in a different country live and what their most pressing issues are.

While many respondents who traveled abroad with RS attributed their increased awareness to meeting people of different backgrounds, others pointed to the exposure their experiences abroad provided to the realities of the majority world. Comments surrounded the injustices of the world, particularly when it came to poverty and the unequal access to education and resources like clean water. Here, students reflect about their experience on RS international service projects:

- **Visiting and working in India** opened my eyes to issues of poverty, discrimination, and injustice in the global context. Since my experience over 10 years ago, these issues have remained a key component of what motivates my work and personal life.

- **I travelled to the Dominican Republic in Spring 2008.** I believe that I became more globally aware because it exposed me to the reality of poverty and the experiences of other people’s lives who have a culture very different from my own. There’s a difference between reading about a way of life and then experiencing it. I believe that Round Square made this difference for me a reality and it’s a trip that I value very highly in my life experiences so far.

- **I believe that my participation in a Round Square Service Project has made me more globally aware.** First of all, it was a chance for a young high school student with limited exposure to "go out and see the world"; it wasn’t just another vacation. It was also a very humbling experience in that I saw many people less fortunate than I yet the people I saw were truly happy and content in a way that I had never seen in people from my country. Perhaps the event that left the deepest impression was when we were in a bus traveling down a road. On one side were large mansions with tall
gates; there was even a large hotel resort. Yet on the other side of the road were small huts made of banana tree leaves and pieces of old, corrugated steel. Never before had I seen such a dramatic display of the extremes of wealth and poverty. It’s one thing to understand the concept of wealth and poverty; it’s quite another to see the extremes side by side in front of your eyes.

When it came to respondents who did not travel abroad with Round Square, a high proportion also felt as though their global awareness increased. Many attributed this increased awareness to the multicultural nature of their school, as RS schools are encouraged to welcome students from all nationalities; and from meeting/hosting visiting exchange students from other Round Square schools. According to these respondents, exposure to various cultures allowed for different opinions and views to infiltrate their school walls, creating rich learning opportunities. Additionally, many felt that their global awareness increased simply from hearing about the experiences of students who did travel abroad:

- **Though I didn’t personally participate in any Round Square projects, it was very much a focus at my school. From special assemblies dedicated to Round Square, to student presentations about their excursions, I was always felt very well informed about international issues. Problems in places like Kenya or Thailand (which would have felt like a completely different world away) became very real and we were all given the opportunity to contribute.**

- **The Round Square program brought global issues within our school walls on a more personal level. As someone who was never fortunate enough to participate on a Round Square trip, I was still able to speak with those who were and gain from their experiences. It is one thing to hear about global issues around the world, but when you can speak to someone who has witnessed these issues it increases global awareness.**

In addition, several respondents who did not participate on a RS international experience
attributed their increased awareness to school-wide initiatives. Some mentioned initiatives included: Buy Nothing Day, 30 Hour Famine, Earth Day, AIDS awareness activities, and Vow of Silence – a day to promote children’s rights. One respondent also reflected on how Round Square values infiltrated the curriculum:

- My global awareness definitely increased. Even though I never went on a Round Square trip, the global experience was definitely stressed in my education. Teachers at my school encouraged us to think of the big picture, not just in terms of our very sheltered private-school lives. My grade 11 world issues class, taught by the incoming head of Round Square at our school was the more profound part of my high school education. I did a project on the Rwandan Genocide, and we inspired to be a more passionate global citizen and to stand up for what I think is right.

Self-Efficacy

For a global citizen, self-efficacy refers to one’s belief that they can make a positive difference on global issues (Lim, 2008; Mayo et al., 2009; Oxfam, 2006). Opinions regarding whether or not Round Square impacted respondents’ self-efficacy were more varied than the highly positive opinions regarding Round Square’s impact on global awareness. Regardless, a greater part of both subgroups felt as though RS increased their self-efficacy.

A high majority of respondents who participated in Round Square international education experiences felt as though Round Square increased their self-efficacy. Similar to global awareness, an increase in self-efficacy was mainly attributed to their encounters and experiences abroad during a RS educational activity. The following are only some of the many responses that highlighted this point:

- ...there is a huge difference between reading about an issue, such as poverty or underdevelopment or lack of education, and experiencing it firsthand. My
experience with Round Square made this difference for me. I strongly believe that this experience helped me become a global citizen and deepened my interest in the world on both a local and global level. Today I have the confidence that I can change the world for the better.

- The community I worked in and the people I worked with really made an impact on my own outlook on life. While I was there to help these people in multiple rural villages, I think that they helped me equally but in a very different way. From working alongside them I found myself able to achieve great things - from building a physical school to my own self confidence, building relationships with people despite language barriers and the value of teamwork. These skills have strengthened the belief in myself to achieve great things in life.

- I think that one can see the change they are making if they do a service trip. A conference, on the other hand, is more about the theories behind changing the world, instead of the act. I think both lead to self-efficacy, as one either sees how building a school makes a difference, or one learns how they can make a difference at home though learning and fundraising and implementing ideas.

- I certainly believe my sense of self-efficacy has increased as a result of Round Square. To me it served as a motivator. To see people my age, from all different backgrounds and socioeconomic situations being active in, not only their local community but also their global community showed that I too could make a positive difference.

Despite Round Square’s quest for all students to believe that there is more in them than they think, not all participants who travelled abroad with Round Square felt this way. A handful doubted the power of individual actions:

- My personal belief is that the contributions that can be made by any given person are minor, provided this person is not a member of the extreme elite of society. For example, while one person can have an effect on a single person’s or a community's
life, they cannot have a large affect on global issues the same way the Canadian government or Bill Gates could.

- I feel that I am insignificant in the greater global community and it would be hard for me to make any sort of difference to the world...Even [on service projects] I would not feel that I am helping the "global community" all that much. My opinion of this has not changed since my school joined the Round Square program.

Others who travelled abroad with RS were critical about the structure of Round Square and its ability to foster this type of growth. This sentiment is well summarized by the following comment:

- Round Square still imparts on students the feeling that they are only one of many, only capable of doing what has been organized by others...[Round Square is] too institutionalized/organized by adults to impart self-efficacy on students.

For respondents who did not travel abroad with RS, a small majority felt as though RS increased their self-efficacy, with others feeling as though RS had little to no impact on their self-efficacy. Similar to global awareness, a few in this subgroup attributed their increased self-efficacy to hearing about the RS international activities in which their peers participated, while others pointed to the general atmosphere that the RS program created within their school:

- I believe that Round Square has increased my self-efficacy just from seeing the improvements made in third world countries by my peers.

- I think knowing yourself, your abilities and having confidence is the key. If you have a safe caring environment to try and also to be allowed to fail and pick yourself up, you will have a real sense of your capability. This is what the Round Square school I attended gave me.

