Časopis Sociální pedagogika | Social Education

volume 8, number 1, year 2020 ISSN 1805-8825

Sociální pedagogika
Social Education
časopis pro vědu a praxi

The journal for socio-educational theory and Research
Časopis pro sociální pedagogiku
www.soced.cz

Sociální pedagogika
Social Education
časopis pro vědu a praxi

Sociální pedagogika | Social Education

The journal for socio-educational theory and research

volume 8, number 1, year 2020

The topic of the monothematic issue

International perspectives on social education

issue editor-in-chief
Eva Janebová

Publisher

Tomas Bata University in Zlín
Faculty of Humanities
Štefánikova 5670
760 01 Zlín
Czech Republic

Sociální pedagogika | Social Education
Published by Faculty of Humanities, Tomas Bata University in Zlín

Contact

Sociální pedagogika | Social Education
Štefánikova 5670, 760 01 Zlín
E: editorsoced@fhs.utb.cz
T: +420 576 038 007
W: www.soced.cz/english

Sociální pedagogika | Social Education, 8(1), 2020. Published by Faculty of Humanities, Tomas Bata University in Zlín. Editor-in-Chief: Jakub Hladík. The journal is published twice a year in an electronic format. The Journal accepts previously unpublished and reviewed papers only.

ISSN 1805-8825

CONTENTS

Newsletter

Editorial

Internationalizing education

Eva Janebová

Originally, I had intended to provide the readers with an introduction into international education and to demonstrate the overlap of the two fields: international and social education. But I feel this editorial can no longer be just an intellectual exercise around theoretical concepts of International Education. The COVID-19 pandemic has painfully divided our families, our societies and exposed the horrifying inequities that exist in our world. It has shown that global issues affect us as much as local ones. **Now, more than ever, our schools and universities need to foster international collaboration and build international competencies to produce knowledge and graduates that have a global impact.**

COVID-19 challenges us to find novel ways to stay interconnected as it makes us realize that internationalization is not just about physical mobility (travelling), nor about making revenue from international student fees. *Internationalization is about 'harmonization of academic curricula, sharing quality systems across the globe, building environment-friendly policies, designing joint curricula, learning from each other how to overcome gender issues, forming university alliances in order to mobilize and speed up the production of new knowledge, but above all, it facilitates transcultural communication'* says Prof. Jaroslav Miller, Rector of Palacký University Olomouc, and winner of the 2019 Award for Excellence in Internationalization from the European Association of International Educators (E. Janebová, personal communication, April 14, 2020).

In view of the current crisis, it is time for a closer look into the internationalization learning outcomes of our courses, how to design *joint online courses* and to make use of the existing diversity at our campuses and local communities (*Internationalization at home*). Virtual spaces and collaborative online platforms not only allow these to happen, but also make internationalization more accessible to those who have been prevented from participating in mobility programs because of personal barriers (for example, taking care of small children) or institutional embedded inequities (for example, gender for academics, and socio-cultural background of students).

When the whole world is seeking solutions for a global crisis, **international education should not divide the world; it should interconnect and help us to unite it.** We need to find new virtual ways to collaborate internationally, or for ways that we can bring diversity to home institutions with means other than mobility. This search compels us to investigate the foundational practices and embedded mechanisms of international education. It also provides an opportunity to refocus the rationale for internationalization onto what international collaboration should bring; not only to our institutions, but also to society and the world.

'Internationalization' has been a buzz word used by global policy makers, by the European Commission, by the Czech Ministry of Education in its new Internationalization Strategy for 2021-2025, and by most **Czech universities that claim internationalization to be one of their top priorities. However, Czech academia have done little to invest in research and international education** to back up and guide their institutional practices.

We know that there were some five million internationally mobile students around the world in 2019. However, with the unprecedented collapse in international physical mobility due to COVID-19, we are faced with a new challenge – **we need to re-conceptualize how we internationalize.** We need to acknowledge that internationalization does not equal mobility and find novel ways to keep our universities international at home and internationally connected from home. The challenges that have arisen due to the crisis can show us how to do it better: **more meaningfully, more comprehensively and more inclusively.**

I call on social educators and experts from other fields that work with diversity to help us to meet this challenge. You are sensitized to inequities, trained in cultivating relationships and in reaching out to diverse populations. You are experienced and have skills in bringing people together, understanding diversity and in empowering individuals and marginalized groups**.** Your work and research can help universities reconnect with the world in novel ways that are more inclusive!

What is international education?

Trailblazing international education in the Czech Republic is not an easy task. The English term 'International Education', or its literal translation *mezinárodní vzdělávání*, is confusing to many. International education does not fit into the traditional Czech scheme of educational sciences (*pedagogiky*) and finding it a home in other Czech social sciences faculties seems difficult as well. In its nature it is **an interdisciplinary field of knowledge** because it aims to answer interdisciplinary questions. Professor Josef A. Mestenhauser (2011) counted some 16 traditional disciplines relevant to international education, for example, international relations, communication, cultural studies, education, organizational management.

International educators need to master cognitive flexibility over several traditional disciplines to provide quality insights that will translate into institution-wide impacts on policy and the practice of internationalization. In order to perform multiple roles and lead internationalization of universities, international educators need to have a background in international education, be actively involved in expert communities of international educators, and most of all, to back up their performance with research. **As a consequence** of the lack of understanding of the required professional background of international educators (non-existent translation *mezinárodní pedagog/žka*) and of the complexity of the role, **Czech universities suffer from a lack of in-depth discourse on the topic.**

International education as a discipline is not an invention of the 21st century; it has been out there for at least 80 years (see Mestenhauser, 2011). A current search on Google Scholar with the terms 'internationalization' and 'higher education' returns more than 80,000 results with Sense, Stylus, and Routledge among the many publishing houses producing books and series on International education. This journal issue is just a small contribution to the vast amount of literature on the topic. However, it is one of the few scholarly works published in the Czech Republic.

Universities, national bodies and organizations that have fostered research and built strong academic departments in international education include The Hague University of Applied Sciences and Groening-Stenden University (both in the Netherlands), Università Cattolica Sacro Cuore (Italy), Boston College (USA), and the University of Minnesota (USA). Unfortunately international education has been at the margin of the scholarly agenda in the Czech Republic. Czech universities have confined internationalization to administrative units. These have experienced practitioners and do a great job, but their policies are not backed up with rigorous theoretical learning, and they are unlikely to pass on their knowledge to others, either in published scholarship or training. This results in internalization through trial and error and in reinventing the wheel. The Czech higher education sector urgently needs to prioritize and invest in internationalization research and international education

Moving from 'mobility' to comprehensive internationalization

Internationalization is often wrongly assessed simply in terms of numbers: of incoming and outgoing mobilities, international student recruitment, and international publications. However, internationalization should be comprehensive, that is, **a system-wide organizational transformation.** It should permeate through everything – how we think, teach, research, publish, and manage institutions as well as how institutions serve societies. '*Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it is embraced*

by institutional leadership, governance, faculty, students, and all academic service and support units' (Hudzik, 2011, p. 6).

International educators agree on two critical denominators of comprehensive internationalization - that it is **a comprehensive process that improves the quality of higher education as well as contributing to the good of society** and that **it concerns all university stakeholders;** leaders, academics, non-academic staff, and students are all key agents of change. According to the latest EAIE Barometer Study (EAIE, 2019) for internationalization to be successful the processes need to be at the core of the university's mission and encompass a wide range of activities. Furthermore it demands cross-sectoral engagement and collaboration.

It would be a grave mistake to think that internationalization is simply about transplanting knowledge or copying ideas from abroad. In the post-communist Czech Republic, **internationalization requires a mindshift** from the old days of 'this is how we do it here' to a much more unpredictable and cognitively difficult path of searching, learning and processing knowledge from multiple sources to come up with novel solutions in different socio-cultural contexts. To successfully take a concept from one context to another, higher order thinking skills are required – systems thinking, integrative, comparative, cross-cultural future thinking, and to be able to use *emic* and *etic* perspectives on the researched phenomena (Mestenhauser, 2011, p. 56).

The first step is to acknowledge that what we know and teach is culturally-bound; the next is to unlearn existing competence and acquire new intellectual competence; and finally we need to teach these to our graduates. We cannot expect them to be future catalysts of innovative, culturally sensitive, and internationally valuable solutions with existing competences. Leading international educators keep reminding us that we cannot rely on quickly outdated content and information; the cognitive abilities required for dealing with diversity are 21st century skills necessary for future generations of employees and universities (see for example, Coelen & Gribble, 2019).

Institutions that rely on mobilities and have not perceived internationalization as a comprehensive process find themselves paralyzed by the travel ban. Most Czech universities have not built the internal resources of skills and knowledge of **how to do internationalization at home activities**, even though international educators have been heavily advocating this for the last 18 years! Unfortunately, some Czech universities have confined internationalization activities to specialized administrative units based around grant programs and mobilities and they do not have trained internationalization experts who can support academics in different ways, for example, in designing study programs to internationalize at home and international collaborative teaching online. Furthermore, the Czech universities that have aimed at comprehensive internationalization have unrealistically allocated the task of transforming their whole institution onto these single units instead of engaging and collaborating across the university.

With scholarship of international education almost non-existent in the Czech Republic, university leaders and academics are unaware of the possible complexity and depth of international collaboration and how this can benefit universities and society. **Rather than envisaging the rationale in terms of numbers, universities should see it as a means of quality improvement of university functions and products including outreach to the society** (see study by Uwe Brandenburg within this issue).

Internationalization with and for all

Universities have frequently ignored the inequity mechanisms for disadvantaged academics and students that are embedded in our institutions, and mirrored these inequities in access to mobility and engagement in internationalization. Moreover, in the name of international education many new unequal practices have emerged including double standards for international and home students, in fees masked under 'language of instruction,' or in salaries for international and home academics, masked under 'attractiveness.' Furthermore, mobilities might have been used as a reward system for academics, instead of being a prerequisite for quality research and teaching for everyone. The current

system, where the emphasis has been on numbers of mobilities rather than the quality of outcomes, has allowed and magnified these inequities.

An international education should not be for the benefit of a specific group of students or academics, it should be for everyone; international collaboration should not be for the benefit of an elite group of academics, it should be an integral part of how all academics work. The simplistic travel-focused model of **internationalization has not been accessible to all**. It has not delivered quality outcomes for all graduates, even though everyone has to deal with current and future global issues.

Lower numbers of international student recruitment might eventually have a positive impact in bringing us back to the original WHY of internationalization: why study abroad is important, why universities collaborate internationally, why create internationally diverse school settings, why enhance international scholarship. One thing we can hope for is that COVID-19 will accelerate the search for novel innovative ways of receiving an international education so that everyone can experience the benefits – **for the individual, for institutional quality and for local and global societies.**

As their first step, Czech universities can tap into the reservoir of knowledge of existing academic departments of inclusive education, intercultural education, social education, as well as management and pedagogy – all those have expertise with diversity. The conversations can start with those that are already dealing with diversity at the university, such as centres for students with individual needs, or initiatives for marginalized students and gender inequality, etc. Unfortunately, these units frequently compete over budgets in the highly competitive and siloed academic environment. However, without a consensus on core values and the rationale for internationalization based on quality and inclusiveness such cross-sectoral collaboration is simply unrealistic.

Searching for the intersection of international and social education

This special issue demonstrates that **social and international education share common topics of interest, common rationales, and common methods and perspectives.** The volume encompasses diverse voices with different perspectives and cultural backgrounds of contributors from North America, Europe, Asia, Africa. It also reflects the interdisciplinarity of our field in calling for comprehensive, institution-wide internationalization. In the quest of finding common grounds between educators, scholars and non-academic staff (see also Johnstone, 2014) as well as to allow for interdisciplinary conversations around common topics, this issue has diverted from the journal's traditional structure and categories of topics.

The first section provides an introduction to international education and offers wisdom and long-term experience from senior, acclaimed international educators such as **Hanneke Teekens** (former NUFFIC Board of Directors) and **Jos Walenkamp** (Professor Emeritus at THUAS). They remind us of the international role of universities and the underpinning values of international education and the need to internationalize what we teach in order to produce graduates with international competences. **Uwe Brandenburg** provides a thorough study into the current conceptualizations connecting internationalization of higher education institutions with reaching out to society. The present society needs are voiced in contribution, by **John Moravec** (founder of Education Futures), who invites us to ask challenging questions about the future vision of international education in 'knowmad society'.

