NGO-School Partnerships & Citizenship Education

A thesis submitted in partial fulfillment of the requirements of a
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Abstract

This research study assesses the successes as well as the challenges associated with NGO interventions for citizenship education in schools. This study also examines the extent to which formal school curricula and NGO curricula are aligned. The methodology consists of a qualitative research design using document analysis and semi-structured interviews. First, I offer an analysis of the Canadian and World Studies curriculum in Ontario. In addition, curricula used in school interventions by five Canadian NGOs are examined and analyzed comparatively with the CWS curriculum. I also interview several NGO staff members who are involved in school interventions and curriculum experts with extensive knowledge of Ontario curricula. The results of this research shed light on the extent of curricular alignment and/or disconnection within NGO-school partnerships and the extent to which partnerships facilitate citizenship education in the classroom. The findings also illuminate key strategies for strengthening NGO-school partnerships. Lastly, this research contributes to a community of learning practice for Canadian NGOs that conduct citizenship education programming.

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Table of Contents

List of Tables, Figures, and Images

List of Abbreviations

ACI- Active Citizenship Initiative

AI- Amnesty International

AKFC- Aga Khan Foundation Canada

B.C.- British Columbia

CAP- Community Action Project

CE- Citizenship Education

COVID-19- Corona Virus Disease 2019

CRC- Convention on the Rights of the Child

CWS- Canadian and World Studies

ELL- English Language Learners

EMSB- English Montreal School Board

FNMI- First Nations, Metis and Inuit

HF- Hawthorn Foundation

HRE- Human Rights Education

JO- Juniper Organization

LSF- Learning for a Sustainable Future

MENA- Middle East and North Africa

MO- Magnolia Organization

NGO- Nongovernmental Organization

NRTEE- National Round Table on the Environment and Economy

OISE- Ontario Institute for Studies in Education

OME- Ontario Ministry of Education

PD- Professional Development

P.E.I- Prince Edward Island

SDE- Sustainable Development Education

SDGs- Sustainable Development Goals

SF- Sycamore Foundation

SJC- Social Justice Connection

UN- United Nations

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNHCR- United Nations High Commissioner for Refugees

UNICEF- United Nations International Children's Emergency Fund

WO- Willow Organization

Chapter One: Introduction

Research Rationale

Preparing students to become responsible, informed, and engaged citizens has been identified as a fundamental purpose of education throughout Western history. Notably, the pioneering work of American scholar and philosopher, John Dewey, focused greatly on the inextricable link between schooling and society as well as the educational approaches that could lead to more meaningful citizenship, democracy, and social change (Dewey 1966, 1916). Most schools in Canada identify citizenship as an important aspect of their educational mandates, however, much remains to be known about how and to what extent this mandate translates into modern curricula and classroom practices. More than two decades ago, Sears, Clarke, and Hughes (1999) stated that "there is little evidence as to what actually goes on in Canadian classrooms, the effectiveness of particular programs or what students know or are able to do" (p. 128). Since 1999, more scholarly research has endeavoured to explore this topic, however, many scholars have pointed to the persistent lack of literature on the role of non-governmental organizations (NGOs) in education within Canada (e.g., Bourn 2015; Buchanan et al., 2018; Mundy & Manion, 2008; Weber, 2012). The few contemporary research studies on the topic have mainly focused on the perspectives of students and teachers in relation to NGO programming. Moreover, while academics like Weber (2012) have focused more specifically on NGO educational programming, there has yet to be any published research that compares NGO curricula with the formal school curriculum.

In general, citizenship education (CE) has been a common topic of interest in Canadian education discourse and scholarly research. Much of the current literature has emphasized the internal and curricular constraints that complicate CE implementation in schools while few

research studies have examined the ways in which partnerships between schools and NGOs can effectively deliver initiatives related to CE and whether they can do so without the barriers that many schools and educators face. As such, this study aims to fill the existing gap in scholarly research by examining the nature of NGO engagement with schools and educators, the associated successes and challenges of such engagements, and the extent to which NGO curricula aligns with Ontario's Canadian and World Studies (CWS) curriculum. In studying these areas, I am able to present a more thorough understanding of NGO-school partnerships for CE in Canada.

Background on the Researcher

My interest in this topic derives from my own experiences, dating back to my elementary school years. For me, the process of CE began in these formative years due to the willingness and initiative of my teachers to include it in their pedagogy despite its absence from the curriculum at the time. My Grade 5 and 6 teachers not only introduced CE related topics, but also encouraged us to examine local, national, and global issues from critical perspectives, understand the root causes of issues, develop character traits such as cooperation, fairness and leadership as well as take action in meaningful ways. Due to this exposure and engagement, I was later empowered to pursue a Bachelor of Arts degree in Human Rights. During and after my undergraduate career, I worked with a few well-known NGOs and youth organizations. While I was deeply committed to the human rights field, I also realized that my passion for youth empowerment and education was also important to me and I thus endeavored to find a way in which I could merge my two passions. This then led me to enrol in a graduate program in educational studies.

Having participated (as a student) and helped to facilitate (as a volunteer) CE, I have

come to understand the positive and transformational effect that CE can have on students and communities. In addition, having worked with NGOs both as a volunteer and as a paid employee, I have witnessed the potential that NGOs have in supporting educators with resources and involving young people in critical and active citizenship. Such experiences have also revealed to me that more work is needed to develop stronger partnerships between NGOs and schools. These experiences have further prompted me to consider ways in which I can better understand strategies to engage young people with CE initiatives in schools and strengthen the role NGOs play in cultivating active and critical young citizens.

Operationalizing Citizenship Education

Citizenship education is often associated with the principles of human rights, social justice, conflict resolution, critical thinking, and active citizenship (Reynolds, 2015). Conceptions of CE are also diverse, contested and oftentimes vague (Carr, 2014). Scholars have put forth many different characterizations of citizenship and CE (e.g., Westheimer, 2015; Banks, 2009; Tibbitts, 2017). In general, there are two overarching approaches to CE that are most prevalent in the literature: mainstream and critical. Carr (2014) describes the more mainstream approaches to CE as being centered on "formal, realistic, charitable and equality ideals" (p. 2) associated with citizenship. In contrast, Carr states that critical approaches to CE "focus on the values of equity and social justice […] which are geared to promoting change to existing structures that unequally restrict access and benefits to many in society" (p. 2).

For the purposes of this research study, I conceptualize CE as consisting of a broad approach that includes pedagogies such as human rights education (HRE), education for global development, civic education, peace education, environmental education, social justice education

and other variations of these approaches. Each share a common purpose to encourage the critical analysis of social, environmental, political and/or economic issues, the development of skills, behaviours and attitudes that exemplify values such as equity and inclusion, and engagement in actions for social change on a local, national and/or global level. Throughout my thesis, I use the term CE when referring to any of the aforementioned CE derivatives, except in the individual NGO chapters where I will employ the term that each NGO uses to describe their educational work, as well as in some cases when referring to specific research studies or quotations.

Thesis Structure

In the following chapter, I review the literature, beginning with the status of CE in Canadian school curricula, and the challenges in its implementation. I will then review evidence of NGO partnerships with schools, the types of educational endeavors NGOs are involved in, and their associated challenges. I will conclude the chapter by presenting my research questions. Chapter 3 is a presentation of my research methodology, instruments, and descriptions of the participating NGOs. In Chapter 4, I present an analysis of the Ontario CWS curriculum. In Chapters 5, 6, 7, 8, and 9, I present the findings from the NGO documents and interviews. I dedicate one chapter to each NGO and have organized the findings based on themes that encompass the patterns and ideas that emerged from my data analysis. Finally, in Chapter 10, I discuss the key findings of the research study. I situate the discussion within the current literature and I also suggest key success factors that should be considered when forging NGO-school partnerships and developing CE curriculum.

Chapter Two: Literature Review

This review of scholarly literature is divided into two sections: a) the status of CE in Canadian schooling/curriculum, and barriers to its effective implementation; and b) NGO partnerships with schools, and their associated challenges and opportunities.

Gradual Integration of CE in School Curricula

Conceptions of CE are varied and ambiguous. Differing views of citizenship offer varied and contested understandings about what it means or should mean to educate for citizenship. While traditional notions of citizenship typically have prioritized individual behaviours such as voting, volunteering, paying taxes, and engaging with political parties (Evans et al., 2019; Kennelly & Llewellyn; 2011; Westheimer, 2015), more progressive conceptions of citizenship encompass practices such as critical examination of social issues, activism, protest, and advocacy (Kennelly & Llewellyn, 2011; Westheimer, 2015). Scholars and education practitioners have long called for greater youth engagement in 'active' citizenship practices. This is exemplified by John Dewey's emphasis on experiential forms of radical democratic education that create praxis in learners (Dewey, 1916, 1938). Consequently, educational rhetoric has increasingly placed more emphasis on forms of youth active engagement that extend beyond traditional civic duties. However, there is still debate regarding the extent to which notions of 'active' and 'engaged' citizenship are espoused in educational policies and practices in Canada. Davies et al. (2019) argue that "the relationships between youth activism, engagement and education are vitally important in the current context, in which the pressures of globalization and populism are emerging from and fueling a volatile social and political environment" (para.1). These relationships can be illuminated by examining the integration of CE in school curricula.

Historically there has been an absence of active CE in Canadian schools, and little concrete systemic effort to introduce it as part of the core curriculum (Mundy & Manion, 2008). By and large, educational systems in Canada have historically espoused policies, rhetoric, and teaching and learning practices that support personal responsibility and more compliant modes of citizenship by emphasizing national identity and knowledge about government institutions and processes (Evans et al., 2019). Over the last two decades, however, public discourse on citizenship has been re-conceptualized, in part due to the introduction of significant federal directives such as the Canadian Charter of Rights and Freedoms (1982), and the Canadian Multicultural Act (1988). This latter piece of legislation "introduced themes such as cultural diversity, pluralism, human rights, civic conflict and controversy, global perspectives, and democratic engagement" (Evans et al., 2019). As a result, more radical conceptions of citizenship, grounded in themes long championed by educational philosophers (e.g., Freire, 1965; Dewey, 1916; Counts, 1932), were incrementally integrated in public discourse and policy.

In line with this trend, CE has recently become more prominent in educational policies and school curricula in Canada (Evans et al., 2019; Mundy & Manion, 2008). Indeed, schools are "most often recognized as the public institution best positioned to reach the majority of young Canadian citizens" (Llewellyn et al. 2007, p. 9). As a result, the goals associated with CE have been more systemically integrated into formal education curricula (Evans et al., 2019). One example of this is the policy document, *Achieving Excellence: A Renewed Vision for Education in Ontario* (OME, 2014), which focuses on creating "actively engaged citizens" (p. 1) and is now a mandate of Ontario schools. This mandate is reflected in courses related to social justice and equity which have been introduced into Ontario's Grade 11 and 12 curricula (OME, 2013). Furthermore, in its 2013 revision, the CWS curriculum has included a *Citizenship Education*

Framework which addresses evolving components of citizenship (e.g., peacebuilding, reconciliation, advocacy, and interconnectedness). Educational mandates and curriculum guidelines that promote student inquiry, development of critical thinking skills, and consideration of diverse points of view are now often equated with the goals of citizenship learning (Ast & Bickmore, 2014). Similarly, beyond school curricula, aspects of CE are also commonly found in programs focusing on extra-curricular character development and community service initiatives (Ast & Bickmore, 2014).

CE and its associated goals have also received strong rhetorical support from teachers themselves. In a four-year study examining educational opportunities and barriers related to teaching civics, citizenship, legal literacy, and human rights, Cassidy (2020) found that teachers were strongly committed to these areas of education and rated them as being either "extremely" or "very" important. Other studies have found a high degree of teacher interest in incorporating CE into their practice (Guo, 2014; McLean & Cook, 2016). In general, therefore, the promotion of CE has become a prominent goal in recent Canadian education policy and programming, and among many Canadian teachers (Ast & Bickmore, 2014; Cassidy, 2020).

Nevertheless, certain areas of curriculum incorporate CE topics more than other areas (Mundy & Manion, 2008). The greatest concentration of CE is to be found in elementary school social studies curricula (Bryan, 2011; Cassidy, 2020; Mundy & Manion, 2008). In secondary schools, CE and its associated goals are most evident in the subject areas of history, social sciences, and civics (Gearon, 2006). It is less prominent in arts, health, math, and science curricula (Ast & Bickmore, 2014; Guo, 2014). Accordingly, few educators view these curricular areas as potential entry-points for CE. Guo's (2014) research on global CE in Canadian teacher training, for example, revealed that math and science teacher candidates in particular had

difficulty incorporating global CE into their subject areas. Integration of CE across subjects outside of social studies and the social sciences is instead largely dependent on the interest and initiative of individual teachers (Guo, 2014). In sum, while CE has been rhetorically embraced in provincial educational policy documents, in practice it remains limited to a few curricular areas.

Barriers and Challenges

While the development of a comprehensive understanding of citizenship has led to extensive discussions concerning the ways in which curriculum and pedagogy can enrich students' learning and enable them to engage with their communities and the world as active citizens (Evans et al., 2019), this has yet to translate into widespread and sustained pedagogical practices. Instead, much CE is still often implemented inconsistently and on an *ad hoc* basis (Ast & Bickmore, 2014; Cassidy, 2020; Hughes et al, 2010; Mundy & Manion, 2008, Oguro & Burridge, 2016). In many provinces, including Ontario, key aspects of CE are often optional add-ons rather than mandatory (Cassidy, 2020; Mundy & Manion, 2008). Topics such as power relations, human rights, social justice, and controversial issues are, at best, given low priority status, and are "often avoided and/or omitted in practice altogether" (Evans et al., 2019, p. 9). As noted by the Ontario Secondary School Teachers' Federation (n.d.), there is "no specific course that deals solely with contemporary social issues. As a result, teachers must find creative ways to infuse the study of social issues into the pre-existing curricular structure" (para.1).

Many scholars have studied the ways in which CE is tempered by common barriers that reinforce its uneven and ad-hoc implementation. As Guo (2014) has argued, the "effective implementation of any educational initiative requires suitable quality educational resources" (p. 2). In fact, however, a major barrier is the limited support, resources and capacity development

allocated to schools and educators (Hughes et al., 2010; Mundy & Manion, 2008; Manion & Weber, 2018). Studies have highlighted the lack of knowledgeable mentors and role models whom teachers can consult, and the limited within-school resources that they can use or even adapt for CE in their classrooms (Cassidy, 2020). Likewise, while some professional development (PD) opportunities and resources have been developed to support teacher capacity-building in this area[1], concerns remain about inadequate allocation of suitable opportunities in teacher education and in-service professional learning environments to effectively address the complexities of teaching and learning for active and critical citizenship in schools (Cassidy 2020; Guo, 2014; Manion & Weber, 2018). As Hughes et al. (2010) argue, "providing new curriculum resources without adequately preparing the teachers who will use them makes little educational sense" (p. 301). Because the pedagogy of CE is challenging, capacity building is an important investment. Without employing appropriate instructional approaches, "teachers' efforts run the risk of cultivating or entrenching counterproductive beliefs and attitudes, including racism and apathy" (UNICEF, 2012, p. 1).

Another factor contributing to the inconsistent and *ad hoc* inclusion of CE in schools is teachers' frequent lack of knowledge and familiarity with the topic as a whole. This further instills a lack of teacher confidence (Manion & Weber, 2018; Philpott & Dagneis, 2011), which in turn impacts the capacity for effective implementation (Hughes et al., 2010). McLean and Cook's (2016) study, for example, revealed that although pre-service teachers place importance on global CE, many felt their teacher education programs did not adequately provide them with sufficient learning in this realm, and consequently they were intimidated by the "knowledge and

[1] For example, the Ontario Secondary School Teachers' Federation developed "socially-based curriculum units" that address current topics of social relevance such as social inequity, sustainable development, indigenous issues, and anti-discrimination. The curriculum units are developed and field-tested by Ontario teachers, and are directly applicable to courses in the Ontario secondary school curriculum. To learn more, visit https://www.osstf.on.ca/en-CA/resource-centre/curricular-materials-and-classroom-resources/socially-based-curriculum-units.aspx

pedagogical skills required to teach a rapidly changing information base, and by the challenge of a pedagogy with such heightened expectations for student engagement" (p. 6).

An associated problem relates to the heavy emphasis in Canadian schools on "covering the curriculum" (Cassidy, 2020). Along with a lack of resources, training, and internal support, many teachers feel that they are overburdened by "having too much to do, with too little time, and having to meet institutional expectations with little support" (Cassidy, 2020). As Cassidy (2020) further asserts, "the dominant influence on teachers appears to be the language of accountability and efficiency so pervasive in schools, rather than what they have expressed as their values and beliefs regarding teaching for social justice" (Cassidy, 2020, p. 10). Because they are obliged to cover curricula that are extensive in scope, and thence often find themselves with limited time in weekly school schedules to cover topics beyond those that are mandated, (Ast & Bickmore, 2014; Buchanan et al., 2018; Mundy & Manion, 2008; Manion & Weber, 2018; Tibbitts & Fernekes, 2010), teachers tend to prioritize subjects that are tested, thus leaving little time for CE (Robelen, 2011; Westheimer, 2015). Even when teachers do attempt to prioritize CE-related teaching, they often feel isolated and unsupported because CE is marginally positioned in schools and thus not accompanied with adequate pedagogical resources. In this way, the listing of CE goals in formal curricula "becomes hollow and therefore non-actionable without accompanying practical support" (Cassidy, 2020, p. 11).

Other barriers cited in the literature include skepticism about the appropriateness of introducing CE themes, especially at the elementary school level (Mundy & Manion, 2008). This is because educators often express trepidation about teaching controversial issues (Manion & Weber, 2018). This concern is evident in teacher education programs as well. As McLean and Cook (2016) revealed, teacher candidates identified problematic subjects such as religion and

poverty, and worries about parental reactions to controversial topics, as significant barriers preventing them from teaching citizenship-related subject matter (McLean & Cook, 2016).

As a result of these obstacles and constraints, most citizenship-oriented education in Canadian schools is left to the discretion of individual teachers, and this perpetuates its uneven, *ad hoc* implementation (Mundy & Manion, 2008). Furthermore, when teachers are given large amounts of discretion, the critical content of CE is not always evident in their practice. In such cases the prevailing constructions and subsequent understanding of citizenship is devoid of critical analysis (Ast & Bickmore, 2014; Kennelly & Llewellyn, 2011; Westheimer, 2015). As an analysis of the Ontario Grade 10 Civics and Citizenship curriculum revealed, "active citizenship is consistently coupled with cautions about the importance of compliant behaviour (i.e., ethics, duty and responsibility) and silenced from seemingly 'inappropriate' participation in civic dissent" (Kennelly & Llewellyn, 2011, p. 903). Similarly, Carr (2014) has shown that teachers tend to lean towards "a passive, mainstream, or neutralized" (p. 11) version of citizenship.

A further challenge relates to difficulties in facilitating and supporting the ideal of youth action to address social problems (Tibbitts, 2017). For many of the reasons cited above, schools in Canada rarely have the resources and expertise necessary to encourage students to actively engage with social issues outside the classroom. In a survey conducted by Cassidy (2020), students and teachers stated that they "never" or "hardly ever" engaged as participants in projects related to issues such as human rights and social justice. As numerous other studies have shown, CE is generally limited to the transmission of knowledge regarding the ways and means of social activism, and not to the provision of opportunities for student involvement as activists (Ast & Bickmore, 2014; Llewellyn et al., 2010; Ribeiro, 2016). This is not surprising since rarely do curriculum documents emphasize courses of action (e.g., civil disobedience, protests, or

boycotts) that challenge complex social issues or power relations (Evans et al., 2019). This lack of emphasis on action-oriented critical learning is problematic as it dilutes the intended goals of CE which ideally should encourage critical thinking, cosmopolitism, global social justice, and individual and collective actions (Andreotti, 2006, Mundy & Manion, 2008). By avoiding the inculcation of critical perspectives, CE is too often presented as a *pro forma* course requirement (Bryan, 2011).

Prospects of CE Partnerships

Despite the various structural and curricular-related challenges that contribute to weak implementation of CE in Canadian schools, there are nonetheless many opportunities for ongoing improvement. The pursuit of partnerships, collaboration, and networking between and among schools, universities, and civil society organizations represents a valuable opportunity for CE capacity-building in schools (Buchanan et al., 2018; Bourn, 2015; Manion & Weber, 2018). This is especially true given that provincial ministries of education have on the whole failed to follow through on allocating adequate resources and funding for sustained teacher development in the area of CE (Hughes et al., 2010). Because curriculum reform is a slow process that takes time and is often met with resistance (Canadian Council on Learning, n.d.), the promotion of partnerships and networking can be instrumental for the enhancement of CE programming. Such connections “allow [for] collaboration and learning with and from other educators and practitioners beyond the school (e.g., non-governmental organizations and other non-state actors with relevant interests)” (Manion & Weber, 2018, p. 16). Particularly significant are partnerships with NGOs (Buchanan et al., 2018; Bourn, 2015). In view of the implementation challenges that schools and educators face, it seems logical for schools to seek ongoing partnerships with NGOs as a means to effectively enhance CE in classrooms.

NGO Educational Endeavors

The term "NGO", first coined in 1945, refers to an "organization independent of the government whose primary mission is not commercial and that focuses on social, cultural, environmental, educational, and other issues" (Coppola, 2015, p. 522). Varying in size, mandates, and goals (Brander et al., 2015; Maclure, 2016), for many years NGOs were largely regarded as operating in international spheres (Martens, 2002). Over the last three decades, however, NGOs have become considerably more numerous and now operate at local and national levels as well (Martens, 2002; Union of International Organizations, 2019). Many of them are engaged in a wide range of campaigns and advocacy work (Coppola, 2015; Gearon, 2006; Karns, 2019), and frequently monitor and publicly criticize governments (Gearon, 2006).

Many international NGOs are headquartered in developed countries while carrying out work in several developing states (Mejias, 2012). The work of NGOs overseas, however, differs from the activities they focus on in the donor countries where they are based. While their overseas activities generally involve development initiatives that address food security, gender equality, health and education, their work at home is often centered on educating people about the issues they are responding to in developing countries, while simultaneously building foundations of domestic support (Bourn, 2015; Mejias, 2012; Weber, 2012). In line with the first part of this mandate, numerous Canadian-based international NGOs provide educators with resources to teach young people about the global issues that they are addressing overseas.

NGO educational agendas generally embrace a transformative and emancipatory perspective that emphasizes citizenship, social justice, sustainable development, and human rights (Gearon, 2006). These values and perspectives align well with recent shifts in Canadian educational policies which, as noted above, now often allude to the values associated with social

justice, human rights, and active citizenship. As Oguro and Burridge (2016) state, NGOs "undertake the role to promote civic values and human rights in the school education sector, seeing children and young people as an excellent place to commence the process of understanding about a rights-based culture" (p. 4). Accordingly, NGOs have become increasingly connected to schools by developing and delivering educational programs and teaching resources that are designed to make up for the internal constraints that schools face in integrating CE in the curriculum (Ribeiro et al., 2016; Oguro & Burridge, 2016; Tibbitts & Kirchschlager, 2010). In many circumstances, in fact, NGOs are "often the first point of contact in bringing a development or global issue into the school" (Bourn & Hunt, 2011, p. 35). While provincial ministries can create curricula for CE, schools and teachers increasingly have come to rely on NGOs to provide them with the necessary resources to deliver the curricula (Bourn & Hunt, 2011). In many respects, by producing curricular materials, training educators, and serving as mediators between schools and the wider community, NGOs have emerged as valued partners for schools (Buchanan et al., 2018; Bourn, 2015; Ribiero et al., 2012).

In light of these converging mandates, NGO-school partnerships clearly have the potential to address various barriers faced by those educators who strive to realize transformative agendas in their teaching – barriers such as lack of resources, time, curriculum pressures, insufficient knowledge of specific issues (Philpott & Dagenais, 2011). Because many NGOs work in the fields of sustainable development and human rights, they can provide a wide range of resources for classroom learning and thus alleviate the workload of teachers who want to include such topics in their classrooms and contribute to students' critical understanding of these issues (Buchanan et al., 2018; McLean & Cook, 2006). This is especially the case when teachers feel overwhelmed not only by pressures to meet the expectations of an already demanding

curriculum, but also by the extensive range of themes and topics encompassed by CE. In such situations they can take advantage of NGO-generated classroom-ready resources to "help them translate these complex topics into useful lessons and student-friendly classroom experiences" (Mclean & Cook, 2016, p. 5). In the UK, for example, Oxfam works directly with 3,000 primary and secondary schools by providing a range of global citizenship guides and accompanying tools of assessment that can be incorporated into conventional school subjects such as English, math and science (Oxfam Education, n.d.). It also provides a guide for teaching students about controversial issues and stimulating corresponding critical thinking about these issues (Oxfam Education, n.d.). In Australia, the Australian Human Rights Commission's (n.d.) Rights Education program likewise provides educators with a comprehensive set of resources on topics such as indigenous rights and racism. In Canada, Learning for a Sustainable Future (n.d.) offers classroom-ready activities and lesson plans which are tailored to the curriculum. In each of these countries, the resources provided by these NGOs are useful for teachers and students alike because they can be incorporated into classroom teaching.

As noted above, a challenge for teachers is their frequent lack of knowledge on CE topics such as human rights, sustainable development, and environmental sustainability that hinders their ability to integrate a critical perspective into CE and who therefore have difficulty including these topics in their classroom teaching (e.g., Cassidy, 2020; Philpott & Dagenais, 2011; Weber, 2012). This is another common barrier that NGO-school partnerships can address, precisely because NGOs bring specialized field-based knowledge and experience that are beneficial for schools and teachers (Ribeiro et al., 2016). In addition, NGOs can help to develop teacher capacity by offering PD opportunities, especially in pre-service teacher training programs (UNICEF, 2012; Weber, 2012). As studies have shown, many teacher education programs tend

to avoid topics deemed to be ‘controversial’, and hence there is little opportunity for teacher candidates to familiarize themselves with these subjects and to acquire the skills to comfortably teach them to students (Androetti, 2006; Oguro & Burridge, 2016).

The gap in teacher education programs, coupled with a general lack of ministry-provided teacher preparation and training, has therefore prompted many NGOs to create the appropriate pedagogical spaces to build pre-teacher capacity and help new teachers engage more deeply with the complexities of citizenship-related issues. The Aga Khan Foundation in Canada (AKFC), for example, has offered training to hundreds of teacher candidates through workshops (AKFC, n.d). Likewise, Social Justice Connection (SJC) has designed a year-long training program for teachers in one of Quebec's largest school boards (SJC, n.d.). These training sessions are meant to equip teachers with the tools and strategies needed to engage their students on CE topics. As these examples demonstrate, NGOs with expertise in these areas can provide schools and teacher education programs with resources to help to fill the “information gap” (Weber, 2012, p. 100), mitigate difficulties for teachers, and ensure that learning material is appropriate and accurate. In sum, the existing knowledge gap and lack of training provided for educators serves as one of the primary reasons for the establishment of NGO-school partnerships.

The connection between classroom learning and subsequent community engagement is likewise a problematic issue. In a study conducted of European NGOs that partner with schools, Ribiero et al. (2016) found that many NGOs were concerned about the lack of opportunities for students to discuss issues and to engage in activities outside of school classrooms. To address these concerns, NGO-school partnerships increasingly have extended classroom activities into community contexts, created opportunities for experiential learning and promoted social action (Buchanan et al., 2018; McMurray & Niens, 2012; Oguro & Burridge, 2016; Tibbitts, 2002). In

so doing, NGOs are often able to facilitate opportunities for youth to become involved in local activism in several different ways. Since the 1980s, for example, Amnesty International (AI) has partnered with schools in the UK and Canada, providing students and teachers with toolkits and guidance to support actions such as letter writing to campaign on behalf of prisoners of conscience around the world (Mejias, 2012). Through its Urgent Action Network, AI generates opportunities for school youth groups to connect with one another and circulates monthly bulletins that offer these groups updated information on a wide range of useful educational materials (AI Canada, n.d; Mejias, 2012). It also publishes a Seasonal Activism Guide which details ways to take action or get involved in Amnesty's latest campaigns (AI Canada, 2020)[2].

Through such partnerships, schools and educators can potentially enhance student learning and skill-building by establishing classroom spaces for interactive lessons that include problem-solving activities and opportunities for critical discussion and analysis (Hopkins, 2011; Tibbitts & Kirchschlager, 2010; Weber, 2012). In a study of a three-year NGO program involving various HRE projects conducted with Australian schools, Burridge et al. (2013) concluded that the program led to "increasing depth in communication and understanding of personal and global issues, increased vocational and personal skills, increased awareness of global citizenship and ways to take action" (p. 17). NGOs can also facilitate learning relationships across global contexts. This can be achieved through school linking programs that have grown in popularity since the 1990s. Plan UK, for example, has linked British schools with schools in developing countries such as Malawi, Kenya, and Sierra Leone (Mejias, 2012). This program has created spaces for understanding and dialogue among students on issues focusing on children's rights. The British Council leads a similar linking program, Classroom

[2] To see Amnesty International Canada's most recent Seasonal Activism Guide, visit https://www.amnesty.ca/category/issue/activism-guide

Connections, which is centered on promoting global citizenship and encouraging students to use critical thinking and problem-solving skills to effect change in their communities (British Council, n.d). Partnerships between schools and NGOs that are active in local communities can aid in broadening the experiences and learning of students in matters that are both of local as well as global importance (Oguro & Burridge, 2016). They can also extend classroom learning beyond the traditional confines of schools and thereby help to foster learning communities (McMurray & Niens, 2012; Oguro & Burridge, 2016).

Constraints and Challenges Facing NGO Collaboration with Schools

A key challenge that impedes the ability to cultivate sustained NGO-School partnerships is a lack of funding and capacity. Not all NGOs have the funding necessary to effectively support educational programming. For example, in 2011, the Global Education Project, established by the Australian NGO, AusAID, received funding from the Australian government to develop online educational and teaching resources, facilitate workshops for teacher education, and support several school projects (Buchanan et al., 2018). However, in 2014, the government ceased to provide funding for the project. Consequently, despite its value and success, the Global Education Project could no longer financially sustain its educative interventions (Buchanan et al., 2018). Compounding the problem of limited funding is the lack of staffing in many NGOs. Research conducted by Oguro and Burridge (2016) found that while many NGOs are keen to involve youth in their educative interventions, they are often unable to arrange for staff to engage with schools regularly. To illustrate, although AI was able to employ a school coordinator in its Sydney-based office, most of its other offices in Australia did not have the staff capacity to offer school programs and teacher support (Oguro & Burridge, 2016). These challenges of limited fiscal and staffing capacity are commonplace and therefore impede the ability of NGOs to

facilitate educational programs in schools on a broad scale (Oguro & Burridge, 2016).

Difficulties can also arise when the values-based mandates of NGO involvement in educational programming become blurred with other agendas (Bourn, 2015; Bryan & Bracken, 2011; Weber 2012). For example, the educative work of NGOs is mediated by several agendas such as fundraising and advocacy (Bryan & Bracken, 2011; Smith, 2004; Weber, 2012). Because NGOs are mainly funded by private donors, the prioritization of fundraising is often incorporated and emphasized within their educational programming, and may overshadow educational elements (Bryan & Bracken, 2011; Buchanan et al., 2018; Burridge et al., 2013; Gearon, 2006). Understandably for many NGOs, the logic of their educational work is not only based on raising awareness but is also driven by opportunities to raise their profiles and develop strong, long-term support by using education as a means of connecting with youth (Bourn, 2015; McLean & Cook, 2016).

A further complication is that the educational programming of NGOs varies; it can be embedded in school classroom schedules or in non-formal settings such as extra-curricular activities, after-school, or community programs. School-based educational interventions often involve developing and implementing curriculum (Mundy & Manion, 2008). Nonformal educational programming can include initiatives such as seminar series focusing on specific issues, workshops, public talks, film showings with debates, and student action groups (Brown, 2018). Occasionally, however, NGO interventions may not make a clear distinction between formal school-based education and nonformal activities such as fundraising. This is demonstrated when many schools initiate learning about global CE through fundraising activities in support of NGO global projects (Bourn, 2015). Although such activities can empower students to act, a fundraising model can be problematic as it not only runs the risk of overshadowing an

NGO's educational agenda, but it likewise tends to perpetuate an understanding of citizenship as being mainly about charity work and dilutes the transformative learning goals that NGOs aspire to achieve (Bryan & Bracken, 2012; Henderson & O'Neill, 2011; Smith, 2004). As Mundy and Manion (2008) have observed, in many schools that are partnered with Canadian NGOs, "students were rarely described as linking their fundraising efforts to sustained learning or advocacy efforts within schools or across schools and district" (p. 963). Consequently, it can be argued that for some NGOs the nature and purpose of their educative work is heavily influenced by their fundraising agendas (Bourn, 2015), and that such an approach can be at odds with educational goals (Bryan & Bracken, 2012; Mundy & Manion, 2008).