- I felt that my schooling made me feel like I could do anything and make any changes I set my mind to in the global community...The Round Square program
definitely made me feel like I could make changes in the world. I wish more people adopted the ideals and way of thinking that Round Square inspires.

Unlike these sentiments, however, several in this subgroup felt that Round Square had very little to no impact on their self-efficacy. In fact, one respondent noted that RS instils a false sense of self-efficacy:

- I don't think [Round Square] particularly influenced my sense of self-efficacy...If anything, true awareness of many global issues may indicate that your individual actions may not be as effective as you once thought they might. I don't think this was the message Round Square was trying to send, but for me personally, it seemed to possibly instil a false sense of “I can change the world” in some students. This is not a result of any particular facet of the program, rather the result of global awareness programs to begin with.

**Global Civic Engagement**

Global civic engagement refers to participating in the community at a range of levels, from the local to the global, through actions such as volunteerism, political activism, and community participation (Ogden, 2010). Although almost all respondents noted that they were civically engaged, only a handful in each subgroup directly attributed their civic engagement to Round Square. Rather, several other factors were credited for “sparking” respondents’ desires to be civically engaged. Such factors included: family influences, their upbringing, high school classes like World Issues, high school programming like the Duke of Edinburgh program and Model UN, and finally the values or atmosphere promoted by their high school. This was particularly the case for respondents who did not travel abroad with Round Square.

For respondents who did travel abroad with Round Square, quite a few stated that their already fostered sense of “civic responsibility”, caused by the factors mentioned above, was what
prompted them to “seek out” RS activities and not vice versa. This point was nicely summarized by one participant:

- *I believe the willingness to participate in Round Square requires one to be civically engaged in the first place. However, this is not to say that one won’t become more civically engaged after participating in Round Square.*

Therefore, although RS was not often credited as the factor that made participants civically engaged, respondents who travelled abroad with RS certainly noted that their experiences with RS increased their interests in civic engagement. A few examples are provided here:

- *I have always been a civically engaged individual since I was a child. I gave a speech at a citizenship ceremony in Grade 3. It was these interests that led me to pursue Round Square. Round Square further solidified my need to be engaged in social issues.*

- *I believe Round Square increased my civic engagement. I have met people who do not have the option to vote in their country due to many factors such as distance to polling stations, etc. It has made me appreciate my right to vote.*

- *Round Square increased my global civic engagement. I love to volunteer and am currently volunteering for an issue that I find quite interesting and important in today’s society (I am working with youths with Autism). Going to a Round Square school, the school always encouraged students to partake in community service and leadership activities and I have continues this beyond high school.*

In addition to these highlighted comments, several other respondents, particularly those that travelled abroad with RS, took the time to write about the local and global volunteer work that they pursued after high school or are currently pursuing, often stating that their continued desire to volunteer was furthered as a result of Round Square. Once again, this suggests that RS values
carry forward after graduation. Additionally, throughout the study it became apparent that participants most often defined their civic engagement in terms of volunteerism and community participation, rather than in terms of political activism. As explained by one participant:

- *I would say Round Square definitely helped me become more civically engaged...however, I think that my global civic engagement has broadened in some ways but not in others.*

Here the participant is referring to the fact that Round Square increased his/her desire to volunteer and participate in the community, but not his/her desire to become politically active.

When it came to respondents who did not travel abroad with Round Square; almost all stated that RS had little or no impact on their civic engagement. Comments like the ones below were widespread:

- *I do not believe my increased civic engagement has anything to with Round Square. I’m not sure it had enough of an impact on me in high school for me to be able to attribute my level of civic engagement to it.*

- *I don’t think the Round Square program had a direct impact on my civic engagement...while I am active and engaged, it is not as a result of the Round Square presence.*

While atypical, it is important to acknowledge that a few respondents in this subgroup felt differently about RS’s influence on their civic engagement. Here is one example:

- *I believe that I am one of the few of our generation that can carry on intelligent conversations about the world. The only other people I know who can partake in these conversations are my colleagues from Round Square schools... I was shocked when I discovered the closed-mindedness of the general population when I went off to University. People often don't care about anything outside their own tiny realm of existence. Round Square taught me that that is not the right way to live.*
Summary of Global Citizenship

Despite some exceptions, the open-ended questions revealed that Round Square successfully contributed to the global awareness and self-efficacy of the majority of respondents in both subgroups. When it came to civic engagement, however, it was apparent that Round Square’s influence was greater on the subgroup of participants that traveled abroad with Round Square than on the subgroup who did not. With that being said, in all three measures it was clearly evident that respondents who participated in a RS international education experience were much more greatly affected by RS than respondents who did not. Not only were their responses in greater depth, but a higher proportion of respondents who travelled abroad took the time to respond to the open-ended questions indicating that they felt more strongly about sharing their opinions about Round Square. Additionally, many of their responses indicated the profound impact that their international experiences with Round Square have had on their lives; from affecting their educational paths and career choices, to instilling a passion for volunteering and travel. This suggests that a positive correlation exists between the values learned in high school and the values applied in later years. Below are just a few of the many examples from participants who traveled abroad with RS:

- I went on an International Service Trip to India, it greatly affected the person I have become. As a direct result of that experience I have become interested in Volunteer Vacations (travelling abroad for 1-2 weeks to do community service while travelling). The trip also sparked an interest in international law and human rights, which is something I am currently pursuing in Education...I can’t tell you how much [my] trip to India affected my life and who I am today. I do not think I would be nearly as globally aware or interested in helping had I not gone on that trip.
• Absolutely Round Square helped me become a global citizen. Not only was I given a chance to see the world, but Round Square was the first time that I realized just how impoverished certain parts of the world were. It is because of Round Square that I want to work for Doctors without Borders when I am older. I specifically want to return to India, which was my first Round Square trip was to.

• I saw the poverty in sub-Saharan Africa, saw the ability to be ecologically sustainable in Costa Rica, learned how to interact with people from many countries at conferences. Now pursuing an undergraduate degree in environmental policy and sustainable development and plan to complete post grad work internationally that focuses on global environmental change.

• My Round Square service project inspired my passion for international development. As a result I got heavily involved in Engineers Without Borders at university and went back to Botswana (where I had gone for my service project) and lived there for four months last year. I continue to work for EWB national office and try to raise awareness of international issues.

Life changing comments similar to these were rare, almost non-existent for respondents who did not participate on a RS international experience. Rather, more than a few of them stated that Round Square did not impact their global citizenship in any way because they were not a part of the program. Responses like the ones below were widespread among the subgroup that did not travel abroad:

• I was not a participant in Round Square. I did not feel that just hearing about the trips in the hall made me more globally aware.
• As I did not participate in Round Square, I cannot say that it affected me directly. Possibly the knowledge that others were participating and making an impact, or at least trying to make an impact, helped to convince me that I could do the same.