Gayle Woodruff (System-wide Director of Internationalization and winner of NAFSA Award for Leadership in Internationalization) describes the legacy of Internationally Distinguished Professor Emeritus Josef A. Mestenhauser at University Minnesota in empowering students to be leaders of internationalization at the University of Minnesota. Woodruff continues that legacy, for example, by influencing visiting students such as Masaryk University social education student **Michal Černý** who shares a fresh perspective on Jan Amos Komenský in his paper in the following section. **Adams Ogirima Onivehu** offers interesting findings from his investigations into the realm of students of social work in Nigeria. **Christopher Williams** adds the unique insight of social education students at Masaryk University into their study abroad experiences. Moreover, **Tomáš Michalík** and **Jakub Hladík** pose

questions connected to the future of social education students and their role as social educators are posed in position papers.

Aruna Raman invites educators to re-conceptualize how they teach courses, for example development education, in order to be respectful and inclusive of Global South Experts. **Silvie Svobodová** reports on an investigation into environmental literacy and how this international concept has been integrated in the Czech education system. Many readers will remember that 20 years ago the word 'gender' was not part of the Czech language, in the same way as international education; thankfully, 'gender-sensitive education' has now found its way into the Czech curriculum and discourse. However, **Dagmar Krišová**, **Dorottya Rédai, and Claudia Schneider** remind us through their international project that work on the embedded gender inequities in the society is not yet finished. Interculturalists, **Lenka Gulová, Jana Zerzová** and **Jakub Hladík** point out that interculturality is the most obvious common denominator for international and social education; together, they present the use of a tool for intercultural learning (designed by Tara Hervey, renowned international educator and interculturalist from Minnesota and Founder of True North organization). **Eva Janebová,** with the support of her colleagues **Soňa Nykodýmová** and **Nikola Vičíková,** in their presentation, share useful tips on how educators can develop international partnerships to internationalize their academic work. The issue concludes with interesting information on the initiative of Ndlovu Youth Choir in South Africa and invitations to upcoming international conferences at Palacký University Olomouc from **Milena Öbrink Hobzová** and **Markus Johan Öbrink**. Moreover, call for papers invites authors to contribute to upcoming issue.

I would like to acknowledge the work of all the listed contributors as well as of the many reviewers who have provided their scholarly advice. Deep thanks go to Jitka Vaculíková from the Editorial board.

Let us join in collaborating across departments, institutions and national and international boundaries in building capacities in internationalization in the higher education sector, in shaping the discourse and the reality of the next phase of internationalization of our universities; this will not just be about travelling, but also about transforming our minds, schools and societies!

Thank you

Eva Janebová
Faculty of Education, Masaryk University

References

Coelen, R., & Gribble, C. (Eds.). (2019). *Internationalization and employability in higher education.* London: Routledge.

ErasmusPlus+ 2021-2027: More people to experience learning exchanges in Europe. (2019). *European Parliament.* Retrieved from https://www.europarl.europa.eu/news/en/press-room/20190321IPR32121/erasmus-2021-2027-more-people-to-experience-learning-exchanges-in-europe

European Association for International Education. (2019). *The EAIE Barometr 2019: Signposts of success.* Retrieved from https://www.eaie.org/our-resources/library/publication/Research-and-trends/eaie-barometer-signposts-of-success.html

Hudzik, J. K. (2011). *Comprehensive Internationalization From Concept to Action*. Washington, D.C.: NAFSA.

Johnstone, C. (2014). *Five (more) reasons why international and diversity offices should collaborate in universities.* Retrieved from http://www.aieaworld.org/assets/docs/Issue_Briefs/issue%20briefjohnstone%202014%20november%205.pdf.

Mestenhauser, J. A. (2011). *Reflections on the past, present and future of internationalizing higher education.* Minneapolis: Global Programs & Strategy Alliance at the University of Minnesota.

Eva Janebová is an international educator with scholarly experience from Columbia University and University of Minnesota, Charles University or University of New York Prague. For the last 4 years, she served as the Manager of Strategic Partnerships Project at the Faculty of Education at Masaryk University in Brno in the Czech Republic. Eva has over 18 years of experience as an educator in academia and has served as academic advisor to the Council for International Education Exchange, the Czech Ministry of Education and JAMK in Finland. She has overseen the design of a hundred plus international courses, delivered presentations at NAFSA, EAIE and trainings related to intercultural and international education and various universities, including the University of Minnesota where she was the very first Mestenhauser Fellow in 2018. Her PhD thesis on Internationalization of Higher Education won the Charles University 2008 Bolzano award for the most distinguished social sciences thesis. Her professional commitment is to build capacities of Czech universities to make internationalization an institution-wide process inclusive to all.

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 11–24, April 2020
https://doi.org/10.7441/soced.2020.08.01.01
ISSN 1805-8825

Internationalisation in higher education for society – IHES in the times of corona

Uwe Brandenburg

Abstract: Internationalisation has so far been largely disconnected from major societal developments such as the rise of xenophobia, climate change or more recently the Corona crisis and research on internationalisation for society is scarce. The article provides the definition of such internationalisation in higher education for society (IHES) as well as its characteristics developed in a mapping study for the German Academic Exchange Service and describes examples of IHES activities in universities around the world. The author shows, that IHES as a special form of Internationalisation at Home (IaH) is still in its infant state, in contrast to classical internationalisation. The article then connects IHES with the most important societal challenge of our time: Corona, outlining different kinds of IHES activities that could be developed to help people during the Corona crisis. In a final excursion, the current movement towards online education as an answer to the Corona crisis is reflected upon from an IHES perspectives and possible applications are suggested.

Keywords: IHES, internationalisation, corona, society, impact

Contact

Global Impact Institute s.r.o.
Dělnicka 213/12
170 00 Prague

✉ Correspondence:
uwe.brandenburg@globalimpactinstitute.eu

Internacionalizace ve vyšším vzdělávání pro společnost – IHES v době koronaviru

Abstrakt: Internacionalizace je zatím ve velké míře odpojena od zásadních aspektů společenského vývoje, jako je zvyšující se xenofobie, klimatické změny nebo v poslední době i krize okolo koronaviru. Výzkumy internacionalizace pro společnost se přitom provádí jen velmi zřídka. Tento článek poskytuje definici takovéto internacionalizace ve vyšším vzdělávání pro společnost (IHES) i její vlastnosti odhalené v mapovací studii pro Německé služby akademické výměny a popisuje příklady aktivit IHES na univerzitách v různých částech světa. Autor ukazuje, že IHES jako speciální forma domácí internacionalizace (Internationalisation at Home – IaH) je v porovnání s klasickou internacionalizací stále ještě v plenkách. Článek spojuje IHES s nejvýznamnější společenskou výzvou naší doby – koronavirem – a načrtává různé druhy aktivit IHES, které by mohly být na pomoc lidem během koronavirové krize vyvinuty. V závěrečném zhodnocení problematiky je provedena reflexe aktuálního posunu směrem k online vzdělávání jako odpovědi na koronavirovou krizi z perspektivy IHES a jsou navržena možná využití.

Klíčová slova: IHES, internacionalizace, korona, společnost, dopad

1 Why is internationalisation in higher education for society (IHES) relevant?

The last decade has seen a substantial increase in various larger societal phenomena. Xenophobia and radicalisation have increased in the 20 years since the Durban Declaration in 2001 (United Nations, 2001), as the United Nations announced in 2016 (United Nations, 2016). At the same time, we see increasing anti-intellectualism (Gardner, 2016), while populism continues to raise its head all around the world (Roth, 2017). Beyond these social issues, we can observe the immense challenge to humanity and the entire planet in the form of climate change.

All of these and many more aspects are widely discussed in both academic and lay circles online and offline, with perspectives exchanged and actions taken. Interestingly though, the world of internationalisation in higher education has mainly abstained from engaging with these phenomena, especially during the last two decades. In the first mapping study for the German Academic Exchange Service (DAAD),Brandenburg, de Wit, Jones, Leask, and Drobner (2020) show that research on the idea of internationalisation in higher education for society (IHES) was practically non-existent, with very few exceptions including Brandenburg and Willcock (2019) and Streitwieser, Loo, Ohorodnik, and Jeong (2018). They also show that the identifiable initiatives were mainly individual and scarce, showing that IHES, in contrast to HE internationalisation as such, is still pretty much in its infant state. However, the study also indicates the immense potential of IHES in contributing to solutions of major social problems.

Most recently, the COVID-19 crisis, which started in January 2020 and reached truly pandemic status in February/March 2020, is an example for the relevance of IHES, with regard to both social responsibility and social engagement. Although no reliable data is available at the time of this article, it is statistically likely that international student, staff and conference mobility will have had its share in spreading the virus. Therefore, internationalisation carries a social responsibility for the consequences. On the other hand, the immense efforts in international joint research shows how internationalisation can also help to solve the crisis. And yet, so far there are very few initiatives in internationalisation engaging beyond the traditional target groups (students and staff).

This lack of focus on larger societal problems in internationalisation in higher education was raised for the first time by Brandenburg, de Wit, Jones, and Leask (2019a). They argue that in contrast to community outreach, social responsibility, social engagement and concepts such as service learning, which have been present in higher education around the world for decades, internationalisation activities have so far been mainly concerned with the higher education community itself, and the social responsibility aspect has remained largely neglected in terms of systemic thinking and conceptualisation. They further state that this is a severe imbalance which can no longer be ignored since higher education institutions (HEIs) have – in the "Rousseauian" sense – a social contract with society and therefore bear some responsibility for it.

Based on widely accepted definitions of internationalisation (de Wit, Hunter, Rumbley, Howard, & Egron-Pollak, 2015) and social engagement (Benneworth et al., 2018), they generate the term "internationalisation in higher education for society (IHES)" and define it as follows in a UWN blog:

> Internationalisation in higher education for society (IHES) explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement.
>
> (Brandenburg, de Wit, Jones, & Leask, 2019b)

2 Why should HE internationalisation engage with society?

There are various arguments for universities to engage with society through internationalisation in higher education. First and foremost, internationalisation is just one of the instruments universities apply, and it therefore has to also serve the three main foci of universities: education/teaching, research, and social engagement as the third mission. Second, universities have become increasingly involved in addressing the Sustainable Development Goals (SDGs) of the UN, e.g. through the University Social Responsibility Network (USRN) consisting of 16 HEIs from 11 countries (Chan, Hollister, Iiyoshi, & Lloyd, 2020). Third, internationalisation generates substantial CO_2 footprints: according to de Wit and Altbach (2020a), global student mobility produced CO_2 equivalent to that of the entire countries of Croatia or Tunisia as early as 2014. In addition, the large international education conferences as well as numerous scientific conferences add considerably to this CO_2 footprint of internationalisation. The University of California at Santa Barbara alone estimates that 33% of its carbon footprint was produced by air travel to international conferences and meetings (Levine et al., 2019).

In addition, IHES is becoming more important due to various developments in internationalisation, which the study outlines in detail:

1. From individual activities (late 80s) to systematic institutionalised comprehensive internationalisation.
2. From individual "nice-to-have" mobility experience to educating Global Citizens.[1]
3. The convergence of the concepts of internationalisation at home (IaH) and internationalisation of the curriculum (IoC).
4. From living on myths to fact-based accountability or … from input to output, outcome and impact.
5. From Anglo-Western and European-centred internationalisation to a truly global approach and regional self-confidence.

(Brandenburg et al., 2020, pp.15–18)

3 What precisely is IHES?

IHES is closely connected to the realm of social engagement in HE. Brandenburg et al. (2020) extensively explored current research on social engagement and its definitions, with the main finding that, so far, social engagement is seen to be in competition with internationalisation for resources and priorities, rather than complementary to it (Benneworth et al., 2018). However, Brandenburg et al. (2020) conclusively argue that IHES is located precisely in the area of overlap between internationalisation and social engagement (see Figure 1).

[1] The concept and definition of a "global citizen" is widely debated. Olds (2012) gives a good overview and provides five different perspectives: Global citizenship as a choice and a way of thinking, global citizenship as self-awareness and awareness of others, global citizenship as they practice cultural empathy, global citizenship as the cultivation of principled decision-making, and global citizenship as participation in the social and political life of one's community.