This concern has been spotlighted recently with the "WE" fiasco. Criticisms have long been directed at the well-known NGO, WE Charity, for its educational approach which is characterized by some academics as consumer-focused, frequently using marketing strategies and popularized one-off events such as WE day and its "voluntourism" programs to draw youth into the NGO's lifestyle brand of charitable giving initiatives with little encouragement of critical reflection and analysis (Buchmayer, 2017; Jefferess, 2012, Karshgaard, 2019). In 2020, WE Charity came under fire for its involvement in the Canada Student Service Grant Program, a controversy that raised concerns about its corporate sponsors and the ethics of its organizational practices (Press, 2020). The recent scandal, coupled with its history of combining educative and fundraising agendas, has effectively eroded its credibility as a reputable NGO that can fulfill the ideals of CE.

Another area of tension within NGOs' educative work relates to what are described as "soft" and "critical" approaches (Andreotti, 2006). "Soft" forms of CE "are functionalist, didactic, short-term, deontological, and/or consequential in nature" (Weber, 2012, p.76). In

contrast, “critical” forms of educational programming are “longer-term, dialogical, situated, and socially transformative practices that involve engaging in multiple perspectives and critical reflection” (Weber, 2012, p.76). An example of a “soft” form of CE is the “pervasiveness of a ‘three Fs’ approach” which consists of “fundraising, fasting and having fun” (Bryan & Bracken, 2011, p. 264). This type of model neglects the importance “of social action, political engagement and the pursuit of just and equitable policies” (Westheimer, 2015, p. 47). Some NGOs also adopt a “soft” approach by fostering what Gearon (2006) calls “ideological bias” (p.17) rather than providing “complex, multi-perspective information” (Weber, 2012). For example, some NGO campaigns have used images that depict the Global South in a way that reinforces the notion that social problems are located outside of Northern countries and that the developing world is dependent on financial assistance from people in the North (Bryan & Bracken, 2011). This runs counter to critical forms of global CE that aim to question and challenge structural inequalities, enhance critical thinking and multi-perspective learning (Bryan, 2011; Maclure et al., 2012). Therefore, although many NGOs mandate the integration of critical approaches in their educative work, this goal does not always translate into practice.

Research Questions

Despite the many benefits of partnering with NGOs, these partnerships are most effective when they are not “once off”, but rather are sustained and long-term engagements (Mundy & Manion, 2008). Mundy and Manion (2008) argue that when “once off” engagements occur, they usually do not translate into consistent or systematic classroom learning. While NGOs are keen to establish effective and sustained CE programming in schools, given that the established school curricula present limited opportunities for engagement and integration, there may be challenges in conducting effective NGO-led educational programming in schools.

A key factor that may be contributing to the issue of inconsistent NGO engagement as well as the various implementation challenges outlined above is the possibility of significant disconnections between the mandates of NGO educative interventions and current school curricula. As this is an area that has yet to be researched in detail, a key aim of my thesis research has been to examine the extent to which NGO mandates align with Ontario's CWS curriculum. This has involved assessing the potential areas of disconnection between the aims and content of NGO educational activities designed for history, geography and civics classrooms, examining the prescribed mandates and requirements of the curricula, and identifying strategies that can help to overcome potential gaps between the aims of NGO education and established classroom teaching and learning routines.

Additionally, given the persistent gap in pre- and in-service training for CE, limited teacher knowledge and expertise, lack of ongoing internal support, and the curricular demands that overwhelm school schedules, many schools are left with limited means to effectively engage their students with critical and active CE. These gaps create opportunities for external partnerships with NGOs which can play an instrumental role in enhancing the extent to which CE permeates teaching and learning practices. What remains largely vague, however, are the details pertaining to the educational offerings of various Canadian NGOs (i.e., types of programs and resources, and the nature, content and scope of educative programs and resources) and the associated challenges and successes of NGO educative work. Therefore, another aim of my thesis research has been to examine the ways in which NGOs currently work to fill the prevailing gaps in CE practice through educational support, and strategies that can be used to further the CE mandate in schools. Taken together, this thesis aims to shed empirical light on the role of NGOs in CE and the possibilities of NGO-school partnerships in Canada. The following questions have

therefore guided my thesis research:

1. What are the key CE components of the Ontario CWS Curriculum?
    a. How is CE conceptualized in curricular documents?
    b. How does CE crosscut the curriculum?
    c. What proportion of time is allocated to CE in relation to other curricular topics?

2. What are the specific educational activities of a cohort of NGOs and their associated objectives?
    a. What topics are covered?
    b. How are the activities conducted (i.e., pedagogical approaches)?
    c. What is the duration of these various activities?

3. In what ways are NGO educational agendas aligned with the CWS curriculum aligned?

4. In what ways do NGO educational agendas differ from CWS curriculum?
    a. What are the factors that appear to explain these differences?
    b. Do these differences give rise to challenges for NGO-school partnerships? If so, what are these challenges?

5. What are existing and potential success factors for integrating NGO contributions to CE?

To address these questions, I have adopted a two-part qualitative research design consisting of a comparative analysis of NGO and curricular documents, along with semi-structured interviews conducted with NGO staff and curriculum experts. The following chapter, I discuss my research methodology in more detail.

Chapter Three: Methodology

In this chapter, I explain my research methodology and instruments. I describe the recruitment process and introduce the five participating NGOs in my study. Finally, I summarize the process I used to analyse the data and introduce the broad themes of my research.

Qualitative Research Design

Qualitative research is a form of social inquiry that often adopts an open-ended and flexible research design to study a small number of cases in detail (Hammersley, 2013). Rather than testing pre-determined hypotheses, a qualitative approach seeks to develop descriptions and explanations by investigating what goes on in the ordinary settings in which individuals live and work (Hammersley, 2013). It is best suited to address a research problem in which the variables are unknown and need to be explored (Creswell, 2012). Consequently, since there is relatively little research on the role that NGOs play in CE in Canadian schools, and particularly with regard to curricular issues, I examined the specific educational activities, mandates, and curricula of five NGOs who conduct substantial work with schools in order to understand the challenges that complicate their engagement with schools. I also conducted a qualitative analysis of the Ontario CWS curriculum as well as curricula produced by each of the five NGOs.

The Five NGOs

For the purposes of this research study, I identified five NGOs that work with schools. In accordance with Creswell's (2012) observation that "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 206), I selected these NGOs on the basis of several criteria. Firstly, each NGO has an established base in Canada and conducts educative work locally, nationally and/or internationally, including in the province of Ontario.

The purpose of this was two-fold; first, this was done in order to ensure that I have relatively easy access to facilities as well as opportunities for data collection and interviews with employees of all levels of seniority. Moreover, this criterion was important because of the comparative curriculum analysis I conducted in relation to Ontario's CWS curriculum. Secondly, each NGO in this study provides schools and teachers with educational resources. Having access to these resources allowed me to assess the quality of alignment between NGO resources and the CWS curriculum. Each NGO is described in the following section, with specific focus on the issues each is concerned with and the education-related initiatives it is involved in.

The Magnolia Organization (MO)

MO was established in response to the National Round Table on the Environment and Economy (NRTEE) in 1991 which accorded it with national responsibilities for integrating sustainable development education (SDE) in schools (MO, n.d.). MO's mission is to "promote, through education, the knowledge, skills, values, perspectives, and practices essential to a sustainable future" (MO, 2019). MO envisages young Canadians as potential change-makers and thus actively works towards creating "engaged citizens who think and act responsibly" (MO, n.d.-a), and who can address "the increasingly complex economic, social and environmental challenges of the 21st century" (MO, n.d.). To achieve its mandate, MO collaborates with school boards and other civil society organizations[3] in order to incorporate the concepts and principles of sustainable development into education policy, school curricula, and teacher education across Canada. In 2018 alone, MO's programs reached over 225,000 people (MO, 2018).

MO operates strategically on four levels. Firstly, MO advises ministries and school

[3] MO has over 50 partners and sponsors including school boards and various public and private organizations. A few examples include Parks Canada, the Ontario Teacher's Federation and the Biodiversity Education and Awareness [3] Network. A full list can be found on page 14 of MO's most recent annual report: http://lsf-lst.ca/media/Annual_Reports/AnnualReport_Digital_2018.pdf

boards on policies and curricula to support and implement SDE. To help strengthen policy and curriculum, MO established the Canadian Sustainability Curriculum Review Initiative (MO, n.d.). Through ongoing research, the initiative identifies the key concepts and values to integrate into formal curriculum policy and the most effective instructional practices for teaching and learning about key sustainable development themes such as peace and security, climate change, governance and citizenship, biodiversity, sustainable consumption and more (MO, n.d.).

Secondly, MO coordinates surveys and roundtable discussions with key stakeholders. In 2019, in partnership with Lakehead University, MO conducted a survey of teachers, parents, and youth on SDE; 65% of respondents felt more should be done to educate young people about climate change (Field et al., 2019). Moreover, only 32% of educators felt they had the necessary knowledge and skills to teach about climate change, citing a lack of resources, PD, and supportive curriculum policy (Field et al., 2019). These dialogues and data inform MO's approach, strategies, and practices and help MO understand where to direct its efforts most; for instance, advocating for policy development to embed climate change across subjects and providing more comprehensive PD for educators (Field et al., 2019).

Thirdly, the bulk of MO's work occurs in partnership with Canadian faculties of education and school boards. In 2018, MO worked with 18 ministries, 27 faculties of education, 80 school boards, and 153,524 teachers across Canada to offer PD training for pre-service and in-service teachers at both the elementary and secondary level (MO, 2018). Additionally, MO has developed an extensive online database where teachers can access various peer-reviewed pedagogical resources and lesson plans for all grade levels. Lastly, MO actively involves youth with classroom workshops, forums, and action projects. In 2018, more than 60,000 youth across Canada participated in MO's leadership forums and/or sustainable action projects (MO, 2018).

The Sycamore Foundation (SF)

SF was founded in 1967 by a group of Canadian scholars and social activists (SF, n.d.-a). The central mission of the NGO is to advance "equality, social justice and respect for human dignity through transformative human rights education programs in Canada and around the world" (SF, n.d.-b). SF conducts its work in many parts of the world (SF, n.d.-a).[4] For example, one of its global education projects is focused on technology-mediated advocacy in the Middle East and North Africa (MENA) region and on using technology to engage decision-makers on human rights issues (SF, n.d.-b). SF's international work is fulfilled through ongoing relationships with educators, activists, and grassroots-level organizations. The intent is to build the capacity of these partners and enhance the work they are doing in their communities (SF, n.d.-b). To build capacity, SF delivers human rights training programs for educators, activists, and NGO partners to acquire practical tools to improve the effectiveness and impact of their work while deepening their understanding of human rights (SF, n.d.-a). SF also offers a free online introductory human rights course which can be taken by anyone. The course highlights current human rights issues and identifies actions that learners can engage in order to protect and promote human rights (SF, n.d.-b). In addition, SF periodically offers a human rights curriculum design course, a particularly useful resource for schools and educators.

SF has worked extensively with Canadian schools, educators, youth workers, and youth over the course of several decades. Its Canadian programs have reached more than 800,000 children and youth in 45 communities and have been implemented in more than 550 summer camps, classrooms, and after-school programs (SF, n.d.-a). One of SF's most successful partnerships is with the English Montreal School Board (EMSB) where they have engaged with

[4] SF conducts its work in Canada, East Africa, West Africa, Latin America, Haiti & the Caribbean, Asia, and the MENA region. SF's headquarters is located in Montreal and it has a regional office in Vancouver. At present, SF does not have any offices outside of Canada. It works with many local partners to deliver its international programs.

eight schools to develop community action projects (CAPs) with the goal of enhancing inclusivity in their schools (SF, n.d.-a). In addition to working with schools, SF hosts an annual four-day youth forum that brings together youth and youth workers from 24 organizations across Canada (SF, n.d.-a). The forum provides an opportunity to build on the knowledge and skills necessary to take action on relevant issues in youths' communities.

SF has also developed several toolkits for educators, youth, and youth workers. For instance, the *Play it Fair!* toolkit was developed for those who work with 6- to 12-year-olds (SF, n.d.-d). The toolkit helps educators and youth workers promote children's well-being and participation using value-based games; it aims to teach children about human rights values such as fairness, inclusion, and peaceful conflict resolution (SF, n.d.-d). Subsequently, SF created the *Speaking Rights* toolkit, intended for 12- to 18-year-olds. *Speaking Rights* engages youth in participatory activities and CAPs where they can enhance their understanding of human rights and human rights values (e.g., equality, respect), and build life skills (e.g., self-awareness, critical thinking, empathy) (Nazzari et al., 2018). SF's *Young Women Young Leaders* toolkit focuses on building the capacity of newcomer & refugee young women and girls (15- to 25-year-olds) (SF, n.d.-d). SF also offers a wide range of online resources and tools for human rights defenders around the world, some of which are country, region, language, and/or topic specific.

The Juniper Organization (JO)

Founded in 1980, JO is a Canadian NGO that focuses on social, economic, and cultural development in the most underdeveloped regions of Africa and Asia (JO, 2020-a). JO aims to improve living conditions, opportunities, and quality of life by funding and carrying out projects centered on health, education, gender equality, economic development, food security, community leadership, civil society, rural development, and the environment (JO, 2020-a).

JO's approach to its global development work considers the complexity of social issues, recognizing them as multi-faceted and interrelated, and working on multiple fronts to address them (JO, 2020-b). Moreover, JO aims to build the capacity of communities by supporting self-reliance in social, economic, and cultural development (JO, 2020-b). To build community self-reliance and invest in long-term change, JO collaborates with local stakeholders and provides funding for schools, universities, hospitals, and civil society organizations (JO, 2020-b). Its approach to global projects promotes gender equality by ensuring that both women and men participate in decision-making processes and have equal access to resources (JO, 2020-b). This reflects JO's commitment to diversity, pluralism, inclusion, and equal opportunity.

JO's global development work is financed through private and public support, government grants, collaborations with other development agencies, and support from its parent organization (JO, 2020-a). Individual Canadians and Canada's private sector support JO's development efforts through yearly fundraising events across ten Canadian cities (Toronto, London, Kitchener-Waterloo, Ottawa, Montreal, Regina, Calgary, Edmonton, Vancouver, and Victoria). Over the last 35 years, JO's fundraising initiatives have raised more than $100 million (World Partnership Walk, n.d.). Funds raised through these initiatives directly support the organization's international development programs (World Partnership Walk, n.d.).

In its educative programming in Canada, JO focuses on teaching young people about issues related to global sustainable development and on giving them the tools to engage in global citizenship. As such, JO has created the *Inspiring Global Citizens Educator Guide*, a free classroom resource designed to help students understand their roles as global citizens in an increasingly interconnected world. Launched in 2016, the pan-Canadian resource guide is intended for secondary- and intermediate-level classrooms. The resource is meant to support and

create opportunities for cross-curricular learning in subjects such as social studies, geography, history, language arts, the arts etc. (JO, 2016).

In conjunction with the free resource guide for Canadian teachers, JO also provides PD opportunities for pre- and in-service educators. Its PD workshops are intended to build the capacity of teachers to introduce and implement global citizenship and sustainable development in their classroom teaching. To further support classroom learning, the organization also has a monthly newsletter for educators and a "Development Speakers Bureau" (JO, 2016) where educators can request a speaker to visit their school and speak in classrooms about their global experiences and other relevant topics such as poverty, health, and education (JO, 2016).

The Willow Organization (WO)

WO was founded in the late 1990s in order to assist youth in foster care to advocate for themselves. Its mission was later amended to serve youth more broadly through programming centred on the arts, civic engagement, entrepreneurship, and media (WO, 2017-a). WO's central mission is to empower youth by "investing in them, giving them trust, opportunities, and resources so they can build skills that they can show the world" (WO, n.d.). WO operates on a local level, working with over 8,000 youth per year, with a particular focus on marginalized communities and youth (WO, 2017-a).

WO offers ongoing programs such as the Arts Mentorship Program wherein youth work in teams to create, plan and execute public art events, giving young artists a platform to display their talents (WO, 2017-c). In addition, WO's Youth Engagement Committee allows youth to work with local leaders, participate in decision-making processes, and inform city initiatives in an effort to create a more equal and youth-inclusive city (WO, 2017-d). Youth who commit to this program advocate on issues such as environmental action, affordable transit, and racial and

cultural sensitivity (WO, 2017-d). Another WO program is Youth Active Media which teaches youth skills related to video and filmmaking (WO, 2017-a). Using these skills, youth create short films about issues of importance to them (e.g., Gender equality, youth employment, mental health, and discrimination)[5]. WO also creates entrepreneurial opportunities for young people; its Amplified Fellowship program provides training and mentorship for youth to transform their social innovation ideas into sustainable enterprises (WO, 2017-b). As an additional benefit, the Amplified Fellowship provides employment opportunities to youth.

In addition, WO has partnered with local schools and school boards to deliver a civic engagement program called the Active Citizenship Initiative (ACI). This program began in 2006 as an annual, one-day event and has since evolved into an eight-week experiential learning intervention for Grade 10 civics classes (WO, 2020). The program focuses on building students' civic identity, civic knowledge and skills, and civic self-efficacy (WO, 2020). Over the course of eight sessions, students explore the concept of active citizenship, investigate local issues, partner with community organizations, and collaborate on potential solutions and courses of action (WO, 2020). Since the inception of the ACI, over 700 civics classrooms and 9,450 students have participated (WO 2020). In 2019 alone, the program reached over 1,400 youth working on a wide range of issues such as climate change, cyber-bullying, and LGBTQ+ rights (WO, 2020).

The Hawthorn Foundation (HF)

HF was founded in 1967 and advocates for human rights, civil liberties, and democratic freedoms in Canada through monitoring, litigation, research, public education, civic engagement, and mobilization (HF, 2020-a). HF monitors legal cases and legislation, and has intervened in

[5] To watch short videos created by youth, visit https://www.youtube.com/channel/UCKzAq-JybmwPKo7HwBm8kww/videos

hundreds of court cases, including at the Supreme Court of Canada (HF, 2020-a). When intervening in court, the NGO presents a civil liberties perspective on the case, providing the courts with information to fully appreciate and consider fundamental democratic values (HF, 2020-a). To carry out this extensive litigation, HF creates and maintains partnerships with law firms, legal clinics, and Pro Bono associations (HF, 2020-a).

Moreover, HF conducts extensive research on the civil liberties issues that are revealed through its monitoring and research networks. The accumulated data is used to inform HF's advocacy strategies (HF, 2020-a). The NGO also works actively to engage and mobilize the public on important issues and focuses extensively on educating people about rights and freedoms. Thus, HF contributes regularly to print and broadcast media to inform the public on important issues (HF, 2020-a). It has also developed a web portal called TalkRights which provides easily accessible information about rights so individuals can advocate for themselves (HF, 2020-b). Its educative agenda is carried out in schools, at school boards, in faculties of education, in community groups, and at nonprofit agencies through workshops, seminars, and in-class sessions (HF, 2020-a). Its educative interventions reach over 11,000 students across Canada each year across Canada from the elementary to the graduate level (HF, 2020-b). In 2019, HF reported that 12,000 students participated in its educative programs (HF, 2020-b).

HF offers PD opportunities for teachers and pre-service teachers so that they are well-equipped to confidently implement civil liberties education in their classroom teaching (HF, 2020-b). The NGO provides in-service teachers with many classroom resources and interventions. For example, educators can request a classroom visit from a guest speaker or workshop facilitator (HF, 2020-b). At the elementary level, HF provides workshops meant to fit into the social studies curriculum, as their main focus is learning about rights and responsibilities

through stories, videos, picture books and activities (HF, 2020-b). The high school workshops are delivered in civics, law, English, family studies, social justice, equity, history, indigenous studies, and other social science classes (HF, 2020-b). The workshops can be adapted for classrooms, keynote addresses, student conferences, or school-wide events (HF, 2020-b).

In addition to classroom workshops, HF provides online resources for educators including learning units on topics such as LGBTQ+ rights in schools, equality, the right to protest, and freedom of religion (HF, 2020-b). The online platform also includes interactive video case studies for high school students to critically examine, as well as an animated series called *That's Not Fair!*, designed to encourage learners aged 7-11 to think about what a fair democracy means (HF, 2020-b). Furthermore, HF offers an advocacy toolkit for youth who are interested in learning how to advocate for an issue of importance to them (HF, 2020-b).

Participant Recruitment

Before contacting potential research participants, I researched NGOs online to discern which organizations would best fit the participation criteria. Based on what was found online, I created a list of potential NGOs and proceeded to contact them via e-mail using contact information publicly available on their websites. In most cases, I arranged short phone calls with those who indicated their interest. These brief, informal phone calls helped me gain a basic understanding of what the NGO offers in terms of educational programs and resources and thus helped me to decide whether the NGO would be an ideal participant for the research project (i.e., they meet all the criteria). I recruited 1-2 staff members from each NGO. While some of the NGOs work solely on educative programs (e.g., SF), other NGOs have varied mandates with few staff (at times, only one staff member) who work on the educative programs (e.g., JO). To recruit curriculum experts, I sought recommendations from a University of Ottawa Faculty of Education

staff member with strong knowledge of professors' areas of expertise. One curriculum expert was recruited in this way; the second was found through online research. In total, 9 participants were interviewed, of which two are curriculum experts and seven are NGO staff.

Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to gain meaning, understanding and knowledge on a topic (Bowen, 2009). This method allows researchers to systematically evaluate documents in printed or electronic form (Bowen, 2009). It is effective for qualitative research as it facilitates "methodological and data triangulation" (Bowen, 2009, p. 29). The rationale for the use of document analysis in this study is to compare the rhetoric used in NGO mandates and school curricula. It also served to contextualize and corroborate the data collected via participant interviews.

I chose to analyze the Ontario CWS curriculum (Grade 9 and 10) which encompasses the greatest degree of CE-related content in comparison to other subject areas in Grade 9 and 10. While there are many CE-related topics in Grade 11 and 12 social justice courses, the rationale for focusing on the CWS curriculum lies in the fact that the educative work of NGOs begins before students reach senior levels of schooling. Moreover, the social justice courses in Grade 11 and 12 are non-mandatory electives whereas the CWS courses are mandatory. For these reasons, the CWS curriculum has been identified as a key entry-point for NGOs who work with schools and thus, served as the basis for the document analysis conducted in this research study.

My document analysis was conducted as follows:

a) Analysis of the CWS curriculum. I conducted an initial analysis of the most recent version of the curriculum (2018) and then compared it to the 2013 version to understand how the document has evolved. Following the initial analysis, I conducted a secondary

round of analysis which consisted of a narrower review of the themes, topics and approaches and returned to these themes upon completing step b (see below).

b) Analysis of documents produced by each NGO (i.e., toolkits, lesson plans, and teacher's guides). These gave me an understanding of the content of NGO programs and resources as well as the goals and mandates associated with NGO educative work. Documents were chosen for analysis based on their relevance to the research questions. I used online searches using keywords to find NGO educational resources. In some cases, the research participants themselves provided me with copies of their documents.

c) Employing content and thematic analysis to identify key topics and themes presented in documents. Words and themes were coded and counted to extract explicit meaning from the text. I focused closely on extracting data related to a set of pre-determined focus areas that align with the research questions: goals and rationale, curriculum components, curriculum themes and topics, approaches to learning and pedagogy, and assessment and evaluation. I used these focus areas to conduct a comparative analysis of the data collected from NGO documents and the CWS curricula.

Semi-Structured Interviews

In addition to data collection through document analysis, I conducted semi-structured interviews with NGO staff who have participated in CE-related initiatives within schools, as well as two curriculum experts, one who is a professor in a teacher education program and familiar with the Grade 10 curriculum, and a school principal who has been involved in several revisions of the CWS curriculum.[6] These interviews allowed me to further elaborate on the data collected

[6] Teachers were not interviewed in this study due to ethical constraints and the intended research timeline. Moreover, I intended to keep the focus of this study on the perspectives of NGOs as little research has explored their educative work in detail.

via document analysis. The interview guides consisted of open-ended questions. The purpose of designing open-ended questions was to avoid restricting participants' answers (Creswell, 2012). Open-ended questions mitigate the risk of shaping participants' replies to meet the way my questions are framed (Creswell, 2012), allow participants to direct their responses as they see necessary and speak at length about matters broadly relevant to the research (Hammersley, 2013). I followed-up to encourage elaboration and detail where necessary (Hammersley, 2013). As I analyzed the data from the curricula, I used the information to modify some of my prepared interview questions. The interviews were conducted at the time and location of participants' choosing and took 45-90 minutes each. Two of the nine interviews were conducted face-to-face and seven were conducted by way of Zoom videoconferencing in keeping with social and physical distancing measures during the COVID-19 shutdown. See Appendix A and B for interview guides and Appendix C for the participant consent form.

Each interview was audio-recorded and transcribed verbatim with help from computer assisted software *Otter.ai*. Transcribed interviews were sent to each participant for review and approval before beginning data analysis. Transcriptions underwent thematic analysis wherein similar data were brought together according to themes and concepts. Codes were generated inductively. This process was guided by Newell and Burnard's (2006) six-stage framework for data analysis: taking memos after each interview; reading transcripts and making notes of general themes; repeated reading and generating open-coding headings to describe all aspects of the data; reducing the codes under higher order headings; returning to the data with the higher order codes; collating the original data for reporting. I organized the codes around the focus areas that were developed for the curricula analysis and included additional themes that I felt were integral to the narratives recounted by the interviewees and/or relevant to the research questions.

Chapter Four: The Canadian and World Studies Curriculum

Rationale & Goals

The primary rationale behind Ontario's CWS curriculum (Grade 9 and 10) is to guide teaching and learning for the "twenty-first century" (OME, 2018, p. 3). Curriculum for the 21st century denotes the importance of building critical thinking and helping students develop the necessary skills, knowledge, and perspectives to engage in their diverse communities and the world as informed, responsible, and active citizens (OME, 2018). In addition to developing thoughtful and informed citizens, the CWS aims to cultivate core competencies such as problem-solving and communication skills. In conducting an analysis of formal curriculum documents, I found that while some other curricular areas (e.g., English) do make some reference to the goals and concepts associated with CE, it is more intentional and pronounced in the CWS curriculum.

In 2018, in response to the Truth and Reconciliation Commission's Calls to Action, the CWS curriculum included a revision, undertaken in collaboration with indigenous educators, leaders, and residential school survivors, in order to strengthen "learning connected with Indigenous perspectives, cultures, histories, and contemporary realities, including those related to the residential school system and treaties (OME, 2018, p. 15). As such, another key curricular goal relates to the acknowledgement and advancement of indigenous history and knowledge.

The CWS curriculum consists of three subject areas: Issues in Canadian Geography (Grade 9), Canadian History since World War I (Grade 10), and Civics and Citizenship (Grade 10). Because each of these course components is compulsory, students must complete them in order to obtain their secondary school diploma. The central goals for the geography course are to understand the characteristics of diverse natural and human environments on a local, national and global scale, assess the connections between these environments, develop spatial skills, and

cultivate respect and appreciation for diverse environments (OME, 2018). These goals serve the ultimate aim of encouraging students to be environmental stewards. The history course aims to instill within students an understanding of past societies and events, and how they have evolved over time (OME, 2018). This course helps students gain historical literacy skills which they can apply in their analysis of past and current global issues (OME, 2018). Finally, the central goal of the civics course is to develop students' understanding of how to engage in action that influences change within their communities (OME, 2018). This involves learning about current civic issues, assessing the power of various civic actors, and gaining strategies to influence political structures (OME, 2018). The specific goals of each course are as follows:

Goals of Geography – Developing a sense of place *What is where, why there, and why care?*	**Goals of History –** Developing a sense of time *Who are we? Who came before us? How have we changed?*	**Goals of Politics (Civics) –** Developing a sense of responsibility *Where do I belong? How can I contribute?*
Students will work towards: • developing an understanding of the characteristics and spatial diversity of natural and human environments and communities, on a local to a global scale; • analysing the connections within and between natural and human environments and communities; • developing spatial skills through the use of spatial technologies and the interpretation, analysis, and construction of various types of maps, globes, and graphs; • being responsible stewards of the Earth by developing an appreciation and respect for both natural and human environments and communities.	Students will work towards: • developing an understanding of past societies, developments, and events that enables them to interpret and analyse historical, as well as current, issues; • analysing how people from diverse groups have interacted and how they have changed over time; • understanding the experiences of and empathizing with people in past societies; • developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.	Students will work towards: • developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change; • analysing current political issues, and assessing methods and processes that can be used to influence relevant political systems to act for the common good; • assessing the power and influence of different people involved in civic issues, using political perspective; • developing a respect and appreciation for different points of view on various political issues.

Table 1: Goals of the CWS Curriculum (OME, 2018, p. 7)

The CWS content areas within each grade are organized into several distinct strands. Strand A which is included in all courses focuses on the inquiry process and skill development (OME, 2018). Subsequent strands, B-C in civics and B-E in geography and history, encompass the major content areas of each course (OME, 2018). The content strands of each course are

distinct, covering different topics, skills, and perspectives (OME, 2018). In the history curriculum, the content strands are presented chronologically, and in the geography and civics courses, the content strands are organized thematically (OME, 2018).

Citizenship Education Framework

In 2013, the OME implemented a *Citizenship Education Framework* within the CWS curriculum to help realize its intended goals. Within this framework, CE is characterized as "an important facet of students' overall education" (OME, 2018, p. 9). It aims to enable students to become responsible citizens who not only have an active role to play in their local communities, but who also understand that they are part of a larger global community and are thus citizens of the world (OME, 2018). Designed to inform teaching and learning for active and responsible citizenship within and across subject areas, the framework is divided into four key elements: a) *Identity*, which refers to students' ability to self-identify as members of various communities; b) *Attributes* which encompass a set of traits, values, and habits that are associated with citizenship; c) *Structures* which point to systems of power and their effects; and d) *Active Participation* that involves pursuing actions that contribute to the common good (OME, 2018). The figure below depicts these core pillars in the outer-most ring. The adjacent circle outlines the ways in which students can develop the knowledge, skills, and attitudes necessary for responsible, active citizenship. For example, students can cultivate a sense of personal identity by developing an awareness of their connectedness to local, national, and international communities. Students can likewise participate by voicing their informed opinions and taking on leadership roles within their community. The inner-most circle includes relevant topics and concepts that address each pillar. Teachers can introduce and emphasize topics such as interconnectedness (identity), justice (attributes), democracy (structures) and advocacy (active participation). These concepts are

meant to be incorporated in the geography, history, and civics courses in Grades 9, 10, and 11.