• It seems like Round Square only benefitted people that went on the trips and did not seek to educate those that did not go on trips.

• I have not participated in Round Square’s activities, thus it has not influenced me.

Such comments implied that for some, Round Square is viewed as a program that simply offers opportunities to go abroad through service, exchange, conferences or GAP years; rather than as a program that promotes a school-wide value system of global citizenship. A possible explanation for this is provided by one of Round Square’s membership criteria that states that in order to become a member of RS schools must actively demonstrate a commitment to the Round Square IDEALS. It is therefore probable that because schools are already promoting the pillars of Round Square prior to becoming members, distinguishing school values from Round Square values is challenging or simply impossible. This suggestion was validated by several respondents in both subgroups as illustrated in the following comments:

• I can’t say whether or not Round Square made me a global citizen. I don’t know what aspects of my school life were influenced by the Round Square program, or which were simply parts of the overall culture.

• I don’t know if it’s Round Square, or just that [my high school] provided an excellent education. I think that it helped but as I mentioned before, I don’t think it was the only thing. Round Square provides the opportunities to become a global citizen but each experience is different and each person that partakes in the experiences gets something different out of them. I took what I could from RS... which was of course the opportunities. Ultimately I believe that my high school is to
thank for helping me become a global citizen and if their affiliation with Round Square is what made that happen, then so be it.

Confounding factors such as these make it difficult to assess Round Square’s overall impact on global citizenship. Additionally, when asked if Round Square contributed to participants’ global citizenship as a whole, those who did not participate in a Round Square international education activity often pointed to other factors that have had a more profound effect on them and their global citizenship rather than their experience with Round Square. Other factors mentioned included: family background, family influences, high school courses, university education, work experiences, volunteering with non-governmental organizations, staying up to date on national and international news, travels abroad, and personal interests. Several of the same factors were also mentioned by respondents who travelled abroad:

- My ‘formal’ education was only a part of my journey to becoming a global citizen... My education is based on multiple aspects of my life experiences - schooling, travel, emotions, family dynamics, professional experience, etc. So, yes, I suppose the Round Square program did contribute to my global knowledge, but I don’t know how much.

- I believe that Round Square helped me become a global citizen, but in connection with many other global experiences. I believe that the environment that you grew up in is a huge factor. My parents believed in exposing their children to as many parts of the world and as many cultures and experiences as they could (even withdrawing us from school for a year to travel). At [high school] as a student you have constant reminders that you are a global citizen (the diversity of the student body, the travel opportunities, etc).

Distinguishing the impact of Round Square from additional factors that impacted respondents’ global citizenship adds another challenge in assessing Round Square’s impact on
global citizenship.

Conclusion to Research Question #2

While both subgroups in the study had high measures of global citizenship as determined by Hartman’s global citizenship scales (2008), the qualitative portion of this study revealed that due to other contributing and confounding factors the global citizenship qualities of participants cannot be attributed to Round Square programming alone. It would be safe to conclude that Round Square increased the global awareness and self-efficacy of most respondents, particularly those who travelled abroad with Round Square. It would also be safe to conclude that RS played a role in furthering the civic engagement of the majority of respondents who travelled abroad with Round Square (if that civic engagement can be defined as volunteerism and community participation), but had little to no impact on the civic engagement of those who did not. Therefore, Round Square successfully contributed to the global citizenship of the majority of respondents who participated in this study and in a much more profound way for those who travelled abroad with Round Square. Respondents in this category often directly noted the powerful impact their experience abroad has had on future volunteer, education and career choices. Due to other contributing and confounding factors, this study was unable to determine if Round Square was successful at creating global citizens.

The remaining part of this section summarizes two additional themes that came across in the open-ended questions. These themes were not necessarily pertinent to the research questions of the study but are important to address none-the-less.

Additional Themes

Cost of Round Square Trips
Although a demographic question revealed that over 50% of respondents in both subgroups had total household incomes over $100,000, a few comments were made regarding the high costs of Round Square trips. While some presented the high costs as limiting factors, preventing many students from participating, others commented that due to the high costs, “Round Square trips were an opportunity for students to meet other similar students (of a similar wealth/income background).” Related sentiments regarding the upper-middle class nature of students who participated on RS trips were expressed by a few respondents, some of whom suggested that the lack of diversity when it came to economic backgrounds prevented true global awareness from taking place. In order to address this issue, one respondent provided a suggestion to Round Square: “I would encourage the program to look to involve schools that are not just private so as to provide the opportunity to youth who are not as advantaged as those children who attend private schools”.

**Questioning Foreign Aid**

A number of participants noted that their time abroad with RS made them question or cautious of overseas volunteer trips. As described by one participant “I became jaded about the process of ‘going to other countries to help’ ”. A few comments also revolved around the relationships between Round Square and host communities, noting that service projects can be more destructive than helpful if not combined with 1) a strong education about global injustices and 2) a dedication for political change. Such sentiments were nicely summarized by one respondent:

- *Leaving my trip I felt cautious of all global overseas volunteer trips, worried about token political gestures, and more committed to understanding the underlying structural cause of inequality. My worry is that my Round Square trip, by*
promoting service and not justice, may in fact confer legitimacy on an unsustainable dynamic between the wealthy round square schools and the host community.

To add, a handful of respondents also questioned the intentions of students who participate on RS trips. According to these respondents, for some, participation is used to bolster university applications or simply to travel and have fun, rather than to act as global citizens. Summarized by one participant:

- *I didn’t like the attitude many of the other students had about the Round Square projects. I thought many service trips were excuses for feel-good vacations. This distaste led me to research the ethics of foreign aid.*
Chapter Six

Conclusions and Recommendations

The phrase ‘global citizenship’ has increasingly appeared in the mission statements of schools at all levels and within the past decade more and more schools have claimed to produce graduates labeled as global citizens. Impact studies are rare, however, with few academic institutions able to justify these claims. The purpose of this study is to contribute to the limited literature on global citizenship by not only helping to reveal that the pursuit of global citizenship within schools is valuable and possible, but to also compare the effectiveness of two curricular methods used to educate for global citizenship: a school-wide approach and international education experiences. In this chapter, I summarize the findings of the study, discuss implications and study limitations, and conclude with recommendations for future research.