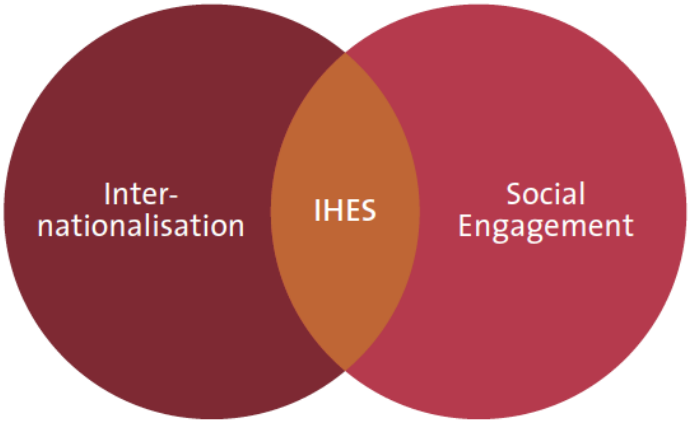


Figure 1 IHES located between internationalisation and social engagement

(Brandenburg et al., 2020, p. 19)

However, so far IHES is less developed than internationalisation. This can be best illustrated by applying the four stages of institutionalisation according to New Institutionalism (see Figure 2).

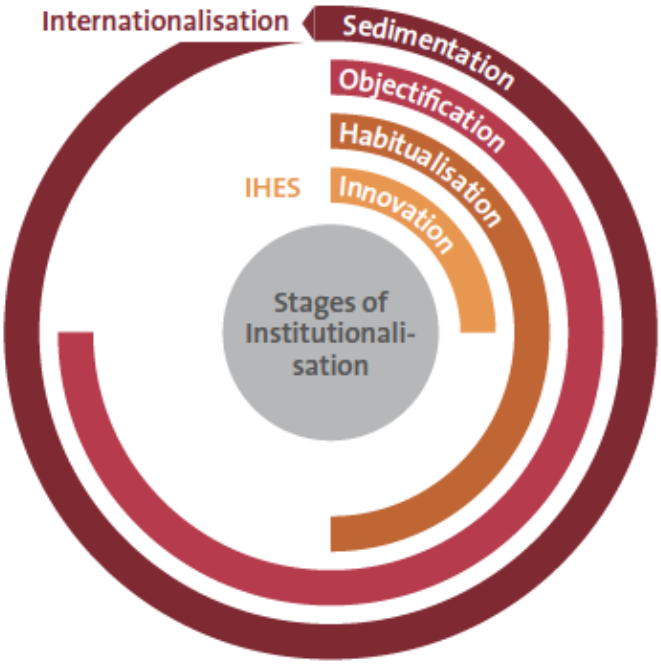


Figure 2 Comparing states of Institutionalisation between Internationalisation and IHES

(Brandenburg et al., 2020, p. 23)

In many parts of the world, internationalisation itself has already settled in the most advanced level of sedimentation; however, within regions and even countries we can also find differences between HEIs regarding the state of internationalisation (for both, see Rumbley & Sandström, 2019). On the other hand, IHES is everywhere still in the very first stage of innovation (Brandenburg et al., 2020).

4 What makes an internationalisation activity an IHES activity?

The IHES definition as stated above implies three major characteristics of an IHES activity. First, it has to be explicit about its goal to benefit the wider public. This means that the target group of an IHES activity has to be, first and foremost, placed outside the university. In this way, unintended side effects of usual internationalisation, such as assumed influences on families and friends by returning exchange students or accidental interactions with local people during study abroad, are not considered IHES. This is one of the most important characteristics because it avoids the risk that every HEI claims to do IHES because "something for sure happens just by accident during normal internationalisation activities". IHES projects, in contrast, need to explicitly focus on a target group outside the HE community. By analysing 20 IHES examples from HEIs and 6 from meta-level organisations (British Council and DAAD) – Brandenburg et al. (2020) developed the following list of such possible target groups (see Figure 3).

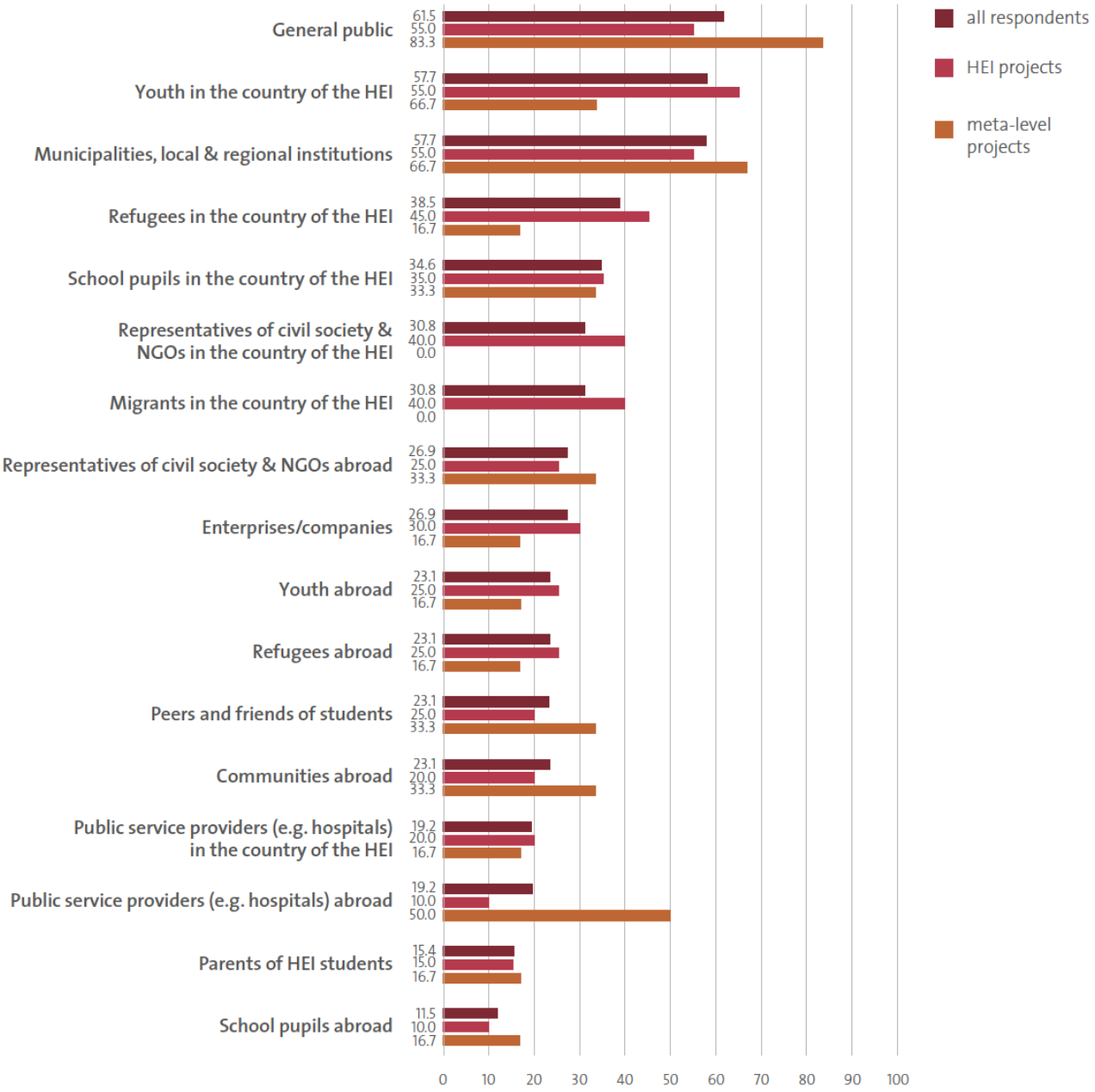


Figure 3 Share of projects including certain groups of actors

(Brandenburg et al., 2020, p. 54)

The results are not necessarily what one would expect – even if we have to take into account that the study does not aim to be representative. The most dominant target groups found in the IHES projects were the general public, youth and municipalities, while refugees only came in at 4th place and school pupils and parents seemed to be infrequently targeted.

The second characteristic is that IHES can happen at home, in the sense of internationalisation at home (IaH), abroad, and also online; however, examples of online-based IHES have yet to be found, so far. The latter might play an increasing role in the future, not least due to the coronavirus crisis in 2020 (see below).

The third characteristic states that IHES projects can occur in any aspect of an HEI where internationalisation takes place: education, research, service and social engagement.

To precisely understand what an IHES project really is, what its characteristics are and how one can place one's own projects within the greater context, we can use the complex IHES matrix that Brandenburg et al. (2020) developed. Besides the already mentioned target groups, they identify 6 other IHES dimensions with different numbers of individual items and outline the frequencies with which those items appear in the 26 examples (20 from HEIs and 6 on a meta-level). The first dimension is IHES goals (see Table 1), and they differentiate them into three major categories: public goods, economic development and social justice.

Table 1
IHES goals (Brandenburg et al., 2020, p. 43)

Public Good	Support social integration
	Support/preserve democracy
	Support/preserve peace
	Fight xenophobia/populism
	Fight radicalisation
	Support European identity
	Support the Sustainable Development Goals on the UN
	Develop global citizens
	Support the environment & sustainability
	Improve the acceptance of scientific results (instead of alternative facts) and critical thinking
	Support science and knowledge diplomacy/soft power
	Provide practice oriented research
Economic Development	
	Support local/regional economy
	Support economies of developing countries
	Knowledge transfer
Social Justice	General education of the public/capacity building
	Support active citizenship

The top 3 goals appearing in most projects were "General education of the public/capacity building," Support social integration" and "Develop global citizens."

The next dimension is the actor groups within the HEI. This seems to be a very crucial dimension since it moves students, for example, from their usual category of "beneficiary" or "recipient of a service" to that of an actor providing services to others. It contains 11 groups: leadership of the HEI; domestic and international academics and administrative staff employed by the HEI; incoming international academics and administrative staff; domestic, international exchange and international degree students; and alumni (Brandenburg et al., 2020). Among these groups, the most prominent ones in the analysed examples were domestic administrative and academic staff, as well as international students.

Next is the dimension of internationalisation, with the most comprehensive aspect being the following 19 items (see Figure 4).

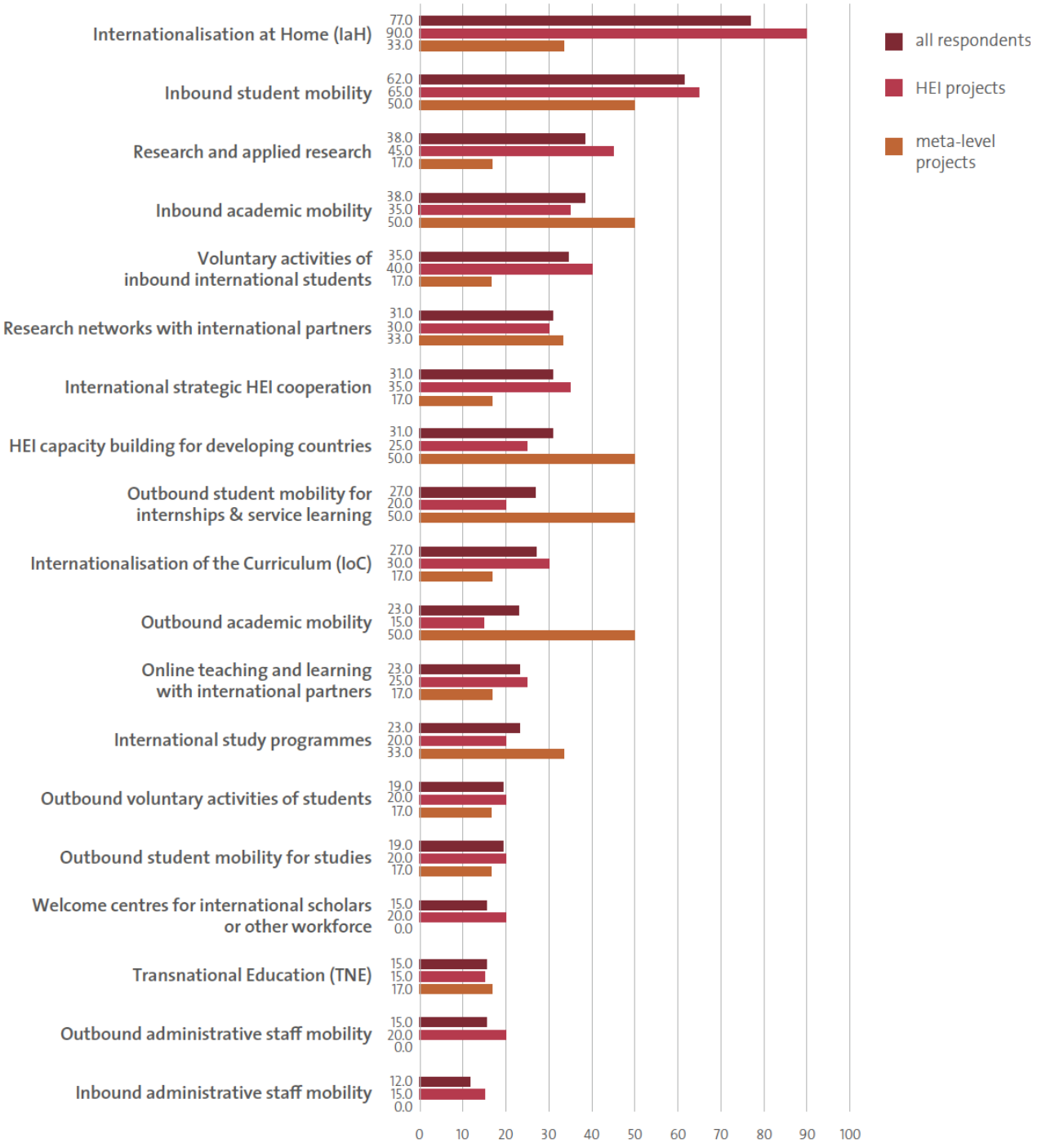


Figure 4 Share of projects incorporating certain dimensions of internationalisation (%)