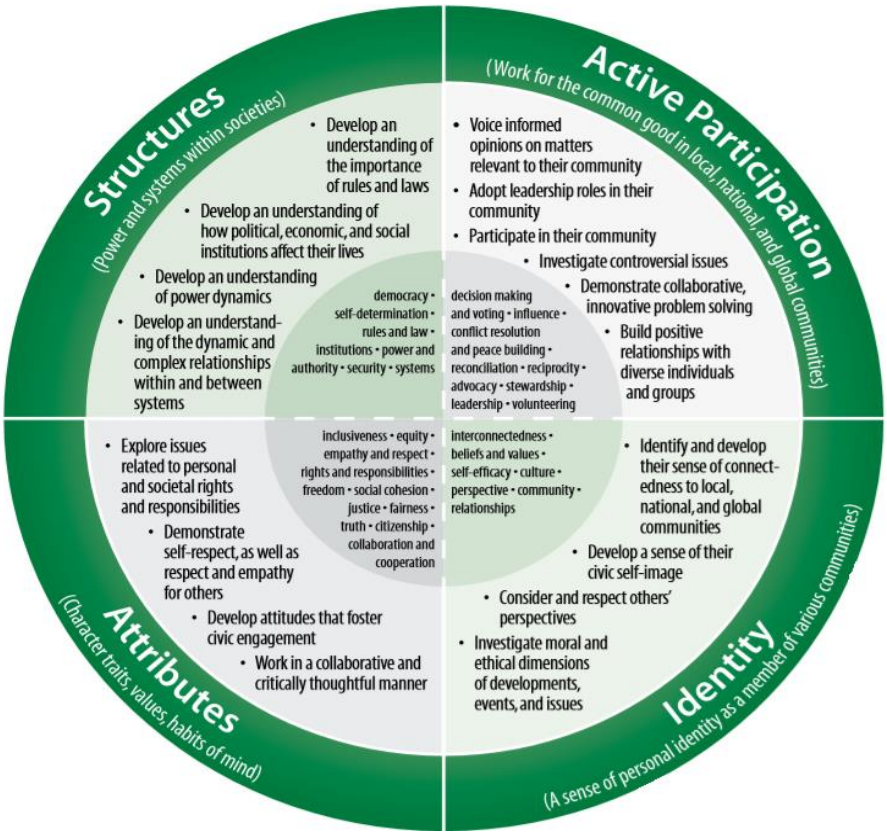


Figure 1: CE Framework (OME, 2018, p. 10)

The Grade 9 geography course operates within the CE framework by providing students with opportunities to "deepen their awareness of interconnections between Canadian and global issues" (OME, 2018, p. 11) by examining interrelated geographical issues involving physical processes, changing populations, and economic and environmental sustainability. In doing so, students enhance their capacity to act as responsible global citizens and practice environmental stewardship. The Grade 10 history course prepares students to act as informed citizens by engaging them with the historical and contemporary impacts of Canada's history, including the negative effects of colonialism, racism, and the intergenerational effects of the residential school system (OME, 2018). In learning about this complex history, students can better grasp the multiplicity of Canadian identity, the rights and responsibilities associated with citizenship, and

Canada's interconnectedness with the rest of the world. The civics course is designed to enable students to explore a wide range of elements within the CE framework. For example, the civics course prompts students to investigate local, national, and global issues of civic importance as well as the role of institutions, governments, groups, and individuals in addressing such issues (OME, 2018). In so doing, students are expected to gain a strong understanding of rights and responsibilities within a democracy and how they can actively contribute to the common good of the communities of which they are a part (OME, 2018). Although few direct connections to the CE framework are found outside the CWS subject areas, the curriculum states that these pillars and their related topics can be useful for meeting the expectations of other curricular areas, thus encouraging a holistic approach to students' CE learning (OME, 2018).

Components of the CWS Curriculum

The inquiry process and disciplinary thinking concepts are central aspects of the curriculum's approach; they both structure and inform the delivery of the CWS courses. These components are discussed in detail in the following sections.

Inquiry Process

The inquiry process can be used to investigate, solve problems, develop plans of action, and make informed conclusions (OME, 2018). It consists of five components: formulating questions; gathering and organizing information; interpreting and analysing information; evaluating information and drawing conclusions; and communicating findings and/or plans of action (OME, 2018). The inquiry process begins with questions that emulate the overall expectations of the curriculum and create a focused line of inquiry for student-directed learning (OME, 2018). Focused questions can then be used to collect and organize data from various

sources (OME, 2018). Once data are collected, students use methods of analysis to interpret the data and draw informed conclusions (OME, 2018). The inquiry process culminates with students communicating their findings as well as their judgements, conclusions, and plan(s) of action in a clear and logical fashion (OME, 2018).

Students need to be given the opportunity to frequently assess the effectiveness of their investigations and problem-solving by reflecting on their work throughout the inquiry process (OME, 2018). This includes evaluating the accuracy of the evidence they collect as well as the strength of their reasoning, analysis, and interpretations (OME, 2018). The primary intent of the inquiry process is not meant to have students arrive at a predicated "right answer". In fact, it may not always yield the right answer. Rather, it is meant to allow students to practice critical thinking, investigation, and reflection (OME, 2018). The following diagram represents the five components of the inquiry model:

Figure 2: Inquiry Process (OME, 2018, p. 28)

Disciplinary Thinking

Another component that is meant to guide teaching and learning are the disciplinary thinking skills. The CWS curriculum states that "it is crucial that students not simply learn various facts but that they develop the ability to think and to process content in ways best suited to each subject" (OME, 2018, p. 13). Using an approach that involves the components of disciplinary thinking encourages educators to help students develop the capacity to analyze and process information, and thus "do" geography, history, and civics. "Doing" involves the use of an inquiry process that entails critical thinking so that students are not only able to uncover knowledge but can also construct their own understanding and positions on issues (OME, 2018). This necessitates an analysis of connections between disciplinary thinking components such as cause and consequence (history), stability and change (civics), and patterns and trends (geography). Students are taught to discern the complexity of historical causes and consequences by ascertaining the factors that provoked events, actions, or interactions, and evaluating the subsequent effects (OME, 2018). In civics, students learn how political structures and policies affect stability and change in local, national, and global contexts by analyzing factors such as civic action and resistance (OME, 2018). In geography, students can recognize spatial, social, economic, and environmental characteristics that are consistent within natural and human environments, and thereby determine ongoing patterns and trends (OME, 2018).

Through disciplinary thinking, students can examine a topic or issue from multiple points of view. For example, the curriculum prompts students to consider a historical perspective when examining environmental social movements. A suggested question to address this topic is: "What were some of the issues that motivated the early environmental movement in Canada?" (OME, 2018, p. 143). This question requires a historical analysis of environmental issues in

Canada that requires understanding the interconnections between the content of both the history and geography courses. Likewise, in the civics course, students learn that one of the key responsibilities associated with citizenship is protection of natural environments which necessitates "stewardship of the global commons, such as air and water, on a local, national, and global scale" (OME, 2018, p. 46). This connects the curricular content of the civics and geography courses. The interconnectedness of disciplinary thinking concepts thus allows for a deeper, more complex understanding of historical, geographic, and civic issues.

Learning and Pedagogy

The CWS curriculum asserts that "effective instruction is key to student success" (OME, 2018, p. 38). Effective instruction is rooted in the conviction that all students can be successful. Implementing effective instruction requires educators to envisage what their students should learn based on the concepts and skills prescribed in the curriculum. Accordingly, teachers should consider how to best tailor instruction to promote learning, how they will measure student learning, and how to respond to students who are having difficulty in learning (OME, 2018). This process entails recognizing students' current levels of understanding in order to provide appropriate challenges to enhance learning along with ongoing support and guidance. The curriculum specifies that instructional approaches should be informed by up-to-date research on teaching and learning (OME, 2018). It highlights the empirical support available for teaching strategies that enable students to compare and contrast diverse perspectives and so arrive at a deep understanding of curricular content (OME, 2018). The curriculum also encourages teachers to integrate current events into their instructional approaches so that students can make connections between curriculum content and present-day local, national, and global events (OME, 2018). Examining specific current events is considered to be a way of further

strengthening student understanding of complex and controversial issues, and examining multiple perspectives of these issues (OME, 2018). By extending learning beyond core curricular content, the assumption is that students will be able to engage critically with the world around them as it actually is. In this way, the curriculum serves as a "relevant, living document" (OME, 2018, p. 40).

Another critical aspect of effective pedagogy identified by the curriculum is the use of differentiated teaching approaches that relate to students' strengths, needs, individual backgrounds and lived experiences. Educators are encouraged to assess students' interests, learning styles and preferences, and use their knowledge of their individual students to inform their instructional practices (OME, 2018). This necessitates the ability to adjust their methods and pace of teaching, to make judicious selections of classroom resources, and to choose topics that are suited to students' strengths. For these purposes, the CWS curriculum allows teachers and students to select topics for investigation from a broad range of possibilities. This flexibility enables teachers to tailor the content of lessons to relate to the interests and readiness of students personally, and where possible, to issues that resonate with their own communities. This also "allows students to focus on the process of 'doing' geography, history, and civics (politics), rather than simply assimilating content" (OME, 2018, p. 40). In sum, teaching methodologies intend to instill in students a sense of curiosity, open-mindedness, willingness to think, question, challenge and be challenged, and enhance their abilities to monitor and reflect on their learning.

Assessment and Evaluation

The CWS curriculum promotes assessment practices and procedures that are relevant, transparent, and fair to all students (OME, 2018). To this end, assessments should relate to the expectations and intended learning outcomes outlined in the curriculum (OME, 2018).

Concurrently, as well as, assessments should be designed to support the interests, learning styles needs, and experiences of all students, notably, English language learners (ELL), First Nation, Métis, Inuit (FMNI) identifying students, and others with special education needs (OME, 2018). To ensure transparency, assessment plans and criteria should be clearly communicated to students and their parents/guardians (OME, 2018). Moreover, assessments should take place regularly throughout the school year and allow students to demonstrate the full range of their learning in varied ways (OME, 2018). Lastly, assessments should support learning improvement by providing students with clear and meaningful feedback, and help them to develop their own self-assessment skills so that they can set goals and monitor their own growth (OME, 2018). Assessment practices and procedures are centered on four categories: knowledge and understanding, thinking, communication and application. The categories of knowledge and skills are assessed against four levels of achievement:

Achievement Level	Description
Level 1	Achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.
Level 2	Achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness.
Level 3	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness.
Level 4	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.

Table 2: Levels of Achievement (OME, 2018)

Curriculum-Focused Interviews

To aid in my understanding of the CWS curriculum and its relationship with CE practice and implementation, I conducted interviews with two curriculum experts. These interviews also

serve to represent education practitioner insights into the CWS curriculum and to highlight their understanding of how teaching and learning are framed and guided by the curriculum.

Interviewee: Michelle

Michelle is an educator with over 35 years of teaching experience in social sciences and history. Aside from her direct teaching role in classrooms, Michelle has been a consultant at the board level, has written several textbooks and resources, and has worked with the OME on multiple revisions of the CWS curriculum. Furthermore, she has worked extensively with faculties of education, most notably OISE at the University of Toronto, and with organizations such as the Ontario History and Social Science Teachers Association. Michelle currently serves as the principal of a foreign international school.

Curriculum Changes. Michelle noted that the CWS curriculum has undergone numerous revisions since 2000, when she first became involved in the curriculum process. Whereas other school subjects such as math and sciences have been revised only twice during this time, courses in the CWS curriculum have seen three or four revisions. Michelle further reported that the most significant change that emerged from the revisions of the CWS curriculum has pertained to the addition of disciplinary thinking concepts related to geography, history, and civics. This change came to fruition after persistent demands from academics and CWS teachers who argued for the importance of students to understand how to "do" geography, history, and civics because "it's not about memorizing and regurgitation, although often it is taught like that" (Michelle). As a result of these concerted efforts, each of Canada's provinces now includes disciplinary thinking in their respective curricula.

Curricular Strands. In describing the different strands that are found in the CWS

curriculum, Michelle explained that in each course, Strand A is centered on critical thinking and inquiry so as to ensure that they will be key components, evident in all subsequent strands rather than being a stand-alone unit. In this way, the skills that comprise Strand A should be developed and used by students as they progress throughout the course. Strands B to E thereupon entail a set of *overall* and *specific* expectations. While the overall expectations are subject to evaluation, the wide range of specific evaluations serve as guides for teachers and students. Teachers are therefore given discretion to use their professional judgement in choosing what to focus upon, dependent on their knowledge of their students, the resources available to them, and their own background. Michelle for example, who taught history for many years, tended to focus considerably on teaching the Holocaust because of her own educational stance regarding the significance of the distinction between "bystanders" and "upstanders". As she said, "I take that idea of being an upstander, which is to me, my philosophy of teaching and I apply that no matter what course I'm teaching." Other educators may focus on different areas of the curriculum due to their own backgrounds and biases. In this way, while the curriculum clearly identifies broad subject areas that should be covered, within this range teachers can choose the specific topics they would like to center their teaching on.

Curricular Support. As Michelle observed, Ontario's curricula were once referred to as "guidelines". This ambiguity generated a great deal of inconsistency in their implementation from school to school. However, as curricula are now regarded as "policy", it is mandatory to meet the overall expectations outlined within them. In this way, there is a greater sense of standardization and consistency among schools across Ontario. The OME thus occupies itself primarily with outlining *what* to teach and leaves the issue of *how* to teach what has been mandated as the task of teachers themselves. And so, discretion is given to teachers to select

specific topics referred to in the curriculum, decipher their approach to teaching these topics, and to apply the most appropriate pedagogical methods in conveying them to their students.

NGO Support. Michelle indicated that partnerships with NGOs serve as significant sources of support. She observed that "resources from organizations make a difference". For example, as she indicated, while the curriculum now places substantial emphasis on CE, it has yet to be taught as effectively as it could be because "meaningful change takes time", especially to develop lesson plans from new curricular revisions. To aid in this shift, she highly recommends the engagement of NGOs and the use of their resources in assisting classroom teachers in this area of pedagogy. Her proviso is that NGOs need to ensure that the resources they provide are relevant and that they meet the expectations of the targeted curricular areas. If NGO resources do not align with the broad expectations of the curriculum, they will garner little interest from teachers. She likewise stated that NGO resources should offer many opportunities for student engagement. As she argued, to cultivate a high degree of student engagement, resources should encourage teaching and learning strategies that go beyond the traditional, top-down approach to schooling. Resources that encourage a hands-on, student-centered pedagogical approach will ensure that the content does not simply "go through one ear and out the other".

Michelle also stressed the importance of NGO resources being age appropriate. This is important to consider given the developmental variance that exists between different age groups. For example, in her view, teaching students about troublesome topics such as the history of Aboriginal residential schools at a young age is oftentimes not advisable as young students are not likely to grasp the full tragic impact of this history. Teachers who teach at the elementary level, she suggested, can instead focus on the historical origins of reserves or more immediate and tangible topics such as access to clean water for indigenous communities. These topics are

more age appropriate, and they can help to prepare students to discuss the history and impact of Aboriginal residential schools later on in their education. As Michelle stated, “a ten-year-old is not the same as a fifteen-year-old”. Consequently, when developing resources, NGOs should consult the curriculum carefully to discern what learning content has been deemed appropriate for its intended grade level(s), and then tailor their resources accordingly. Michelle strongly advised that NGOs “develop resources that are appropriate for the curriculum first, and the kids second, and then let people know about it, don't charge too much for it, and it'll get there, and you can actually make the change you want to make”. By implementing these key principles, NGOs will be successful in their partnerships with schools.

Aside from creating and sharing relevant resources that align with the formal curriculum, Michelle also noted the important role NGO-sponsored PD plays in preparing teachers to teach CE. The lack of PD opportunities offered by school boards due to recent budget cuts in the education system has created spaces for NGOs to take an active role in providing teachers with effective training. As Michelle argued, however, PD workshops need to be engaging for teachers, and should go beyond solely presenting PowerPoint slides. In her view, the key to building teacher capacity is through modelling strategies for student engagement as well as providing ongoing support through sustained partnerships with NGOs.

Interviewee: Michael

Michael is a certified teacher who acquired his teaching degree in Australia and taught abroad for several years before returning to Canada. Presently, he is a doctoral student whose work examines anti-racism in education. In addition to his PhD, Michael also teaches a teacher education course which focuses on methods of history education. In this course, Michael helps teacher candidates to critically examine perspectives and pedagogies in history education.

How Citizenship is Framed in the Curriculum. In my interview with Michael, he contended that although citizenship is directly addressed within the CWS curriculum, the way it is conceptualized is tied to a predominately nationalist lens despite recent reforms in 2018. “It really puts an idea of citizenship as limited to the country that you're within. And this idea of contributing to the world as a human being, as opposed to contributing to the world as Canadian, gets a little lost.” Accordingly, as he argued, it is not only important to consider whether citizenship is included in the curriculum, but also *how* it is included. In his view, the concept of a global sense of citizenship does not come through as strongly in the curriculum as does the notion of citizenship rooted in a Canadian identity. Additionally, in his view, citizenship is still a very binary concept in the curriculum that implies a supposed “good” citizen and a “bad” citizen. A “good” citizen is framed as someone who pays their taxes and does volunteer work. In this way, the meaning of being a good citizen is greatly limited in the CWS curriculum.

Michael further argued that although the curriculum prompts students to consider civic actions that can contribute to the common good, such as volunteering, it does not take a critical approach in examining the root causes of civic problems and why civic action is needed to address them. In his view there needs to be more careful and critical consideration of root causes of social injustice rather than focusing mainly on how to address symptoms and consequences. The curriculum, he argued, needs to pose more critical questions that prompt students to consider why social problems exist. Students should be able to question why volunteers are needed and why taxes are not directed sufficiently to helping the most vulnerable populations. By omitting a more critical analysis of civic issues, “there’s a potential step to citizenship that doesn’t get addressed”. In other words, the concept of citizenship is presented in a way that enables young people to consider what they can do to contribute to their community but does

not create adequate space to question and critique the underlying causes of societal issues. Consequently, the curriculum's rather neutral or apolitical framing of citizenship often translates into teachers' own conceptualization of citizenship in the classroom.

Prevalence of CE in the Curriculum. Michael also spoke about the prominence of the varying CE concepts and topics in the CWS curriculum. One way in which CE concepts are addressed in the curriculum is through framing questions that accompany each overall and specific expectation. Although there are many framing questions that touch on various CE concepts, they are what Michael called "suggestions" that teachers may or may not refer to in their pedagogical practices due to the discretion they have in whether or not to focus on specific topics. In his view, therefore, CE implementation is largely dependent on the initiative of individual teachers rather than being a central framework that guides all teaching and learning. As he stated, "It's not to say [that] there's no exposure [to CE in the curriculum]. But it becomes a responsibility of teachers [and] of individual schools to address this."

Michael also observed that some CE topics such as the treatment of immigrants, indigenous rights, anti-black racism, and other social justice themes are addressed in the curriculum in the form of an "add and stir approach". These themes, in other words, are given relatively limited mention in the curriculum overall and/or are included in ways that represent limited perspectives. Michael contended that this is akin to a tokenistic approach, as opposed to treating these topics as core aspects of learning for citizenship. He further stated, "You've got your core curriculum and then these things are just being added in [as if] to say, 'Okay, look, we're including, we're including, we're including'. And then [implying] 'that's good, right?'. And I guess it is, but it's still it's including them from a particular [limited] perspective." In effect, Michael argued that the dominant narrative and perspective that is promoted in the CWS

curriculum continues to be a Eurocentric perspective. In other cases, certain CE topics are omitted altogether. Notwithstanding more recent efforts to include CE topics in the CWS curriculum, in his view there are still shortcomings in terms of actively and directly addressing many significant social issues.

Chapter Summary

In this chapter, I provided an overview of the CWS curriculum and presented the interview data collected from curriculum experts. With the addition of the CE Framework within the curriculum, there is now greater emphasis on CE than ever before. Moreover, the curriculum points to critical understandings of curricular content by employing the inquiry process and through the components of disciplinary thinking. And so, it is seemingly inclusive of critical and active conceptions of CE on a rhetorical level. However, the interviews highlighted a few persisting gaps in the curriculum as well as major challenges that hinder CE implementation. Michael contended that despite recent revisions that have included more CE topics and approaches, the curriculum still falls short of being critical enough and that CE topics are oftentimes treated as additive components rather than foundational to the teaching of the CWS curriculum. Michelle also asserted that while there may be rhetorical support for CE, implementation remains weak and furthermore, that NGO provisions such as classroom resources and PD opportunities are needed to help fill the gaps.

Chapter Five: The Magnolia Organization

Overview of Curricula

For the purposes of this study, two MO resources were selected for data analysis and comparison due to their relevance to the CWS curriculum. The first resource, *Teaching Grade 9 Geography Through a Sustainability Lens*, was specifically designed to integrate sustainability-related knowledge, skills, and attitudes in the Ontario Grade 9 geography course. The second resource chosen for analysis, *Engaging Students in Sustainable Action Projects: Facilitator's Guide,* focuses on engaging students in successful environment/social justice action projects. Both resources are presented in the analysis below.

Resource 1: Teaching Grade 9 Geography Through a Sustainability Lens

Rationale and Goals. The overall rationale behind Resource 1 is to encourage the examination of unit content in the Ontario geography curriculum from a sustainability perspective. More specifically, it aims to help students to develop a sense of "place."[7] A key learning goal is for students to understand the varying lenses and paradigms they use to view the world and to examine alternative lenses. The resource also prompts students to examine the environmental, social, and economic consequences of using and abusing resources. Moreover, by experiencing the stories of those who have immigrated to Canada, students are able to understand the needs of new immigrants and investigate whether their needs are being met. Another central learning goal is for students to develop critical thinking skills by analyzing various topics such as local food movements and resource distribution. In addition, the resource

[7] Place is described by physical and human characteristics. Physical characteristics include elements such as animal life, landforms, soil, climate, and vegetation. Human characteristics include architecture, patterns of livelihood, land use and ownership, town planning, and communication and transportation networks (Aurich et al., 2014).

is meant to help students connect classroom learning to real-world settings. While these do not constitute the full range of topics, they exemplify the main learning objectives of this resource.

Curriculum Components. Resource 1 is organized into seven learning modules which are designed to build upon one another. Alternatively, teachers can choose to incorporate only the modules that best suit their timeframe as the modules have been designed to also work independently. Each module contains relevant activities with detailed instructions, reflections and debrief guides. The resource also includes an overview of the geography course expectations with details that outline how these expectations are met throughout the resource (see below for a short excerpt). The start of each module has a timeline that approximates how long each of the modules will take to complete (i.e., number of class periods). Appended to the curriculum are student worksheets and other relevant documents that may be helpful for facilitating activities.

Component	Big Ideas Addressed	Ontario Curriculum Expectations	Description	Timeline (Approx.)
What is Fair?	Is the situation sustainable?	C 1.2 C 1.3 C 1.4	Students are put into an unfair situation to provoke them to reflect on their own definition of what is fair.	1 period. Revisited through-out the course.
Sense of Place Module	Developing a sense of place Can students understand their role? Is the situation sustainable?	A 1.7 A 2.1 E 3.1 E 3.3	This module includes a walk of the local area, the development of an annotated map of the local area.	4-5 periods

Table 3: Ontario Curriculum Expectations in MO Resource 1 (Aurich et al., 2014, p. 4)

Themes and Topics. The following themes and topics are meant to emulate the Ontario

geography curriculum strands. The *What is Fair?* and *Lenses* modules are meant to be revisited as students move through the resource. In doing so, students approach the issues presented in the course from a critical perspective that considers possibilities beyond the status quo. The table below highlights the main topics that correlate to each of the resource's themes:

Theme	**Topics**
What is Fair?	Fair trade, forced labour, working conditions, equitable employment opportunities, sustainable production, revenue distribution, Fair trade organizations.
Sense of Place	Physical and human characteristics of place, economic, social and environmental aspects of local places, human systems, natural systems, interconnectedness in place.
Lenses	Conventional/ alternative paradigms, types of lenses, impact of lenses, perception, perspectives.
Interactions & connections	Interactions in physical environment, patterns, and trends.
Resources and Industries	Canada's resources and industries, resource use, consumption, economic/social/environmental impacts, resources in other countries, consumption in Canada versus developing countries, resource inequity.
Water Rights	Privatization and commodification of water in Canada, Bolivia, Pakistan, Ethiopia and Nigeria, World Bank, role of multinational corporations, unethical companies, bottled water consumption, water as a human right, role of NGOs.
Changing Populations	Canada's immigration system, refugees, skilled workers, push and pull factors, meeting the needs of immigrants and refugees, UNHCR, positive and negative social, environmental, and economic consequences of immigration.
Liveable Communities	Local food networks, food sources, sustainable food choices, urban sprawl, smart growth in cities.

Table 4: Topics and Themes in MO Resource 1

Pedagogy and Learning. One of the main pedagogical approaches exemplified in Resource 1 is open-ended instruction. The instructions in the resource are careful to leave room for students to come to their own conclusions rather than framing the activities and discussions in a particular way to have students arrive at certain predicated judgments. The guide also contains pedagogical resources to help guide teachers on how to deal with sensitive issues and how to promote dialogue in their classrooms. The resource encourages educators to model the themes that are being taught to students. Educators can "walk the talk" in several effective ways,

for example, by bringing reusable water bottles or mugs to school, reusing paper that has only been used on one side, powering down computers or turning off classroom lights when there is no need for them. Importantly, the pedagogy of sustainability includes modelling the desired behaviours to students so that they are normalized and valued. This is part of students' implicit learning experience. As stated in the resource, "Actions will speak louder than your words (And louder than these activities)!" (Aurich et al., 2014, p.8). Facilitating activities is only one aspect of teaching sustainability; equally important is the reinforcement of attitudes and behaviours conducive to a sustainable future. Lastly, MO encourages the invitation of guest speakers into the classroom to speak on a range of curriculum-related topics (e.g., first-hand immigration/refugee experiences as a way to highlight the contributions immigrants and refugees have made to Canadian society).

Assessment and Evaluation. The beginning of each module outlines the specific curricular expectations that can be assessed within that module. The resource also contains an assessment plan with multiple suggestions for both formative and summative assessments related to each learning module, as well as rubrics that can be used for student evaluation. The rubrics involve an assessment of students' knowledge, thinking and inquiry, communication, and application against four levels of achievement. Two activities in the resource also prompt students to conduct a self-assessment of their listening and facilitation skills. This process includes an initial self-assessment of their personal airtime when engaging in group work, and an ongoing self-assessment of their shared responsibility for learning in groups. In this way, students can develop self-assessment skills and monitor their growth throughout the course.

Moreover, Resource 1 encourages teachers to clearly communicate assessment plans and expectations to students before they begin a project, assignment, or task. Teachers are likewise

encouraged to provide detailed performance feedback before assigning tasks that will be evaluated. Formative assessments can be used for this purpose so students can clarify and build on their understanding before the teacher proceeds with a summative assessment. The resource refers teachers to Clarke's (2005) work on formative assessment in secondary classrooms, which explains how to provide effective feedback that improves student learning outcomes.

Resource 2: Engaging Students in Sustainable Action Projects

Rationale & Goals. The main goal of Resource 2 is to help teachers engage their students in action projects that address issues of importance in their communities. The resource's specific learning objectives are to foster students' knowledge, skills, and capacity to take action. MO's resource is designed to help students identify specific issues in their communities and use critical thinking to assess the root causes and consequences of these issues. Students also learn about the perspectives and concerns of different stakeholders. By examining these topics, students can, in turn, deepen their understanding of how diverse dimensions of issues are interconnected. Students can acquire and/or build on relevant skills such as research, letter writing, consensus-building, decision-making, lobbying, and communication skills. Students can apply these skills to plan action projects, identify ways to overcome potential barriers to their plans, define and measure the success of their plan, and reflect on ways to improve.

Curriculum Components. The bulk of Resource 2 is composed of group activities. For each activity, it provides a brief description, a list of necessary materials, step-by-step instructions, a time frame, and student worksheets. In total, the resource contains nineteen activities, each of which is intended to help students complete the twelve steps of the action

project process.[8] For example, Step Three involves building a comprehensive understanding of an issue, and includes several activities tailored for this step. To illustrate, the *Exploring Root Causes* activity (see below) allows students to explore the underlying causes of an issue they are interested in so they can acquire a comprehensive and critical understanding of it. Furthermore, the resource includes tips for educators on how to meaningfully engage youth, to conduct successful action projects, as well as assessment tools and sample evaluation rubrics.

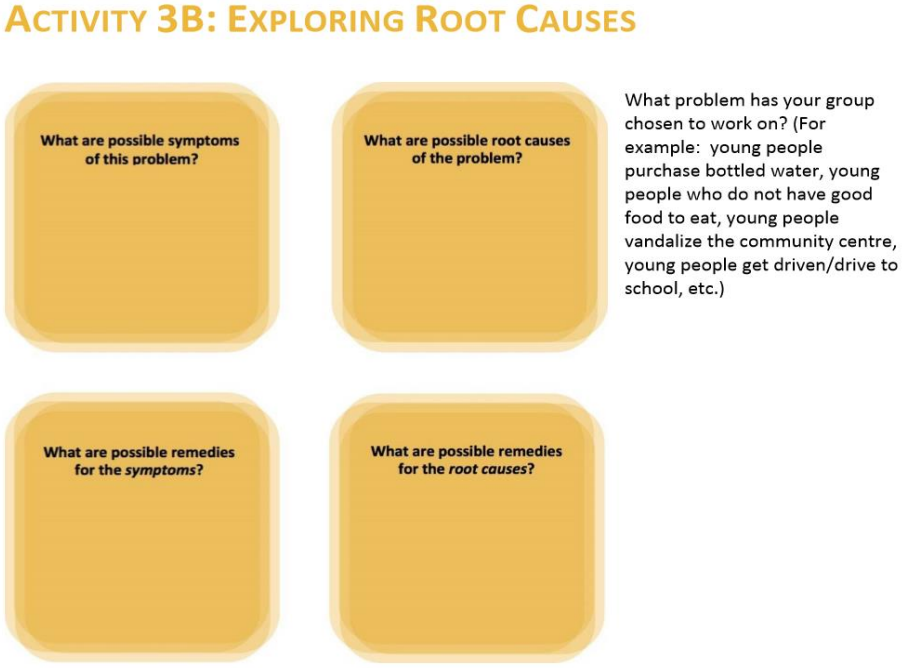


Figure 3: Exploring Root Causes Activity (Burgess, 2014, p. 28)

Themes and Topics. The content of Resource 2 is organized by two broad themes connected to responsible and active citizenship: sustainability and taking action. Regarding sustainability-related issues, the resource includes topics such as root causes of, symptoms of, and possible solutions to issues; the social, environmental, and economic dimensions of issues; the interconnectedness between issues; and environmental, social, and economic consequences

[8] See Burgess (2014), pages 8-14 to learn about the 12 steps.

of issues. The taking action theme involves topics such as consensus-based decision making; building motivation for action; types of actions (e.g., political, educational, legislative, peaceful dissent, consumer choices, lobbying); working toward a sustainable future in schools; barriers and supports for action projects; perspectives of stakeholders; and community partnerships.

Pedagogy and Learning. The predominant approach to pedagogy espoused in Resource 2 is to act on learning. Acting on learning is a way of moving "beyond investigation of an issue to identifying solutions and working towards a desired change — in personal lifestyle, in school, in the community, and on the planet" (Ahlberg & Leal Filho, 1998, as cited in Kozak & Elliott, 2014, p. 33). In this way, acting on learning is regarded as a transformative process that enables students to cultivate an understanding of, and find solutions to, interrelated social, economic, and environmental challenges. It is thus an imperative aspect of teaching and learning for citizenship and social and environmental justice. Acting on learning likewise enables students to prepare for the world of work, as many of the skills acquired through such a process are transferrable to the workplace. The following diagram depicts the process of acting on learning:

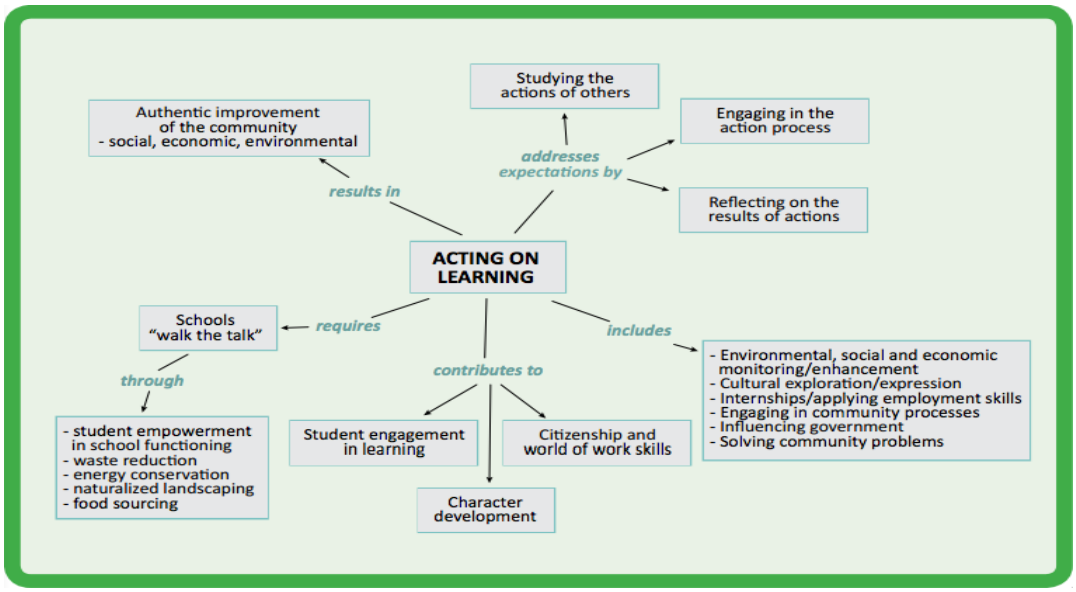


Figure 4: Acting on Learning (Kozak & Elliott, 2014, p. 34)

Assessment and Evaluation. Resource 2 promotes the use of assessment plans that align with the priorities of the action project which students have selected. It cautions against assessing elements that were not indicated as priorities to students. For example, teachers should "avoid saying that the main goal of the project is to build communication skills but assess only scientific knowledge about the issue" (Burgess, 2014, p. 9). In addition, not only should the final product of the student action project be evaluated, but so should the work that students engage in throughout the process. Assessment of the process and of the final product are thus of equal importance. Additionally, the resource provides educators with some assessment tools that include sample assignment rubrics which follow CWS assessment guidelines, and relate to rubrics that correspond with the civics course. This reinforces the natural alignment between the resource's action project model and the civics curriculum's action plan expectations.