Brief Summary of Findings

Using Round Square as the case study, a system of over 80 schools worldwide that incorporate both international education experiences and a school-wide approach to instill global citizenship qualities within students, and 185 graduates from Canadian Round Square schools as the study population, the quantitative portion of the study revealed no statistical difference in global citizenship measures between respondents who participated in RS international education experiences and respondents who did not. Participants in both subgroups had high levels of global citizenship measures as determined by two of Hartman’s (2008) global citizenship scales: the Global Awareness and Efficacy Scale and the Global Civic Engagement Scale. According to these results, a school-wide approach is as effective a method to educate for global citizenship as international education experiences.
The qualitative portion of the study provided further insight into the impact of Round Square on the global citizenship qualities (global awareness, self-efficacy, and global civic engagement) of the two subgroups of participants. Results revealed that Round Square successfully contributed to or increased the global citizenship of the majority of respondents who participated in the study; due to other contributing and confounding factors, this study was unable to confidently determine if RS was successful in its goal of creating active global citizens. It is important to note that a greater number of participants who travelled abroad with RS noted their experiences with RS as profound and life-changing, often impacting future volunteer, education and career choices. This, in addition to the high global citizenship scale scores of respondents, suggests that the global citizenship values learned in high school carry forward after graduation. Qualitative data also revealed that for many participants, Round Square programming was viewed only as overseas opportunities rather than as programming that additionally contributes to a school-wide approach of global citizenship that aims to promote values present as part of ordinary school life, each and every day. This indicated the difficulty in distinguishing school values from Round Square values. Finally, additional themes exposed participant concern when it came to international service projects and the cost of RS international projects.

**Implications**

Results from the quantitative portion of the study are valuable and provide important implications for schools interested in implementing global citizenship programming, as well as for educational policy. While many academics have come to believe that international opportunities are the main vehicle for the realization of global citizenship among students
Bellamy & Weinberg, 2006; Davies, 2006; Drake, 1987; Lewin, 2009; Zimmer-Loew, 1986), and as such opportunities are proliferating at a rapid rate across the high school level (Crabtree, 2008; Lewin, 2009), study findings suggest that international experiential education is not required to achieve global citizenship. Rather, global citizenship qualities of global awareness, self-efficacy and global civic engagement can be fostered as effectively through a school-wide approach to global citizenship. This study leads one to question the necessity of international opportunities when it comes to fostering global citizenship. Conclusions are unique as impact studies that examine school-wide approaches to global citizenship are virtually non-existent. Conclusions are also valuable, especially in these current times, as more and more schools are realizing the importance of educating for global citizenship; clearly, a school-wide approach to global citizenship is more feasible to implement for the majority of academic institutions than are international education opportunities. This study revealed that both methods are equally effective.

As argued by Lim (2008), most schools lack the motivation and capacity to develop and run global citizenship education programs, particularly if that programming requires additional staffing, resources, and a strong commitment to extracurricular activities that fall outside of curricular requirements. This would be the case if global citizenship programming relied on international education opportunities. Moreover, although it has been noted that the cost of participating on an international education opportunity has decreased in the past few years (Lewin, 2009), there is no doubt that the majority of students in North America simply cannot afford such opportunities. Even participants of this study, the majority of whom revealed that their total household incomes was over $100,000 during their high school years, pointed at the high cost of RS international activities as the factor that prevented them from participating. For
these reasons alone, revealing that a school-wide ethos to global citizenship is as effective a curricular method as international education opportunities when it comes to promoting global citizenship values suggests that incorporating global citizenship programming into a school’s already overcrowded curriculum does not have to be a daunting task nor does it have to exclude students with lower economic backgrounds. Argued by McKenzie (2004b) “all humans should be given the opportunity to develop into global citizens,” not just those of an “exclusive class”; a school-wide ethos makes global citizenship accessible to all.

According to the literature, a school-wide ethos can be an effective method to educate for global citizenship as long as global citizenship values are embedded and mainstreamed into the school culture (Davies, 2006; Munck, 2010, Oxfam, 2003). As stated by Karlberg (2010), if youth “grow up immersed in discourses of social justice and equality, of caring and compassion, of humanitarianism...then [they] are likely to perceive the world in those ways, to act accordingly, and to support and participate in corresponding social institutions” (p. 311). Study findings revealed that Round Square schools achieved a school-wide ethos of global citizenship through frequent activities that promoted global citizenship values and that encompassed the whole school. Examples of such initiatives as revealed by the data included: Buy Nothing Day, 30 Hour Famine, Earth Day, AIDS awareness activities, school-wide environmental initiatives, student council, community service requirements, and guest speakers who can be defined as global citizens. Initiatives such as these can be easily implemented by most schools indicating that effective global citizenship programming does not have to be intimidating to implement. These findings are similar to those made by Davies, Harber & Schweisfurth (2002) who noted the effectiveness of ASPnet schools in promoting UNESCO values through school-wide activities.
Finally, although the quantitative data revealed no statistical difference in global citizenship measures between respondents who participated in RS international education experiences and respondents who did not, the qualitative data suggest that Round Square’s strongest promoters, who experienced the most profound impacts from its programming, were students who travelled abroad with RS. Like the studies conducted by Donahue (2009), Jorgenson (2008), and Tacy (2006), respondents who participated in RS international education experiences often commented about the transformational qualities of such experiences noting that their time abroad with RS led them to pursue future studies, work or volunteer opportunities in areas that allowed them to act on their heightened sense of responsibility for improving the common good of all. Weighty comments such as these were rare in the subgroup whose exposure to RS was limited to a school-wide ethos. Such findings suggest that although global citizenship measures showed no difference between the two subgroups, international education experiences are powerful learning opportunities that cannot be replicated within the walls of a school. It is often such experiences that transform a global citizen who possesses the qualities of global awareness, self-efficacy, and civic engagement into a global citizen who engages in work to eradicate poverty, oppression and marginalization (Shultz, 2007). The transformational abilities of international education experiences cannot be overlooked.

**Limitations**

In addition to the methodological limitations mentioned in Chapter 4, which included respondent self-selection into the study, a primary limitation of the study was the difficulty in accounting for additional factors, aside from Round Square programming, that may have impacted the global citizenship qualities of participants. Several of these additional factors were
revealed by participants in the qualitative portion of the study and included: family background, family influences, high school courses, university education, work experiences, volunteering experiences, travels abroad, and personal interests.

As described by Davies (2006), attributing a perceived effect to an actual program is a challenge in almost all impact studies. In this case, attributing the global citizenship qualities of respondents to Round Square programming alone would be erroneous. For that reason, conclusions were limited to stating that Round Square programming contributed to the global citizenship qualities of participants, rather than stating that Round Square programming created global citizens. Additionally, the qualitative data exposed the difficulty in separating school values from Round Square values: has Round Square infused its values deep enough into member schools that the two can be treated as one?

**Future Studies**

The body of research that examines the impacts of global citizenship programming is small but growing. The body of research on Round Square is almost non-existent. Further research is necessary in order to provide guidance for those responsible for global citizenship programming, both those within the Round Square community and those outside of it. Future studies should continue to investigate effective curricular methods for global citizenship. Long-term impact studies of Round Square’s two methods of global citizenship programming should take place in order to compare and trace, over time, students’ educational, career and voluntary choices as they relate to global citizenship. As described by Hinrichs (2003), “The effect of real change can probably best be seen in the life choices that students make following that schooling, and in the continuing effect of those choices throughout their lives” (p.346). With that being
said, the true impacts of a program like Round Square might only be measurable through observation over time.