(Brandenburg et al., 2020, p. 55)

Two items show particular frequency: internationalisation at home (IaH) and inbound student mobility. The latter can be considered a precondition for the first. So indeed, IHES seems to be a perfect tool for IaH, which can reach 90% of the non-mobile students, and considers them not only passive recipients but actors involved in the activity themselves, e.g. by matching them with returning mobile students or incoming international students in activities for the wider public.

The other three dimensions have much more of a filter character, with few items. The involvement at the HEI differentiates between holistic (entire HEI), partial (only selected chairs / departments / units) and individual (single actors) involvement, and the analysis shows that in two-thirds of the cases, partial involvement can be observed. Movement between the HEI and society is an important dimension since it analyses whether the HEI moves into society to deliver IHES, or whether it brings society onto campus. Here we see a split, in that slightly more than 40% of the cases show both movements at the same time, while a similar percentage focuses on movements from the HEI into society. The last dimension asks for the prime beneficiary of an IHES activity. Since HEIs cannot be assumed to act entirely altruistically, the question is whether the prime beneficiary shall be society or whether they pursue a "mutual benefit" approach. Not surprisingly, 88.5% of all projects pursue an approach of mutual benefit. This also seems wise, since it ensures a strong interest from the HEI as the actor in continuing its engagement.

5 What is the scope of IHES projects?

What the study mainly teaches us, in that part, is the enormous diversity of already existing projects, and consequently the vast opportunities that lie within the IHES concept. Brandenburg et al. (2020) group the 20 HEI examples into five categories:

1. Refugee support projects.
2. IHES to support the regional economy.
3. IHES projects pursuing the goal of public goods in local communities.
4. IHES abroad.
5. IHES as a holistic concept.

These five categories are not necessarily all mutually exclusive, but it is striking that most of the identified projects fall into the category of IaH (no.1-3 and also 5), while the holistic projects cover both mobility and IaH. This will be highly relevant in the corona context later on.

Here, I want to outline one example per category to show the breadth and depth that IHES can take. Among the refugee projects the most outstanding seems to be Kiron University (headquarters in Berlin, two branch campuses in Beirut and Amman). It has been in existence since 2015 and has so far provided higher education for more than 6,000 refugees. According to the self-description provided for the DAAD study, Kiron is "not only supporting the fourth UN Sustainable Development Goal by enabling access to inclusive and quality education, its platform is continuously developing EdTech solutions for underserved communities" (Brandenburg et al., 2020, p. 58).

A striking example of an IHES project helping the local or regional economy is the Welcome Centre at the Georg-August University in Göttingen. The university already had a welcome centre for scientists for many years when regional industry approached the university with a problem: while the economy in the region was booming, it lacked a qualified workforce (Southern Lower Saxony is a relatively scarcely populated area). Attracting international workers was the only solution, but the industry faced two major problems: the region was not well-known, and the companies lacked the capacities and abilities to provide services to those workers to motivate them to come, and especially to stay, in the region. Since the university had established their welcome centre for very similar reasons, a joint venture was started, creating various welcome centres in the region built on the model and trained by the welcome centre of the university. The project was so successful that after a project funding phase, it is now working based on fees paid by the companies (Brandenburg et al., 2020, p. 61).

Relatively many projects could be detected that pursue the goal of providing public goods to local communities. Koç University in Turkey, for example, coordinates – in cooperation with Universidade

Aberta (Portugal), University of Bologna (Italy), Erasmus University Rotterdam (Netherlands), Gaziantep University (Turkey) and Humboldt-Universität zu Berlin (Germany) – an Erasmus+ project called "Peacemakers". In their self-description they state that it "aims to foster a more peaceful generation in Europe and in Turkey that approaches migrants with positive attitudes. It will aim to achieve this objective by developing the problem-solving, critical-thinking and collaborative working skills of the participants through rigorous academic preparation, experiential education and leadership development. It aims to provide students with the education, training, and experiences needed to better understand, negotiate and resolve conflicts, in order to have more positive attitudes towards migrants. Skills, such as the students' ability to change their attitudes, will develop in this project, and are critical for their social life, workplace attitudes and all other mediums of exposure to people from diverse cultures. This project will enhance social, civic and intellectual competencies recognized as effective tools to prevent and tackle discrimination, radicalism, and racism. Core elements are boot camps and online courses, such as the train-the-trainers modules, in which students are taught to become trainers to teach both other students and non-HE audiences about the skills and knowledge needed to become peacemakers, so called 'Peace Envoys'" (Brandenburg et al., 2020, p. 65).

IHES can also use the format of mobility, bringing a university's own students and/or staff to a community abroad, very much in the sense of service learning abroad. LaTrobe University, for example, has been running the Capacity Building Speech Pathology and Audiology project in Cambodia since 2015. It brings speech pathology and audiology students in their clinical placement phase to Cambodia, where they work closely with NGOs and provide both speech and hearing support services, especially to poor communities in rural areas. This project not only helps the local communities but, in my view, is also an excellent example of how IHES can benefit the actor groups (in this case the students from LaTrobe) by exposing them to communities in real need, and providing them with a perspective beyond the usually well-cushioned and low-risk, limited-problem society that they will later work in.

Holistic IHES concepts, as the final category, are still scarce, which is in line with the findings with regard to the innovation status of IHES itself. EARTH University in Costa Rica is one of the very few that takes IHES practically as the basis for its existence. It combines concepts of sustainability with wider participation and internationalisation in a completely immersed model. EARTH university integrates such concepts both in Costa Rica – bringing global expertise to the country – and in the home country of the graduates (the majority of students come from abroad, mainly from developing countries). As the self-description states: "Since its creation, EARTH has been an international university with students from underprivileged rural communities in developing countries, with an international faculty, an international internship program, and a global impact. EARTH's mission is to prepare ethical leaders, agents of change, who will contribute to sustainable development and construct a prosperous and just society. It is evident that this mission is relevant for people from all over the world. EARTH measures its success by the success of its graduates in improving the quality of life in their communities and countries. Improving the quality of life goes beyond economic justice and prosperity; it also means caring for the environment, and promoting constructive citizenship and positive values. EARTH also measures success by the impact of the outreach and research that it applies to solving the very real problems confronting the people in the communities and countries it serves. EARTH's dream is that its graduates, through their actions and EARTH's own activities in education, research and outreach, will play a significant role in bringing peace, helping to eradicate poverty, improving democracy, and creating a world that shares the universal values of honesty, respect and tolerance" (Brandenburg et al., 2020, p. 71). It seems hard to imagine a university with a strategic setup that provides a better full-scale IHES example than EARTH university.

There are also examples beyond this study: Kostrykina (in press) from the University of Auckland compares two approaches to IHES (New Zealand and Indonesia) to be presented at the IHES conference 2020 in Prague at the end of 2020. Drawing on case studies of internationalisation practice

in New Zealand and Indonesia, she discusses the notions of social license and IHES. In the context of New Zealand, social licence involves resolving the challenges of pastoral care, student experience, and engaging the public with an internationalisation mind-set. The understanding of social licence in Indonesia is quite different. It is primarily based on the concepts of public goods, including benefitting the poor, community service, public dedication and public welfare, as well as addressing post-colonial issues. The notion of social licence is conceptualised in the context of the competing neoliberal and social development agendas, encouraged by governments and supported by the HEIS in New Zealand and Indonesia. Furthermore, Kostrykina (in press) outlines several mechanisms of constructing social licence as a part of the national internationalisation strategy, as well as their purposes and outcomes, and also locates the notion of social licence and the concept of IHES within a broader context of the global international education industry and the emerging global knowledge economy.

Another example of IaH as a form of IHES are the welcoming weeks at the Poznan University of Medical Sciences and Poznan University of Technology. Foreign students are often welcomed at a university during orientation days/week. This is an opportunity to not only show students the campus and familiarize them with administrative procedures at the university, but also to immerse them in local culture and society, and get them acquainted with domestic customs and traditions. Polish universities use these weeks to interact with the local population, as a way to reduce xenophobic attitudes. This program helps "cushion" unpleasant situations, which contradict the self-image of the city of Poznan as an open city that welcomes everyone regardless of their race, nationality or religion.

6 What is the relevance of IHES in a world of corona?

When this special issue was planned, corona was only a distant problem in China. In the last few weeks it has become the defining aspect of life across the globe. This makes it a core IHES issue. So how does the corona crisis affect our idea of IHES, and what might IHES mean in the context of the crisis?

First of all, corona is a serious issue for internationalisation in general: logically, with international students and scholars having returned home and mobility made problematic for months, maybe a year, the practical concepts for IHES in terms of IaH are severely limited, if we focus on real person engagement. However, domestic students, staff and scholars with international experience are still there and can, once quarantines and lockdowns have become a thing of the past, engage with the local community. In the times of corona, this is needed more than ever! Corona will support populist thinking, a herd mentality and ideas of separatism (similar to the US position in the first half of the 20th century) – in short, "us vs. them". People will become even more concerned about "the other", and this is where IHES can play an important societal role by educating the general public. Brandenburg and Willcock (2019) have proven through an experimental design that this works.

I would like to outline three examples of possible IHES projects that would address the corona crisis:

a. IHES as a way to help deal with quarantine: this is already happening, as the Erasmus+ WILLIAM project on IaH in Israel is right now developing tools and guidelines for parents and students around the globe, based on the knowledge and expertise of the Community Stress Prevention Centre and led by a professor of one of the WILLIAM partners, Tel Hai College. Materials are – as we write this – being translated into various languages by European and Israeli experts, in order to share knowledge and, above all, to help parents (one of the target groups of IHES activities) feel safer and more competent in dealing with this situation.[2] This kind of project addresses target groups such as the general public, pupils, parents, communities and municipalities. It could involve actor groups such as domestic and international students and staff and would mainly address the goal areas "public goods" and "social justice".

[2] You can follow the developments on https://william-erasmus.com/category/coping-with-covid-19/

b. IHES to help stranded foreigners: hundreds of thousands of people are stranded abroad due to closing borders. Most do not have any contact persons and are not in higher education. Universities, however, now have experience with both getting people home and supporting those stranded on their campuses. This knowledge can be activated to help the non-HE foreigners. For this clearly defined IHES target group, different actor groups could be involved: domestic academics, students and not only administrative staff who might already have helped their international colleagues stranded on campus, as well as the international staff and students who have their own experiences to bring in. Again, the main goal areas would be "public goods" and "social justice".

c. IHES to fight corona-induced xenophobia: As Aguilera (2020) states, "xenophobia is a pre-existing condition" which is further exacerbated due to corona. Xenophobia lives on fear of the unknown, and if people feel their life is in danger due to "foreigners" travelling, it spreads. IHES can help here by, for example, organizing online webinars and meetings in which people who are home alone, afraid and insecure, can meet with other people in other countries sharing the same fears. The actor groups in universities could be academics, students and administrators, who provide the platforms and also translate to their home communities what is being said on the other side.