Alignment with CWS Curriculum

Resource 1 is strongly aligned with each strand of the Grade 9 geography curriculum as it was specifically developed to accompany it. It follows the same broad themes outlined in the CWS curriculum (i.e., interactions in the physical environment, managing Canada's resources and industries, changing populations and liveable communities). Moreover, Resource 2 has some alignment with the civics curriculum due to its focus on cultivating active citizenship by developing and implementing action projects. It specifically aligns with Strand C3 in the civics curriculum since it largely emphasizes action planning.

Disconnection with CWS Curriculum

Resource 1 adds a sustainability lens to the delivery of the geography course. This implies that the geography curriculum, on its own, does not sufficiently address issues of

sustainability; hence, why a specific resource has been created to guide educators on how to include sustainability within the already existing geography curriculum structure. To illustrate, while the geography curriculum refers extensively to resource development and management in Canada, and the sustainable use of Canadian resources, it places a lesser degree of focus on how global resources are developed and managed, whether there are ethical concerns, and the role governments, companies and consumers play in ensuring ethical and fair trade. In contrast, MO's resource dedicates several activities on helping students understand what fair trade means and examining how the production and management of many global resources are tied to forced labour, unfair prices and other issues that are predominant in a free trade economic system.

Moreover, while the geography curriculum does discuss water-related issues, MO's resource takes a more critical approach by highlighting water as a human right and presenting global case studies detailing the impacts of water privatization around the world. This is meant to introduce a critical rights-based approach to understanding natural resources and the issues that surround them. It uses a critical approach to assess the role of multinational corporations in extracting water in Canada and restricting access to water in several developing countries in the Global South. Resource 1 also points to the larger systems of economic and social inequality that are reinforced through water privatization. It prompts students to consider actions they can engage in to support the treatment of water as a human right and to speak out against corporations such as Nestle. Therefore, a major difference between the geography curriculum and Resource 1 is that the former does not connect the curricular content to human rights and it takes a less critical approach to examining local, national, and global issues. The latter, however, uses a rights-based approach and encourages more critical perspectives of oftentimes controversial issues such as water privatization and the role of governments and corporations in

ethical resource development, management, and distribution.

Resource 2 encourages the analysis of the root causes related to the issue that students choose to address through action. In addition, it aims to help students differentiate between the symptoms of an issue and the root causes. For example, in the case that students come to school without a healthy lunch, a potential symptom may include a diminished level of focus and attention due to excess sugar in their diet. A root cause could be lack of money/access or lack of knowledge about healthy foods. By examining root causes, students' action plans can be direct at addressing these causes rather than the symptoms of the issue. The CWS curriculum, however, does not prompt students to differentiate between symptoms or causes. As a result of this missing component, the CWS curriculum falls short of providing a deeper analysis of civic issues, and thus when students are expected to develop an action plan in civics C3.3, it is more likely that their plans will fail to address the root causes of their chosen civic issue.

Interview with Cindy

To learn more about how MO partners with schools and educators, I interviewed Cindy who is one of four fulltime staff at MO. She has worked with MO since 1995. She first began as a Program Manager. In this role, she worked on partnership development and project management until 2002, after which she assumed her current role as the Director of Programs and Administration. Due to social and physical distancing measures in place as a result of COVID-19, I interviewed Cindy over Zoom from her home office rather than meeting in-person.

Rationale and Goals

Cindy indicated that the primary goal of MO's educational interventions is to encourage young people to examine a social, economic, or environmental issue of importance to them,

understand the impacts of the issue within their communities, and then address it in some way. By examining a particular issue, students are able to take initiative to research an issue as opposed to having a teacher simply tell them what they should know. In this way, students can undertake their own learning while receiving support rather than direction from their teachers. By doing so, both students and educators can engage in the learning process collaboratively. Students can likewise develop their critical literacy skills; when students conduct online research on a theme, they are able to sift through information and decipher between what is sound and reliable, and what is not. MO's programming also prompts students to explore the various ways in which they can collectively address an issue, and the tools and strategies to take effective action. In carrying out action, students learn the skills to engage, mobilize and advocate as active citizens. In sum, MO's programming aims to help youth examine issues that interest them, develop and apply skills such as critical thinking and research, and engage in an active process to take action on a selected issue. A full list of learning goals can be found in Appendix C.

Program Components

Resources for Rethinking Database. MO offers an online database entitled *Resources for Rethinking (R for R)*, which provides resources for teaching and learning sustainability. It was first designed in 2007 and to date, holds over 1,300 resources developed by over 250 publishers. Some of the resources have been designed by MO while others were created by school boards or other NGOs[9]. The *R for R* database includes videos, literature, lesson plans, and activities to promote responsible citizenship. All of the resources in the database have been reviewed by teachers, for teachers. This vetting system ensures their quality and relevance. The majority of

[9] *R for R* includes resources from many organizations, including the Canadian Centre for Policy Alternatives, Greenpeace, UNESCO, Global Campaign for Education, and the Toronto District School Board. For more information, see http://resources4rethinking.ca/en/

the resources are available at no cost; MO carefully selects each resource and does not include any expensive materials, as few teachers would be willing to use them. The aim of having a database of resources is to offer an online platform for "one-stop shopping" (Cindy) so that teachers can easily access relevant resources. Cindy contended that the database has been very successful over the last thirteen years and continues to evolve and grow.

Resources in the *R for R* database can be filtered based on several search criteria including language (English or French) and grade level (K-12). The database can match its resources to various subjects such as Aboriginal studies, math, science, arts, business, history, geography, and civics. It covers a wide array of themes including governance, poverty reduction, energy, economics, water, human rights, indigenous knowledge, technology, and more. The resources can also be filtered based on specific Sustainable Development Goals (SDGs)[10]. Another beneficial element of *R for R* is that it links each resource to curricula across Canada; educators can indicate the province in which they teach to narrow down the search to the curricular requirements of that province. When a resource is selected, *R for R* provides a detailed description, outlining the skills that the resource teaches, the themes addressed, the associated weaknesses and strengths of the resource, the intended grade level, the subject it fits with, its rating on key sustainability education principles, the pedagogical approaches it employs, and the specific strand(s) of provincial curricula with which it aligns. Because the database is organized in this way, educators do not need to spend time and energy sifting through an overabundance of internet resources which do not always make the relevant curricular connections clear.

Youth Forums and Action Projects. MO works directly with youth by hosting youth leadership forums across Canada. The forums are meant to engage youth with whatever issues

[10] The UN 2030 Agenda for Sustainable Development, adopted in 2015 by all UN member states, outlines 17 SDGs which are a call to action to promote global prosperity. The SDGs can be found here: https://sdgs.un.org/goals

are important to them and to empower them to take action on the SDGs. During the forums, youth are taken through a series of workshops delivered by local community leaders and experts. The workshops provide youth with the opportunity to build skills and generate innovative ideas for their own action project on a local issue that they can plan and implement within their school or community. MO also invites local organizations and businesses so that youth can network and form community connections. While students participate in the forum, their teachers simultaneously take part in a PD workshop where they are given strategies to motivate their students to lead the action projects they have discussed over the course of the forum. Therefore, the forum facilitates youth innovation and teacher capacity building at the same time. Furthermore, MO is sometimes able to offer seed funding to help fund selected youth action projects. These are featured on an online platform called the *Our Canada Project*[11].

This initiative was established in 2012 by a group of students who wanted a platform where youth could share their community projects with one another. To date, MO has hosted over 100 forums across Canada (MO, 2019).

Building Teacher Capacity. MO conducts over fifty PD workshops per year for educators across Canada. Generally, the PD workshops or "institutes" (Cindy) are delivered in-person over the course of two days. The typical audience comprises new teachers, experienced teachers, and pre-service teachers. At times, museum curators and NGO representatives who want to gain strategies on how best to work with schools and motivate young people also attend MO's PD workshops. The training can be requested by ministries, school boards, or universities, and vary depending on the audience. For example, MO workshops can focus on certain grade levels or on particular themes such as curriculum in nature, climate action, or learning

[11] To learn more about the Our Canada Project, visit http://ourcanadaproject.ca/

assessment, depending on what the audience is most concerned with. Attendees are asked to fill out a pre-institute questionnaire, which is reviewed ahead of time by workshop facilitators to get an idea of who will be attending, what grades and which courses they teach, and what the attendees are looking to gain from the two days of PD. This allows MO's facilitators to tailor the training to the audience. The most common themes addressed in the workshops are the SDGs, climate change, and strategies for engaging youth on these topics.

MO's PD institutes provide teachers with the opportunity to collectively share experiences, strategies, and best practices, and to learn from one another. The main intention is to build teacher capacity by training teachers on the skills and strategies needed to engage young people. Cindy noted that a majority of teachers are not fully equipped to teach SDE and, therefore, they require reassurance and tangible strategies in order to build their confidence. Many teachers may feel they do not have the answers to climate change questions and thus cannot teach it confidently. However, Cindy argues that climate change is a constantly evolving and complex subject without clear answers or solutions. Consequently, MO works to reassure teachers that they do not need to have all the answers in order to teach their students about sustainability. Thus, the focus of the NGO's workshops rests heavily on building teacher confidence and giving teachers the tools to engage their students on the topic.

Cindy described MO's approach to PD workshops as being rooted in an inquiry model. The workshops flow depending on what questions are raised and what the participants want to focus on. For example, the audience may want to take a close look at an indigenous perspective on sustainability. Facilitators thus need to be prepared to delve into these matters as they come up throughout the workshop. Facilitators have a general structure to follow; however, Cindy asserted it is crucial for facilitators to be very flexible, to have the capacity to change the plan,

and to adapt in the moment depending on what direction the audience is going. This methodology is imperative to the success of the workshops.

In addition to using an inquiry-based model, MO's workshops also focus considerably on modelling effective strategies that teachers can use in their classrooms. During workshops, facilitators essentially take on the role of the teacher. In this way, they are able to demonstrate exactly how teachers can deliver the strategies in their own classrooms with their own students. At times, MO facilitators also visit schools to conduct classroom workshops. The main intention for these in-class workshops is to model strategies for teachers so they understand how to implement them on their own without the NGO having to conduct a classroom visit.

Learning and Pedagogy

Transformative Approach to Education. Cindy described MO's educational approach as transformative, which is a departure from a conventional model of schooling wherein teachers stand at the front of the classroom telling students what they ought to know and testing them at the end of the week. See Appendix E for details regarding the differences between a conventional and a transformative approach. MO uses seven transformative education strategies: learning locally, acting on learning, considering alternative viewpoints, real-world connections, integrating learning, inquiry, and shared responsibility for learning. Cindy asserted that when educators use transformative education strategies, they can successfully integrate any social issue or topic into student learning. Cindy further explained that transformative teaching and learning strategies for SDE are meant to be integrated into teacher pedagogy rather than treated as add-ons. Cindy stated, "We're trying to engage [teachers] in a strategy so it's not additional to what they have to teach but that it is part of the way they teach." In this way, teachers are less likely to feel overwhelmed or to view SDE as another curriculum component that they have to add on to

their already demanding tasks. Instead, it is organically embedded in their teaching practices and is used as a framework through which to deliver curriculum. The following table outlines the seven learning strategies that are associated with the transformative approach to education:

Strategy	Description
Learning Locally	- Extending the classroom out into the community. - Learning through experiences within the local natural and cultural environments.
Integrated Learning	- Cross-curricular learning and skill-development - Allows for a deeper, more interdisciplinary understanding of environmental, social and economic issues.
Acting on Learning	- Enhancing communities through action - Applying learned concepts and skills to action projects
Real-World Connections	- Authentic learning based on real-world applications - Working with community partners
Considering Alternative Perspectives	- Presenting differing viewpoints - Applying critical thinking to various viewpoints
Inquiry	- Student-lead learning - "uncovering" of curriculum through skillful facilitation
Sharing Responsibility for Learning	- Preparing students to take responsibility for their learning - Shared responsibility (student and teacher) in determining what is learned, how it is learned, how learning is used, and what is assessed and evaluated.

Table 5: Transformative Teaching Strategies (Kozak & Elliott, 2014)

Addressing Eco-Anxiety. MO also provides support in helping educators address eco-anxiety. Eco-anxiety is defined as "a chronic fear of environmental doom" (APA, 2017, p. 68). Children and youth are a high-risk group for climate-disaster-related mental health consequences such as anxiety, depression, and post-traumatic stress disorder (APA, 2017). Eco-anxiety can also manifest itself as apathy and a sense of hopelessness. Cindy contended that eco-anxiety is a growing issue among Canadian youth and asserted that it is important to help students feel empowered and confident that they can make a difference with their actions. This can help them positively take on climate change issues and avoid or mitigate a sense of defeat or overwhelm. In the executive summary of its climate change in education survey, MO and its research partners at

Lakehead University advise school boards, schools, and teachers on how to address eco-anxiety:

> To address apathy and eco-anxiety, school boards, schools and teachers should ensure student learning is authentic and relevant to local climate impacts, utilizing strategies including inquiry, experiential learning, opportunities for deliberative dialogue, and community partnerships for local climate action (Field et al., 2019, p. 19).

As a result of growing anxiety around climate change, it is crucial to equip educators with the strategies to navigate eco-anxiety and impart a sense of empowerment to create change. Of particular importance is engaging youth in collective action on environmental sustainability, as this is shown to foster hope, well-being, and a sense of self-efficacy (Ojala, 2018). Engaging youth on collective action is, thus, a focal point of MO's educative work in schools.

Success Factors

Over the years, MO has built a good reputation and has received positive feedback from educators. In speaking about the feedback regarding MO's PD institutes, Cindy stated "some of the [teachers] have said that it's the best PD that they have ever had". MO has also grown its success with engaging youth in action. In 2015, MO funded 74 action projects and in 2019, that number grew to 194 youth action projects across Canada (MO, 2019; MO, 2015). While there are many reasons for the success MO has cultivated, Cindy highlight two key success factors in her interview.

Partnership Building. Cindy attributed much of MO's success to building partnerships with ministries of education, school boards, and teachers. Buy-in from ministries of education has a positive trickle-down effect that enhances MO's ability to connect with school boards and teachers. For example, MO hosted two-day PD institutes in Prince Edward Island (P.E.I.) that were organized, promoted, and supported by P.E.I.'s Ministry of Education. Therefore, buy-in and partnerships with ministries help MO to conduct its work efficiently and effectively. MO

works more closely with school boards in some provinces where it is more difficult for messages to trickle-down from the ministry. Some school boards may initially be hesitant to work with MO if they are not familiar with the NGO. However, Cindy has consistently found that once the school boards become familiar with MO's work, the relationship "soars." For example, one Ontario school board has now participated in many of MO's programs and continues to reach out to the NGO for PD opportunities. To keep educators engaged ongoingly, MO sends out a monthly newsletter and engages people through their social media platforms. Hence, building on and maintaining positive relationships with key stakeholders is imperative to MO's success.

***R for R* Curricular Links.** The *R for R* database has been widely successful amongst teachers and continues to serve as a key resource hub for educators across the country. What makes *R for R* different from other resource hubs is that the resources are peer-reviewed by teachers and the curricular connections of each resource are clearly outlined. Cindy emphasized the importance of creating explicit curricular connections when working with educators. She said that teachers are "tired of the kit and run syndrome," wherein they are given toolkits that end up going unused because it is not clear how the resources connect to curricula. Therefore, Cindy argued it is imperative to make clear curricular connections, down to the strand if possible. She further contends that NGOs that do so will find their resources more widely used by educators.

Challenges

Funding. The major challenge Cindy cited for MO's educational work is ensuring sufficient ongoing funding for the full range of its national operations. Given that MO is a nonprofit organization, it has to fundraise in order to resource its projects and pay four full-time staff and thirty consultants across the country for their time and labour. MO's work is entirely

reliant on donations and grants[12]. Cindy mentioned that it is particularly difficult to secure funding for MO's policy-related work. Due to insufficient ongoing funding, MO is not always able to fulfill the mandates of its policy initiatives despite the growing importance of educational policy reform to the overall agenda of SDE.

To fundraise, MO seeks out "companies that are highlighted on sustainability indices such as Corporate Knights and Dow Jones Sustainability indices" (Cindy). In this way, MO avoids supporting companies that work against its overall aim of securing a sustainable future. When possible, MO sets up a meeting to understand the company's focus and decide whether there is a fit. Most of the grants MO receives are short-term and thus, the NGO is always seeking new avenues to sustain its operations. Cindy strongly feels that MO has all the key tenants of a successful educative agenda. This is evident in the positive feedback she receives from school boards, teachers, youth, and parents. However, with an increased resource flow, MO would be able to expand its capacity and reach even more people across Canada.

Controversial Issues. Cindy stated that she had never had a school or school board show resistance to MO's sustainability-driven agenda. However, parents have at times expressed hesitation regarding some of the topics that MO addresses. This is especially true in certain regions of Canada where people's livelihoods are dependent on industries that are less supportive of climate action initiatives. Thus, some of the topics MO addresses in its work with schools, educators and youth can be viewed as controversial. Cindy stated that MO is aware and understanding of the fact that some families' livelihoods are supported by these industries, so the NGO takes a collaborative approach to forming solutions rather than dismissing this reality.

On the other hand, Cindy also recounted an experience in which a university student

[12] Less than 12% of MO's funding comes from government sources (MO, n.d). The majority (69%) of its funding comes from corporations and foundations (MO, n.d)[12].

declined to participate in one of MO's forums because a prominent aluminum manufacturing company was sponsoring it. MO asserts that its donors do not control the nature or content of its programs.[13] Nonetheless, some individuals may still be reluctant to support its work. Given the range of perspectives, it can be a challenge to juggle them and please everyone. Nevertheless, MO's philosophy is that sustainability cannot be achieved without collaboration from all involved actors and, thus, that everyone has to work together to find viable, long-term solutions.

COVID-19 Response

At the time of her interview, Cindy was able to explain how MO had responded and adapted to the COVID-19 pandemic thus far. MO has taken steps to support educators, students, and parents in this new era of online learning. For instance, Cindy explained that MO had begun delivering its PD virtually rather than via in-person gatherings. In addition, MO has been providing parents and educators with educational resources appropriate for home-based teaching and learning. These initiatives have received a notable endorsement from The Office of the Ontario Premier (2020) which cited MO's Learning Inside Out initiative as a key resource parents and teachers can use for at-home learning. Through this initiative, MO shares a collection of lesson plans and activities at different grade levels that are simplified and adapted for at-home learning. The activities emphasize outdoor learning, within the vicinity of the students' homes, and respecting physical distancing practices. They are released on a weekly basis. At the time of my interview with Cindy, the initiative was in its fifth week. The intent has been to persist for as long as the school year continues to be affected by stay-at-home orders. Cindy also mentioned that its major funders had redirected the NGO's funding – usually allotted to in-person events –

[13] Some of MO's donors are resource extraction companies. MO's Ethical Funding Statement states that it is committed to engaging with its various funders "in a manner that supports the overall pursuit of a sustainable future". For more, visit: http://lsf-lst.ca/en/current-donors/ethical-funding-statement

so that MO could help those who were now teaching and/or learning from home.

Chapter Summary

MO's educational resources align well with the CWS curriculum in terms of meeting overall and specific expectations. A key area of difference is that MO uses a more critical approach to delivering its content. In this way, it emulates the rhetorical shift in educational discourse which has moved towards more critical and activist conceptualizations of CE. In other words, it does a better job of translating CE rhetoric into actual practice.

Much of MO's strategy for its educational interventions focuses on equipping teachers with the pedagogical tools necessary for the successful implementation of SDE. Although content knowledge is useful, MO understands that teachers are capable of helping students meaningfully learn about any topic that interests them when they have a guiding framework that values transformative teaching and learning strategies. In this way, educators' teaching practices as a whole are informed by a sustainability lens which they can apply to any subject area. By focusing on translating these pedagogical approaches into everyday classroom teaching and learning, sustainable development can establish itself as a dominant framework in education rather than simply being an add-on topic in schools.

An area of MO's work that is particularly unique relates to the growing phenomenon of "eco-anxiety". MO is the only NGO in this study that actively recognizes and addresses student anxiety around sustainability issues. This is significant because there is little use in teaching about sustainability if students do not feel like they can act on their learning and effect social change. By not addressing potential anxieties around these issues, educators may inadvertently foster apathy and a lack of confidence in students, which in turn, will compromise the central goal of MO's work: to empower students to act on sustainable development issues.

Chapter Six: The Sycamore Foundation

Curriculum

In this section, I detail the various components, approaches, topics, themes, and learning goals associated with SF's *Speaking Rights* toolkit as well as the areas of alignment and disconnection with the CWS curriculum.

Rationale & Goals

SF's *Speaking Rights* toolkit is a national resource for teachers and youth workers who work with youth aged 12 to 25 years in schools, after- and before-school programs, recreational programs, and community-based organizations. The rationale behind the development and delivery of the toolkit is to "engage youth and support their leadership and actions aimed towards building more equitable and inclusive communities where the human rights of all are respected" (Nazzari et al., 2018, p. 6). In doing so, SF promotes values such as human rights, non-discrimination, and peaceful conflict resolution through the active participation of youth.

The toolkit is not intended for any specific course or grade level, as it is meant to be used in a variety of educational spaces and contexts. For example, the Alternative Suspension Program (les YMCA du Quebec) is an out-of-school intervention that uses the activities and the educational approach in the *Speaking Rights* toolkit to promote rights and responsibilities among the youth they work with (SF, n.d.). The toolkit is also used to help apply a human rights lens to the structure and delivery of their youth programming as a whole (SF, n.d.).

The learning goals espoused in the toolkit are centred on developing the knowledge, competencies, attitudes, and behaviours necessary for creating inclusive, rights-respecting communities. The toolkit thus aims to impart knowledge about rights and responsibilities, local and global human rights issues, and diversity in the communities of participating youth. It is

designed to give youth opportunities to develop important competencies, notably critical thinking and reflection, problem-solving, effective communication, self-awareness, creativity, active participation, and leadership. In addition, the toolkit encourages the development of attitudes and behaviours conducive to human rights such as "openness, respect for diversity, acceptance of others, and solidarity with all members of the community" (Nazzari et al., 2018, p. 7).

Themes and Topics

The main themes addressed in SF's toolkit are rights and responsibilities, violence and bullying, identity and self-esteem, healthy relationships, discrimination, and participation and engagement. Additionally, gender equality is a cross-cutting theme and is therefore integrated throughout the toolkit's activities and projects. The following table highlights some of the topics associated with each of the main themes:

Theme	Topics
Rights and Responsibilities	• Human rights and protections • International human rights treaties and conventions • Rights of children and youth • Women's rights • Canadian Charter of Rights and Freedoms • Legal rights • Youth criminal justice • Food distribution and insecurity around the world • Global inequalities
Violence and Bullying	• Interpersonal conflicts • Peaceful conflict resolution • Violence and non-violence • Cyber-bullying & online safety
Identity and Self-esteem	• Gender identity and expression • Culture and cultural identity • Wellness and managing stress • Strengths and talents
Healthy Relationships	• Love • Healthy relationships and boundaries
Discrimination	• Racism, prejudice, stereotyping, exclusion • Homophobia • Gender, race, socioeconomic status, ability • Non-discrimination

Participation and Engagement	• Leadership • Technology, social media, and advocacy • Community action projects

Table 6: Themes and Topics in SF Resource (Nazzari et al., 2018)

Components

The *Speaking Rights* toolkit contains forty-one full-length activities and twenty-five dinamicas. Dinamicas are short, engaging activities (typically 5-15 minutes in length) that can be used to establish a positive dynamic within a group of students and help them re-energize or relax before or after a full-length activity. Each full-length activity is outlined step-by-step with detailed instructions on how to facilitate it. The toolkit also includes sets of questions to use as a basis for post-activity debriefs. The debrief prompts are centred on how youth *feel*, what they *think*, and how they can *act*. Their aim is to encourage youths' feedback on how they feel about the activity they participated in. This in turn creates space for deeper critical reflection on a particular issue and how students can translate what they have learned into actions. Also appended to the toolkit are suggestions for how each activity can be adjusted and/or expanded on. Additionally, it contains useful facilitation information such as the amount of time an activity will take, the group size it can be used for, the materials needed, and which specific life skills, values, themes, and/or rights and responsibilities it addresses.

Another key component of SF's resource is the set of twenty-three reference sheets providing background knowledge on human rights principles, instructions on how to use the toolkit, guidelines for effective facilitation, pedagogical resources, and summaries of relevant international human rights treaties and conventions. The pedagogical reference sheets are intended to support educators in increasing youth participation, promoting non-discrimination, recognizing and preventing racism, peacefully resolving conflict, using different teaching and

learning approaches, working with ELL learners, and overcoming facilitation challenges. The toolkit also contains resources to help teachers and youth workers support youth-led CAPs. These include guidelines on facilitating CAPs, a list of project suggestions, some examples of past projects, and two project-oriented activities.

Pedagogy and Learning

SF's toolkit uses a "participatory approach, grounded in transformative learning theory and practice" (Nazzari et al., 2018, p. 7). Such an approach aims to empower youth to become involved in social change by instilling in them the knowledge, self-efficacy, self-esteem, and skills to articulate their rights and consider the types of actions they can take to protect and realize those rights. This educational approach aims to create a reciprocal learning environment that includes student voice and engages youth from different backgrounds and cultures, and with different values and beliefs in collaborative learning. It comprises three pillars: lived experiences, critical analysis and reflection, and strategies for action. First, it involves recognizing and building on the lived experiences of young people through activities and projects related to various themes (e.g., identity, bullying, discrimination). The experiences of youth and their participation in meaningful activities can be used as a basis for critical thinking and reflection on the various issues that are important to them. This critical analysis entails questioning and challenging assumptions, exchanging ideas, and identifying patterns through group discussions that prompt students to consider how they feel, think, and act. This participatory approach also encourages students to strategize potential courses of action that can serve as a basis for social change. As such, educators are encouraged to include opportunities for youth to apply what they have learned to their daily lives, either individually, or within groups and in the wider community. The toolkit's educational approach is depicted below:

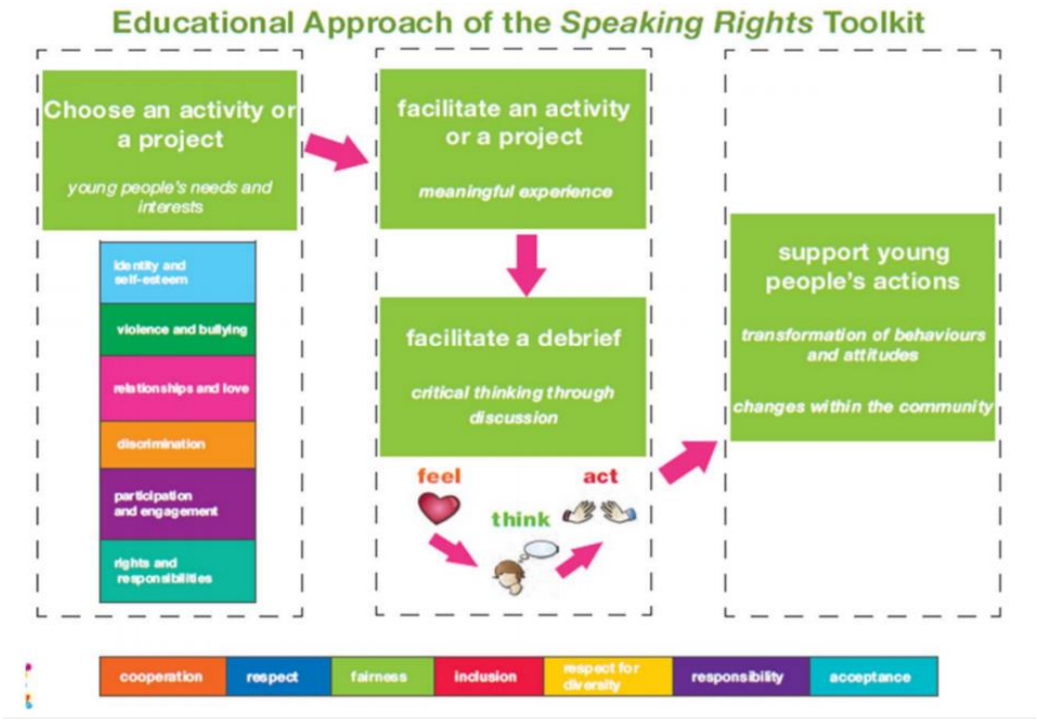


Figure 5: Educational Approach of Speaking Rights Toolkit (Butler, 2015)

The toolkit also encourages educators to incorporate different approaches when leading activities and discussions so as to engage their students in a variety of learning styles. It highlights a range of different facilitation techniques associated with three central learning approaches: visual, kinesthetic, and aural/oral. For example, educators can incorporate a visual approach to activities and discussions by using multimedia modes to deliver information or by conducting live demonstrations when explaining activities. In a similar vein, a kinesthetic, movement-based approach can be included by leading active, energizing dinamicas or by encouraging youth to move around from time to time. An aural/oral approach can be implemented by repeating key words, changing tone of voice, and summarizing discussion points. By using these differentiated techniques in their facilitation of toolkit-based activities, educators can effectively cultivate inclusion and participation.

In addition, the resource provides educators with guidance on how to manage challenges

should they arise. Some of the common challenges highlighted in the toolkit include educators' discomfort with certain activities and/or topics; and among students, difficulty speaking the language, disrespectful comments, heated discussion, and unwillingness to share opinions. Each potential challenge is accompanied by a range of strategies and possible solutions to help educators confidently navigate and overcome the challenge. Lastly, the toolkit acknowledges the importance of accommodating ELL learners, asserting that the use of students' first language should be respected and supported as this "helps build greater confidence and efficiency with respect to learning additional languages, and has a positive effect on academic achievement, increases awareness of global issues, and builds problem-solving skills" (Nazzari et al., 2018, p. 58). To facilitate these outcomes, the toolkit provides suggestions and strategies for creating a welcoming and inclusive environment and for supporting multi-level ELL learners.

Assessment and Evaluation

The *Speaking Rights* toolkit does not provide any tools or guidance for conducting assessment and evaluation.

Alignment with the CWS Curriculum

The *Speaking Rights* toolkit includes CAPs which encourage active citizenship via action projects that address pertinent issues related to human rights. This aligns well with the overall mandate of the CWS curriculum to "propose solutions to, and courses of actions to address, real problems" (OME, 2018, p. 9), and more specifically, with Strand C3 of the civics curriculum (Personal Action on Civics Issues) which calls on students to plan and measure a civic action project. Therefore, both the CWS curriculum and SF's educative resource value the importance of youth action and attempt to activate it through action planning.

Moreover, the underlying values and broad themes of SF's toolkit align with the CE framework outlined in the CWS curriculum. Most closely aligned are the broad elements of identity, active participation, and attributes. More specifically, values and themes presented in SF's toolkit such as fairness, cooperation, respect, rights and responsibilities, inclusiveness, and participation overlap with the CE Framework. To illustrate, Strand C2.1 of the civics course examines the ways in which diverse perspectives and identities are included and/or represented. (ex. the LGBTQ community, religious groups, and indigenous populations) and to what extent. It also questions whether groups are included equally. This is also emulated in SF's toolkit.

Content-wise, there are a few other points of similarity that are worth mentioning. For example, both curricula examine national and international rights protecting treaties. These are found across the CWS curriculum (ex. history C3, D1, E1, civics B3). Moreover, Rights and Responsibilities is a prominent theme in SF's toolkit and is also the main focus of Strand B (Rights and Responsibilities) in the civics course. The toolkit also covers topics such as online safety (civics B1) and the use of social media platforms to express opinions about issues (civics C2). These civics-oriented topics are evident in two specific sections of SF's toolkit. Firstly, the "Space Defenders" activity allows youth to reflect on and assert their personal boundaries, including as it relates to online interactions. As such, the activity prompts students to consider what online privacy and safety entail, and how they can engage with others online without compromising safety and security. Moreover, the "E-Advocacy" activity helps students explore how they can use social media to advocate for an issue. These activities are thus aligned with parts of the CWS curriculum that are centered on civics and online spaces.