Round Square programming should also be further examined by the use of experimental designs like those used by Hartman (2008) and Ogden (2010). Such designs included the use of control groups and pre and post tests, methods that can be used to examine the global citizenship qualities of students before and after Round Square programming and to compare these qualities to the global citizenship qualities of students who do not attend Round Square schools. Future research should also examine the different activities and techniques that RS member schools use to instill a school-wide ethos; are all RS schools equally committed and active when it comes to infusing the Round Square pillars into their day to day activities? Identified techniques should be widely distributed to schools that are interested in implementing global citizenship programming.

Studies examining if and how global citizenship education is penetrating the curriculum at Round Square schools should also be conducted. The research carried out by Hartman (2008) and Jorgenson (2008) indicated that proper global citizenship education prior to departing on an international education experience is crucial in order for participants to make the most of their experience. According to Davies (2006), receiving an education that provides an understanding of the inequalities of power structures or the social injustices throughout the world ensures that global citizenship is not reduced to “international dogoodery” (p. 7). The concept of ‘international dogoodery’ was touched upon by a handful of participants who questioned their role of “going to other countries to help”, with one student stating how Round Square promoted service rather than justice. In order for RS to produce global citizens who do more than go abroad and help, but who challenge social injustices, global citizenship education must penetrate the curriculum at RS schools.
According to Hartman’s (2008) study findings, combining global citizenship education with international service enhances global citizenship “to an extent unparalleled by exposure to global service” alone (p. 147). As revealed by Levin-Goldberg (2008), even implementing an eight week curriculum that focuses on global citizenship values, without an international component, significantly increases students’ global citizenship values. For these reasons, studies examining if and how global citizenship is penetrating the curricula at RS schools should take place, followed by increased efforts for its development. Considering Round Square’s growing presence and dedication to global citizenship values, the organization should consider sponsoring and supporting more research in these areas.

Finally, the literature on global citizenship revealed that international education opportunities are most often enjoyed by white, upper class students (see Lewin, 2009). A handful of respondents shared similar observations regarding the majority of students who participate on RS international opportunities. As advised by one respondent, Round Square should examine more ways to involve less-advantaged schools and students in order to widen the diversity of those who participate in the international experiences that the organization offers.

Conclusion

With globalization driving the demand for global citizenship, it becomes crucial to assess the outcomes of programs designed to foster its development. Through an examination of Round Square, an organization committed to new visions of quality in education, this study demonstrates one assessment effort of global citizenship programming. By invading the core curriculum of schools with ‘global’ (Reimers, 2006), ‘humane’ (Crabtree, 2008) or “common” (Bok, 2002) values, in addition to experiential programming that challenges students to “discover
the world and make a difference” (Round Square, n.d.), Round Square demonstrates that it is possible to develop students who are not only academically excellent, but who also possess qualities that label them as global citizens. The global citizenship outcomes measured by this study not only defy conventional expectations of schooling but also reveal two effective methods for fostering global citizenship: international education experiences and a school-wide approach. More importantly however, while many academics have come to believe that international educational opportunities are the main vehicle for the realization of the concept of global citizenship among students (Bellamy & Weinberg, 2006; Davies, 2006; Drake, 1987; Lewin, 2009; Zimmer-Loew, 1986), this study indicates that a school-wide approach can be equally effective at instilling global citizenship qualities of global awareness, self-efficacy, and global civic engagement.
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APPENDIX A: ROUND SQUARE BROCHURE

ROUND SQUARE

Today’s inspired youth; tomorrow’s influential adult – Accepting responsibility for our world
1 HELPING STUDENTS REACH THEIR FULL POTENTIAL

Our mission
Round Square is a worldwide association of schools which share a commitment, beyond academic excellence, to personal development and responsibility through service, international understanding, challenge, adventure, democracy, and environmental stewardship.

Our aim
Round Square will inspire students throughout the world so that their generation will strive for new levels of co-operation, communication and understanding.

2 INTRODUCING THE ROUND SQUARE PROGRAMME

The world we live in is rapidly changing. If today’s school children are going to succeed, it is no longer enough to concentrate solely on academic results and examinations. Schools have to concentrate on the wider picture.

That is the thinking behind Round Square and this is the view shared by Round Square Schools Organisation. It’s a view shared by many people involved in education around the world, yet it raises a number of challenges. Schools across the world vary tremendously. So how can we bring together such a wide range of communities to work towards common goals?

Round Square aims to tackle this challenge head on and is working to equip school children for the future by combining international understanding with democracy, environmental stewardship, adventure, leadership and service.
AN INSPIRATIONAL FOUNDER
- KURT HAHN

Round Square developed from the inspiring theories of Kurt Hahn, a philosopher and educationalist. Hahn believed that schools should not just be places to prepare for further education. He believed that they were places to prepare for life.

Students could only really understand life by experiencing it in many exciting and challenging ways. By testing themselves, students would be able to develop their courage, generosity, imagination, principles and resolution. At the end of the day, they would develop the skills and abilities to become the guardians and leaders of the future.

Everything we do at Round Square is based on the belief that all young men and women can discover their own inner strength and develop an understanding of how the world works. They just need to have the right attitude and be given the right opportunities.

"I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion", Kurt Hahn.
SIX CRUCIAL AIMS - THE ROUND SQUARE IDEALS

Kurt Hahn believed that the greatest thing one could learn - and inspire in others - was compassion. At Round Square, we bring schools together and motivate them to help young children become compassionate leaders. This is based on our six IDEALS:

- International understanding
- Democracy
- Environmental stewardship
- Adventure
- Leadership
- Service

**International Understanding**
Round Square aims to give all students the chance to meet people who are different from them - people who have different ideas, different beliefs and different views. By meeting a broad spectrum of people, students will learn to put their lives into perspective and respect views that are very different from their own.

Understanding how other people think is an important step towards compassion and effective leadership.

**Democracy**
Democracy is based on giving everyone a chance to give an opinion, making sure everyone's views have equal weight. By its very nature, democracy means that some people will be disappointed. This is an important lesson for students, showing them that other people's ideas are as valid and equal as their own.

Having a respect for other people's views helps young men and women learn compassion, humility and an understanding of others.
Environmental Stewardship
Round Square schools try to have as little impact on the earth as possible. They embrace the fact that they are part of the natural environment and not separate. Students learn about the effect they are having on the environment and how they can try to keep it to a minimum.

By understanding how they share the earth with other living creatures, students gain compassion for the environment they live in.