7 How can IHES be realized in a virtual world induced by corona?

Corona is increasingly forcing universities into online education. de Wit and Altbach (2020b) started an interesting debate on COVID-19 and the consequences or lessons learned for internationalisation. However, they do not expect severe impacts because they assume that online mobility will remain a peripheral aspect, not yet ready to take over, mainly due to its still quite rudimentary technological state. Mobility will probably see a dip in the next 1-2 years but then return to normal, and that degree mobility will continue because of the sheer dependence on fee-paying students in many countries. While I would concur with the notion that the human being is mainly a creature of habit and has a short memory, so that things might get back to normal to some extent regarding mobility and especially degree mobility, I tend to disagree with regard to the impact of technology.

Many HEIs had to literally move overnight to online teaching, counselling or lecturing. I am rather confident that corona will change internationalisation permanently with regard to virtual mobility and online education, a view supported by Politico in a fascinating article showcasing 34 eminent experts and their views on how corona will change the landscape (Politico Magazine, 2020). While many teachers will probably want to move back to classroom education as quickly as possible, many more will also discover the benefits of online education. Moreover, crisis creates innovation, and we can expect to see substantial improvements in the online environment: take the current debate on "zoombombing", for example, and the call for improvements in the security of online teaching environments (Redden, 2020). Therefore, I predict:

a. Tech solutions will see quantum leaps in quality over the next 12 months and beyond, moving fast in the direction of true virtual reality environments.

b. These solutions to IaH will be much more acceptable to staff and students in the future since they have become used to it.

c. Due to the massive innovation in the field, the basic options will become more and more affordable. Even today, using platforms such as zoom produces costs that are a fraction of what needed to be invested only a few years ago.

d. While mobility will most likely need up to five years to get back to the status quo, as Simon Marginson estimates (Mitchell, 2020), HEIs will redirect sum budgets towards IaH and online mobility concepts.

Building on this development, the next big step in internationalisation will be virtual reality (VR). Due to the extremely rapid technological development, especially in the area of VR environments, I expect within the next five years a quantum leap away from the currently slow, boring and not very engaging platforms (such as clumsy videochats, blackboards and shared folders) and opportunities towards a full-immersion concept, including true visual and haptic experiences with full-fledged avatars. If we just take the development in the gaming industry as the relevant indicator, VR environments will develop at a rate that we cannot even fathom at this stage. And then the implications for internationalisation will be huge. Once the artificial boundary between the human and the content (which at this point has to be accessed through a screen, and the interaction is keyboard-based) disappears, and the quality of imaging improves one to two levels, the difference between real and virtual reality will get blurred overnight. This will affect both mobility, for study and research, and conference participation, and it will also provide the first real opportunity to interest the 90% of students who are immobile to go abroad, albeit in a virtual way.

This development also produces an entirely new opportunity for IHES. Imagine IHES centres in which regular citizens in Spain or Portugal can go into a virtual room, are transported beyond any border towards China or Korea, and are immersed in a concrete, haptic, acoustic and visual experience in a different country that can open their mind? Or that nurses in Bangladesh or Germany can enter such a room, find themselves in a teaching hospital in Stockholm or Mombasa, interact with their colleagues, and improve their knowledge? All this can happen without extra expenses, without any relevant CO_2 footprint (virtual mobility is not a zero- CO_2 activity!) and without having to arrange for family or work responsibilities. In this way, VR-IHES can achieve three major goals:

- Successfully address the problem of climate change by substantially reducing the CO_2 footprint of internationalisation.
- Move far beyond the classical minority of individuals benefitting thus far from internationalisation in two categories, by engaging the 90% of the non-mobile students and, among those, especially the economically disadvantaged, in the sense of true widening participation.
- Involve a much larger proportion of local non-HE target groups (such as the general public, pupils and parents) in an even more impactful way by transporting them into a new environment without risks and costs.

And who knows: maybe such virtual experiences will then also motivate more people to take up studies, and more students to finally go abroad in a real mobility.

As always, a crisis can also be a huge opportunity, and change usually only happens under external pressure.

References

Aguilera, J. (2020). *Harmful stereotypes and racism are spreading around the Coronavirus*. Retrieved from https://time.com/5775716/xenophobia-racism-stereotypes-coronavirus

Benneworth, P., Ćulum, B., Farnell, T., Kaiser, F., Seeber, M., Šćukanec, N., Vossensteyn, H., & Westerheijden, D. (2018). *Mapping and critical synthesis of current state-of-the-art on community engagement in higher education*. Retrieved from https://research.utwente.nl/en/publications/mapping-and-critical-synthesis-of-current-state-of-the-art-on-com.

Brandenburg, U., de Wit, H., Jones, E., & Leask, B. (2019b). *Defining internationalisation in HE for society.* Retrieved from https://www.universityworldnews.com/post.php?story=20190626135618704

Brandenburg, U., de Wit, H., Jones, E., & Leask, B. (2019a). *Internationalisation in higher education for society*. Retrieved from https://www.universityworldnews.com/post.php?story=20190414195843914

Brandenburg, U., de Wit, H., Jones, E., Leask, B., & Drobner, A. (2020). *Internationalisation in higher education for society (IHES). Concept, current research and examples of good practice (DAAD Studies). DAAD.* Retrieved from https://www2.daad.de/medien/DAAD-aktuell/ihes_studie.pdf

Brandenburg, U., & Willcock, B. (2019). The impact of an international component in educating the public using an experimental design. *Journal of Studies in International Education, advance online publication*. https://doi.org/10.1177/1028315319889892

Chan, S., Hollister, R., Iiyoshi, T., & Lloyd, A. (2020). *University social responsibility movement gains traction.* Retrieved from https://www.universityworldnews.com/post.php?story=20200323131413245

de Wit, H., & Altbach, P. (2020a). *Time to cut international education's carbon footprint*. Retrieved from https://www.universityworldnews.com/post.php?story=20200108084344396

de Wit, H., & Altbach, P. (2020b). *COVID-19: The internationalisation revolution that isn't.* Retrieved from https://www.universityworldnews.com/post.php?story=20200312143728370

de Wit, H., Hunter, F., Rumbley, L., Howard, L., & Egron-Pollak, E. (2015). *Internationalisation of higher education. study requested by the european parliament*. European Commission. Retrieved from https://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU%282015%29540370_EN.pdf

Gardner, A. (2016). *The rise of anti-intellectualism and its repercussions for society*. Retrieved from https://www.inquisitr.com/2917549/the-rise-of-anti-intellectualism-and-its-repercussions-for-society/

Kostrykina, S. (in press). Never the twain shall meet? IHES in New Zealand and Indonesia. IHES Conference.

Levine, C., Miller, E., Morgan, B., Taylor, J., Voskuil, L., Williams, D., Kreisel, D., Roop, H., Wheeler, S., Bloom, A., Howarth, R., Atkinson, D., & Albritton Jonsson, F. (2019). Reducing the carbon footprint of academic travel. Retrieved from https://www.insidehighered.com/views/2019/04/18/12-scholars-share-ideas-reducing-carbon-emissions-academic-travel-opinion

Mitchell, N. (2020). *Five years to recover global mobility, says IHE expert.* University Retrieved from https://www.universityworldnews.com/post.php?story=20200326180104407

Olds, K. (2012). *Global citizenship – What Are we talking about and why does it matter?* Retrieved from https://www.insidehighered.com/blogs/globalhighered/global-citizenship-%E2%80%93-what-are-we-talking-about-and-why-does-it-matter.

Politico Magazine. (2020, March 19). *Coronavirus will change the world permanently. Here's how.* Retrieved from https://www.politico.com/news/magazine/2020/03/19/coronavirus-effect-economy-life-society-analysis-covid-135579#tech

Redden, E. (2020). *'Zoombombing' attacks disrupt classes*. Retrieved from https://www.insidehighered.com/news/2020/03/26/zoombombers-disrupt-online-classes-racist-pornographic-content

Roth, K. (2017). *The dangerous rise of populism. Global attacks on human rights values*. Retrieved from https://www.hrw.org/world-report/2017/country-chapters/dangerous-rise-of-populism

Rumbley, L., & Sandström, A. (2019). *EAIE Barometer (second edition): Money matters*. Retrieved from https://www.eaie.org/our-resources/library/publication/Research-and-trends/eaie-barometer-money-matters.html

Streitwieser, B., Loo, B., Ohorodnik, M., & Jeong, J. (2018). Access for refugees into higher education: A review of interventions in North America and Europe. *Journal of Studies in International Education, 23*(4), 473–496. https://doi.org/10.1177/1028315318813201

United Nations. (2001). *World Conference against Racism, racial discrimination, xenophobia and related intolerance. Declaration*. Retrieved from https://www.un.org/WCAR/durban.pdf

United Nations. (2016). *Racism, xenophobia increasing globally, experts tell third committee, amid calls for laws to combat hate speech, concerns over freedom of expression*. Retrieved from https://www.un.org/press/en/2016/gashc4182.doc.htm

---

Uwe Brandenburg holds a PhD from the University of Bristol in Globalisation Studies, an MscEcon from the University of Wales at Swansea and an M.A. in Islamic Sciences from the WWU Münster. He is currently the Managing Director of the Global Impact Institute in Prague and Associate Professor for Regional Cooperation and Impact of Higher Education at the University Rovira I Virgili in Tarragona, Spain. Prior to that he was Managing Partner of CHE Consult and CHE Consult Prague. He was also Director International at the Humboldt-Universität zu Berlin for eight years. Uwe has published widely on the topic of internationalization such as the much debated article with Hans de Wit on the end of internationalization in 2011 in the Boston IHE. He was the head author and team leader for both the Erasmus Impact Study (EIS, 2014) and the follow-up EIS Regional Analysis (EIS RA, 2016), the European Voluntary Service Impact Study (2017). He frequently presents on international conferences around the globe. He also frequently coaches individuals in leadership positions, teaches at different universities and conducts research. Uwe currently focuses his work on impact and Internationalisation in Higher Education for Society (IHES). Uwe gave a TEDx talk on the Magic of Change in March 2019 which is also on his youtube channel. Uwe is a fervent believer in the value of change based on his personal experience as well as professional and academic insights. His research interests are internationalisation for society, the influence of technological developments on internationalisation and the assessment of impact.

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 25–32, April 2020
ISSN 1805-8825

Paper

Reflections on the internationalisation of higher education. An intercultural task, a political assignment and a personal dedication

Hanneke Teekens

Many people – international relations officers, teachers, coaches and people active in the international programmes in national agencies – have often asked me why it is so difficult to promote and implement international programmes? Why is there such resistance – often hidden – against internationalising the curriculum or mixing international students with domestic students? Why do issues concerning visa applications remain a major problem? And why is teaching and learning in English – outside the English-speaking world – an issue of increasing concern? Not to speak of why it remains an everlasting challenge to promote mobility among domestic students. And the list is by no means complete. The same people also tell me they love the job, enjoy the intercultural contacts with colleagues in other universities, and take pleasure in working with students from around the world and visiting foreign universities and interesting international conferences. They wouldn't want to do anything else! (Teekens, 2013).

Different stakeholders have very different rationales for internationalisation. Some may overlap, but other intentions will not. One could argue that to a large extent there is agreement on a definition of internationalisation, but no common view exists on the desired outcome. In other words: many authors somewhat agree on what international education is, but not why it is important and what its impact should be. No wonder that the same holds true within a university. Leadership, professors and students will all have different perspectives. Internationalisation is a bag of mixed messages.

Statistics on student mobility, international cooperation and budgets spent – both individually, organisationally and internationally – show rising figures and increased impact. Various voices argue that internationalisation has become a core activity for higher education in most places around the world. But the reality remains complicated. In some cases we actually see developments that suggest a slow-down of earlier achievements, or even a return to a national perspective on the role of higher education. The closure in 2018 of the Central European University in Budapest is perhaps the most dramatic example.

Obstacles to internationalising higher education have a long history, and this explains why they are likely to remain an important and lasting factor in the process. The current political and economic situation in Europe may well have a much greater impact than it did a few years ago. Globalisation, especially as a result of developments in China, will be felt in Europe, although probably more so in Australia and the United States.