Disconnection with the CWS Curriculum

A key area of disconnection between the CWS curriculum and the *Speaking Rights*

toolkit relates to child and youth rights. The rights of children and youth are a focal point in the *Speaking Rights* toolkit; however, it is only mentioned once in the CWS curriculum and is not expanded on further. Furthermore, the CWS curriculum does not make any effort to inform students of their rights. It focuses more on responsibilities whereas SF's toolkit emphasizes the right of youth to know their rights and learn about self-advocacy. One of the primary reasons SF is committed to HRE is because the NGO believes strongly that HRE in itself is a right. This is supported by Article 42 of the CRC which stipulates that states must "make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike" (UN General Assembly, 1989, p. 12). In other words, youth have the right to know their rights and, "adults have the responsibility to ensure that youth are informed and can exercise their rights" (Nazzari et al., 2018, p. 8). In this way, knowing one's rights is a precursor to being able to recognize, respect and advocate for the rights of others. It is also necessary for equipping students to practise human rights values in their everyday lives. However, this approach is not reflected in the CWS curriculum where the focus rests largely on helping students behave in ways that and fulfill citizenship-related responsibilities.

Lastly, there is virtually no aspect of the CWS curriculum focusing on youth identity and self-esteem or other socio-emotional themes. Although the curriculum does state that "an educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development, and to their sense of self and spirit, is critical to their success in school" (OME, 2018, p. 4), the themes of identity and self-esteem are largely absent from the rest of the document. It also seems that they are reinforced solely through teacher's awareness and pedagogy rather through the curriculum content itself. Conversely, SF's toolkit centers many of its activities and discussions around building identity and self-esteem. These are described as

being instrumental to building student capacity for meaningful participation.

SF's toolkit debrief questions consistently include discussion prompts about how students *feel* about the activities they engage in and the concepts, ideas, problems that they learn about. SF argues that starting discussions by allowing students to reflect on how the toolkit activities and content make them feel is important because it allows them to "discover the importance of human rights values for themselves." (Nazzari et al., 2018, p. 37). For example, when they become aware of how difficult it is to feel excluded during an activity, they can better grasp the challenges of experiencing exclusion in daily life. Drawing on the experience of an activity, young people can then identify specific actions to promote inclusion and think more critically about larger systems of exclusion (Nazzari et al., 2018). On the other had, the CWS curriculum does not prompt students to consider their socio-emotional context, nor does it engage them in experiences that would allow for such reflection.

Moreover, the CWS curriculum does not provide teachers with guidance on how to go about facilitating debriefs and discussions. It could be argued that although it is important to outline curricular content, what is more impactful on student learning and understanding is the way in which the content is taught (through experiences and reflective discussions). While SF places great importance on providing teachers with the necessary resources to effectively deliver its toolkit and overcome potential facilitation challenges, such guidance is lacking in the CWS curriculum document.

Interview with Seema & Penny

Seema works with SF as a Senior Regional Program Manager. She is responsible for developing program partnerships, writing grants, developing training workshops, creating program and training tools, sustaining strategic partnerships, and managing the office. Penny is a

certified teacher who worked with a school board before joining SF as a Project Officer. She focuses on frontline work, which includes facilitating trainings with partners who work with children and youth. Seema and Penny are the only staff who work from SF's B.C. office.

Rationale and Goals

Seema and Penny described SF's educative interventions in Canada as being centred on cultivating an understanding of human rights and manifesting positive social changes. These main goals can be organized in accordance with four target groups/levels: children and youth, educators, organizations, and communities. Each group has its own specific outcomes and/or learning goals. The primary target group is children and youth. Among children and youth, acceptance, inclusion, enhanced self-esteem, and leadership skills, as well as a sense of identity and advocacy, are cultivated through classroom activities, group discussions, CAPs, and reflection exercises. The achievement of these learning goals can be demonstrated in varying ways. For instance, Penny recounted an experience wherein a young girl verbally expressed a sense of exclusion based on her gender identity and stated that she had the right to be included. In this example, the learner demonstrated an understanding of self-identity, exclusion/inclusion and the language associated with self-advocacy.

SF also outlines specific learning goals for educators who attend its PD workshops. The interviewees cited a general sense of being overwhelmed that they have observed among the educators they have worked with due to the day-to-day demands these educators face, which leave little time to go beyond their teaching mandates. The PD trainings are thus intended to build teacher capacity and give teachers the tools to integrate the NGO's curricula into formal school curricula in a way that does not create undue stress and pressure or take away from the more traditional focal points such as literacy and numeracy. Moreover, on an organizational

level, schools are encouraged to create a rights-respecting environment and to participate in ongoing training to implement a rights-based approach to education. This requires school leadership and sustained partnerships with SF.

Significantly as well, SF's programming is intended to impact change on a community level. SF has seen some success on this level. For example, relying on many of SF's resources, the City of Burnaby has collaborated with school districts, the Ministry of Children and Youth, health agencies and the local YMCA to write a Children's Charter. SF contributed significantly to the vision and implementation of this community-wide initiative by bringing together community partners and consulting children and youth. In sum, SF takes a multi-level approach to achieving its intended outcomes and goals. The diagram below depicts the aforementioned target groups/levels and the intended outcomes and/or learning goals for each:

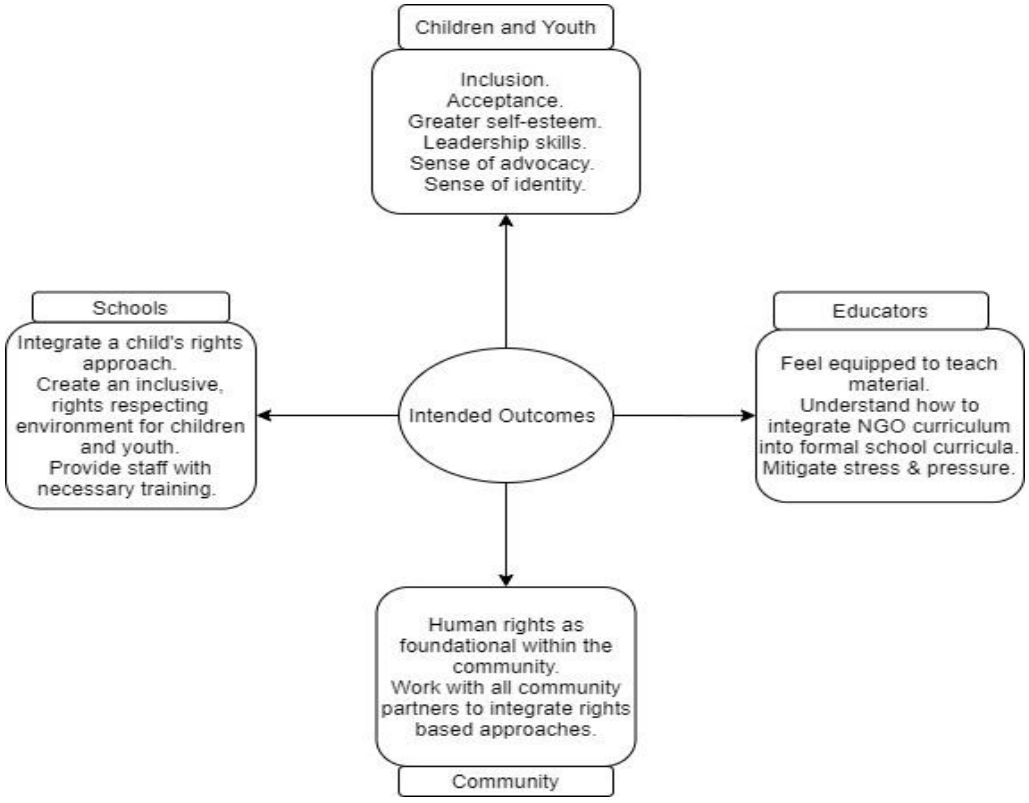


Figure 6: SF's Intended Outcomes

Program Components

Toolkits. SF draws on five toolkits to support its Canadian educative programming. Each resource has its own focal point and set of topics, and each is intended for a different audience and demographic. Moreover, each of SF' toolkits are intentionally developed to address an existing need or gap identified by educators or the communities in which they work. Seema explained how SF takes this approach to its work, stating:

> Each of [the toolkits] are developed based on a needs assessment. And so, it's a needs assessment and a project and a funder, and [asking] 'why is this happening'? So, we don't often just sit around writing toolkits just for fun, because no one has time for that. But it's really the community saying to us, we need support, resources, training in these areas.

To illustrate this needs-assessment approach, SF's *Play it Fair*! toolkit was specifically created in response to demand from informal education partners in Montreal (e.g., summer camps and after-school programs offered by the EMSB) struggling to address issues of violence and exclusion affecting children. These partners expressed a need for tools and resources and therefore SF directed its efforts to fill this gap by collaborating to introduce HRE into the activities and learning experiences that children engaged with in summer camps and after-school programs. Although the toolkit was initially developed to support informal education partners in Montreal, it has now been used in over 30 cities across Canada, and is also used in school classrooms. Subsequently, the *Speaking Rights* toolkit was developed in a similar fashion through a needs-assessment. Partners who had been using the *Play it Fair!* toolkit found that it was not sufficient in their work with teenagers, so they collaborated again to create a resource more appropriate for an older age group. Likewise, with the influx of Syrian refugees across Canada, many community partners (e.g., P.E.I Association for Newcomers to Canada, and Mount Pleasant Community Centre) identified a need for programs and tools to help newcomers adjust. As a result, SF created a specific resource to meet that need. In sum, by using a needs-

assessment approach, SF develops a variety of toolkits for community partners, including educators working with children and youth in both formal and informal settings.

Professional Development. In addition to the various rights-based toolkits that SF makes available, the foundation also offers training workshops and PD opportunities which are rooted in the principles of HRE. SF also trains older students in schools to help deliver SF's programming to students in younger grade levels at their schools. Penny described SF's teacher training workshops as "very participatory" in their approach and delivery. A typical training session begins with getting to know participants and establishing a safe space. Facilitators are aware that participants come to the trainings with a wealth of experience and knowledge, so the sessions are meant to facilitate deeper dialogue about rights. The general structure involves introducing children's rights and human rights values, and facilitating adapted games and activities from the toolkits. Following the activities, the facilitators lead group discussions, then the educators have an opportunity to practise conducting the activities with a group. Lastly, participants are given time to work on lesson planning. Seema explained further:

> Throughout the entire training, it's building their capacity. So, they're understanding how the activities look; they're understanding how it fits in with their work; they're understanding how to do the discussions, they're understanding how to identify root causes of problems where they might want to be using this; and they're doing some planning in terms of how they want to integrate it. But then, the big part also is once they're using it, we're always there to support them with follow up and implementation.

Furthermore, the training sessions provide an opportunity to present to teachers the curricular links between SF's toolkits and mandated school curricula. Facilitators are "overtly pulling out the curriculum links" (Seema) so educators are clear on how the content and activities they are learning fit in with their teaching of the curriculum. Seema and Penny contended that the impact of these training sessions has always been positive, as educators are

generally very eager to participate and express appreciation for the tools and knowledge they have gained. After having engaged in the training, participants often refer their colleagues to SF, in turn creating greater demand which SF sometimes "can't keep up" with (Seema). Penny and Seema asserted that this growing demand is a testament to the success of their programming.

Curricular Entry Points

"Access in the formal school setting is really challenging because of curriculum requirements and demands on educators" (Seema)

The majority of the SF's Canadian programming takes place in informal education settings such as after- and before-school programs (e.g., recreation, leadership-building) offered by various municipalities, community centers, the YMCA, Boys and Girls Clubs, and other youth-oriented organizations, rather than formally within classrooms. This is in large part due to the existing curricular demands teachers are faced with. However, the NGO's regional office in B.C. has had some success in working with schools. Seema and Penny attributed this to SF's curricular alignment with the core competencies of B.C's K-12 curriculum as these competencies are directly linked to CE, consisting as they do with the personal and social competencies that relate to the development of human rights values and social responsibility. Penny and Seema identified this as the key entry point for SF's partnerships with schools. In working with schools and educators, Seema and Penny have observed that some school staff are able to make the links between SF's resources and the formal school curricula on their own. However, not all educators are able to do so, especially if they are not familiar with the NGO. Therefore, SF provides resource sheets that outline the curricular entry points and the ways in which the various activities in its toolkits are aligned with what teachers are mandated to teach in B.C.

Success Factors

Buy-in & Leadership. Both interviewees stressed the significance of buy-in and leadership to the success of SF's educative programs. Buy-in and leadership from ministries of education, school boards, and principals are of particular interest to SF's strategy. Firstly, ministries of education and school boards have helped SF promote its programs and connect more easily with schools and educators by serving as a vetting mechanism. Seema expanded on this, "It's better for us that they [school boards and ministries of education] understand our program and can vet it and say, we know this program fits well." Endorsements from the ministerial or school board level can go a long way in terms of connecting NGOs to educators and giving the organizations greater credibility. Moreover, vetting of an NGO's resources and tools by a ministry or school board can mitigate the overwhelming amount of choice that teachers have to face as a result of an overabundance of online resources. It can be challenging for teachers to sift through all the resources and determine which are the right ones for them. As such, using vetted NGO resources can help teachers save time. It is also a key strategy that helps SF reduce competition. As Seema stated, "We're coming in with a level of authority and not competing with the 30 other toolkits that people can find online." Accordingly, buy-in at the ministry and/or school board level helps educators access vetted NGO resources and serves as a key success factor in building SF's credibility and connecting it with schools and teachers.

In addition to ministerial and school board buy-in, school acceptance and leadership are imperative to achieving successful NGO-school partnerships. Penny and Seema have found that when school principals take leadership and initiative, their teachers feel more supported and capable of implementing NGO resources. Seema and Penny recounted an experience with one school principal who acted as a champion for their work and therefore supported and encouraged

school staff to work with SF. Seema explained this further:

> The principal was a very much respected part of the community. It wasn't this like, "I'm the principal and you have to do what I say". It was very much like a community and the principal was a leader and, the principal believed in it, and was able to translate their beliefs and understanding and make space and time for the teachers to come together and do it. And so, because of her nature, her leadership in the school, she was able to organize like a PD day that had all the teachers there in September, where we were able to go in and provide the training. The students were able to get the training in the leadership program. And so, it was really impactful.

This illustrates the essential role that principals play as potential champions who can advocate for NGO-school partnerships, create the supportive environment necessary to equipping educators, and successfully facilitate interventions. Without ongoing internal support from principals and school administrations, teachers (especially those who are new to the role) may become disillusioned with their attempts to integrate NGO curricula into the regular school curriculum. Therefore, even if a teacher is very interested in introducing HRE into the classroom, without any internal support or school leadership such aspirations may never come to fruition. Seema contended that such a lack of internal support could place great demand and undue stress on teachers who would have to work hard to advocate for change in their schools. She says, "If you're the one person trying to integrate this more innovative approach to education and you're not getting internal support and you feel like you're constantly fighting a system…then, it does become draining and it's an uphill battle" (Seema). A key factor in the success of SF's educative interventions in schools is therefore buy-in and leadership at the ministry, school board and individual school levels. From the perspective of Seema and Penny, without external and internal support, such initiatives would be burdensome for teachers and difficult to sustain.

Challenges

Funding & Capacity. By and large, the greatest internal challenge cited by SF employees is funding. Funding constraints directly impact SF's capacity to do its work. Essentially, as

funding is limited, SF's capacity to conduct its educative work is also limited. This makes it difficult to meet the demand and interest of schools. For example, SF receives many service requests from schools and educators who are interested in having SF conduct workshops and training on HRE. However, SF has not been able to respond to all the requests due to its limited resources and staffing constraints. As Seema stated, "The problem we have is that we have more people who want to work with us and not enough funding to be able to work with everybody." As the interviewees further stated, most schools do not budget for NGO programming and therefore have little or no money to pay SF for its work. Preparing and facilitating workshops are time-consuming and require the physical copies of the toolkit materials that are very costly to print. For this, financial resources are necessary, but because of limited funding and capacity, SF is limited in its capacity to meet the growing demand for its educational interventions.

Lack of Curricular Alignment outside of B.C. Seema and Penny asserted that outside of B.C., provinces have not made the same progressive changes in curriculum. As a result, SF's resources are less aligned with the curricula of these provinces and, hence, the foundation's ability to implement its programs within classrooms is more limited. This is a central reason why when conducting its work outside of B.C., SF primarily targets informal school settings such as summer camps, and after- and before-school settings as these spaces do not have the same curricular pressures that are present in formal classroom settings. Seema and Penny hope that SF will be able to work more extensively in school classrooms as Canadian curricula continues to evolve in the coming years.

Filling the Gap

"We recognize that anytime we work with teachers or student teachers, they have not often learned about this as part of their training" (Seema).

Seema and Penny highlighted a lack of teacher knowledge and training in regard to transformative HRE. This knowledge gap has become evident in their interactions with pre-service teachers. SF offices host teacher candidates as part of community field placements which requires teacher candidates to work with educative organizations for a three-week duration. From this experience, Seema and Penny have found that although pre-service teachers are keenly interested in the NGO's educative work, they often express frustration over their own lack of knowledge or capacity to implement HRE. To illustrate, Penny recounted a notable interaction with one student who was placed with SF. This student revealed to Penny that she had never learned about the CRC despite nearing the end of their teacher education program. The student found it difficult to reconcile this gap in knowledge, especially given the fact that she was about to enter the workforce and work directly with children in a professional capacity. The lack of knowledge and preparedness that Penny and Seema have observed in their teacher education placement students reinforces the assertion that "teachers aren't equipped" (Seema). As a result of this knowledge gap and the lack of training to build the capacity of teachers and equip them with the necessary skills and tools, many teachers are hesitant to integrate HRE. This hesitation, coupled with the pressure that the formal school curriculum places on teachers, is a key motive for SF's emphasis on providing PD in order to enhance their capacity to teach human rights. In this way, SF helps to fill the knowledge gap.

Chapter Summary

This chapter has detailed the educative work of SF, a well-established NGO with a positive reputation and decades of experience delivering educational programs that support and enhance teaching and learning for a more rights-respecting world. Although it aims to coalesce more strongly with Canadian educators to support them in classroom settings, much of this is

hampered by its limited funding and capacity, as a well as a lack of alignment with formal school curricula outside of B.C. Seema and Penny stated that the B.C curriculum is more progressive in comparison to curricula found in other provinces, which remain dominated by traditional subject areas. Due to these challenges, the majority of SF's programming focuses on educational spaces outside of formal classrooms such as after- and before- school actions as well as summer camps.

While many of the values espoused in SF's toolkit overlap with those promoted in the Ontario CWS curriculum, much of the content and approach of the *Speaking Rights* toolkit is disconnected from the CWS curriculum. Both curricula include some similar topics such as action planning, internet safety and activism, rights and responsibilities and human rights conventions and documents. However, the two curricula are divergent in their approaches. This reinforces Seema's and Penny's concerns regarding the challenge of curricular alignment. Essentially, SF's toolkit was developed for use primarily in after-and before school programs and does not clearly align with many of the specific course expectations within the CWS curriculum.

Seema and Penny identified several important factors that they believe are instrumental to the successful implementation of transformative HRE. They argued that there is great demand for more pre- and in-service teacher training so that teachers can feel better prepared and confident in their capacity to teach HRE content. It is important to train teachers adequately for the delivery of HRE as this reduces the need for NGOs to spread their resources thin by visiting classrooms. Moreover, curricular alignment and consistent leadership from school boards and principals are necessary to prevent HRE from remaining as an "add-on" feature to the curriculum. Without the necessary training and ongoing internal supports, SF's provisions cannot be adequately implemented into classroom teaching. Ultimately, SF's goal is to make human rights a fundamental and pervasive aspect of students' educational careers and their daily lives.

Chapter Seven: Juniper Organization

Curriculum

In the section that follows, I detail the learning goals, themes, topics, pedagogical approaches, and assessment plan associated with JO's *Inspiring Global Citizens* resource and the areas of alignment and disconnection with the Ontario CWS curriculum.

Rationale & Goals

The primary rationale for JO's *Inspiring Global Citizens* resource is to "equip educators with the tools they need to teach about sustainable development and global citizenship" (JO, 2016, p.1). Moreover, the resource aims to help students understand their own role as global citizens and prepares students to take action by carrying out a collective campaign on an important global issue. Ultimately, these aims are meant to "help create a more peaceful, prosperous, and equal world for all" (JO, 2016, p.1). The resource is intended for use at the high-school level. It was not explicitly developed for any particular grade level or curricular subject.

The resource has a range of learning objectives which can be organized into three categories: knowledge, skills, and action. The knowledge-based objectives include examining local and global issues, understanding key factors in effective development, learning about Canada's role in development, discerning the complexity of global problems, assessing development programs, learning about the SDGs, and understanding other relevant concepts and topics. The skill-building goals consist of applying critical thinking and reflection, developing problem-solving and communication skills, conducting data and map analysis, and forming informed opinions. These knowledge and skill-building goals in turn, help cultivate a sense of preparedness to take action by strategizing potential solutions, using research, employing planning and creativity to prepare an action plan, and engaging with NGO-related work.

Themes and Topics

The *Inspiring Global Citizens* guide is centered on four key themes: one world, quality of life, sustainable development, and making a difference. The one world theme explores the interconnectedness and interdependence of local, national, and global communities as well as the interrelations among different global issues and their impacts. Students explore the ways in which their lives are connected to lives in other parts of the world and come to understand the shared responsibilities associated with global citizenship. The quality of life theme prompts students to explore the factors that determine quality of life and some of the tools used to measure it. They probe the concepts of developed and developing countries and of privilege, and they examine the root causes of inequality within and between countries. The sustainable development theme examines the SDGs and their applications, analyzing different approaches to development and their merits, and learning about the role of varying institutions, organizations, and individuals in global development efforts. The final theme, making a difference, focuses on taking action. Students conduct research on global issues and the NGO initiatives that address them. Subsequently, students carry out an awareness campaign to generate support for a cause related to a global issue. The four themes and their associated topics are summarized below:

Connected World	Sustainable Development	Quality of Life	Making a Difference
- Connections between students' lives and the lives of others around the world. - Connections between concepts and current news. - Interconnectedness of the world. - Interrelation of global issues. - Global interdependence. - Canada and the world (global connections and	- Complexity of global issues. - Multilateral solutions. - SDGs. - Social justice and equal opportunity. - Empowering local communities. - Partnerships for sustainability. - Moving away from a charity-driven model - Handouts vs. hand-ups - Global development players (Governments,	- HDI - Components of HDI and QoL. - Well-being. - Standard of living. - Social indicators. - Privilege. - Power relations. - Inequality within Canada. - Role of wealthy countries in maintaining inequality. - Developed vs.	- Shared responsibility as global citizens. - Global Citizen types (Dream big, thoughtful, start-up and hands-on). - Small actions, big impact. - Reflection on one's own role. - Ways to take action. - Contributing to the world. - Supporting NGO campaigns. - Plan of action.

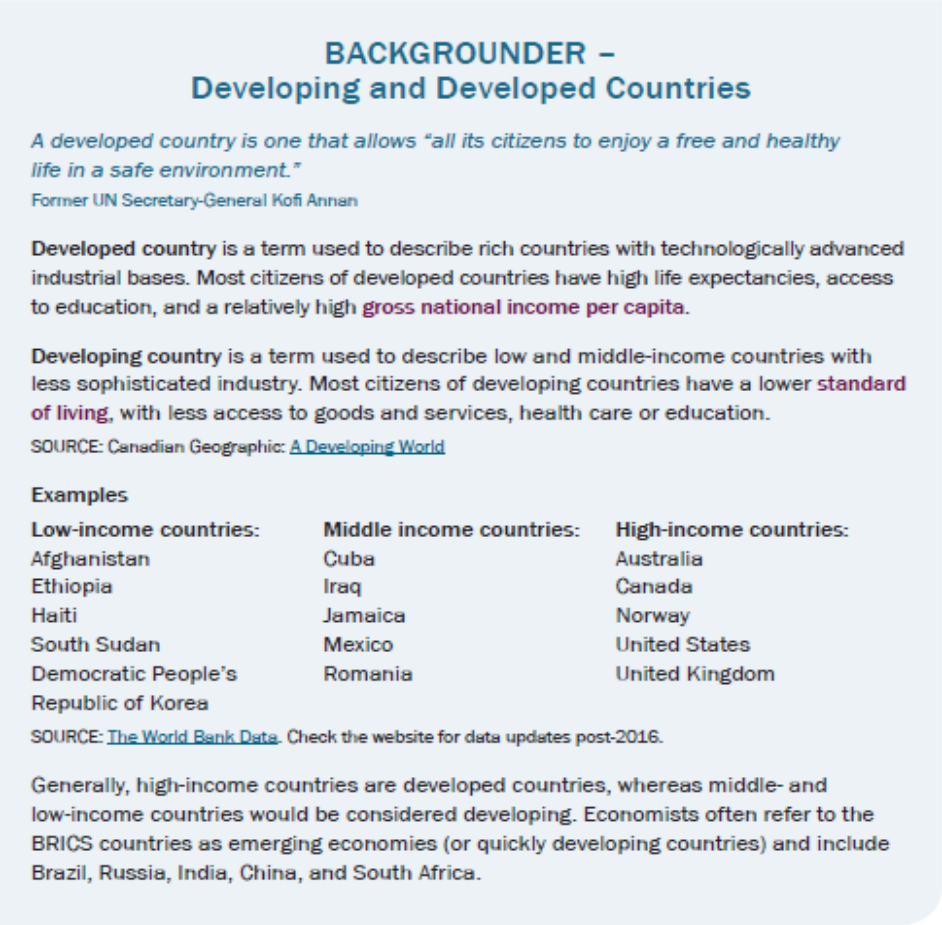
relations). - Multilateral effects of global issues. - Global community - Global Citizenship	NGOs, faith-based groups, businesses, UN, World Bank, universities and colleges, individuals) - Emergency relief	developing countries. -Inequality between and within states. - Root causes of issues.	- Raising public awareness. - Agents of change.

Table 7: Themes and Topics in JO Resource (JO, 2017)

Components

JO's resource contains interactive classroom activities of varying lengths that range from basic to complex. This variety of activities offers flexibility as educators can choose the activities that are best suited for their classes and timeframes. Each theme includes starter activities meant to introduce students to the theme as well as a set of higher-level activities that offer opportunities for a more comprehensive examination. Activities are accompanied by several probes and prompts to encourage discussion of, as well as critical thinking and reflection on, the concepts and topics that are presented in the activities. Moreover, the resource contains worksheets and handouts that can be printed or photocopied for classroom use. Each theme also includes one or two short activity extensions/alternatives that can be incorporated as needed.

Another key component of JO's curriculum is the "backgrounders" related to each theme. These provide teachers and students with information regarding the key concepts and topics covered in the resource. Topics on which the backgrounders are centred include the SDGs, developed and developing countries, quality of life and standard of living, the human development index, global development players, and raising public awareness. Backgrounders are especially useful for teachers who may be less familiar with the themes and topics presented in the guide or who may not have a lot of background knowledge in global development. This gives teachers greater confidence to discuss and teach the topic. An example of one of the featured backgrounders can be seen below:



BACKGROUNDER –
Developing and Developed Countries

A developed country is one that allows "all its citizens to enjoy a free and healthy life in a safe environment."
Former UN Secretary-General Kofi Annan

Developed country is a term used to describe rich countries with technologically advanced industrial bases. Most citizens of developed countries have high life expectancies, access to education, and a relatively high **gross national income per capita**.

Developing country is a term used to describe low and middle-income countries with less sophisticated industry. Most citizens of developing countries have a lower **standard of living**, with less access to goods and services, health care or education.

SOURCE: Canadian Geographic: A Developing World

Examples

Low-income countries:	**Middle income countries:**	**High-income countries:**
Afghanistan	Cuba	Australia
Ethiopia	Iraq	Canada
Haiti	Jamaica	Norway
South Sudan	Mexico	United States
Democratic People's Republic of Korea	Romania	United Kingdom

SOURCE: The World Bank Data. Check the website for data updates post-2016.

Generally, high-income countries are developed countries, whereas middle- and low-income countries would be considered developing. Economists often refer to the BRICS countries as emerging economies (or quickly developing countries) and include Brazil, Russia, India, China, and South Africa.

Image 1: Backgrounder in JO Resource (JO, 2016, p.16)

In addition to offering backgrounders explaining key concepts and classroom activities that engage students on global development themes, the resource also outlines a myriad of assignments teachers can use to assess student learning. Lastly, it provides an extensive list of additional resources (i.e., videos, websites, publications) to supplement the activities and assignments or for further research and expansion on the varying themes.

Pedagogy and Learning

The activities included in JO's resource are designed to "accommodate a variety of teaching and learning styles" (p. 2). However, the resource itself does not outline which specific styles it accommodates. Nonetheless, it encourages educators to make any necessary adjustments

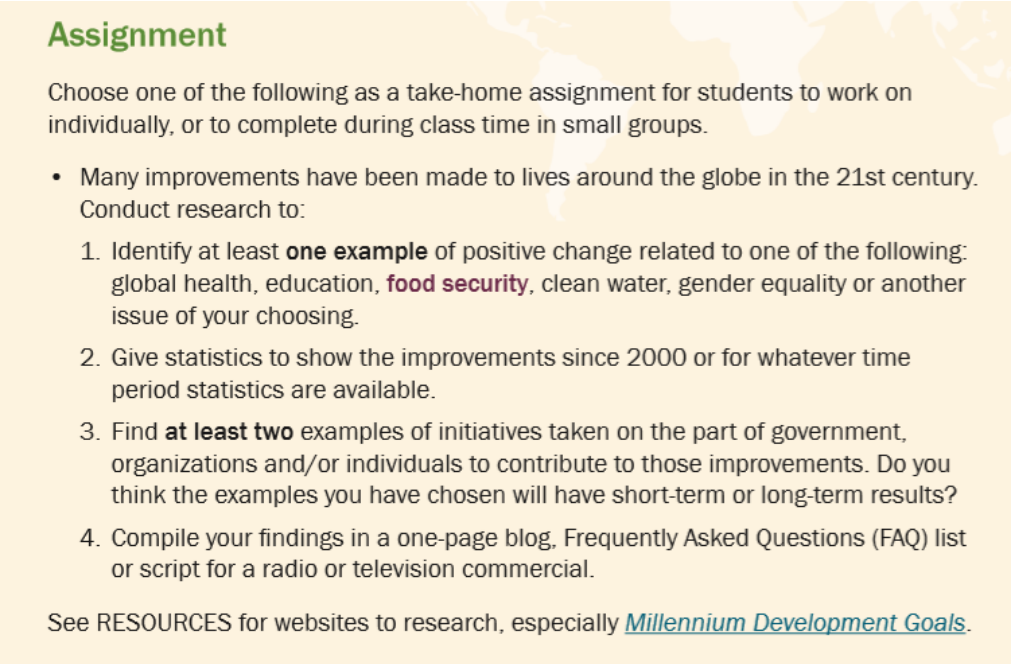
in their delivery so the resource can best suit the needs and interests of their students. In addition, the resource highlights the importance of considering the lived experiences, comfort levels, and personal situations of students due to the sensitive nature of some of the topics. Thus, teachers should tailor their pedagogy with these factors in mind. The resource guide also states that learning about complex global challenges such as poverty may cause students to feel overwhelmed due to its pervasiveness within local, national, and global communities, and given the enormity of the challenge of reducing it. To mitigate feelings of overwhelm, the guide encourages teachers to help students understand that even small actions can have a large impact.

Another aspect of pedagogy emphasized in the resource guide is connecting discussion topics to current events and affairs. The resource encourages teachers to challenge students to relate the themes, topics, and concepts they have learned to what they observe in present day-events, for example, in the daily news. In this way, they are able to make connections between learned concepts and real-world applications. Teachers should also help students consider the links between what they have learned and their own lives. Such connections are illustrated in several areas of the resource. For example, one of the assignments presents students with a proverb related to global development, “Give a person a fish, and feed him for a day. Teach them to fish, and they will eat for a lifetime” (JO, 2016, p. 42), and asks the students to connect it to examples from their own lives. In this way, drawing from their own lived experiences helps students to understand and assess different concepts and topics.