Adventure
When a student climbs a mountain, they do not just learn mountaineering skills. They learn about themselves - what strengths they have, how to overcome their fears, how to motivate and help others. Any activity that needs courage, perseverance or resilience is an incredibly rich way to learn about oneself.

Round Square makes sure that students have the time and space to reflect on the activities in which they are taking part. That way they can work out for themselves what they’ve learnt and develop compassion for other people and for their environment.

Leadership
Round Square gives students the chance to lead others wherever possible. On the playing field, in the classroom, on a trip or activity. By experiencing leadership they will be able to explore what kind of leader they are, and how it feels to succeed or fail.

Giving students responsibility helps them learn through leadership. And what unites all of the world’s greatest leaders is their sense of compassion for others.

Service
Service is all about putting other people first. It means thinking of others before thinking about oneself. And because it is based on attitude and an approach to life there is no need to travel the world to learn how to do it. Service is about how one lives, not what one does.

Serving others - and serving the environment - stems from compassion.
The Round Square network includes over 80 schools worldwide, providing students with an incredible opportunity to explore other cultures, develop international friendships and study in another country. International service projects, conferences and exchange programmes all work to develop a truly international, diverse and exciting education for students.
Round Square Conference in the original Round Square building at Gordonstoun School, Scotland
LEARNING ABOUT SERVICE AT A LOCAL LEVEL

Every school in the Round Square association offers students a wide range of projects to help them learn how to serve others. These projects can often be challenging, forcing students to step out of their comfort zone.

Schools can provide projects individually, or can join with other schools to create an initiative across a region. Some of the projects stretch across the globe.
HELPING COMMUNITIES ACROSS THE WORLD

Every year Round Square organises at least six Round Square International Service (RSIS) projects. These bring students together from around the world to work as a truly international team, helping communities. Every project aims to help students work towards our IDEALS.

Thanks to Round Square’s global reach, it is ideally placed to pinpoint causes in which it can become involved. Round Square works alongside local people and organisations to identify the communities needs and ensure the safety and well being of local people and the volunteers. To help local economies, every effort is made to ensure that local materials and labour are used. We work alongside local people so they can take ownership of the work once the project is complete.

A unique opportunity for students and communities.

When students visit an RSIS project, they spend at least 2 weeks working onsite. Project teams include students from the host country, so the visitors will begin to get a feel for the culture they are visiting. They also have the chance to go on cultural tours as well as adventure activities like treks, white-water rafting and safaris.

Every RSIS project is led by a team of trained and experienced teachers from Round Square schools across the world. Leaders are selected on their experience and their knowledge of the area, as well as the experience they have of working with young people.

Safety is paramount in all RSIS projects. Every project is carefully planned following the highest UK standards. We also check the quality of our project partners and suppliers and ensure Risk Assessments and Incident Management plans are put in place. When teams are abroad, our 24 hour on-call facility means we can always stay in contact. Project leaders are trained within the regions so that standards are consistent.

Over the past few years Round Square has been involved in some truly life-changing projects across the world:

- Honduras - Built accommodation and facilities at an agricultural school for under-privileged boys
- Guatemala - Helped to build fog water-catchment nets in remote villages
- India, Ladakh - Teams constructed much needed facilities in remote villages
- India - Built classrooms and houses in poor rural villages
- Kenya - A 5 year project provided dormitories and facilities in a Masai Girls School
- Peru - Provided essential earthquake relief, rebuilding damaged buildings in affected communities
- Northern Thailand - Brought clean drinking water to the remote villages of the Karen Hill tribe in the north
OUR PATRONS

Our patrons include some inspiring and influential figures from across the world. Experts in education, athletes and royalty are all proud to be patrons of Round Square schools.

H.M. King Constantine
H.R.H. The Duke of York, CVO, ADC
Nelson Mandela
Kevan Gosper, AO
Craig Kielburger

FUTURE VISION

Round Square is moving forward into a new and exciting position. The decision taken in Vancouver in 2008 to embrace a policy of expansion has given us a mandate to explore a future that is defined by growth and inclusion.

The aim is to expand strategically whilst emphasising a focus in unrepresented or under-represented areas as a means of extending our geographic and demographic diversity.
10

HOW YOU CAN GET INVOLVED

Round Square is always looking for new and exciting opportunities for other people to become involved in Round Square. Perhaps you are a new school that wants to join the programme, or you might be someone who wants to help with sponsorship or fundraising. You might even be thinking about becoming a donor. However you wish to become involved, please contact us today.

If you would like to become part of this inspiring adventure for the next generation of leaders and achievers, please contact Brian Dawson at brian@roundsquare.org

Alternatively, if your school would like more information about membership, please take a look at our website, www.roundsquare.org

Funding

Round Square is a registered not-for-profit association and welcomes any and all gifts to help support its world-wide activities (Registered Charity Number: 327117). For more information on how to make gifts and grants in support of Round Square, please contact the Executive Director - brian@roundsquare.org

Primary support for operating expenses of Round Square is an annual subscription paid by member schools. Schools are also invited to voluntarily increase their annual fee if circumstances allow. Other major funding sources are gifts, grants and donations from individuals, corporations, foundations and other groups, such as Alumni Associations and Friends of Round Square.

Although donations may be made directly to Round Square, which is a registered charity in Great Britain, gifts can also be directed to a member school in the nation in which the donor is located. Materials and supplies for each RSIS project are purchased with funds raised by the students themselves at each member school through the Prince Alexander Project Fund. This is a fund that covers the bricks, mortar, pipes and other building materials for Round Square International Service projects. Students at member schools contribute annually to the fund.
APPENDIX B: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Article 1.
- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.
- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.
- Everyone has the right to life, liberty and security of person.

Article 4.
- No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.
- Everyone has the right to recognition everywhere as a person before the law.

Article 7.
- All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.
- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.
- No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.
- Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.
- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
• (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.
• No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.
• (1) Everyone has the right to freedom of movement and residence within the borders of each state.
• (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.
• (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
• (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.
• (1) Everyone has the right to a nationality.
• (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.
• (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
• (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
• (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.
• (1) Everyone has the right to own property alone as well as in association with others.
• (2) No one shall be arbitrarily deprived of his property.

Article 18.
• Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.
• Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.
• (1) Everyone has the right to freedom of peaceful assembly and association.
• (2) No one may be compelled to belong to an association.

Article 21.
• (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
APPENDIX C: ADMINISTRATIVE CONSENT

UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Informational/Permission Letter to Round Square

Researcher: Monica Kronfli
Date: October 7, 2010

Dear Brian Dawson,

Thank you for considering giving me permission to conduct research for my thesis on your organization. As I noted in our first contact, I am currently enrolled in a Master’s degree in Adult Education and Community Development at the Ontario Institute for Studies in Education at the University of Toronto. The purpose of this letter is to provide you with the information that you will need to understand what I am doing and to decide whether or not to give me permission to conduct my research on your organization. Should you have any concerns about the research, you may at any time contact Dr. Quarter, my supervisor, at _________ or the researcher at __________. In addition, you may at any time contact the Office of Research Ethics at ethics.review@utoronto.ca or at __________ for questions about your rights as research participants.