I write this contribution from the perspective of a practitioner. Someone, with more than twenty-five years of work experience in the field, who has now enjoyed a period of more than five years of retirement, albeit a period in which I still have been moderately active in international education in various parts of the world. A position that has prompted me to reflect more or less from the sideline. It makes my contribution more of a personal reflection than the result of recent research. It is an open door to say that we are facing a world in change. That has always been the case. The questions are now: why are these changes so profound, and what direction are we heading in?

A vast literature on international education has accumulated since the field was developed as an academic, inter-disciplinary field of study. But these studies are not always of direct use for those dealing with the practicalities of international education. In everyday work it is difficult for those involved to bridge the gap between the leadership, academic domain and administration. In this article I will focus on Europe and will refer to the European Union (EU) when that is explicitly meant. I do not

pretend to have the answers, let alone the solutions to the issues raised above. But in this article I try to explain some of the obstacles that are inherent in the process of internationalising higher education. At the end I reflect on some current developments and what they mean for international education.

Europe

But first a remark on the use of the term 'Europe'. Some may purport that this designation is not a reality. They argue that Europe is an idea, or perhaps more of an ideal, but not a reality. Political, cultural and geographical criteria do not necessarily overlap. So when talking about 'Europe' it remains a bit unclear what precisely is meant. All over the world, and within 'Europe' itself as well, we use the term often and understand it without difficulty or very specific criteria. This would not be commonly done, if this name did not evoke an image that is useful. It also expresses a feeling of belonging. During the time of the Cold War, people behind the Iron Curtain thought of themselves as Europeans, although this notion was not shared by either the Soviet Union or the governments in the various capitals in 'the rest of Europe'. People in greatly different countries, ranging from the far northwest in Iceland to the southeast in Cyprus, will confirm that they are 'European', as opposed to African, American or Asian. Recently the question has arisen whether Ukraine and Armenia are European countries. Using the term 'European' is not very useful in higher education, unless it explicitly refers to the European Union.

Some European values and ideas could perhaps be better classified under the notion of 'Western'. Europeans transplanted them to other parts, where they were further developed and adapted by those who settled in places like The Americas and Australia, and later on in colonies all over the world. In cultural terms, descendants of those early European colonists may still identify with 'Europe' up to the present day, for instance regarding their taste in literature or music. Just take Ludwig van Beethoven, born in 1770. He has a Dutch/Flemish name, was born in Germany, and worked and lived most of his life in Austria, where he died in 1827. The chorale 'All Men Shall Be Brothers' from his ninth symphony is the official European hymn. Tellingly, the chorale is usually referred to internationally as 'Ode to Joy'. Beethoven's legacy has become part of a global appreciation of his music, rooted in the Viennese tradition of classical music.

At the same time, the notion of 'Western' may well be identified as suppressive and non-inclusive. Sometimes Europe is seen as the Old Continent, a place that was good to get away from. So notions of Europe depend on facts, ideas, and very much on emotions. There may not be one European culture, but there is a feeling, even when not always clearly articulated, that people in Europe know each other because they share values, religious beliefs and tastes, and admire important icons of the arts. But having a common background does not imply that it unites the peoples of Europe. At most, it confirms that many Europeans share common roots that have shaped the cultures and societies of its various nations. Higher learning played an important role in creating European commonality. In international education, this means that students often find other European countries not 'different' enough and prefer a destination beyond Europe when going abroad. The United States was always a very popular destination for many European students. The same regards researchers. With the current political climate in the US, this may well be different in the future (Open Doors, 2020).

The university model as a European invention

The university as we know it today originated in Italy in the eleventh century. In the early days of the university, Latin was the unifying language of communication and theology was an important subject, if not the most important one. The Roman Catholic Church had an important stake in university education, shaping the minds of students and reinforcing religious belief as a catholic, meaning universal value. Through a common language, religious belief and the mobility of students and professors, the university was indeed international. But this is actually a contradiction in terms, because at the time there were no nation-states to establish 'inter-national' relations with, or that could feel 'international'. Europeans dealt with each other as individuals with wide and diverse

backgrounds, coming from all parts of the realm but sharing the same frame of mind. This enabled a relatively non-committal travel and interaction within the academic world. Mobility reinforced the universal religious and cultural perspective. Academic mobility was not a danger to established university interests and was thus promoted. But in the sixteenth century the 'universal' view on higher education slowly started to change. National interests took over when powerful kings established centralised monarchies and diminished the 'catholic' influence of the pope. The Reformation meant that not even in religious matters was there a consensus within the confinement of one church. Most churches came under state power, such as in Britain where the monarch became the head of the Anglican Church. The consequences for learning were vast, although change came slowly. National languages replaced Latin, and knowledge and research became tokens of national pride and status. As a whole, the university became part of the economic and political framework of the state. Technical applications represented national economic gain and status. Science and research fuelled developments that brought Europe to the threshold of modernity. Think, for instance, of the stock market in economics, democracy and human rights in politics, the welfare state in social terms, soccer in sports and opera in classical music. The list is endless. But where all countries became part of this modern Europe, the idea of communality faded.

At this moment, renewed nationalism is overtaking the facts. Namely that Europe is strongly interconnected, but apparently not in the hearts and minds of many of its people. In education, the university is again a bastion of national interest. The paradox is that this often comes in the form of internationalisation. Universities want to attract research talent from abroad to rise in the rankings, so that more research money can be obtained. Governments hope that international students will stay, pay taxes and support the national economy. Different departments and interest groups battle for a different piece of the pie within the university. In countries that are strongly dependent on international trade and business, like Germany, support from the government will enhance international collaboration. In countries without such an orientation, the government will further strengthen a national perspective on higher education, like in Hungary for example.

Nation-states need loyal citisens and professionals. Education is a very important way of winning the hearts and minds of the population. Universities educate and prepare the professionals of the state needed to build strong societies. People, once accountable to the church, became subjects, accountable to the state, its monarch and its state-controlled churches. For a long time this related to higher education only, because general education did not become common until the late nineteenth century. In the collective Western view of higher education, the role of the university as a 'motor' for society is persistent to this day. This does not reduce responsibility for teaching and in particular research, but politics places a clear social responsibility on the university as well. The application of knowledge must enlighten the population and provide prosperity. This is not only a national view on the role of universities. In a close reading of strategy papers, for instance of the OECD and the EU, you can clearly read this message. It implies that 'all' countries share the same interests, but in reality within the EU there is still strong national competition among the member states, including in education. National governments are interested in the question: where do the best students go? They will support their universities to attract that talent. This explains why rich countries with well-organised and well-equipped institutions find it easier to attract students. An example of this is the increasing flow of students from Italy and Greece to northwestern Europe. European programmes claiming European solidarity are not really able to counterbalance these trends (Eurostat). Higher education remains highly national, because it depends on national legislation and, most importantly, it is based on national funding (Brooks, 2018).

European universities, while serving the interests of kings, nevertheless remained centres of creativity and free thinking over the centuries. Individual scientists paid the price. Book burnings and exile were commonly experienced. Other, more open countries profited, such as in the case of Descartes and Comenius, who came to the Netherlands where they found shelter and could publish freely. Ever since the eleventh century, universities in Europe have been an agent of change and common European

values. Through the mobility of students and professors they were an important facilitator of collaboration. Born from theological philosophy, universities cleared the ground for empirical research, documented and discussed through written publications that shaped the academic mores of the modern university around the world. The university world create the critical mind of the modern age. Modernity made Europe the motor of the world's economy and technology.

It is important to stress that developments in European higher education were strongly fuelled by industrial and technological developments in the United States. The trans-Atlantic connection became the most important international relationship for Europe. At the end of the nineteenth century, massive migration from Europe to the US strengthened this even further, creating strong national communities and bonds across the ocean, like in the case of Polish and Italian communities.

Universities across the world have a lot in common, all having emulated the same university model as it originated in Renaissance Italy. Globalisation is now creating new academic connectivity, which will transform old 'Western' notions of learning and research with new international standards and values fuelled by technology. Western dominance will fade. In order to maintain their relevance, universities in Europe will seek to strengthen collaboration among themselves and internationally. Although universities worldwide trace their origin to the European university model, education elsewhere is often inspired by other cultural values and religions. Modern Chinese universities, for instance, seek to link their social relevance to the centuries-old respected Confucian philosophy (Nisbett, 2003). But *all* universities worldwide, no matter their background, will face a future where the old notions of teaching and learning will be contested by big data and a global economy (Teekens, 2015). Modernity has been overtaken by technology and the unimaginable wealth of a small number of the super-rich. They do not live in Europe.

For people working in universities, 'internationalisation' represents daily activities on the micro level of their own organisation. But most influences, both push and pull factors, are results of developments that have little to do with education and much more with politics and the economy. This is often frustrating for individual staff when one realises that those realms are outside one's direct sphere of influence in the office or classroom. Think of visa regulations, national laws on using the national language of instruction, or legal rules regarding examinations.

The core of the problem regarding international university programmes is that they 'talk international', but have to comply with national ideas and standards to serve the national interest. European education programmes back up the interests of the EU. It may essentially be true that science is universal, but its application is local and subject to national control. International education goes against the flow of power when it does not serve power structures that are based on the national interest. And that relates also to the interests of individual nationals, domestic students and professors. This may explain why domestic students do not want to be taught in a language other than their own, when they argue 'I just want to be a doctor here in my own city'. Or why some academics do not like colleagues with an international degree and broader experience, who potentially may be competitors for job promotion. Once I was asked what PhD stands for. When I answered, the person I was speaking to shook his head. No, it means 'PushHerDown'. University structures have known longstanding local and cultural traditions. The introduction of the bachelor's and master's degrees in European countries was often felt as a cultural intrusion.

Of course this short flashback does not do justice to the complex history of the university as an institution of higher learning, but it does explain why countries are so proud of their universities and why they find it so difficult to allow foreign influence, perceived or real, to affect these institutions. This relates to cultural, economic, political, social and religious paradigms. International education affects all these aspects. That makes internationalisation policies so complex and at times poorly understood.

Higher education in Europe: A political assignment

In the twentieth century, European rivalry led to the horrors of the First and Second World Wars and consequently the Cold War. The name 'World War' conceals the fact that those conflicts originated in Europe and were the result of national competition between European countries. In 1945, the political will to prevent future wars while at the same time build strong economies was the beginning of a process that connected the historical/cultural notion of 'Europe' with a political ambition for peace and prosperity. Political stability and economic growth are the pillars of the EU. They resulted in the rapid admission into the EU of ten post-communist countries in Central Europe, when it was felt that otherwise a new curtain would arise in the eastern part of Europe.

It is helpful to realise that the notion of 'Europe' in higher education is not of an educational order. To create a European open market, it was felt that the harmonisation of higher education was a prerequisite. Universities have often disagreed and used European programmes to strengthen their position *within* Europe. This explains why there is a strong flow of students and researchers from east to west. The old national interests in the various countries, along with their historical and economic positions, change slowly. It also explains why universities in countries with less international trade feel less inclined to internationalise than countries who are more dependent on it. Universities in the Netherlands are almost bi-lingual and, in many cases, English has taken over from Dutch, even in undergraduate teaching.

Loyalty to the fatherland and the mother tongue are important ingredients for personal identity, or so it appears. Countries in Europe with important regional differences are now seeing, with the demise of strong centralised political frameworks, how the nation-state and the national language are under pressure, such as in Spain with the uprisings in Catalonia, and in the United Kingdom with the cry for more freedom in Scotland. Centuries of power centralisation have not been able to erase deeply rooted feelings of pre-national identity. It is important to realise that in those so-called apostate regions there is quite a positive attitude towards Europe. The current political tendency is to juxtapose national interests and the European idea. That is a pity, but it is understandable as long as the EU acts as a supra-national unit instead of a trans-national organisation. Globalisation will only evoke more local identity issues, having a strong local impact with very different outcomes for the different parts of Europe. It is an assignment for all educators in Europe to remind our youth that peace in Europe is not self-sustaining and needs to be carefully treasured.