Assessment and Evaluation

JO’s teacher resource includes several assignments that can be used to assess student learning in addition to participation in classroom activities and discussions. Apart from suggesting student assignments for each theme, the resource does not provide guidelines for how

assessment and evaluation should be conducted. It also does not offer any sample rubrics for teachers to use as a basis for evaluation. It does, however, refer teachers to an online resource, *Teachnology Inc*., where they can access rubric-generating tools. The following excerpt includes an assignment in the resource that pertains to the sustainable development theme:



Assignment

Choose one of the following as a take-home assignment for students to work on individually, or to complete during class time in small groups.

- Many improvements have been made to lives around the globe in the 21st century. Conduct research to:
  1. Identify at least **one example** of positive change related to one of the following: global health, education, **food security**, clean water, gender equality or another issue of your choosing.
  2. Give statistics to show the improvements since 2000 or for whatever time period statistics are available.
  3. Find **at least two** examples of initiatives taken on the part of government, organizations and/or individuals to contribute to those improvements. Do you think the examples you have chosen will have short-term or long-term results?
  4. Compile your findings in a one-page blog, Frequently Asked Questions (FAQ) list or script for a radio or television commercial.

See RESOURCES for websites to research, especially *Millennium Development Goals*.

Image 2: Sample Assignment in JO Resource (JO, 2016, p. 35)

Alignment with the CWS Curriculum

The degree to which JO's resource can be implemented in Ontario schools and useful for educators, in large part, depends on the strength of alignment with the CWS curriculum. The making a difference theme in JO's resource aligns with the overall goals of the CWS curriculum which is for students to apply skills and thinking concepts "to propose solutions to, and courses of actions to address, real problems." (OME, 2018, p. 9). Similarly, JO's resource contains a section that focuses purely on developing solutions, actions and plans to address an issue. This action-oriented approach to addressing problems is demonstrated in the geography course,

specifically in E1.5 which states, “propose courses of action that would make a community more sustainable” (OME, 2018, p. 85). It is also evident in the civics curriculum, particularly in Strand C.3 (Personal Action on Civic Issues) which prompts students to “develop a plan of action to implement positive change” (OME, 2018, p. 166).

Both the CWS curriculum and JO’s resource refer to the importance of examining current events and issues. The CWS curriculum encourages the integration of present-day events and the use of geographical, historical, and civics concepts to examine them. Similarly, the discussion topics presented in JO’s resource are relevant to current affairs and the resource encourages educators to “challenge students to relate what they are studying to news stories of the day” (JO, 2016, p. 2). Another aspect of alignment between both curricula involves understanding the role of NGOs in civil society and social change. Parts of the civics course focus specifically on the work of NGOs, including their advocacy, campaigns, civic contributions, and lobbying. This aligns with the sustainable development theme in JO’s resource which examines the role of NGOs in global development. It also aligns with the making a difference theme in which students are tasked with conducting research on NGOs to learn about their campaigns and how they address issues. Thus, in both curricula, there is a clear effort to help students understand the work that NGOs conduct and how they relate to social change.

Furthermore, JO’s resource centers heavily on global-oriented topics (ex. citizenship within a global context, global development, global interconnection, global disparities, and Canada’s role in the global community). These topics are also present in some parts of the CWS curriculum. To demonstrate, Strand B3.4 (Rights and Responsibilities) of the civics course involves analyzing “rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions” (p. 162). Similarly, the

geography course touches on global disparities in Strand D1.2 (Population Issues), where it considers the global disparities among people and how individuals, organizations and governments in Canada are addressing them through foreign aid, relief efforts and contributing to UN agencies. Related questions include, "How has Canada's spending on foreign aid changed over the past two decades?" (OME, 2018, p. 81), and "Why should disparities in health care be of concern to everyone?" (OME, 2018, p. 81). The former question considers Canada's monetary contributions to development, a topic that is directly addressed in JO's resource, and the latter highlights the notion of global citizenship as it compels students to consider why global problems are of importance to everyone in the world, not just those who are most imminently impacted. The CWS curriculum also points to the interconnectedness of the world as students "develop the awareness that issues affecting their lives in Canada are interconnected with issues in other parts of the world." (p. 87). In sum, JO's resource is aligned with the CWS curriculum in that it encourages students to learn about global interconnections, development, and citizenship as well as considering what is already being done by NGOs and how students can take action on their own. Unfortunately, however, these curriculum connections I am providing are not outlined in JO's resource. Because the resource does not provide a curriculum map, teachers have to find the curricular connections on their own.

Disconnection with the CWS Curriculum

Areas of disconnection can help to further illuminate the nature of the curricular challenges NGOs face when implementing their resources. There are some areas where the two curricula are not well aligned with one another, the most evident being the large focus that JO puts on the SDGs. Although an argument could be made that the SDGs are implicitly present in the CWS curriculum given that it addresses topics such as environmentally sustainable

communities, climate change and inequality, all of which fit into at least one of the 17 SDGs, the CWS curriculum does not address the SDGs directly despite several references to UN agencies and documents. Furthermore, JO's resource does not provide strategies for educators in terms of how to relate the resource content on the SDGs to the overall or specific expectations of the formal curriculum. As there is already an implicit link between the SDGs and many of the topics in the formal curricula, it would be helpful if the NGO resource were to draw these links more clearly for educators. This is thus a major disconnection between the two curricula. Lastly, despite the content of JO's work being centered on local and global issues, and addressing inequalities, JO's resource has no links to indigenous issues or topics which are more evident in the CWS curriculum. The large focus on global development leaves out some important national and local concerns such as the plight of indigenous communities in Canada. On the other hand, the CWS curriculum has made stronger efforts to incorporate indigenous education. This is thus another area in which the two documents diverge from one another.

Interview with Anne

I met with Anne in the JO offices where she currently works as a Public Affairs Manager. She takes the lead on the department's education portfolio and is the only JO employee who works on the NGO's educative programs in Canada. In collaboration with consultants and teachers, she has worked on developing educative resources for elementary-, intermediate-, and secondary-level classrooms. Furthermore, Anne creates and conducts various PD workshops for teachers, presents at education conferences, and builds partnerships with education stakeholders. Before joining JO, Anne worked on education programs with national museums in Canada.

Rationale and Goals

"We make sure that these students are not only aware of the world around them but are really seeing how they fit in and how they can complement other people around the world" (Anne).

A key learning goal is for students to engage with and research concepts such as gender equity. Anne spoke about the importance of focusing on topics like gender equity given its relevance to students' own personal lives as well as to global development. Among the NGO's other intentions are to relay what are known as "global competencies," to help students develop a global mindset, to instill a high valuation of pluralism, and to "prepare them for the world they are going to live in" (Anne). This involves students being able to learn how to "look beyond their algorithm" (Anne) and better understand how their actions may affect local, national, and global communities. Essentially, JO's work aims to help students gain greater awareness of their communities and understand their own role in these communities and the world at large while also learning the skills and gaining the tools needed to create social change.

Throughout the process of learning about global issues and taking meaningful action, the students develop their ability to build on and apply the skills of investigation and critical thinking. Anne contended that "there's a lot of areas where we ask students to do their own investigation" and that "there's a big focus on critical thinking." For example, real-life case studies in which students can work together to come up with potential solutions to the presented cases give students an opportunity to exercise critical thinking, investigation, and problem-solving skills. Therefore, through engaging in the resource's activities, discussions, and actions, students are encouraged to form their own opinions and come to their own conclusions.

Program Components

Resource Guides. Aside from the *Inspiring Global Citizens* guide which has been explained in detail, JO co-developed an earlier resource called *Bridges that Unite,* which accompanied a travelling exhibit across Canada. *Bridges that Unite* is intended for use at the elementary level (Grades 4-6). Both of JO's resources were peer-reviewed by educators.

Professional Development. Anne also commented on the free PD workshops that JO provides for teachers. The workshops were co-created in 2017 with an adult-education consultant who had experience in both curriculum development and adult learning. The PD sessions are meant to build the confidence and capacity of teachers to use the resources and tools that JO provides in a way that does not require teachers to do extra work to equip themselves. Anne said, "We want teachers to feel like they can leave with practical tools that they can use. We really want teachers to feel that if they take this workshop on Thursday, they can go into their class on Monday, and try one right away, you know, that they're not having to dig through and do more work on it." A second key goal is to help teachers "see the value of global citizenship education in their classroom". This is imperative because when teachers see value in such programming, they are more interested and confident in implementing it.

The *Inspiring Global Citizens* resource is used as the basis for the workshop structure. When conducting the workshops, Anne uses lesson plans from the resource and models them. This enables teachers to view and understand how to run the activities and lesson plans in their own classrooms. To help teachers gain a robust understanding of sustainable development issues, the workshops explore several case studies on each relevant topic and create opportunities for collaboration and knowledge sharing amongst teachers, thereby contributing to a community of learning practice. JO has facilitated workshops for over 600 pre-service and in-service teachers in Canada and has partnered with several teacher education programs to deliver workshops for pre-service teachers. Anne commented that this has been a successful educative endeavor as teacher education students tend to be very engaged during workshops and usually go on to implement the tools and resources they have learned about in their subsequent practicums. For Anne, the key advantage of facilitating workshops is as follows:

> They're excited, they're looking to build their bank of resources, we can get in there right away and we can help shape their approach to teaching and include these concepts in many areas. But it also has the added impact of influencing other teachers in the school where their practicum is. The student teacher comes in and does an activity of their choice right, for their practicum. Hopefully, they choose one of these but then also, the other teachers in that school see it too which is a nice advantage.

Partnering with teacher education programs and sharing resources with pre-service teachers can be very helpful, as it builds the capacity of teacher candidates and helps to shape their approach to teaching before they enter the workforce. In sum, through providing classroom resources and ongoing PD workshops, JO is able to help educators better implement CE in Canadian schools.

Monthly Newsletter and Student Workshops. In conjunction with the *Inspiring Global Citizens* educator guide and ongoing PD opportunities offered to educators for free, JO also offers a monthly newsletter distributed digitally to subscribing teachers. Content for the newsletter is co-developed with teachers and teacher candidates. Currently, around 2,000 teachers receive the newsletter regularly. Anne described it as having a "high open rate," signalling a high degree of interest and engagement from teachers. The intent of the newsletter is to maintain ongoing communication with teachers and to provide them with short, easy, accessible lesson plans that they can use in their classrooms. Essentially, it supplies an added support for teachers outside of workshop opportunities. Lastly, JO offers some hands-on workshops for students on a needs-basis or on-demand basis. JO often partners with other, like-minded organizations to deliver these workshops through school boards. The student workshops typically take place over the course of a few hours and the intent is to explore local and global connections "through the lens of the Sustainable Development Goals".

Curricular Entry Points

Although JO aims to integrate its resources across several curricular subjects, Anne

acknowledged that, in general, the main curricular entry points for the NGO's educative resources have been in social studies (primary/intermediate), social sciences (secondary) and, more recently, geography (secondary). The geography curriculum emphasizes global citizenship through climate action and environmental stewardship, which are direct entry points to the SDGs. Anne described the SDGs as "all encompassing" in that they can be used in various subject areas to discuss global issues and the interconnectedness of the world. Anne stressed the importance of re-evaluating key entry points as Canadian curricula continue to evolve.

Success Factors

Cross-integrated approach. Due to the lack of cross-integration of CE themes across formal curricula, JO's resource guide includes lesson plans and activities that can be used in various courses, in order to create space for greater integration of the content across several subjects. In developing classroom resources, JO intentionally considered how key concepts, topics, and themes can be cross-integrated in schools, including in subjects in which this is normally more challenging. Anne said:

> So, when they're looking at quality of life and studying quality of life and, you know, looking at all the different indexes that are out there, we really tried to think of different mapping and statistics analyses so, how could that fit in with more a math approach, as opposed to a social studies approach, or both?

A cross-integrated approach further translates into JO's pre-service teacher training workshops where educators are given strategies to encourage interdisciplinary understandings of global issues and cultivate pedagogical skills to deliver these themes in ways that integrate several curricular subject areas. In this way, JO has been successful in its endeavour to use a cross-cutting approach for its educational resource guide and its teacher training workshops.

Reputation & Credibility. The key success factors Anne emphasized are having a good

reputation, being known, and building credibility. These are imperative to securing partnerships with education stakeholders. Anne stated, “teachers are really busy. They don’t have time to read yet another resource. They want to know that it’s from a trusted partner”. Only within the last few years has JO initiated an educative mandate in Canada. Therefore, JO is not as well known within the Canadian education field. This can pose challenges when working with schools as teachers may be less hesitant to work with an NGO that they are unfamiliar with. Anne explained the importance of reputation and credibility and the challenges that arise from not having both:

> Being a trusted name for educators is really tricky for us. We're really still really new to that world, we're not the known names, right? We're not the World Visions and Oxfam's and ME to WE's of the world. So, that I think is our biggest, our biggest challenge. That kind of reputation or being known in the schools.

Because JO is relatively new to the education field and NGO-school partnerships have not traditionally been a part of its core work, the organization has relied on word-of mouth referrals, attending education conferences, and participating in panels to promote its work. To build a good reputation, Anne contended that focusing on managing relationships with teachers and maintaining ongoing contact and open communication is crucial.

Having credibility and a good reputation is especially helpful in gaining buy-in from teachers who may not have much baseline interest in CE. Anne described two different audiences for JO’s resources, the first being the teachers who are “converted.” These “converted” teachers are already keenly interested in CE and are passionate about including it in their classrooms. The second audience are the teachers who are “peripherally interested”. Essentially, these are educators who may be interested in JO’s educative interventions but may not have adequate knowledge, background, or confidence to integrate the topics. This is where JO is able to offer its expertise and utilize its long-standing reputation as a global leader in the development field. Anne said that although JO may not yet be well known in the field of

education, the NGO's credibility as "a valued and trusted partner in development" is effective and useful in forging successful partnerships with schools and educators.

Partnerships. Another success factor for NGO educative interventions is building partnerships with individuals, organizations, and institutions. At the outset, JO did not have the pedagogical background needed to begin its educative programs. As a result, in developing its first school resource, JO collaborated with another NGO which is a trusted name to educators. This partnership allowed JO to effectively introduce itself into the education field and develop a resource that would be beneficial for schools. For its second resource, JO chose to partner with education specialists and curriculum consultants. In addition, it has also partnered with teacher education programs; through these partnerships, JO is able to promote and facilitate its PD workshops and recruit pre-service teachers who help create relevant content for its monthly newsletters. Lastly, JO has also successfully collaborated with other NGOs to create and deliver a range of workshops for students and educators. Anne stressed the importance, when working in collaboration with others to strengthen educative interventions, of choosing to work with organizations that are like-minded, with similar learning goals, objectives, and deliverables. Such collaboration can contribute to greater success in establishing NGO-school partnerships.

Challenges

Curricular Links and Demands. Among the central challenges cited by Anne are the demands of the mandated curriculum. Curricular demands impede JO's ability to work ongoingly with schools as they leave little time to implement interventions that do not have explicit curricular links. JO does not provide province-specific curriculum maps to clearly draw connections between its educative resources and formal curricula. Consequently, this may deter

some teachers, as they would have to draw the curricular links themselves. Moreover, Anne observed some of the topics highlighted in JO's school resource are not present in the Ontario curriculum (e.g., the SDGs). As a result, JO's ability to get teachers on board is, at times, hampered, as teachers are already overwhelmed by meeting the demands of the regular, mandated curriculum. Anne stated, "part of what we're going to be doing in the next year or two is re-evaluating and seeing where we fit now with the curriculum".

Another curriculum-related challenge is the lack of cross-curricular integration of topics connected to CE. Anne pointed to an ongoing and historical pattern in Canadian education wherein the vast majority of CE content is concentrated primarily in social studies or social sciences curricula. As such, integration across subjects outside of social studies and the social sciences is largely dependent on the interest and initiative of individual teachers who therefore have to be innovative to make space for it in their classrooms. While JO makes a strong effort to cross-integrate these topics within curricula, in practice, such cross-integration is often weakly implemented or completely neglected, as high school teachers teach separate subjects and do not often have the opportunity to collaborate in order to cross-integrate topics.

Anne also touched on the fact that JO cannot address all topic areas in its work with schools. JO's area of expertise is tied to global sustainable development and thus it does not have the expertise to support educators in other areas of interest such as indigenous issues. Anne commented on the fact that JO sometimes receives requests from educators who would like these topics covered, especially as they are becoming more prominent in the curriculum. Despite teachers' growing interest in implementing indigenous topics in their pedagogy, JO has to pick and choose what topics it is able to support given its particular area of expertise.

Tension Between Educative and Fundraising Agendas. Another ongoing challenge is

reconciling JO's fundraising work in schools with its educative agenda. JO has two types of school partnerships: a fundraising partnership and an educative partnership. The NGO holds annual fundraisers to help support its global development projects in Asia and Africa. Much of JO's funds are derived from the fundraising efforts of individuals and teams, including school teams. This can, at times, impede JO's educative agenda as some teachers may be primarily involved with the NGO through a fundraising relationship rather than an educative partnership. Therefore, JO intends to incorporate more educative elements within school partnerships that are currently fundraising-oriented. This is reflected in the following statement by Anne:

> There might be a teacher or a student champion that has a team and is fundraising, but how can we show the administration and the teachers there's actually things you can do all year? That there are lesson plans and activities and that we're more than just, we have more to offer than just a fundraising avenue, that we actually have resources and activities for the teachers and for the other learners.

Because JO's fundraising relationships with schools can present challenges for its educative agenda, it is engaged in an ongoing effort to merge its fundraising agenda within schools with a more educative approach that goes beyond raising money and translates into classroom learning for CE. Hence, JO can hopefully reconcile its competing approaches to working with schools.

Chapter Summary

JO has in recent years adopted an educative agenda aiming to educate youth about global citizenship and sustainable development. This endeavour has led to the development of a pan-Canadian teacher resource and many PD workshops for educators that encourage the integration of CE across curricular subject areas. In conducting this work, Anne has found that creating partnerships with other like-minded organizations with experience in the education field has enabled JO to build its credibility and effectively reach schools and educators.

Although the values associated with global sustainable development are present in the

CWS curriculum (i.e., rights and responsibilities, justice, fairness), the "global" aspects of the CWS curriculum are limited and do not encompass themes such as sustainable development. On the other hand, JO's resource guide focuses heavily on this theme and uses a global lens to examine all of the social, economic, political, and environmental issues it raises. The resource thus can serve as a useful tool for teachers who are seeking to integrate global themes in their teaching. One drawback, however, is that although JO provides teacher training to help integrate the NGO resource into classroom practice, the resource itself does not contain any curriculum maps or guidance on how it can be implemented within existing Canadian curricula.

Another challenge identified by Anne is the separate agendas of fundraising and education which at times are at cross-purposes. Historically, JO's educative work in schools has focused mainly on building and sustaining fundraising partnerships and thus, as Anne point out, there has been some difficulty in terms of transitioning into an educative approach. Questions still remain regarding whether it would be appropriate to keep these agendas separate or to find a way to merge them. In general, however, Anne is optimistic about the future of JO's educational programming as global citizenship is becoming a more salient topic in school curricula, and as ministries and school boards begin to support it more fervently.

Chapter Eight: The Willow Organization

Overview of Curriculum

WO recognizes that "citizens aren't born. They are created when individuals are given opportunities to work within collective frameworks to contribute their time, talent, passion, and energies towards making their communities better places" (WO, 2020, p. 1). The notion that citizenship is *cultivated* is the impetus for WO's ACI program which aims to provide opportunities for youth to become civically engaged in their communities. The overarching goal of the ACI is to enhance student engagement in civic education, guide students through the production and implementation of civic action plans that address a community issue, and impart to students the knowledge, skills, and attitudes characteristic of democratic citizenship.

WO does not yet offer published educational resources for schools and teachers but rather, works directly and ongoingly with civics classes using an eight-week classroom visit model. I therefore analyzed WO's ACI program map which provides an outline of the content, learning goals and approaches underlying its in-class workshops. Below, I outline the components and themes of each session and present examples of content that highlight approaches for pedagogy and learning as well as assessment and evaluation across all sessions.

Session 1: Introduction

Rationale and Goals. Session 1 is intended to introduce WO, its programming, and the concepts associated with active citizenship. Establishing positive relationships of openness and mutual respect among students and between students and facilitators is an imperative step before moving on to examine sensitive topics and issues. Other learning goals for this session include identifying a broad range of local community challenges, learning about local active citizens, and

considering past action projects. Session 1 prioritizes several knowledge and skill areas including global awareness, ethical decision-making, digital fluency, communication, and critical thinking.

Themes, Topics and Components. The main themes of Session 1 are civic concepts and existing community challenges. Learning about community challenges necessitates the exploration of concepts such as oppression and privilege. Session 1 components include videos, activities, and discussions. The videos highlight local active citizens who are contributing to their community and examine case studies of past ACI projects. The session also includes a "Privilege Walk" activity in which students consider the different types of privilege and how they relate to their own lives and the lives of others. Additionally, the "So What?" activity prompts students to discuss the significance of the various community issues they have learned about.

Session 2: Strengths

Rationale & Goals. The purpose of Session 2 is to have students identify their pre-existing knowledge, skills, perspectives, and connections that can be leveraged in order to create a successful action project. After taking an inventory of students' assets and strengths, the class works together to build consensus on one civic issue that they will address. The aim of this consensus-building process is to cultivate buy-in from students and teachers, and thus collectively develop solutions for the selected issue. In Session 2, students focus on setting big-picture goals, using innovation and creativity, and collaborating to build consensus. Other skill areas emphasized are building resilience and using ethical decision-making processes.

Themes, Topics and Components. The main themes in Session 2 are consensus-building, strengths, and buy-in. The session components consist of a video on personal strengths, and a series of activities in which students create personal and collective asset maps. These maps

are used to assess what kinds of projects are possible given the collective strengths of the group. Subsequently, the session introduces a brainstorming activity where students generate a list of civic issues they might focus on. The goal is to select an issue with the highest possible buy-in from the greatest number of students. Lastly, this session prompts students to imagine how they might address the selected issue. The possibilities may be explored through "Imagine if" presentations in which students present storyboards displaying potential actions/solutions.

Session 3: Innovation

Rationale and Goals. Session 3 is centered on identifying the constraints and challenges associated with the civic issue students wish to address, and the different civic tactics (and their merits). By understanding what has already been done, students can develop an innovative and effective action plan that navigates through challenges. Another goal for this session is to develop an action plan informed by the individual and collective asset maps students produced in Session 2. The knowledge and skill areas associated with this session are goal setting, global awareness, innovation and creativity, communication, and ethical decision-making.

Themes, Topics and Components. The main themes in this session are constraints and challenges, how such constraints can fuel innovation by compelling creativity and imagination to generate suitable solutions, and the different types of civic tactics (e.g., coalition building, townhall meetings, persuasive arguments, and social media campaigns). Students are given the opportunity to explore existing tactics, brainstorm their own ideas, and assess which approaches are best suited for the project they want to implement. To concretize these themes and help students engage with them meaningfully, the session uses videos that dissect community challenges and examine how innovation can be utilized to overcome constraints, and several

activities intended to help students exercise creativity and innovation. These are facilitated by a civic tactics toolkit which guides students through action planning using different tactics.

Session 4: Organize

Goals and Rationale. The central purpose of Session 4 is to have the students organize themselves and work collectively on planning an action project. This involves dividing the components of the draft action plan among individuals and project teams, adjusting the plan as needed, and monitoring progress on tasks. The knowledge and skill areas emphasized in this session include collaboration, communication, innovation, and creativity.

Themes, Topics and Components. The main topics in Session 4 are the strengths associated with collective actions and their implications for a democratic society. WO asserts that "collective action is exponentially more powerful than individual action" (WO, 2020, p. 5). Accordingly, the components of Session 4 include several case studies on collective actions that have led to social change, such as the use of civil disobedience during the civil rights movement. While WO does highlight the contributions of individuals, including Rosa Parks and Martin Luther King Jr, it emphasizes collective action as the impetus for major civic advances and social change. Other session components include an action plan slide deck, a video, and an action plan coordination guide which includes guidelines for project coordination and tactics.

Session 5: Community

Rationale and Goals. The purpose of Session 5 is to prepare students to meet with community partners they have identified through research. The intention is for students to glean greater knowledge and insight by engaging in discussion with organizations that actively work to

address the civic issue that students have chosen. In this way, the organizations serve as sources of expertise. A secondary goal is to propose avenues for potential collaboration or partnership. Session 5 intends to foster global awareness, collaboration, communication, and critical thinking.

Themes, Topics and Components. The main themes explored in Session 5 are civil society organizations and coalition building. WO offers a coalition meeting preparation guide and a meeting agenda slide deck that are meant to guide students through their planning of and participation in meetings with community organizations and other potential partners.

Session 6: Proposal

Rationale and Goals. In Session 6, students draft a final proposal of their action plan which is submitted to their school administration for consideration and approval. Writing a proposal allows students to practise using persuasive arguments to influence decision makers. Additionally, students can arrange to meet with school administration to discuss the plan. In this way, administrators can provide further guidance and help tighten up the project through feedback and suggestions. Students also learn to be innovative as they consider the constraints that school administrators face, and to be creative in aligning their ideals with school expectations. Moreover, students build resilience as they consider a variety of options to present to decision makers (Plan A, Plan B, Plan C) and listen to constructive criticism. Throughout the process, students enhance their communication skills through the written word.

Themes, Topics and Components. The main topic associated with Session 6 is proposal writing. Session 6 includes an introductory video to the proposal writing process, a persuasive communication guide, and a slide deck.

Session 7: Criteria

Rationale and Goals. The rationale behind Session 7 is to identify a set of specific, realistic criteria to measure the success of the action project and to develop appropriate measurement tools. Setting criteria at this stage allows students to meaningfully reflect on their action project after they execute it and to understand what worked, what did not work, and how to improve it for the future. Students apply critical thinking, enhance goal-setting skills, and build resilience when "there is a blend of struggle (some criteria measures not met) and success (some criteria measures met)" (WO, 2020, p. 8). Furthermore, students develop digital fluency by working with digital measurement tools such as online forms and spreadsheets.

Themes, Topics and Components. The main topics covered in this session are criteria and measurement tools. This session also introduces SMART goals[14] and discusses how to use them for action plan goal setting. The session components include a criteria and measurement introduction video, a design guide, a slide deck, and a SMART goal development guide.

Session 8: Action

Rationale and Goals. In session 8, students actively engage in action and execute their plan. In this way, students are able to learn by doing and experiencing, and can directly observe the impact of their actions. Another key intended outcome is for students to build on their collaborative teamwork skills by understanding their role in the collective action plan and working towards achieving group goals. The experience of doing is also intended to allow students to practise effective communication skills as they establish lines of internal communication with peers and external communication with stakeholders and the general public.

[14] SMART goals are specific, measurable, achievable, realistic, and time bound (Boogaard, 2019).

However, no action plan is perfect, thus unforeseen challenges serve to build students' resilience as they learn to adapt to emerging circumstances and to solve problems quickly.

Themes, Topics and Components. The components of this session include a video introducing the action process to students; an action work plan to help students keep their tasks and goals organized; a youth action showcase preparation guide to assist students with presenting their project to their peers, educators, and community members; an impact report guide in which the class can outline the ways in which their action plan made a difference; a summative activity; and a slide deck to lead students through a final reflection.

Pedagogy and Learning

The key pedagogical approach employed by the ACI program is experiential learning. WO (2020) argues that active and engaged citizenship can only be "learned from experience" (p. 9). Consequently, throughout the eight-week program, students are consistently engaged in doing and experiencing as they participate in the process of researching community issues, working together to build consensus, consulting community partners, curating a plan with clear goals, designing and writing a proposal, executing their plan, and reflecting on its impact.

The program also uses a "community-connected" (WO, 2020, p. 1) approach. This is most evident in Session 5 in which students learn about and meet with various community organizations that address civic issues. In this way, the action project is informed by and developed in conjunction with educators (teachers and school administrators) and community partners, although students retain their agency and are able to take the lead on the initiative.

Evaluation and Assessment

For the most part, the evaluation and assessment piece of WO's program is left to

teachers. WO does, however, encourage giving students choice in how they demonstrate their individual learning on the basis of their collective experiences (e.g., reflective journal, self-assessment report cards, etc.).

Alignment with the CWS Curriculum

Each session of WO's program aligns with the Grade 10 civics curriculum because it was specifically developed to accompany the course. WO's program aligns most closely with Strand C of the course content, however, a majority of the sessions also incorporate aspects of Strand A and B. For example, Session 1 touches on Strand A1.3, "assessing the credibility of sources relevant to their investigations" (OME, 2018, p. 157), Strand B1.1 "describing some civic issues of local, national, and/or global significance" (OME, 2018, p. 160), and Strand C3.1 "analysing a civic issue of personal interest, including how it is viewed by different groups" (OME, 2018, p. 165). In this way, WO's program effectively meets the overall and specific expectations of the civics course.

Disconnection with the CWS Curriculum

Despite the strong alignment between WO's program and the civics curriculum, there are some clear points of difference. One key area of disconnection is that the *CE Framework* in the CWS curriculum does not highlight the role of experiential learning in CE. Whereas much of the content of WO programming is delivered through experiential learning exercises that are meant to actively engage students with the curriculum content, the formal curriculum does not emphasize this which in turn, makes it more likely that teachers will use traditional forms of didactic pedagogy to deliver the civics course. And so, while WO workshops are closely aligned with the overall and specific expectations of the civics curriculum, the approach that WO uses to teach the subject is rooted in more active forms of learning that involve experiences.

Moreover, WO emphasizes collective actions when discussing civic contributions. Strand C.3 of the civics course is centered on Personal Action on Civic Issues and tends to emphasize the civic contributions of individuals. More specifically, in Strand C1.2, when asking students to identify ways in which they can make a civic contribution, the subsequent examples provided in the curriculum all focus on individual actions (e.g., donating blood, volunteering, joining student council, donating to a charity etc.). There is little effort in the curriculum to prompt students to consider ways in which they can collaborate with others to address issues of importance to a group or community. On the other hand, all of the action planning involved in WO's programming is done collectively as a class where consensus-building needs to be generated and teams created to carry out various project tasks. In sum, the ACI aligns well with the civics curriculum in terms of content, however, the crux of the disconnection lies in the NGO's use of an experiential and collective approach to program delivery.

Interviews with Andrew and Janina

Andrew is the Executive Director of WO. He grew up in Kitchener-Waterloo and joined the Canadian military before completing a Master's degree in English, enrolling in a PhD program, and earning his teaching degree. After teaching for some time, Andrew began working on WO's civic engagement program. When Andrew first joined the organization, the program was still in the early stages of its evolution. His time as a stay-at-home dad and as an educator greatly influences the work he now does with youth and as the Executive Director of WO.

At the time of her interview, Janina was the coordinator of the ACI for more than three years. Before joining WO, she worked on educational museum programs. She began working with WO as the French coordinator and subsequently took on both the French and English roles. As the coordinator, she managed all aspects of the ACI, including recruiting and training

facilitators, promoting the program at the school and school board level, allocating resources to English and French schools, managing facilitators' schedules, communicating with teachers, and more. More recently, Janina had begun to work on the administrative aspects of the organization.

Rationale and Goals

In broad terms, the intended outcome of ACI is to "create citizens" (Andrew) and engage in a process to "do something about something" (Janina). More specifically, Andrew asserted that the program's goal is to cultivate social-justice-oriented citizenship rather than personally responsible citizenship or participatory citizenship (Westheimer, 2015). The personally responsible citizen contributes to their community primarily through individual acts of service (Westheimer, 2015). The participatory citizen actively participates in civil society and civic affairs at the local, provincial, or national level (Westheimer, 2015). Lastly, the social justice-oriented citizen critically analyzes social issues and injustices and addresses them through collective action (Westheimer, 2015). Like Westheimer, Andrew argued that many of the citizenship programs in schools focus largely on teaching personally responsible and/or participatory citizenship. In other words, youth learn how to be nice and to please authority rather than how to stand up for democracy and social justice or how to question injustice and engage in collective action (Westheimer, 2015). To fill this gap, WO's school interventions delve into the underlying roots of injustices, and encourage students to engage critically and take collective action. Andrew summarized:

> A democracy doesn't need a participatory citizen, it doesn't need a citizen who goes out and organizes food drives. It needs someone who sits back and says, "Why on Earth do we need a food drive in the first place?" Right? That's social-justice-oriented citizenship and that's what we're trying to teach.