The name of this research project is: “Educating for Global Citizenship: An Exploration of Two Curricular Methods”. The nature and purpose of the research is to gain a better understanding of two curricular methods often employed at the high school level to foster characteristics of global citizens: a school-wide approach to global citizenship and international education experiences. Round Square will serve as the case study for this research.

For this research, what essentially I am doing is creating an online questionnaire to be submitted by graduates of Round Square schools based in Canada. The questionnaire will seek to compare the attitudes and behaviours of graduates who participated in international programming provided by Round Square versus those who did not. Measures for comparison will be based on global citizenship measures. Through this comparison, I seek to understand if international programming is an essential tool for the creation of global citizens, and if Round Square is successful in its goal of fostering qualities of global citizenship.
Participants will be recruited in a two-step process. First, an e-mail will be sent to the Head of School at the 12 Canadian Round Square schools asking for their willingness to assist with the research. This e-mail will explain the role of the Head of School, which will be to **forward an e-mail script to alumni from the past 15 years** through a listserv/alumni database. Second, if the school agrees to participate, they will be provided with the e-mail script to send to their alum, which will explain the purpose of the research and their potential role. It will also contain a web-link to the survey. Participation in this research is completely voluntary.

The names of participating Round Square schools will be kept confidential. In addition, the use of a web-based survey guarantees the anonymity of participants, and no identifiable information will be gathered in the survey. Only the researcher, Dr. Quarter, and the second reader, Olesya Falenchuk, will have access to the raw data. The raw data will be kept under lock and key in my office at the University of Toronto, or stored under password protection on my computer. Raw data will be retained until 2015, as I see the possibility for future research, especially longitudinal research in this area which may lead to a PhD.

What I am asking from you or your organization is permission to undertake this research.

While there will be no compensation for participants, the survey will provide an opportunity to reflect about their secondary education experience and the impact it has had on their lives. In addition, participants will contribute to the limited body of knowledge that currently exists on Round Square as their participation will inform both Round Square and the education community of the potential impacts of the Round Square education model.

Potential benefits to your organization are a greater understanding as to whether or not Round Square is indeed achieving its goal of producing compassionate, global citizens; and insight into graduates’ perceptions of their experiences of attending a Round Square school. I also hope to provide the wider educational community with insight into a specific model of education that has received very little attention in academic literature. Additionally, if the survey reveals that Round Square does indeed produce graduates whose attitudes and actions are reflective of those of global citizens, then the survey results will speak well of character-based education and Round Square can serve as a potential template for other schools with the same vision.

In addition, research results will be provided to Round Square and participating schools, and may also be used for publication purposes.
Additional information

Enclosed with this letter is a copy of the e-mail scripts for the Heads of School and potential participants. I am providing them for information purposes. Below, there is a place for you to sign to give administrative consent. There is also a place to add any stipulations. Should you decide to give your consent, please return one signed and dated copy to me and keep the other for your reference.

Thank you.

Sincerely,

Monica Kronfli
Address: OISE/UT, 252 Bloor Street West, 7th floor, Toronto, ON, M5S 1V6
Phone:
E-mail:

To Be Completed by Administrator Providing Permission

I understand what is being asked. I am satisfied with the explanations provided, and I have the authority to give the administrative consent requested, and I am giving it. If I am making any exceptions or stipulations, these are

__________________________ (Signature) Brian Dawson (Printed Name)

18 October 2010 (Date)
Informational Letter to Head of School and Round Square Representative

Researcher: Monica Kronfli  
Date: October 18, 2010

Dear Head of School and Round Square representative,

My name is Monica Kronfli and I am a Graduate student at the Ontario Institute of Studies in Education at the University of Toronto. As part of the requirement for completion of my degree, I am writing a thesis called, “Educating for Global Citizenship: An Exploration of Two Curricular Methods”. The nature and purpose of the research is to gain a better understanding of two curricular methods often employed at the high school level to foster characteristics of global citizens: a school-wide approach to global citizenship and international education experiences. Round Square will serve as the case study for this research.

For this research, what, essentially, I am doing is creating a web-based questionnaire to be submitted by graduates of Canadian schools that are members of Round Square. The questionnaire will seek to compare the attitudes and behaviours of graduates who participated in international programming provided by Round Square versus those who did not. Measures for comparison will be based on global citizenship measures. Through this comparison, I seek to understand if international programming is an essential tool for the creation of global citizens, and if Round Square is successful in its goal of fostering qualities of global citizenship.

I would like to invite your school to participate in this research. **Your part in the research, if you agree, is to assist me in recruiting participants by forwarding an e-mail script to student alumni from the past 15 years through a listserv/alumni database.** This e-mail script will contain a link to the web-based survey.
The names of participating Round Square schools will be kept confidential. In addition, the use of a web-based survey guarantees the anonymity of participants, and no identifiable information will be gathered in the survey. Participation is completely voluntary and if you decide not to participate, I assure you that there will be no consequences to you or to my research.

Additionally, should you have any concerns about the research, you may at any time contact Dr. Quarter, my supervisor, at ____________ or myself at ____________. In addition, you may at any time contact the Office of Research Ethics at ethics.review@utoronto.ca or at ____________ for questions about your rights as research participants.

Please note that consent has been given by Round Square to conduct this research.

If you are interested in participating, please get back to me by October 28, 2010 indicating your interest. At that point I will provide you with the e-mail script to send to alumni, which will contain a link to the online questionnaire. In the meantime, feel free to contact me with any questions you may have regarding this research.

Thank you,

Sincerely,
Monica Kronfli
Address: OISE/UT, 252 Bloor Street West, 7th floor, Toronto, ON, M5S 1V6
Phone:
E-mail:
SEEKING TO LEARN ABOUT YOUR HIGH SCHOOL EXPERIENCE!!

Hello,

My name is Monica Kronfli and I am a graduate student at the University of Toronto. You are receiving this e-mail because you are a graduate from a high school in Canada that implemented the Round Square program and I am hoping to hear from you.

I am doing a study that explores global citizenship qualities of graduates from Round Square schools. Whether you actively participated in Round Square activities, simply heard the Round Square name as you walked the halls of your school, or fall anywhere in between, I want to hear from you!

I have developed an online questionnaire to be filled out by student alumni to help me explore these topics.