Higher education in Europe: An intercultural task

International education in Europe is an intercultural task. This was recognised early on, when in the nineties of the last century the debate on internationalising higher education really got started (Wulf, 1995). And learning goals for primary schools were discussed even earlier, since by the time students go to university their cultural identity has already been strongly fixed (Bell, 1988). But as explained earlier, there is no European culture. The culture of Europe is a collection of different languages and many different customs, rituals and narratives. Cultures admire – even worship – their heroes, and that may be one of the main obstacles to creating more communality in Europe. There are no European heroes. In the end, Beethoven is claimed by Germany and not by Spain. Culture is learned and collectively transmitted. The EU supports education programmes through which the youth of Europe will 'unlearn' some narrow national knowledge in order to create a newly integrated European knowledge. But this is a very rational perspective. Learning begins with an effective attitude, as does teaching. By the time children go to school they have already absorbed the cultural narrative of their community. And this is important. We all need to feel rooted and to know where we belong. The task of education is to teach diversity. Dealing with diversity, on an individual level and within one's community, will increasingly be the basis of culture. In spite of what populists proclaim, globalisation has done away with the days of secluded cultures – in fact those days never were! But in times of uncertainty, those fairy tales feel comforting. The task of higher education is to educate Europeans to live together amidst cultural and linguistic diversity.

Higher education in Europe: A dedication

Over the last five decades we have been dealing with the massification of higher education, digitalisation, and the mass mobility of students around the world. At the same time, (higher) education in Europe has retained some of its centuries-old traditions while trying to find ways to educate Europeans. Collaboration and sharing universal values amidst different cultures and interests is quintessentially European: diversity in unity. EU programmes invested and this created a different kind of international collaboration than in other places, Australia in particular, where attracting international students was predominantly a business model for universities. In Europe, aspects of internationalising the curriculum were always part of the discourse. This means that mobility was an element of the policies but was always embedded in learning strategies for both learner and teacher. The personal level in education, and certainly in international education, is very important. It requires from both learner and teacher an open mind, willing to include new ideas. A dedication and willingness to learn from each other across cultural differences (Zull, 2012).

Over the last two decades we have seen that international higher education has become highly commercialised. Attracting international students became for many universities the most important, if not the only reason to internationalise. As long as students came in the way the universities wanted, the 'field' boomed, and cultural aspects and views on intercultural learning and profits, both material and immaterial, were discussed. But in reality, internationalising universities was based on 'Western' ideas and ideals and, in the end, more on money than anything else. Now that massive flows of students from China and other 'sending' countries are drying up, the view on 'collaboration' has changed completely. In Europe, exchange has remained an important aspect of collaboration, and the intention of universities to include cultural aspects of mobility in their educational approach differs from a purely commercial stance.

Education in the twenty-first century is faced with the most important development in teaching and learning since the Renaissance. Education means teaching students to learn and apply knowledge. We are now faced with a future in which computers will not only be able to teach, but also to learn. They will turn us – potentially – into different people (Harari, 2016).

Reflections

What then will be the role of the teacher and learner? Why would you go abroad when the whole world can be reached through the Net? Does this make international mobility obsolete? When we look at the plans of the EU for new education programmes in the period from 2021 to 2027, the contrary is the case. The objective of strengthening the European market is again the most important reason to greatly increase the budget to 30 billion euro. The aim of greater mobility among students and staff remains unchanged. The ambition is to reach a number of 12 million young people and their teachers. Erasmus (the + will again disappear from the name) remains the flagship of the EU. The new programme retains the core values that were first articulated when the programme started – at least for higher education – in 1987. That is remarkable. It also means that the EU has not yet achieved its ambition of creating a truly European education area. However, I think for the vast majority of young people, personal and cultural interests will prevail, not the political ambitions of the EU. Two elements are being focused on: inclusivity and professional skills development. Regional development, albeit across national borders, also remains important. In my view there is not much new under the sun. The way in which Erasmus really impacts inter-European collaboration remains unclear. Nevertheless, I wholeheartedly support the idea of Erasmus and think the money is well spent. Millions of young people have profited and developed themselves, and it has strengthened universities. Whether it has strengthened the EU is doubtful. In other words, what is good on a personal level may not really work macro-economically, or the other way around. It makes clear that the assignment, task and dedication to European commonality, remains unchanged.

Outside of Europe, the most important reason for students to go abroad has always been the lack of good education at home. Increasing costs for higher education are such a burden for many students,

and for international students in particular, that they no longer see it as an investment but more as a financial burden that inhibits personal development after graduation. This applies in particular to students who study primarily to get a job, not because they want to develop themselves in regards to 'Bildung'. It means that people will make different choices and perhaps focus on professional training instead. In fact, international work experience and internships are the fastest growing activities within European programmes. And not only for universities but also in technical secondary education.

Will nothing change? It will. Europe is no longer the motor of the world; in fact, not even the 'Western' world is. The knowledge revolution will place university learning in a very different position. Higher education will take the lead in developing artificial intelligence only in part. Big companies will have a growing influence on research, and those big companies are increasingly located in Asia. A university degree is no longer a guarantee of work. Universities are a result of the modern age. The new age will require people to deal with knowledge in ways that are digitally prescribed and will require very different and novel ways of instruction. Probably largely supported by virtual reality.

My question is: how can we humanise society when artificial intelligence and big data will rule the world? Computers have no feelings. I still feel that the most important added value of international education is the cultural learning experience, which imparts new learning primarily in terms of attitudes, provided that this learning is well contextualised. Hopefully, this learning is still predominantly face-to-face, and exists in international education through real international mobility and exchanges. But following on what was discussed above, this all may well mean that virtual mobility and internationalising the curriculum at home will become more and more important. That implies that educators – more in their role as learning coaches than as instructors – are tremendously important in guiding the next generation through the jungle of big data, and helping students to explore the local environment. The big question will be how to live a meaningful life and how to combine real personal experience with the virtual reality of the net. Finding one's own cultural identity amidst a globalised world will be a matter of shifting modes of thinking. This means dealing with diversity. A lasting phenomenon of a globalised world.

Note: This article was written before the Covid-19 outbreak engulfed the world. My personal reflections on the future herewith have a different colour. It shows that under global pressure, many of the developments are actually shaping up more quickly, and it will be very interesting to see how permanent they will be in the long term.

References

Bell, G. H. (1988). *Developing a European dimension in primary schools*. London: David Fulton Publishers Ltd.

Brooks, R. (2018). Higher education mobilities: a cross-national European comparison. *Geoform*, *93,* 87–96. https://doi.org/10.1016/j.geoforum.2018.05.009

Harari, Y. N. (2016). *Home Deus. A brief history of tomorrow*. London: Penguin Random House UK.

Nisbett, R. E. (2003). *The geography of thought. How Asians and Westerners think differently – and why.* London: Nicholas Brealey Publishing.

Open Doors. (March 31, 2020). *Report on International Exchanges*. Retrieved from https://www.iie.org/Research-and-Insights/Open-Doors

Teekens, H. (Ed.). (2013). *Global Education. A narrative.* The Hague: Nuffic.

Teekens, H. (2015). *The freedom to be: international education and crossing borders. 2015 Mestenhauser Lecture on Internationalizing higher education.* Minneapolis, MN: University of Minnesota.

Wulf, C. (Ed.). (1995). *Education in Europe. An Intercultural task.* Waxmann: Munster/New York.

Zull, J. E. (2012). The brain, learning and study abroad. In M. Vande Berg, M. R. Paige, & K. H. Lou (Eds.), *Student learning abroad. What our students are learning, what they're not, and what we can do about it* (pp. 162–187). Sterling, VA: Stylus Publishing.

Hanneke Teekens
Climes, Education & Culture

Hanneke Teekens brings more than forty years of experience in education as a teacher, researcher, consultant, and manager. She retired in 2013 from the Board of Directors of NUFFIC, the Netherlands Organization for International Cooperation in Higher Education. At NUFFIC, Hanneke was responsible for a wide range of activities, including the Netherlands Education Support Offices in ten countries. She was director of the Socrates National Agency and Erasmus Mundus. Before joining NUFFIC, Hanneke worked at Twente University, the Hogeschool van Amsterdam, and the Graduate School of Teaching and Learning of the University of Amsterdam. She is the founder of Climes, her own consultancy company for coaching and advising in international education. One focus of her research regards ways to support teaching staff in ensuring and demonstrating international, intercultural, and global learning outcomes. Hanneke has worked in many countries around the world on projects and training, and has published on various aspects of international education, in particular Internationalization at Home. Hanneke is a frequent speaker at international seminars and conferences and was until two years ago a senior fellow of NAFSA: Association of International Educators. Currently she is active as a volunteer within AFS, the organization that brought her to the U.S. as an exchange student in 1966. She studied at Leyden University and holds graduate degrees in History and Education.

volume 8, issue 1, pp. 33–37, April 2020
ISSN 1805-8825

Paper

Internationalising curricula: The motives

Jos Walenkamp

Globalisation means that today there is an overwhelming need for our higher education institutions to produce internationally and interculturally knowledgeable, competent, and concerned graduates. International competencies, such as proficiency in foreign languages and intercultural skills, are essential if our graduates are to meet the challenges of, and thrive in, a rapidly changing world and an increasingly international and multicultural society and labour market.

1 The impacts and consequences of globalisation

The changes humankind is now seeing are unprecedented in speed and impact. People, products, finances and ideas cross the globe ever faster. Means of communication are ubiquitous. The impact of globalisation can be felt in everything we hear, read, see or buy. All members of the global community are affected by the exploitation of shale gas in the USA, a pandemic or a downturn in the Chinese economy. Humankind has grown and become richer.

The world population has trebled in the past 70 years and will increase by another 30% by 2050. That growth will almost exclusively occur in the least developed countries. Never in our history did such large numbers of people belong to the middle class, with a daily income of more than ten dollars a day. Although both the relative and the absolute numbers of the very poor have decreased substantially, almost a billion people are still going to bed hungry, with dire consequences for their physical and intellectual development.

Although the group under the poverty line of $2 a day remains large and vulnerable, the percentage of the poorest has halved in the past 15 years (Millennium Development Goal 1) and will be halved again in the next 15 years, if we have the collective political will. Predictions are that in the coming decade the number of very poor people will decrease sharply (Kenny, 2011), and those in the middle class will outnumber those in poverty. Never have more people been receiving education and healthcare. Never have so few of our fellow men died in war.

The West, Europe, and its offshoots in North America and Australia, have dominated the world for centuries. After the Second World War, the world superpowers were divided into two camps: the West (including Australia and Japan) and the East (the Warsaw Pact countries and China). The other nations belonged to the so-called Tiers Monde, the Third World. After the demise of the Soviet Union, the West was briefly the only superpower, but emerging economies and demographic giants, such as China and India, are rapidly gaining in economic, political and military power and will claim their rightful place on the world stage, just as they have done in the past (Coolsaet, 2011). Nations and political blocks hold each other in a dynamic equilibrium, one that can peacefully contain, because of their interdependence, the costs of war and growing democracy.

With a rapidly growing world population that is living longer than ever, and a rapidly growing middle class, consumption will reach heights never before seen. In the next 30 years food production will need to double, and the demand for energy will rise as fossil fuel resources are depleted and the fear of greenhouse gasses increases. Mineral resources are unevenly distributed over the globe, but are needed by all. China has already severely limited the export of rare-earth metals, and there is a new ‘scramble for Africa’ in search of minerals, fossil fuels and arable land. Potable water will become dangerously scarce in some areas of the world, such as the Middle East. Arable land is limited in some of the most populous countries. Terrorism and international financial crime are growing and are becoming harder to tackle, particularly in the cyber world.

The normal negative feedback mechanisms seen in healthy ecosystems – as the population of foxes rises, more rabbits are eaten, and as the rabbit population decreases, more foxes will starve – do not work for global warming, where a diminishing ice mass will lessen the albedo effect, and the thawing of the permafrost will free increasing amounts of greenhouse gasses, thus speeding up the rise in Earth's temperature and the volume of water in the sea. Climate change and rising sea levels will be particularly threatening for the most vulnerable of our fellow men. Environmental degradation will make the Earth less inhabitable. Pandemics are a major threat to both mankind and many of its domesticated plants and animals. Sustainable development, i.e. not leaving the Earth worse off for the next generation, is as yet incompatible with the understandable wish for more and better food, and more and better consumer goods, for the very many who are entering the middle class.

The nation-state as a unit of power is losing ground to supranational organisations such as the United Nations organisations, the World Bank, the International Monetary Fund, the European Union and the Association of Southeast Asian Nations, as well as to such non-state transnational actors as religious groups, criminal networks, multinational companies, mayors of big cities, and NGOs; and in all of those, democracy and democratic legitimacy are not always unquestionable (Erman & Uhlin, 2010). The safeguarding of our global public goods, such as clean air, drinking water and biodiversity, and the elimination of global public 'bads', including extreme poverty and hunger, need some form of global governance. The challenges facing the world cannot be addressed by individual sovereign nation-states, acting first and foremost in their own, short-term interests.