Program Components

WO's ACI consists of eight classroom visits. The first three visits focus on discussing privilege and oppression, world issues, and doing preliminary research. Next, facilitators help each class to select a specific issue to address. The remaining sessions are dedicated to learning about the different ways to make change and to making an action plan. The sorts of action projects that students have taken on as part of the ACI include, but are not limited to, starting a petition, writing letters to political representatives, creating an awareness video, and/or organizing an event. Facilitators are there to guide students in their learning and planning.

WO also works to connect classrooms to the community. If classes are interested in a specific topic that relates to the work of a local partner, WO sometimes brings the community partner into a class to discuss homelessness, indigenous rights, racism, mental health etc. Partners can provide students with a deeper understanding of the issue and discuss the specific actions that can be taken to address it. In this way, WO is able to connect classes with experts on the issues that are of interest to them, enhancing students' knowledge and competence.

Learning and Pedagogy

Asset-based for-youth-by-youth model. As a whole, WO's various programs take an "asset-based approach" (Andrew), focusing on the strengths, interests, and accomplishments of the youth they work with in order to cultivate confidence and empowerment. In addition, WO's delivery of the ACI in schools involves the adoption of a for-youth-by-youth model. WO's program facilitators are themselves youth attending post-secondary institutions. Essentially, the facilitators serve as intermediaries between students and teachers. The choice to include post-secondary students as facilitators helps to build positive relationships of respect and trust among students, which Andrew argued is essential for achieving the program's goals.

Another rationale for employing a for-youth-by-youth model is to try to mitigate the lack

of diversity in teacher demographics. The majority of Ontario teachers are racialized white individuals. This is out of touch with the diversity among Ontario students[15]. As a result of this disparity, and the abundance of educational research that demonstrates the negative impact a lack of diversity and representation has on racialized students' outcomes, WO uses a for-youth-by-youth model wherein program facilitators are representative of the diversity within the schools in which they work. This, in turn, helps cultivate interest in and engagement with the NGO's interventions among a wider range of students.

Experiential Learning. In addition to using a for-youth- by-youth model for its educative interventions, WO employs an experiential learning framework. Andrew contended that few teachers encourage or are comfortable with an experiential learning approach despite its effectiveness as a methodology for CE. He further argues that CE should not be limited to learning about the structure of government or acquiring content knowledge. In their work with civics teachers, both Janina and Andrew have found that CE is "almost always divorced from experiential learning and action" (Andrew). As a result of this gap in CE, WO's program places great emphasis on experiential learning, achieved by providing students with a set of experiences (i.e., researching, planning, executing, collaborating, engaging in activities) and subsequently facilitating students' reflection on and learning from these experiences. In this way, students "get their hands dirty" (Andrew) first, which in turn leads into reflective discussions tied to the content areas of the curriculum, such as learning about levels of government.

WO's experiential learning framework is "process-oriented" (Janina). In other words, the final outcome of the student projects is not of great importance. Rather, it is the process of

[15] The Government of Canada (2018) reported that the majority (95.2%) of visible minorities in Canada live in the province of Ontario. Meanwhile, the most recent data collected by the federal government shows that only 13.5% of Ontario secondary school teachers and 14.9% of elementary-level teachers are visible minorities.

experiencing and learning that is important. Janina explained, for instance, that if students choose to create a petition on an issue as their class project, whether that petition gets the number of signatures they anticipated is not relevant. Of greater significance is that the students have learned about an issue, advocated for it, understand how to use petitions as a civic tactic, and gained the skills needed to take action. In sum, the WO delivers the ACI through an asset-based, process-oriented experiential learning framework that employs a for-youth-by-youth model.

Curricular Entry Points

"All of our programs are designed to be embedded in the curriculum" (Andrew).

The ACI is specifically designed to be embedded in the civics course. One of the main reasons why the civics course is deliberately targeted by WO's program is because it has "the highest failure rate in Ontario" (Andrew), and because of various challenges that delimitate its full implementation. Strand C.3 of the civics course (Personal Action on Civic Issues) links directly to the action projects that students engage in through the ACI. Janina described the specific expectations of Strand C.3 as involving discussions on social issues, researching a social issue, identifying potential courses of action, developing a plan to address the social issue, acting on the plan, and analyzing the results. These, she argues, are exactly the objectives of the ACI; thus, the alignment between the mandated civics curriculum and the ACI is clear and explicit. In this way, no time is taken away from educators' curricular objectives when WO visits their class.

Furthermore, although WO's educative work aligns most clearly with sub-strand C.3 of the curriculum, Janina noted that, most of the time, classes also manage to touch on the specific expectations of Strands A and B. This tends to occur organically as students learn about and discuss civic issues. For example, students may start off by discussing an environmental issue that they want to address, and the discussion then leads to identifying the environmental and

climate change responsibilities of the different levels of government. Consequently, the class learn about different policy areas related to environmental action and the associated levels of government that hold responsibility. In this way, students naturally engage with multiple strands of the civics curriculum as they participate in activities, discussions, and projects.

Success Factors

WO found that students are more interested and engaged in the civics course as a result of the ACI. This has been demonstrated via feedback given by teachers who say that their class attendance rates are typically much higher on days that WO visits. Teachers have also stated that they value the civics course and enjoy teaching it more after having partnered with WO. The interviewees attributed these successful outcomes to two key factors highlighted below.

Curricular Alignment. The most integral success factor is making clear, direct links to the mandated curriculum and communicating the areas of curricular alignment to school boards, schools, and educators so that they understand exactly how the intervention fits in with curricular expectations. Janina argued that “you can't go to a school and expect them to figure out how to make your program fit in their work. That's just not their job. You need to see where in the curriculum your resources can fit.” Without clear links to curricula, the process of partnering with schools becomes complicated for NGOs, so it is of great importance to generate and deliver educational resources that are aligned with formal curricula. This is especially pertinent given that teachers’ main objective is to meet the curricular expectations and they have limited time in their day to go beyond these expectations.

Janina mentioned that, despite few teachers knowing about WO or the ACI in the beginning stages of the program, many schools and educators expressed interest in partnering

with the NGO because of the direct alignment between WO's program and the civics curriculum. Highlighting these curricular links to teachers helped the NGO effectively promote the program despite not being well known at the time. Janina further argued that failing to create curriculum links may impede on an NGOs ability to generate large interest from teachers. She states, "maybe you'll have like one savvy teacher who will be like, Oh, that is so perfect, right? But that's going to be, like, an exception". In sum, a key factor to WO's success in partnering with schools is establishing clear curricular links and highlighting curricular alignment when engaging in promotion. Failing to do so would likely lead to limited buy-in from teachers.

Social Enterprise Business Model. Another key success factor is the use of a strategic, social enterprise business model when working with schools. This model engages with the "customer," in this case school boards, schools, and teachers, to identify their needs. Empathy is instrumental to this process. WO staff listen to the perspectives of teachers to better understand the challenges and pressures they face on a daily basis. Once WO staff have gained a deeper understanding, they work to cultivate innovative solutions that can address the identified challenges and needs. In this way, WO's educative interventions are informed primarily by the educators they partner with. Andrew contended, "Much of the NGO sector sits back and creates something in a vacuum and then tries to implement it in schools. And very few people go back and put it from the point of view of what schools need and/or have the patience to kind of work through the process." Instead of creating solutions independently of the key stakeholders, WO has used empathy to understand the needs of teachers and has worked collaboratively to develop innovative programming that addresses these needs, enabling WO to generate more successful outcomes and work within schools in a more sustainable fashion. This approach has also helped WO secure school board funding rather than continuing to rely on grant-finding and donations,

which have, historically, fallen short of being able to sustainably support WO's interventions.

Challenges

Lack of Teacher Knowledge & Familiarity. Janina and Andrew spoke extensively about a lack of teacher knowledge and familiarity as a key challenge to the implementation of CE. They argued that many teachers enter the workforce without the necessary knowledge and practice to be able to effectively teach the civics curriculum. Andrew stated, "They have no familiarity for the most part with any of the materials". This mgap in teachers' knowledge and understanding of the course content hinders their capacity to meaningfully teach CE. Moreover, Andrew and Janina reported that, in comparison to other subjects, civics is generally regarded as a low-priority course by school administrations. As a result, many of the teachers tasked with teaching civics are not specialized in it and have little or no civics background. Janina stated:

> A lot of the teachers don't know how to teach it. It's in Grade 10 so, it's not yet a specialized course. So, anyone can teach it. The teachers teaching it, we found sometimes had, they had a hole in their schedule, so they were given civics. I've worked with gym teachers, music teachers, math teachers, science teachers.

The civics course is often taught by teachers who do not have enough sections in their area of specialization, so they are tasked with teaching a civics section despite having little or no background in the subject. Furthermore, Andrew shared that school administrations often give civics to brand new teachers because it is usually viewed as the lowest-priority class. Older teachers may also have little civics knowledge because it is a relatively recent school subject in Canada[16]. Andrew said that before the civics course was formally introduced, it was "completely gutted from the public education system and really just didn't exist." Therefore, many teachers who teach civics have likely never received formal civics education themselves, and this contributes to the current challenge of implementing civics education in Ontario schools.

[16] The Ontario civics course was first introduced in September 2000 (Ahmad, 2020).

Curriculum Interpretation & Pedagogy. Andrew stated that "it's a question of how we're viewing the curriculum documents" and argued that even when teachers do have some civics content knowledge and are keen about the subject, they are often still not fully prepared to effectively teach it because the way they interpret the curriculum omits an experiential learning framework. Moreover, Janina said that the civics curriculum is inherently broad and that there is no mandated textbook to guide educators. As a result, teachers, especially those starting with little knowledge at the outset, struggle to interpret how to teach civics to students. Janina stated, "in the curriculum when it says develop and analyze an action plan, some teachers see that as like, theoretical. So, they would rather have their students write a paper on what they would do and how they would analyze it." This interpretation leaves little room for experiential learning and limits students' ability to experience the real-world implications of their plans or to test their action plan to understand what works and what does not. Thus, not only are teachers lacking in civics content knowledge but, more significantly, they are not well-versed in effective pedagogy for CE. As a result of a lack of training and preparedness in these areas, many educators opt for more straightforward, traditional pedagogical approaches that can be easily evaluated such as writing a paper or reading a textbook and answering questions.

Funding & Capacity. Funding is essential to WO's capacity to deliver its programming. However, funding is difficult to secure because the competition for it is vast. Even when funding is secured, a myriad of challenges can accompany it. WO used to rely on grant funding to deliver the ACI, and experienced a lot of resulting problems. On the one hand, the grant funding helped WO to build some capacity and resources for its school interventions. On the other hand, MO also had to meet a set of requirements and targets outlined by the funder. Janina noted that WO faced a lot of pressure to fulfill the funder's "insane amount of targets" and had to create huge

amounts of demand for its program in an attempt to meet these targets. Moreover, the funding allocated was not adequate for sourcing the number of staff necessary to meet targets. The grant funding model also diluted some aspects of WO's programming. For example, although the ACI operates on an eight-visit-model, at times WO agreed to work with educators who preferred that WO visit their class only once or twice. Janina, in particular, found it very challenging to have to please schools and educators at the expense of the program's intended structure and outcomes because they could not afford to say no to a teacher. The grant that WO was using to resource the ACI has since come to its conclusion and WO has recently shifted towards a purchase service model wherein a local school board provides the funding for the ACI. So far, this has yielded positive improvements in WO's funding structure and overall program outcomes.

Chapter Summary

WO has been successful in working locally to support teachers in delivering the Ontario civics curriculum in a way that fosters active and critical citizenship among youth. Using an asset-based youth-by-youth model coupled with an experiential learning framework has proven to be effective in motivating youth to learn about civic issues and consider their own role as informed, responsible, and active citizens. Despite the effective aspects of WO's programming, Janina and Andrew pointed to structural challenges that complicate their work. The interviewees spoke in great detail about the lack of knowledge and familiarity that educators have with the civics curriculum and with experiential learning. They contend that teachers are generally ill-prepared to effectively foster active citizenship through the civics course and that there needs to be greater emphasis on experiential learning as a dominant way of teaching the curriculum rather than relying on traditional modes of pedagogy. This further strengthens WO's rationale for its partnerships with schools as the NGO can serve to fill these gaps in teacher preparedness.

Chapter Nine: The Hawthorn Foundation

Curriculum

HF does not offer a specific, cohesive teacher resource or guide. It does, however, offer an advocacy toolkit, meant to support youth in advocating for social change. However, this is not marketed as a resource to be used in classrooms by teachers. Instead, HF provides a variety of specialized lesson plans and learning units that are shorter in length and can be used to supplement teaching in several curricular subjects, in particular history, civics, and law. For the purposes of this study, I selected three HF lesson plans to examine so there would be enough evidence to paint an accurate picture of HF's educational offerings and provide a robust comparative analysis vis-à-vis the formal curricula and educational resources of other NGOs. I chose to examine "Seeking Refuge: Understanding Refugees in Canada" (Resource 1), "Freedom of Expression Through Clothing: Interactive Case Study" (Resource 2), and "Learning Unit: The Right to Protest" (Resource 3). Each of these resources is intended for use at the secondary school level (Grades 9-12). In the following sections, I provide an analysis of each resource in terms of rationale and goals, and curriculum components and themes. I then provide an analysis of HF's pedagogical approaches, assessment, and evaluation pieces, as well as areas of alignment and disconnection with the CWS curriculum.

Resource 1: Seeking Refuge: Understanding Refugees in Canada

Rationale and Goals. The learning goals outlined in Resource 1 include understanding what it means to be a refugee; recognizing the rights, responsibilities, and protections associated with refugee status; and examining Canada's treatment of refugees through a historical lens.

Themes, Topics and Components. The main topics addressed in Resource 1 are

refugees and asylum seekers. The lesson plan explores common misconceptions about refugees, refugee policy, the protections enshrined in the Convention Relating to the Status of Refugees, and Canada's treatment of and changing attitude towards refugees. It highlights the events and issues surrounding the SS St. Louis[17] as part of its examination of Canada's refugee policy. Resource 1 provides educators with three classroom activities and one debrief/discussion guide with instructions. Each activity is accompanied by a student handout and includes an extension option should teachers want to take a deeper dive into the topic. Resource 1 also contains additional multimedia links (e.g., videos, websites) and suggested homework assignments.

Resource 2: Freedom of Expression Through Clothing: Interactive Case Study

Rationale and Goals. Resource 2 is designed to help students develop a critical understanding of the freedom of expression, especially as it relates to self-expression through clothing, a topic that many young people relate to. The lesson plan includes relevant case studies and prompts students to consider the reasons (if any) for which it may be deemed reasonable or justified to restrict an individual's freedom of expression. Through such consideration, students learn to make rational arguments, engage critically with different viewpoints, make informed judgements, and apply an understanding of rights and civil liberties to specific case studies.

Themes, Topics, and Components. Resource 2 addresses topics such as limits on speech and other forms of expression; censorship; Canada's colonial history; the merits of school and workplace dress codes; Quebec's Bill 62, which prompts students to assess the idea of

[17] The SS St. Louis was a cruise liner carrying over 900 Jewish refugees at the height of the Nazi Regime in 1939 (Yarhi 2015). It was denied entry by Cuba, the U.S and Canada. Some of the passengers were later granted safe haven by European countries while others were forced to return to Germany and perished in the Nazi concentration camps (Yarhi, 2015).

religious neutrality and its competing agenda relative to religious expression; the Acorn test[18]; the consequences of restricting freedom of expression; and discrimination and racial profiling. Resource 2 contains an online case study video with an accompanying activity in which students can engage in a simulated social media discussion with peers. It provides two additional case studies which can be used in-class as for detailed discussion. The discussion questions start by prompting students to test the reasonableness of the rights restrictions presented in the case studies. Follow-up questions ensue to facilitate deeper discussion and debate. To this end, the resource provides additional background information where it might be needed.

Resource 3: Learning Unit on the Right to Protest

Rationale and Goals. Resource 3 was developed with the intention of introducing students to measures that protect the right to protest, cultivate an understanding of democracy, and facilitate students' examination of why the right to protest is a necessary democratic value. The resource also engages students with a case study employing a real-world example (based on the 2012 student protests in Quebec). Assessing this case study creates an opportunity to discuss the appropriate balance between the right to protest and the need for public order.

Themes, Topics, and Components. Resource 3 focuses largely on the right to protest and on related themes that include vibrant democracies, limits on protest rights, and the link between the right to protest and fundamental freedoms entrenched in the Canadian Charter such as freedom of expression, freedom of peaceful assembly, and freedom of association. The learning unit also presents several real-world examples for students to examine, including the Montreal student protests, the G20 protests, the Occupy movement, the climate strikes, and the

[18] A simplified version of the Oakes Test which assesses the reasonableness of limits on rights and freedoms.

Wet'suwet'en protests. Additionally, the unit includes topics such as encountering law enforcement, policing protests, and handling rights violations, so that students are aware of the protections they are afforded should they take action on an important issue through advocacy and protest. Resource 3 includes a short teacher's guide that explains each of the unit components and a Prezi slide deck that explains the right to protest, the genesis of this right, and its significance, protections, and restrictions. The learning unit also contains a Prezi video with a voice-over, a Prezi guide to provide teachers with background knowledge, a reference sheet outlining the rights associated with protest, and a student worksheet.

Pedagogy and Learning

HF's resources provide some guidance on how to effectively teach about rights and freedoms. HF stresses the importance of creating spaces that are conducive to thoughtful discussion. This necessitates assuring students that they can disagree with one another and express their viewpoints freely, as long as they maintain a culture of respect. Diversity of opinion should be encouraged as it allows for students to gain a more rounded understanding of the complexities that relate to these issues. Hence, expressing, listening to, and learning from varying perspectives help to foster democratic habits and promote active and critical citizenship.

While students are free to express their thoughts and opinions, HF also encourages teachers to monitor discussions so misinformation can be addressed should it arise. This is important because oftentimes misinformation leads to misunderstanding and can severely hamper student learning. A common misconception cited in Resource 1 is that "refugees are cheating a country's immigration system by 'jumping the line' of immigration applications, or that the term 'refugee' is synonymous with illegal immigrants/aliens" (HF, p.3). This is a

mischaracterization, and teachers need to clarify these misconceptions. They can, for example, revisit the definition of a refugee and discuss why people may be compelled to flee their country (e.g., imminent threat to life). Moreover, educators should explain why terms such as "illegal alien" are problematic. In this way, misinformation and misconceptions can be actively addressed to ensure that student learning and discussion are based on accurate information.

Resource 3 also provides teachers with online and in-class teaching strategies. It encourages the use of a blended learning environment that includes both online and in-class instruction, so students can engage with various learning formats. This resource highlights key teaching strategies for facilitating effective in-class discussions, including think-pair-share and concentric circles. Think-pair-share begins with a question being posed to the class, after which students can think of a response independently. Students then pair up to share their responses with a classmate. This enables students to exchange viewpoints and build on their responses. The teacher can then elicit responses from the class, ensuring that all salient points are heard. The use of concentric circles entails separating students into two groups based on their initial beliefs and opinions on the subject being discussed. One of the groups sits in a circle and the second group forms a circle around them. Educators should then prompt the inner circle to share their thoughts, ideas, and viewpoints while the outer circle listens. After some time, the students swap places and members of the second group share their viewpoints. Once complete, the teacher can summarize the main points drawn from each group. Using teaching strategies such as think-pair-share and concentric circles can help educators conduct meaningful discussions that allow students to listen to and learn from different perspectives.

Assessment and Evaluation

Although the *Seeking Refuge: Understanding Refugees in Canada* lesson plan does

make two references to potential homework assignments, none of the NGO's educational resources includes any additional assessment, evaluation tools, or guidelines.

Areas of Alignment with the CWS Curriculum

Each of HF's resources align with at least one of the courses that comprise the CWS curriculum. In the case of Resource 1, it contains curricular links to all three courses. It relates to Strand D (Immigration and Cultural Diversity) in the geography curriculum which focuses on topics such as the "social, political, and economic impacts of Canada's immigration and refugee policies", and "evaluating the strategies used to address the needs of various immigrant groups" (OME, 2020, p. 82). It also links to the history curriculum where the history of refugee and immigration patterns and policies are examined as well as the Rights and Responsibility strand in the civics course because it considers the rights of citizens within a global context. This is particularly pertinent to the topic of refugees because they are often fleeing from dangerous situations to seek safe haven in other countries. Resource 3 has some alignment with the history and civics curricula. For example, the history curriculum refers to G20 protests and the Quebec student protest, and Strand B1.2 in the civics curriculum recognizes protest as a way in which the values and beliefs associated with democratic citizenship can be expressed through actions.

In general, HF's classroom resources place great emphasis on examining and engaging respectfully and critically with multiple perspectives regarding specific rights-related issues. For example, in Resource 2, students are asked to engage with the multiple perspectives of their peers on the topic of freedom of expression in an online discussion platform. This activity allows for students to express their own opinions, be respectful in receiving the opinion of others, critically engage with the different viewpoints, assess the relative merit of each opinion, and

make informed judgements. This aligns well with the CWS curriculum which lists analyzing, appreciating, and reflecting on multiple perspectives as a key learning goal for its courses.

Areas of Disconnection with the CWS Curriculum

While there are links between HF's resources and the formal curriculum, HF's resources do not always clearly outline the curriculum links. In almost all cases, the specific components of the resources are not matched up to specific curricular expectations. Rather, HF provides general notes on how some of its resources may fit into high school curricula. As a result, teachers still need to make some of the curricular connections on their own. In addition, HF's resources are short, standalone lesson plans rather than resource guides or toolkits that contain several units, themes, activities, and projects. In this way. HF's approach is less cohesive and the individual resources only align with small sections of the CWS curriculum. For example, because Resource 3 focuses specifically on the right to protest, it can only fulfill the specific expectations of one or two sections in the civics and history curricula.

Interview with Malina

Malina holds a Bachelor of Arts Civil Law degree and was a practising lawyer and legal advisor in Iran before immigrating to Canada. In Canada, she obtained an undergraduate degree in Law and Society from York University and a master's degree in Women and Gender Studies with a focus on Law, Feminism and Public Policy from the University of Toronto. Before joining HF, Malina worked for a gender-based violence prevention organization, coordinating multiple projects, including Family Law Education for Women, which is a multilingual, multi-format legal information program. Currently, Malina is the Education and Outreach Coordinator at HF. In this role, she delivers workshops for kindergarten to Grade 12 classes, postsecondary students and various community groups that serve newcomers and refugees. Further, a large part of her

role involves facilitating PD workshops for teachers. Malina also conducts outreach, develops education materials, and builds partnerships with other organizations and institutions.

Rationale and Goals

"Engaging young people to think critically about these issues, that's definitely our mandate" (Malina)

HF's mission lies in protecting the fundamental rights and freedoms of Canadians and advocating for the most vulnerable populations. It has been doing so since before Canada's Charter of Rights and Freedoms was enacted. HF has participated in historical interventions, including amid the October Crisis in 1970 and the Toronto Bathhouse raids in 1981. HF has several focus areas, that shift depending on prevailing historical events and civil liberties priorities. Malina noted that the organization had been focusing mainly on equality, fundamental freedoms, privacy, surveillance, and criminal justice. Most of HF's staff are lawyers or have a legal background with the exception of the Director of Education who is a certified teacher.

The learning goals of HF's educative work are for students to understand the importance of civil liberties, develop their critical thinking skills, understand differing points of view, and consider the larger impacts of legal decisions. Malina acknowledged that operating within a legal framework and working within the existing laws is not enough to radically transform society, but she contended that educating young people is a necessary precursor to transformative and long-lasting social change. HF recognizes youth as future voters, leaders, and lawmakers; thus, HF's educative programming tries to instill in them an understanding of social issues and the skills needed to pursue change.

Program Components

Classroom Workshops. Over many years, HF has accumulated a list of schools and

teachers who want to work with them. In fact, HF has partnered with some schools for over ten years. On average, Malina facilitates three workshops per day, sometimes up to five in a single day. At times, schools are able to organize a large group workshop, combining several classes in a common area such as the library. Up until recently, HF used one standard workshop in schools. However, some teachers have requested additional classroom visits on different topics. HF has accommodated these requests by developing additional workshop content and tailoring it to the interests and needs of educators and students. HF's directors have contributed to delivering these more theme-specific workshops on topics such as privacy or data collection.

Malina asserted that HF's classroom workshops are very interactive in that they promote a great deal of collaborative discussion. Moreover, the content of the workshops is presented from a youth perspective so students can understand their rights and how to advocate for them. The general format begins with an introduction to HF and some of the most recent cases the NGO has worked on. From there, Malina leads students through the fundamental rights and freedoms outlined in the Canadian Charter. Malina always puts a particular emphasis on the right to vote, as many of the students she presents to are near legal voting age. She prompts students to discuss why the right to vote is exercised starting at age eighteen rather than earlier. Throughout the workshops, students are able to discuss actions they can take to make their voices heard despite not yet being able to vote.

HF's workshops also create opportunities to critically examine landmark cases such as A.C vs. Manitoba. This particular case pertains to a 14-year-old Jehovah's Witness who was given a blood transfusion against her will in an attempt to protect her life. By examining the case, students are taught how to use a legal framework to critically consider the complicated interplay of rights and responsibilities. It also presents an opportunity for students to

acknowledge their biases and to try to objectively examine various points of view. Furthermore, case studies teach students how to make fair and balanced judgements, with the understanding that there is no hierarchy of rights.

A more current issue that is often discussed during workshops is fixed "bubble zones" around abortion clinics. Such a measure is designed to protect women's access to abortion by restricting demonstrators from picketing within a prescribed area around abortion clinics and/or threatening or harassing the women who seek to access the clinics' services. This case allows students to consider how laws that restrict protesting can have a bigger impact, outside the context of abortion clinics. Hence, students learn about, and consider the potential impacts of, laws as well as individual and collective actions on a larger scale. In this way, students envisage how their own actions can have an impact on another community or on other fundamental rights. In sum, these complex, real-world case studies allow students to actively practise viewing problems from differing perspectives and to think critically and objectively about issues.

Another prominent aspect of the workshop is the Acorn test, which was conceptualized by HF as a simplified version of the Oakes test. During the workshop, students get to apply the Acorn test on real, landmark supreme court cases such as R.v AM, a case regarding students' right to privacy in a school environment. During discussions and analyses, the facilitator highlights the limits on rights and freedoms, inducing students to discuss when it is or is not appropriate to consider restricting rights. In this way, students are engaging with real- life issues and examining them critically from a rights perspective.

Professional Development. HF offers PD opportunities for teachers, mainly in the province of Ontario. They have partnered with several post-secondary institutions such as Lakehead University, York University, OISE, University of Ottawa, and more. The trainings

follow the same format as a typical classroom workshop; however, the cases and issues are much more sophisticated and complex. Some of the topics discussed include abortion, capital punishment, freedom of religion, and LGBTQ+ rights. The PD workshops also highlight teachers' rights in the classroom and in relation to the school board as well as the rights of students. The central intent of the trainings is to provide teachers with the background and skills to facilitate critical discussions about controversial topics and to engage their students in a way that considers multiple viewpoints. It is also meant to help them build confidence in introducing topics that they may not have been comfortable with before.

Conferences. Aside from classroom-based workshops and PD, HF also hosts a day-long conference that is open to high school students. The conference takes place annually and is typically held in partnership with the Toronto District School Board. More recently, HF was able to host its first conference in Manitoba due to some additional funding. The conference explores a range of topical and emerging social justice issues, including but not limited to, human trafficking, treaty rights, gender-based violence, refugee and immigrant rights, youth activism, LGBTQ+ rights, voting age reform, and other local issues. Each conference features a diversity of speakers including legal experts, Charter of Rights and Freedoms experts, community leaders, and activists. Students are able to participate in a range of workshops that impart a robust understanding of balancing competing rights, countering injustice, and utilizing strategies for effective advocacy. Additionally, youth get to connect directly with leaders who are impacting positive social change within their local communities and across the country.

Online Resources. HF also provides teachers with online resources to support their teaching of civil liberties, human rights, and fundamental freedoms. HF calls this its "Remote

Rights" project. For the elementary level (ages 7-11), HF has developed an animated series called *That's Not Fair!*, consisting of animated videos, each addressing a different fundamental freedom or right. The multi-media storytelling format allows children to grasp the messages in a simplified, engaging manner and prepares them for open dialogue and discussion. The series is intended to help kids think critically about what it means to live in a democracy. Each animated episode is accompanied by an online game where students can apply the concepts that they learned from the episode. Furthermore, each episode includes a detailed lesson plan that educators can use to guide student learning. The lesson plan for each episode provides details of the specific learning objectives associated with the episode, a set of essential questions, a list of ideas and concepts that correlate to the content of the lesson, a step-by-step guide on how to lead the activities, discussions, debriefs, and a list of required materials.

Similarly, HF offers an interactive case study in an online video format that is intended for older students at the intermediate and/or secondary level. A short video concerning freedom of expression through clothing is followed by a simulated social media discussion of the case wherein students can anonymously share their opinions, and explore arguments for and against restricting expression through clothing. Moreover, the interactive case study video is accompanied by a teacher's guide which includes a lesson plan. Lesson plans are also available for several other topics such as privacy rights and refugee rights with some relevant links to the Ontario secondary school curriculum.

Curricular Entry Points

Malina stated that "it's usually the teachers who decide where we fit in." Thus, HF's workshops are not specifically designed for any particular curricular area. However, some

courses align more naturally with HF's workshop content and goals; these include civics, indigenous studies, social justice, and law. Malina feels that these subjects provide the greatest curricular support for the workshop content. For example, the Grade 11 law curriculum refers to the Oakes test, which is a central part of HF's workshop. Similarly, the civics curriculum aligns well with the workshops because of its references to fundamental rights and freedoms. Malina noted that she has also done workshops for some English and careers classes and that teachers feel that the content is relevant enough to incorporate into these curricular areas.

Success Factors

Pedagogy & Style. All in all, the success of HF's school interventions largely relates to the teachers' approach, that is to their teaching style and the kinds of pedagogy they practice, some of which are more effective than others. To illustrate, Malina described a time when she was conducting a workshop and the teacher decided to inform the class that they would be tested on the content of the workshop. Malina reported that students became more preoccupied with knowing the test answers than with participating in meaningful and engaged ways. She also observed a greater level of anxiety among the students after the teacher made the announcement. Such a focus on testing compromises the intended approach and outcomes of HF's classroom visits, lessens critical discussion, and places greater emphasis on content that can be tested, thereby reducing the overall effectiveness of the workshops.

In contrast, Malina has also observed a different kind of teacher pedagogy rooted in innovative project-based learning that, she asserted, is much more successful. In such cases, teachers engage students in a more active and creative manner rather than providing a straightforward lesson. This makes a difference in that students become more interested and

engaged in the topics. Malina has found that, oftentimes, students take a certain class, not because they are particularly interested in the content at the outset but because they admire and respect the teacher. Thus, teacher-student relations are also an important success factor. Malina argues that it is not necessary for students to be interested in rights or freedoms before participating in HF's workshop. Of greater importance is whether the teacher is able to command students' attention, manage the classroom, and engage them in meaningful ways through a collaborative, student-centered approach.

Challenges

Classroom Management. Malina stated, "sometimes, the class is a disaster". When conducting workshops, Malina finds that some teachers have a difficult time managing their classrooms; thus, it is at times challenging for Malina to smoothly run workshops. She suggested teachers' ability to manage their classes has a direct impact on the success of the workshops. For example, Malina recounted a time when she visited a classroom and students were distracted by their electronic devices. The teacher took no action to direct students' attention to the facilitator. Consequently, it was distracting for Malina when students were on their devices, which in turn compromised the quality and efficiency of the workshop. Malina noted that it is not HF's mandate to discipline students and that the onus to do so falls on the teacher. She expressed discomfort at the idea of managing a classroom or disciplining students on behalf of a teacher and observed that it can be challenging to conduct workshops when teachers are unable or unwilling to help the facilitator command the respect and attention of students.

Funding & Capacity. Malina spoke readily about the challenges she faces in her work due to a lack of funding. Funding constraints limit HF's ability to hire enough staff to effectively

carry out its educative agenda on a national scale. Thus far, HF's educative work has largely focused on Ontario, where its office is situated. In the past, HF has received some grant funding to visit other regions of Canada, however, these visits are reliant on securing grant money that may or may not be available. Funding issues and lack of mobility also complicate HF's ability to effectively promote its programming. Furthermore, HF only has two full-time staff who work directly on its educative mandate. Malina, who is one of these staff, cited a lack of time as a direct consequence of HF's inability to hire additional staff. Both HF staff who work on education constantly visit schools and conduct workshops, leaving very little time to focus on generating new content for HF's educational programming. Moreover, other staff members are not always able to contribute to the educative aspects of HF's work, as the vast majority of their time and effort is dedicated to litigation, which is equally demanding. In sum, a lack of funding stifles HF's scope and contributes to ongoing challenges such as limited staffing, restricted mobility, lack of time, and minimal opportunities for promoting HF's interventions.