The link to the questionnaire is:

http://surveys.oise.utoronto.ca/surveyviewer2/index.php?surveyID=W6HKB&inst=1

In order to participate, you must have attended a Round Square school for at least one full academic year, and you must be a recent graduate (graduated between 1995-2010). The questionnaire will take no more than 15 minutes to complete and is completely anonymous. This is your opportunity to voice your opinion about the Round Square program at your school.

FILL OUT THE SURVEY!!!

http://surveys.oise.utoronto.ca/surveyviewer2/index.php?surveyID=W6HKB&inst=1

Thank you in advance,

Monica Kronfli

Master of Arts- Adult Education and Community Development
Ontario Institute of Studies in Education, University of Toronto
APPENDIX F: ROUND SQUARE AND GLOBAL CITIZENSHIP SURVEY

ROUND SQUARE AND GLOBAL CITIZENSHIP
Welcome!
Thank you for taking the time to participate in this survey! Whether you actively participated in Round Square activities during high school, simply heard the Round Square name as you walked the halls, or fall anywhere in between, I want to hear from you!

The purpose of this survey is to explore the impact of Round Square on graduates from Canadian high schools: did Round Square help you become a global citizen? The survey will take approximately 15 minutes to complete, is completely anonymous, and no identifiable information will be gathered.

In order to be eligible to participate:
- a. You must be an alumnus from one of the twelve Canadian-based Round Square schools
- b. You must have attended your high school while it was a member of Round Square for at least one full academic year before graduation

If you fit these descriptions, please continue reading!

All questions must be answered in order to submit the survey. In addition, you are free to withdraw from the survey at any time.

By submitting a response, you are agreeing that the data is accurate and can be used and published in the research report written by Monica Kronfli, a graduate student at the University of Toronto.
If you have any questions, you may at any time contact Dr. Quarter, my supervisor, at ___________ or myself at ___________. In addition, you may contact the Office of Research Ethics at ethics.review@utoronto.ca or at _____________ for questions about your rights as a research participant.

Thanks again!
Please respond to ALL questions before submitting the survey! You can go back and change your answers at any time.

Section A- Background Information
Please answer the following questions in order to identify key comparative elements of respondents:

1. What year did you graduate from high school?

Please select one of the following:
- before 1995
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010

2. What was your approximate annual household income during the time you attended a Round Square school? Please include all earners in your household.

Please select one of the following:
- under $20,000
- $20,000-$50,000
- $50,000-$100,000
- over $100,000
- I don't know
- prefer not to say
For purposes of this survey, the word ‘international’ refers to outside of North America

3. While attending high school, did you ever participate in a Round Square international education experience? This may refer to an international conference, an international service project, a study abroad or student exchange experience to another Round Square member school...etc.

Please select one of the following:

| Yes | No |

4. Please select which international education activity(ies) you participated in. Please select all that apply.

Please select all that apply:

| international service project |
| international conference |
| student exchange to another Round Square school |
| other |

5. If you selected ‘other’ in the previous question, please describe what ‘other’ Round Square international educational activity you participated in.

6. How many times have you travelled internationally before completing this survey? Please include your Round Square experience as one time.

Please select one of the following:

| 0 |
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |
| 9 |
| more than 10 |

You completed the first section of the survey!
Only 4 sections left!
Section B - Global Awareness

Please indicate how strongly you agree or disagree with the following statements by checking the circle that best describes your present thinking:

7. I identify with being part of a global community

Please select one of the following:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

8. I understand how actions in my local community may affect others around the world

Please select one of the following:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

9. I am aware of actions I can take to improve the global community

Please select one of the following:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

10. Global awareness refers to understanding the interconnected nature of the world and having the knowledge and understanding of global problems.

Do you believe that you are more globally aware as a result of the Round Square program being at your school? Please explain how and why or why not? Please provide examples if possible.

You completed the second section of the survey! Only 3 sections left!
Section C-Self-efficacy

Please indicate how strongly you agree or disagree with the following statements by checking the circle that best describes your present thinking:

11. I feel I have the ability to make a difference in the global community

Please select one of the following:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

12. I find ways to make a positive difference in the global community

Please select one of the following:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

13. Self-efficacy refers to a person's belief in their capabilities of performing in a certain manner to attain certain goals. For a global citizen, self-efficacy refers to one's belief that they can make a positive difference on global issues.

Do you believe that your sense of self-efficacy increased as a result of the Round Square program being at your school? Please explain how and why or why not? Please provide examples if possible.

You completed the third section of the survey! Only 2 sections left!

Section D- Global Civic Engagement
Please indicate how often you do the following by checking the circle that best corresponds with your present thinking.

How often do you/How often do you plan to:

14. Attend community meetings, celebrations, or activities

Please select one of the following:

- Never
- Not Very Often
- Sometimes
- Very Often
- Always

15. Join organizations that support issues that are important to you

Please select one of the following:

- Never
- Not Very Often
- Sometimes
- Very Often
- Always

16. Write or e-mail newspapers or organizations to voice your views on an issue

Please select one of the following:

- Never
- Not Very Often
- Sometimes
- Very Often
- Always

17. Stay updated on international news

Please select one of the following:

- Never
- Not Very Often
- Sometimes
- Very Often
- Always

18. Vote
19. Learn as much as possible about candidates or ballot questions before voting

Please select one of the following:

<p>| | |</p>
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<tr>
<td>Never</td>
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<td>Not Very Often</td>
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<td>Sometimes</td>
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<td>Very Often</td>
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<tr>
<td>Always</td>
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</tbody>
</table>

20. Discuss international issues with family members or friends

Please select one of the following:

<p>| | |</p>
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<td>Never</td>
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21. Global civic engagement refers to participating in the community at a range of levels, from the local to the global, through actions such as volunteerism, political activism, and community participation. These actions are in response to local, state, national and global community issues, and to making the world a more equitable and sustainable place.

Do you believe that you are more civically engaged as a result of the Round Square program being at your school? Please explain how and why or why not? Please provide examples if possible.
Section E - Round Square

22. Do you believe that the presence of the Round Square program at your school helped you become a global citizen? Please explain why or why not? Please provide examples if possible.

23. Do you believe that participating on an international education experience is essential for someone to become a global citizen?

   Please select one of the following:
   
   Yes
   No

24. Do you believe that participating on an international education experience helps someone become a global citizen?

   Please select one of the following:
   
   Yes
   No

25. Would you be interested in participating in a phone interview about your high school experience with Round Square?

   Please select one of the following:
   
   Yes
   No

26. Thank you! Please provide an email address so that I can contact you.

THANK YOU!!!
You are now finished the survey!

Please close the survey by clicking the 'x' at the top right of the screen in order for your results to be submitted.
If you know of anyone else that fits the criteria to participate, please forward this link to them:
surveys.oise.utoronto.ca/surveyviewer2/index.php?surveyID=W6HKB&inst=2

Have a great day!