COVID-19 Response

Malina's interview took place during the beginning stages of the COVID-19 state of emergency in Ontario. She shared the shifting priorities of HF given the unprecedented nature of the global crisis and the impact it has had on rights and freedoms. In particular, HF has monitored the situation to ensure that the restrictions put in place as a result of COVID-19 are fair. Furthermore, HF is currently advocating for the rights of prisoners and homeless people, given that these populations are two of the most vulnerable to the spread of the virus.

Given the extraordinary circumstances created by the COVID-19 global health crisis, HF has had to suspend many aspects of its programming, including a new summer camp initiative

that would have taken place for the first time in the summer of 2020. Similarly, HF's in-person school workshops, which are the crux of its educative strategy, were suspended for the rest of the school year. In response to the new social realities, HF has adapted by enhancing its online presence. HF now offers virtual workshops for schools and educators in an effort to continue to support learning during the crisis, which has resulted in widespread school closures. The virtual workshops are an online version of the standard in-class workshop and follow the same format with slight adjustments to accommodate an online learning space. They include virtually accessible content such as short videos, PDF files that can be downloaded for reference, and online test-your-knowledge quizzes. Malina has begun to facilitate virtual workshops for high school classes that have now shifted to online platforms. It is her hope that the virtual resources generated in light of COVID-19 remain accessible to educators, or to anyone else who can benefit from them, even after the pandemic comes to an end.

Chapter Summary

HF offers a variety of online resources such as lesson plans and interactive case studies that educators can use to teach students about civil liberties, human rights, and fundamental freedoms. HF takes a critical approach to its program delivery which emphasizes critical thinking and analysis, problem-solving, learning about multiple perspectives, and considering the impact of one's own decisions and actions. The bulk of Malina's role is concerned with conducting engaging classroom workshops for students and providing PD opportunities to build teacher capacity. In general, the "action-oriented" components of HF's work are concentrated on the youth conferences it conducts and the advocacy toolkit it has published for young people who are interested in advocating issues that are important to them in their community.

Because of the lack in staff capacity and funding, HF is limited in its ability to extend the

reach of its workshops and conferences outside of Ontario, although it has been able to do so on a few occasions. It is difficult to manage the demands of workshops, resource development, and planning youth conferences or other events with only two staff who work on HF's education portfolio. The other major challenge Malina cited is classroom management, given that she is not a classroom teacher and therefore cannot always command student attention. In the new COVID-19 era, HF is beginning to focus more heavily on its online presence and curating more online resources for teachers to use. This may allow the organization to easily reach more educators and students across the country via webinars, and through online training and workshops while avoiding some of the logistical challenges that come with running in-class workshops.

In general, the classroom resources HF provides do contain several curricular links. However, they do not always explicitly outline the curricular connections. In some cases, there is no curriculum map provided, and in other cases the curricular links are outdated in light of the recent revisions made to the CWS curriculum. The lesson plans focus on very specific topics and are separate from each other rather than consolidated under a general theme. Consequently, this runs the risk that resources may only be integrated as add-ons to the existing curriculum. Nonetheless, the fact that learning units and lesson plans are short and concise may serve as an advantage because it may make it easier for teachers who are looking to integrate some CE in their classrooms. In other words, teachers may be enticed by short and simple lesson plans.

Chapter Ten: Discussion

"If the schools are to be really effective, they must become centers for the building, and not merely the contemplation, of our civilization" (Counts, 1932, p. 37).

Introduction

Educating for citizenship has long been an underlying rationale for schools in Canada. Historically, schools have served as a means to instill an understanding of citizenship, encompassed by ideals of a dutiful citizenry that behave in ways that re-affirm a national identity (e.g., voting, obeying laws, being loyal to Canada etc.). These ideals, however, have been typically isolated from challenging power relations and addressing socio-political conflict. Much research has shown that in more recent years, transformative perspectives on citizenship and CE, what these terms mean, and how they are performed/enacted, have re-emerged. These perspectives reflect an incremental shift towards a critical and activist understanding of CE.

Although current official curricula in Ontario have begun to emulate more critical and active conceptions of citizenship and CE, the evolving critical discourse has yet to translate systemically into actual classroom practice. In fact, scholarly literature points to a myriad of challenges that continue to weaken widespread implementation of CE in Ontario classrooms. Many of these challenges stem from the inadequate preparation of teachers at the pre-service stage as well as the lack of ministry- and school board- sponsored PD opportunities or other educational provisions for in-service teachers (e.g., Guo, 2014; Hughes et al., 2010; McLean & Cook, 2016). Implementation issues also arise as a result of the relatively marginalized position or low-priority status of CE in schools, and overloaded curricular demands that dominate teacher schedules (e.g., Cassidy, 2020; Evans et al., 2019; Mundy & Manion, 2008).

The lack of internal support for teachers and the persistent demands of the mandated curriculum are primary reasons for the inconsistent implementation of CE in Ontario schools

today. This has created an opportunity for NGOs with their expertise and educational resources to serve as the impetus for effective and sustained inclusion of CE in classroom teaching and learning. In light of the prevailing challenges identified in the current literature and my own personal experiences working with NGOs which revealed to me the potential contribution of NGO educative interventions, I have endeavoured in this thesis to reveal the current role of Canadian NGOs in supporting CE in Ontario schools and the prospects of forging effective ongoing NGO-school partnerships for CE. In this closing chapter, I will reflect on my research findings concerning the role of Canadian NGOs in supporting CE as well as the gaps and challenges the interviewees highlighted regarding NGO educational interventions.

Lack of teacher preparedness and support

The research findings illuminate prevalent gaps in the contemporary educational landscape which complicate the successful implementation of CE in Ontario. The first area of concern relates to a common issue that emerged strongly from the data: a lack of teacher familiarity and knowledge on CE and its related topics, as well as a lack of preparedness to use appropriate pedagogical approaches to teach CE. The majority of interviewees argued that teacher training programs do not adequately prepare pre-service teachers. Furthermore, interviewees reported that school boards and the OME offer few PD opportunities for in-service teachers and that courses that focus more directly on CE (i.e., Grade 10 Civics and Citizenship) are perceived as low priority in Ontario schools.

The findings also show that a lack of preparedness tends to correlate with an uncritical understanding of citizenship concepts, a sense of being overwhelmed by a demanding curriculum, and little teacher confidence in CE implementation. When relaying their observations, interviewees therefore argued that CE topics are typically under-emphasized and/or

avoided by teachers altogether largely for the reasons stated above. As a result, NGO personnel expressed concerns about teacher capacity to implement CE independently in critical and meaningful ways. These challenges are well documented in the existing scholarly literature (e.g., Carr, 2014; Cassidy, 2020; Philpott & Dagenais, 2011). Despite numerous scholars calling for more concerted efforts to improve these circumstances (e.g., Buchanan et al., 2018; Cassidy, 2020; Guo, 2014; Philpott & Dagenais, 2011; Mundy & Manion, 2008), the interviews with NGO personnel revealed that very little has changed; teachers remain ill-prepared and unsupported for CE implementation.

Gaps in the CWS Curriculum

In addition to the lack of teacher familiarity and knowledge, the interview and curriculum analysis revealed gaps in the formal curriculum which further perpetuate the weak practice of CE. One such gap is a lack of guidance on *how* to implement a CE framework. Thus, in addition to inadequate formal training, the curriculum itself fails to provide adequate support in terms of how to go about teaching CE. One could argue that the onus of guiding teachers on CE specific pedagogy should not be on the curriculum since curriculum is generally regarded as a policy that dictates *what* to teach rather than *how* to teach. However, the lack of guidance on CE in the CWS curriculum further exacerbates teachers' lack of confidence in delivering CE programming. It also makes it more plausible for teachers to adopt uncritical understandings of citizenship.

As of 2013, the CWS curriculum has included a *Citizenship Education Framework* which references many CE-related topics, especially in the Grade 10 Civics and Citizenship course. In theory, the framework creates space for the teaching and learning of CE. In practice, however, the evidence of this thesis echoes concerns regarding the limited conceptualization of citizenship in the curriculum. As the documents and interviews have revealed, the lack of critical

understandings of citizenship is reflected in the tendency to place more emphasis on the notion of "good" citizenship which is bound up with expected individual behaviours such as volunteerism, and adhering to the laws of the land. Far less attention is directed towards civic problems such as pervasive poverty, racism and structural discrimination, and the root causes of these social ills, and how these can be addressed through rights to dissent and protest. These critical findings draw not only from my analysis of the CWS curriculum documents, but are reiterated in scholarly literature (e.g., Carr, 2014; Evans et al., 2019; Llewellyn et al., 2010).

While an increase in commitment to citizenship within educational policy in Ontario is evident and certainly appreciated, concerns also remain as policy guidance is often strong in rhetoric but rather vague in terms of outlining the learning goals that are to be prioritized and the extent of coverage expected in practice. Such uncertainty, coupled with the considerable discretion given to teachers in how curriculum is interpreted and taught, leaves teachers to decide what types of CE learning are attained by students. Consequently, CE learning experiences remain uneven and fragmented. Much research already suggests that CE learning does not translate significantly into classroom teaching practices (Cassidy, 2020), and this was confirmed in the interviews I conducted with curriculum experts and NGO personnel. Their observations indicated that while greater attention and rhetorical importance is given to CE in educational policy and curriculum, the extent of the significance and attention given to CE in teaching practice remains relatively marginal.

The existing gaps in teacher preparedness and support, and the curricular gaps in Ontario's CWS curriculum, therefore complicate the implementation of CE in classrooms. Although these gaps could be filled with ongoing curricular reform and teacher training, they remain unaddressed currently by the OME. As such, it is beneficial to seek external partners that

are in a position to provide opportunities for teachers to strengthen their understanding of CE topics and acquire the skills needed to teach these topics.

Connecting Learning with Action

Aside from the finding which suggests that the CWS curriculum does not include sufficiently critical conceptions of citizenship, the most pronounced disconnection found across the comparative curricular analysis involves the role of experiential learning within CE. Although the CWS does refer to experiential learning, it relates mainly to cooperative education and the preparation of students for employment. In this way, experiential learning is conceptualized as an approach for learning about the world of work and the acquisition of experiences and skills that are beneficial for students' future employability. In contrast, most of the NGOs use an experiential learning approach as a dominant framework for their educational interventions and as a foundation for the teaching of active and critical citizenship.

The notion of acting on learning is a key strategy employed by the NGOs examined in this study to inculcate critical and active CE. Acting on learning emphasizes learning *about*, *through*, and *from* action (Kozak & Elliott, 2014). Learning *about* action is a theoretical approach that allows students to understand the history of individual and collective actions, to identify action-oriented skills and strategies, and to prepare to undertake action projects (Kozak & Elliott, 2014). Learning *through* action is a meaningful experience that entails selecting, planning, and implementing an action-project (Kozak & Elliott, 2014). Through such an experience, students enhance their sense of competence by applying their learning to real-world problems. Lastly, learning *from* action is a "post-action learning phase" (Kozak & Elliot, 2014, p. 33) wherein students reflect on and evaluate the impact of a project and its outcomes. This also involves reflecting on how learning can be applied to future projects.

Although a theoretical classroom-based approach is a useful starting point, if learning remains only at this level, students will be less effective in real-world application as they will not have had the practical hands-on experiences necessary to successfully address real-world issues. Therefore, learning *through* and *from* action are important aspects of CE, as these processes allow students to "move from passive detachment to active involvement" (Kozak & Elliott, 2014, p. 34). When learning is limited to abstract classroom-based strategies, students simply investigate issues rather than work actively towards a desired change. Consequently, CE remains closer to more didactic approaches centered on relaying procedural knowledge. This re-affirms the invaluable role of NGOs in implementing critical and active forms of CE in schools through educational interventions that promote learning through praxis.

In sum, despite the gradual rhetorical inclusion of more critical conceptions of citizenship in the CWS curriculum, the findings of this research suggest that it still falls short of delivering the critical activist-oriented conceptions of citizenship that NGO educative interventions espouse and practise. These gaps in turn outline important avenues through which NGO-school partnerships can be beneficial. NGOs are capable of providing the means by which schools can move from a rhetorical support for CE to the actual implementation of active and critical CE principles in teaching and learning practices.

NGO Provisions for CE

The research findings outline three central NGO provisions for the purposes of supporting CE. These include classroom resources, teacher training, and in-class workshops. In some cases, NGOs also host youth forums and conferences, although these tend to be secondary to the classroom interventions. Classroom resources or "curricula" are provided in various mediums, most typically in a toolkit, guidebook or lesson plan format that include ready-to-use

classroom activities, student worksheets and reflective discussion prompts. In some cases, the NGO curricula are specifically tailored to meet the expectations of the formal school curricula, and in every case, NGO curricula deliberately use an educational approach that encourages strong student engagement and critical thinking. These resources have been found to be valuable for schools and educators as they can help teachers save time in lesson planning, provide educators with relevant background knowledge on CE concepts, and promote teaching and learning practices that align with critical and active forms of CE.

A second way in which NGOs help translate rhetorical support for CE into classroom practice is in the provision of PD training. Pre- and in-service teacher training is designed not only to equip teachers with the content knowledge associated with their respective CE focus areas, but more importantly, to help teachers acquire the pedagogical approaches and strategies needed to ensure the implementation of CE. In doing so, NGOs can instill in educators a sense of value towards CE while providing them with the right pedagogical tools. When CE is valued by educators and they feel confident with their pedagogical capacity to implement it, they are more likely to be successful in doing so, thereby contributing to the effective implementation of CE.

Another NGO provisional area that contributes to the effective implementation of CE in schools is classroom workshops. Two out of five of the NGOs in this study (WO and HF) concentrate the majority of their efforts in conducting in-class workshops. Some of the interviewees (e.g., Janina, Andrew), however, cautioned against the use of a one-off workshop model, arguing that it “doesn’t really work” (Janina). This finding is also supported by literature on the degree of effectiveness of one-off NGO-school models (e.g., Mundy & Manion, 2008). Consequently, organizations like WO have established sustained partnerships with classrooms to deliver weekly in-class sessions that they argue are more meaningful than one-off classroom

visits. By allowing NGOs to conduct classroom workshops, schools can utilize the expertise of NGO staff who are well-versed in CE and are prepared to teach it. Through in-class workshops, NGOs also can model best practices for conducting CE and save time for teachers who are overwhelmed with other multiple demands in teaching curriculum content.

Underlying Principles of NGO Educative Work

The educative work of the NGOs examined in this thesis has been centered on the following CE-related topics: active civic engagement (WO), civil liberties and freedoms (HF), global citizenship and development (JO), human rights (SF), and sustainable development (MO). While each NGO focuses on different CE themes, there are a number of shared basic tenets that underscore all of their interventions. These are: encouraging critical thinking, presenting multiple perspectives, linking content to students' own lives, considering root causes of issues, creating opportunities for students to apply learning to the real-world, and building the capacity of students to engage in effective action and/or advocacy to address important issues. These tenets reflect a critical (i.e., focus on critical thinking skills, multiple perspectives, connection to students' lives, and root causes) and active (i.e., applying learning to the real-world and engaging in action) conception of citizenship that informs the educative work of NGOs. Because of their commitment to these tenets, NGOs are ideal partners for schools that are finding it difficult to achieve these ideals in their delivery of CE due to the challenges mentioned earlier. In this way, NGO-school partnerships can mitigate and/or overcome the prevailing didactic approaches centered on relaying procedural knowledge rather than on transformative teaching practices.

Areas for Strengthening NGO engagement

NGO personnel spoke extensively about the challenges that remain for NGOs when

working with schools. They spoke strongly about financial stringencies and the need for more funding in order to better support the educative interventions in schools. Like many NGOs, those examined in this thesis are still limited due to staffing constraints and the costs associated with their operations. Moreover, other barriers such as the peripheral role of CE in curriculum implementation, lack of teacher time, and for some their lack of visibility among schools and educators underscore ongoing challenges in creating and maintaining NGO-school partnerships. Despite these constraints, however, the NGO interviewees were very positive when describing their current partnerships with teachers and schools. They feel strongly that their educational interventions benefit schools and successfully contribute to filling the current gaps that persist in school curricula and teacher preparedness. In order to ensure the continued success of NGO educative work for CE and the cultivation of more sustained and effective partnerships with schools, several important factors should be carefully considered. These I shall now explain.

Curricular Alignment

> "What is required, if we are to see schools as learning communities that engage in authentic ways with their environment outside of the school gate, is a more concerted effort to specifically link the work of NGOs with the current curriculum" (Buchanan et al., 2018, p. 61).

The first critical factor that deserves consideration from NGOs is curricular alignment. This was a prevalent theme that arose in both the interviews and the scholarly literature. Because teachers are mandated to cover the formal curriculum, they have little time to go beyond curriculum expectations. Thus, in developing educational materials to be used by schools and educators, NGOs should actively seek to fulfill the overall and specific expectations of the officially mandated curriculum. NGOs should likewise consider the appropriateness of their curricular content for the intended grade level and clearly outline the links between their resources and the formal school curriculum. Alignment between NGO resources and school

curricula is a key factor that affects an NGO's ability to garner buy-in from schools and educators. When NGO resources are out of touch with what is mandated to be taught, teachers are less likely to use it as they will find it more challenging to integrate in their classrooms. In addition, a further weakness that I discerned in this study was the lack of rubrics or specific guidelines for assessment in NGO resources. For NGOs striving to align their resources with school curricula, it will be useful to provide more detailed assessment tools in their documents.

Building Teacher Capacity

"Providing new curriculum resources without adequately preparing the teachers who will use them makes little educational sense" (Hughes et al., 2010, p. 301).

The second critical factor emerging from the findings is that while the provision of classroom resources such as lesson plans, toolkits, guides and the like are an important aspect of NGO educative work, and are helpful in implementing CE in schools, what is arguably more imperative is to provide teachers with the appropriate strategies and approaches to teach critical forms of active citizenship. Failing to adequately prepare teachers will only perpetuate the use of didactic, or "soft", approaches to CE pedagogy in schools. As such, pre- and in-service training, and consistent ongoing internal support for teachers to develop knowledge, strategies and approaches that incite active student engagement with CE issues should be a key investment for ministries of education, teacher education programs, school boards, schools, and NGOs. NGOs in particular, can accompany their classroom resources with additional pedagogical tools that provide teachers with guidance on how to go about delivering their resources. On a larger scale, ministries of education, faculties of education and school boards should fund NGOs to lead such initiatives in view of the support many of them have provided to fill the current gap in teacher training for CE. Certainly, NGOs should continue to deliver training workshops that focus on

strengthening teacher pedagogy. Teacher training should be tailored to the needs of the teachers, be engaging, focus on useful strategies, and model those strategies while also allowing time for teachers to practise their skills and share best practices. In the long-term, this form of human investment has the potential of eliminating the need for NGO personnel to go into classrooms themselves to conduct CE. Instead, ideally teachers can gain the confidence needed to deliver CE and feel better supported in doing so. This will then eliminate the need for extra NGO support and thereby perhaps help to reduce NGO financial outlay on school supported CE.

Cultivating Buy-in

"If we don't have buy-in then there's no point in doing it; we're swimming against the current" (Seema).

School boards, schools and educators need to buy into NGO educational resources and programs. Without this buy-in, NGOs will find it difficult to forge ongoing partnerships with schools. As the interviewees in this study indicated, much of the buy-in NGOs are able to generate can be attributed to strong levels of alignment with the mandated curriculum and the provision of free programs and resources that are easy to implement in classrooms. A further approach to creating teacher buy-in is by establishing partnerships with "tertiary institutions in teacher training at the pre-service level" (Buchanan et al., 2018, p. 61). By doing so, NGOs can cultivate support for CE and NGO programming from teacher candidates before they enter the workforce. Similarly, creating partnerships with other like-minded organizations can help to cultivate buy-in from schools by bolstering the credibility of NGO provisions.

Maintaining buy-in necessitates ongoing communication with education stakeholders and relationship management through ongoing support (e.g., providing teachers with monthly newsletters that contain additional resources, and responding to unique crises such as distance learning in the COVID-19 era). Overall, building these partnerships and having buy-in from

education stakeholders is imperative. To further ensure the continued success of NGO interventions for CE, buy-in for critical and active forms of CE needs to be cultivated at all levels of Canada's educational system. Buy-in from teachers alone will not suffice to implement CE in a sustained manner within schools; what is needed is organizational buy-in from education stakeholders who are in leadership positions. This higher-level support for CE can contribute towards organizational and curricular reform that can make it possible for CE to be interwoven into the fabric of classrooms, schools, and society at large. This buy-in can be such that CE becomes a dominant aspect of day-to-day living, teaching, and learning, rather than simply an additive to educative agendas in schools. In this way, the macro-level social transformations, which are the ultimate goal of CE, can be enhanced.

Conclusion

While the number of NGO-school partnerships in Canada has increased over the past few decades due to greater commitment to CE, to date, very little is known about the nature of NGO educative agendas and the extent of their role in schools. This study has illuminated several gaps in teacher preparedness and support, as well as a lack of curricular guidance on teaching and implementing CE. While recent educational policy and curriculum reforms included more active and critical approaches to CE, these efforts are still inadequate and often do not translate into teaching practice. This study has found that creating and maintaining NGO-school partnerships can assist significantly in maintaining support for more meaningful CE in the face of the many challenges within the current educational context. It is my hope that this research serves as a vehicle for strengthening concerted efforts to enable young citizens to learn and engage actively in ways that advance progressive social transformation.

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Appendix A: Interview Guide (NGO Staff)

Thank you for agreeing to participate in this research study, and for making time to be interviewed today. This research study aims to learn how NGOs partner with schools to promote CE in Canada. This interview will last approximately 45-60 minutes, and I will ask you a series of questions focused on NGO-school partnerships and your experience in this area. I want to remind you that you may refrain from answering any question, and you have the right to withdraw your participation from the study at any time. As I explained in the consent form, this interview will be audio-recorded and transcribed. Do you have any questions before we begin?

1. What is your current position?
   a. How long have you been in this role?
   b. What is the nature of your position?

2. Can you tell me more about your organization? (size, mandates, priorities, projects?)

3. What kind of work does your organization conduct regarding CE?

4. What/How many schools does your organization work with?
   a. In which regions?
   b. How long is the average period in which you work with each school?

5. What specific resources does your organization provide schools/educators/students with?
   a. How are resources developed?
   b. How are they shared?

6. What is your organization's approach to CE practice in schools?

7. How does your organization go about partnering with schools and educators?
   a. What strategies are used?
   b. Is the approach different depending on school and context?
   c. How are partnerships sustained?

8. What are the key curricular entry points for your educative work?
   a. What aspects of the curriculum do you feel are aligned with or supportive of your school interventions?
   b. What aspects of the curriculum create barriers for your work?

9. What types of knowledge are students learning from the NGO's programs?
    a. What kinds of skills are intended to be learned?
    b. What are the intended learning goals?

10. What are the key challenges you face when trying to conduct and/or implement your educative work?
    a. What effect do these challenges have?
    b. How are these challenges mitigated? How are they dealt with?

11. In what specific ways is your educative work effective? In what ways is it not?

12. In what ways do you believe schools benefit from your support?
    a. In what ways does your organization benefit from working with schools?

13. How does your organization's educative work enhance critical thinking?

14. How do(es) your program(s) promote youth activism?

15. Based on your experiences, what factors would you say make NGO-school partnerships effective?

16. What recommendations would you make for…
    a. Improving the overall implementation of your educational programming in schools?
    b. Sustaining partnerships with schools?
    c. Other NGOs taking on this type of initiative?

Appendix B: Interview Guide (Curriculum Experts)

Thank you for agreeing to participate in this research study, and for making time to be interviewed today. This research study aims to learn the extent to which the Ontario CWS curriculum is aligned with NGO educative agendas. This interview will last approximately 45-60 minutes, and I will ask you a series of questions focused on global education in the Ontario curriculum. I want to remind you that you may refrain from answering any question, and you have the right to withdraw your participation from the study at any time. As I explained in the consent form, this interview will be audio-recorded and transcribed. Do you have any questions before we begin?

1. In what ways does the current structure of the Ontario grade 10 curriculum include or omit CE?

    a. In practice, how much time is devoted to CE?

    b. How are the existing elements of CE conceptualized?

2. How has the curriculum changed over time?

    a. How have conceptions of global education changed in the curriculum?

3. What are the main areas of tension involving the curriculum and implementing CE?

4. What tools does the curriculum provide or fail to provide to teachers in order to implement CE in their classroom?

Appendix C: Consent Form

Université d'Ottawa

Faculté d'éducation

University of Ottawa

Faculty of Education

University of Ottawa

Research Participation Consent Form

Project Title

NGO-school Partnerships & Citizenship Education

Name of researcher, supervisor and contact information

Researcher	Supervisor
Ms. Sophia Mirzayee Master's student Faculty of Education University of Ottawa	Richard Maclure, Ph.D. Professor Faculty of Education University of Ottawa Tel: 613-562-5800 ext. 4034 Email: rmaclure@uottawa.ca Office: LMX 462

Invitation to Participate: I have been invited to participate in a research project conducted by Ms. Sophia Mirzayee under the supervision of Professor Maclure as part of her master's thesis at the University of Ottawa.

Purpose of the Study: The purpose of the study is to collect information on NGO-school partnerships in Canada for citizenship education. This study aims to examine the ways in which NGO educational agendas and school curricula are in sync or disconnected.

Participation: My participation will consist of participating in an interview about my experiences working with schools to promote global education. The time needed for this is approximately 45- 60 minutes. This will take place at a time and location convenient to me. Ms. Mirzayee will audio-record my responses.

Assessment of risks: My participation in this study entails no foreseeable risks. However, if I experience any discomfort, Ms. Mirzayee has assured me that she will make every effort to minimize this discomfort. I may decide to stop the interview at any time.

Benefits: By expressing some personal ideas about my experiences working in partnership with schools OR in sharing my knowledge of the CWS Curriculum, I will contribute to an enlarged understanding of the subject from the perspective of an NGO personnel.

Privacy of participants: I have received assurance from Ms. Mirzayee that the information I share will be used only for the completion of her master's thesis and my identity will be protected. I understand that my

organization may be named in the thesis, however, my identity will not be disclosed.

Confidentiality and conservation of data: The data will be used for the purpose of the master's thesis and will be kept for one year following the completion of the project. I have been assured that the audio recording will be kept in a secure manner at the researcher's home during the research, and upon completion of the project will be stored on Ms. Mirzayee's password protected computer. After one year, all material data will be shredded, and electronic data will be erased.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

Acceptance: I, _____[*Name of participant*], agree to participate in the above research study conducted by Ms. Sophia Mirzayee as part of her Master's thesis research, at the Faculty of Education, University of Ottawa under the supervision of Professor Maclure.

_____I AGREE to have the data used for the completion of Ms. Sophia Mirzayee's thesis work.

If I have any questions about the study, I may contact the Ms. Mirzayee or Professor Maclure.

If I have any ethical concerns regarding my participation in this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, 550 Cumberland Street, Room 154, (613) 562-5387 or ethics@uottawa.ca.

There are two copies of the consent form, one of which is mine to keep.

145 Jean-Jacques Lussier

Ottawa ON K1N 6N5 Canada

www.uOttawa.ca

Participant's name Signature: Date:

Researcher's name Signature: Date:

Appendix D: MO's List of Intended Learning Outcomes

Knowledge

This is a list of the knowledge that today's youth will need to acquire in order to become responsible citizens in the 21st century.

- The planet earth as a finite system and the elements that constitute the planetary environment.
- The resources of the earth, especially soil, water, minerals, etc., and their distribution and role in supporting living organisms.
- The nature of ecosystems and biomes; their health, interdependence within the biosphere.
- The dependence of humans on the resources of the environment for life and sustenance.
- The sustainable relationship of native societies to the environment.
- The implications of the distributions of resources in determining the nature of societies and the rate and character of economic development.
- Characteristics of the development of human societies including nomadic, hunter gatherer, agricultural, industrial and post industrial and the impact of each on the natural environment.
- The role of science and technology in the development of societies and the impact of these technologies on the environment.
- Philosophies and patterns of economic activity and their different impacts on the environment, societies and cultures.
- The process of urbanization and implications of de-ruralization.
- The interconnectedness of present world political, economic, environmental and social issues.
- Aspects of perspectives and philosophies concerning the ecological and human environments; for example, the interconnectedness of matter, energy and human awareness.
- Cooperative international and national efforts to find solutions to common global issues, and to implement strategies for a more sustainable future.
- The implications for the global community of the political, economic and socio-cultural changes needed for a more sustainable future.
- Processes of planning, policy-making and action for sustainability by governments, businesses, non-governmental organizations and public.

Skills

This is a list of the skills that today's youth will require to contribute to a sustainable future.

- Frame appropriate questions to guide relevant study and research.
- Apply definitions of fundamental concepts, such as environment, community, development and technology, to local, national and global experiences.
- Use a range of resources and technologies in addressing questions.
- Assess the nature of bias and evaluate different points of view.
- Develop hypotheses based on balanced information, critical analysis and careful synthesis, and test them against new information and personal experience and beliefs.
- Communicate information and viewpoints effectively.
- Develop cooperative strategies for appropriate action to change present relationships between ecological preservation and economic development.
- Work toward negotiated consensus and cooperative resolution of conflict.

Values

This is a list of the attitudes and values that today's youth will need to acquire in order to become responsible citizens in the 21st century.

- An appreciation of the resilience, fragility and beauty of nature and the interdependence and equal importance of all life forms.
- An appreciation of the dependence of human life on the resources of a finite planet.
- An appreciation of the role of human ingenuity and the individual creativity in ensuring survival and the search for appropriate and sustainable progress.
- An appreciation of the power of humans to modify the environment.
- A sense of self-worth and rootedness in one's own culture and community. A respect for other cultures and recognition of the interdependence of the human community.
- A global perspective and loyalty to the world community. A concern for disparities and injustices, a commitment to human rights and to the peaceful resolution of conflict.
- An appreciation of the challenges faced by the human community in defining the processes needed for sustainability and in implementing the changes needed.
- A sense of balance in deciding among conflicting priorities. Personal acceptance of a sustainable lifestyle and a commitment to participation in change.
- A realistic appreciation of the urgency of the challenges facing the global community and the complexities that demand long-term planning for building a sustainable future.
- A sense of hope and a positive personal and social perspective on the future.
- An appreciation of the importance and worth of individual responsibility and action

(MO, n.d.-c)

Appendix E: Differences Between Conventional and Transformative Pedagogical Approaches

	Conventional Teaching	Transformative Learning
Criteria	• primarily for employment and post-secondary learning • the good employee	• responsible citizenship • the good citizen
Orientation to the Status Quo	• the world and its mechanisms are working and the role of education is to pass on current values and knowledge	• change or transformation is required to meet rising challenges • society at present does not have the answers
Goals for Learners	• knowing the right answers through recall	• critical thinkers who are able to challenge information based on facts, evidence and examined values; and pursue creative solutions
Temporal Perspective	• the past and present	• past, present and the future
Choice of Learning Pathways	• standardized • learner fits into school • few pathways are available • divergence discouraged	• personalized and idiosyncratic • school adapts to the needs and interests of the learner • many pathways for learning available
Educator's Role	• authoritative • command and control learning	• coach, facilitator, co-learner
Learner's Role	• predominantly passive • sitting, listening, following instructions	• active • seeking, interpreting, analyzing, judging, applying individually and with peers • knowing what to do when the direction is not clear
Curriculum	• cover the curriculum through unit delivery	• uncover the curriculum through learning projects and inquiries
Focus of Learning	• information transfer to the student	• knowledge construction by the student(s)
Scheduling	• learning is timetabled by subject • reductionist	• some level of open scheduling on the basis of projects or inquiry needs • holistic
Materials	• textbooks and black line masters common	• real-world open sources and formats (deeply integrated technology tools)
Location and Time	• in school and during the school day	• in school and community, flexible learning time
Evaluation	• assessment of the products of learning emphasized	• assessment of the processes of learning emphasized

(Kozak and Elliott, 2014, p. 8)