The challenges facing humankind are formidable, but despite a lack of political will and short-sightedness we do have a few things going for us. The number of people with a basic, secondary and higher education is rising. In developing countries literacy increased from 25 to 75 percent in the 20th century (Cohen, Bloom, Malin & Curry, 2006); the number of university graduates is increasing dramatically, primarily in China, but also in other emerging economies such as India and Brazil. In China over 500,000 students obtained a PhD degree in 2009; in 1993 there were 1900. In 2010 China produced 500,000 engineers, including 10,000 with a PhD (cf. Mahbubani, 2013). Until 1900 the world's knowledge doubled every 100 years. In 1900-1950 it was every 25 years, and currently it is 13 months. A simple smartphone can now do more than the enormous computers of yesteryear.

We know how to feed the world in 2050. We know how to eradicate poverty and save the tropical rainforests. We know how to stop the use of fossil fuels and instead harness the renewable energy of water, wind and sun. The question 'How to build a safe world with well-being and equality for all in a sustainable way' is not a technical problem, but a political one: can sovereign nation-states forge a global partnership in the new multipolar world of several major powers – and a great number of significant small ones – to tackle the problems of the world in an equitable and sustainable way?

Much has already been done: the world created the United Nations, the World Bank, the International Monetary Fund, the International Labour Organisation, the United Nations Conference on Trade and Development, the World Trade Organisation, the protocols of Montreal, the old Millennium Development Goals and new Sustainable Development Goals, the European Union, ASEAN, the Shanghai Cooperation Organisation and the Asian Infrastructure Investment Bank. Although intra-state armed conflicts still abound, between nations there are no wars. "Pourvu que ça dure", as Napoleon's mother used to say.

But on the other hand, no hard decisions were taken during the UN Conference on Climate Change in Lima in 2014. Each year there are 13 million fewer hectares of tropical rain forest. It appears impossible to achieve a common European strategy on mineral resources. Despite the growing importance of countries such as China, Brazil and India, the powers-that-be do not want real changes in the composition of the leadership of the UN Security Council, the World Bank or the IMF. The United States has still not ratified the Law of the Sea, and it is not a participant in the International Criminal Court (ICC). Other countries that have not signed or ratified the Rome Statute include India, Indonesia,

and China. The Conference on Financing for Development in Addis Ababa in July 2015, which is crucial as a basis for the new Sustainable Development Goals, 2016–2030, was a bitter disappointment.

And still almost a billion people go to bed hungry. Corruption and theft in developing countries are aided and abetted by the rich nations, which do little to stem international crime and improper conduct like whitewashing and tax evasion, land grabbing and resource plundering, dumping of subsidised products, and the forcing of developing economies to lift the protection of their own fledgling industries. We are not there yet!

2 Why? The rationale for the internationalisation of higher education

Internationalisation is the response of higher education to globalisation (Coelen, 2013) and is taken seriously by a rapidly increasing number of governments and higher education institutions.

The demands of the labour market are also changing. Subject knowledge and skills are important, but soft skills, along with transversal or twenty-first-century competencies, are considered increasingly important.

In a 2013 survey of over three hundred employers by Hart Research Associates, on behalf of the Association of American Colleges and Universities, almost all of them said that a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than knowledge of a discipline (Hart Research Associates, 2020). The vast majority of them mentioned the importance of such things as a broad knowledge of the liberal arts and sciences, knowledge about global issues and foreign societies and cultures, critical thinking and analytical reasoning, complex problem-solving in diverse settings, skills and judgment essential for contributing to society, and direct experience with community problem-solving.

Employers, whether knowingly or not, value the competencies that come from internationalisation (Brandenburg, Berghoff & Taboadela, 2014; European Commission, 2010; Leppanen, Saarinen, Nupponen & Airas, 2014). Our own research shows how much both employers and alumni value such international competencies as proficiency in foreign languages and intercultural skills (Funk, den Heijer, Schuurmans-Brouwer & Walenkamp, 2014; Walenkamp & Funk, 2014).

An institute for higher education may have a mix of reasons for wanting to be 'international'. These may be economic – the increasing relevance and employability of graduates, thus contributing to the competitiveness and economic development of the nation as well as the careers of the graduates themselves, and income for the institution. They may be political – in 1952, shortly after the Second World War and the loss of Indonesia as a colony, Dutch universities founded Nuffic, the Dutch Organisation for Internationalisation in Higher Education, in order "to create the conditions for a better world, by fostering the exchange of people and ideas…", and thus prevent another world war (successfully so far). Academic rationales may be pedagogical, opening the eyes of their students to the world, teaching them solidarity and concern for others, endowing the students with twenty-first-century skills, making them comprehend the international dimensions of their academic discipline and profession, and enhancing the quality of education. Socio-cultural rationales aim at increasing students' abilities to behave appropriately and communicate effectively in an increasingly multicultural environment (Childress, 2010). Many other reasons are listed, such as the recruitment of the best students for doctorate trajectories and the wish to contribute to development aid, as well as institutional status.

The main reason for internationalisation, however, is to produce graduates with the international competencies that will enable them to live and function in an increasingly international and multicultural society and labour market as concerned and competent world citizens.

3 How? The internationalisation of higher education

Whatever the rationale for internationalisation, ideally it should be reflected in the strategy and approach of an educational institution. Internationalisation is a means to an end, not an end in itself. Knight (2011) and De Wit (2011) made explicitly clear that attracting foreign students, sending students abroad for study or internships, teaching in English, and internationalisation at home do not in themselves automatically lead to the desired outcomes. Without a truly internationalised curriculum, proper training and guidance of students in the goal-conscious and goal-oriented acquisition of international competencies, without motivated and qualified lecturers, and without institutional leadership and adequate resources, internationalisation of education is a meaningless term. More memoranda of understanding does not mean better quality or greater attractiveness, and more foreign students does not mean an internationalised culture.

All students need the international competencies that, with the right measures, can come from internationalisation efforts. Yet very few are fortunate enough to go abroad or participate in an international classroom with fellow students from different nationalities. If higher education is elitist, international higher education is doubly so. Degree mobility in higher education in the Netherlands is about 3% of the total student population; some 20% of Dutch students gather credit points abroad (Richters, 2013). Within The Hague University of Applied Sciences, only six of the 63 programmes are international, taught in English to an international classroom. Foreign students make up only 12% of the total student population. Internationalisation at home should thus include internationalised learning outcomes, along with curricula and efforts to make use of the diversity in the classroom. Large urban universities of applied sciences like ours are fortunate in this respect, having students of several cultural backgrounds.

To reach that goal, a university needs vision and leadership and a comprehensive internationalisation policy that focuses on the ends, rather than the means (Deardorff, 2006; Childress, 2010; Leask, 2015).

Comprehensive internationalisation needs to be explicit in all key university policies and strategies, incorporated into planning processes, and aligned and delivered through normal line management routes, and it should include positioning and profiling, learning and teaching, research strategies, human resources policy, assessment, subsidies (local, national and international) and facilities. Internationalising learning goals and curricula should be supported by suitable pedagogy and assessment and, by such means as varied international mobility opportunities, demonstrably linked to the desired internationalised learning outcomes and curricula. They should also be connected to intercultural learning opportunities in international and multicultural national classrooms, within the local community and during internships in multicultural workplaces (cf. Belt, Ham, Kaulingfreks, Prins & Walenkamp, 2015).

Finally, there should be clear management structures and a continuous enhancement of internationalisation activities and strategy through feedback, reflection and evaluation processes.

References

Belt, J., Ham, A., Kaulingfreks, F., Prins, B., & Walenkamp, J. H. C. (2015). *World Citizenship. Developing intercultural competence in international and multicultural Dutch classrooms. The effectivity of the PREFLEX@Home Programme: a pilot study at The Hague University of Applied Sciences.* The Hague: The Hague University of Applied Sciences.

Brandenburg, U., Berghoff, S., & Taboadela, O. (2014). *The Erasmus Impact Study. Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions*. Luxembourg: Publications Office of the European Union.

Childress, L. K. (2010). *The twenty-first century university. Developing faculty engagement in internationalization*. New York: Peter Land.

Coelen, R. J. (2013). *The internationalisation of higher education, 2.0.* Stenden: Stenden University of Applied Sciences.

Coolsaet, R. (2011). Macht, waarden en onderontwikkeling in de multipolaire wereld. In L. Berlage & R. Renard (Eds.), *Ontwikkelingslanden en de nieuwe wereldorde* (pp. 21–47). Acco: Leuven.

Cohen, J. E., Bloom, D. E., Malin, M. B., & Curry, H. A. (2006). Introduction: Universal basic and secondary education. In J. E. Cohen, D. E. Bloom, & M. B. Malin (Eds.), *Educating all children: A global agenda* (pp. 2–3). Cambridge, MA: American Academy of Arts and Sciences.

De Wit, H. (2011). Global: Internationalization of higher education: Nine misconceptions*. International Higher Education, 64*, 6–7.

Deardorff, D. K. (2006). The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States. *Journal of Studies in International Education, 10*(3), 241–266.

Erman, E., & Uhlin, A. (Eds.). (2010). *Legitimacy beyond the state? Re-examining the democratic credentials of transnational actors*. London: Palgrave Macmillan.

European Commission. (2010). *Employers' perception of graduate employability.* Brussels: Gallup Organisation.

Funk, A., den Heijer, J., Schuurmans-Brouwer, A., & Walenkamp, J. H. C. (2014). *Internationalizing curricula. Needs and wishes of alumni and employers with regard to international competencies*. The Hague: The Hague University of Applied Sciences.

Hart Research Associates. (March 31, 2020). *It takes more than a major: Employer priorities for college learning and student success*. Retrieved from http://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf

Kenny, C. (2011). *Getting better. Why global development is succeeding – And how we can improve the world even more.* New York: Basic Books.

Knight, J. (2011). Five myths about internationalization. *International Higher Education, 62*, 14–15.

Leask, B. (2015). *Internationalizing the curriculum*. London: Routledge.

Leppanen, J., Saarinen, M., Nupponen, M., & Airas, M. (2014). *Hidden competences. Facts and figures*. Helsinki: CIMO.

Mahbubani, K. (2013). *The great convergence. Asia, the West, and the logic of one world*. New York: Public affairs.

Richters, E. (2013). *Internationalisering in beeld*. The Hague: Nuffic.

Walenkamp, J. H. C., & Funk, A. (2014). What binds international talent to the Netherlands. Internationalisation of higher education. *An EAIE Handbook*. Brussels: European Association for International Education.

Jos Walenkamp
Emeritus Professor International Cooperation
The Hague University of Applied Sciences

Jos Walenkamp read Biology at Leiden University and Fisheries Biology and Management at the University of Wales. He obtained a PhD degree at Leiden University with a dissertation on the zoogeography and systematics of Caribbean starfish. He worked for six years at the Eduardo Mondlane University in Mozambique, as a lecturer and as dean of the Biology Faculty. In Nigeria he headed a team that managed the training and research programs of the European Commission there. Dr. Walenkamp served at Nuffic, the Netherlands Organisation for International Cooperation in Education and Research as Director Development Cooperation and Director Knowledge and Innovation. The last ten years he was professor (lector) at The Hague University of Applied Sciences, where he is now Fellow/Emeritus Professor.

Sociální pedagogika | Social Education 38
volume 8, issue 1, pp. 38–42, April 2020
ISSN 1805-8825

Paper

International education in the era of COVID-19: Making learning visible

John W. Moravec

International education has always been about building connections and free exploration. It is about learning from others and learning about ourselves. And, in the COVID-19 pandemic, the sudden disconnecting of global engagements has made the absence of our growth through international education and internationalization efforts particularly visible.

In 2011, Cristóbal Cobo and I published the book Aprendizaje invisible (Cobo & Moravec, 2011). The work on "invisible learning" analyzed the impact of technological advances and changes in formal, non-formal, and informal education – and the meta-spaces in between. The product was a journey that offered an overview of options for the future development of education relevant for this century. A lot has changed since then, and, especially during the global health pandemic, we need an operating theory for invisible learning more than ever.

First, society needs knowmadic workers who work with *context*, not rigid structure. One key reality is that the jobs schools typically prepare us for – work as factory workers, bureaucrats, or soldiers – are disappearing. They are being replaced with knowledge- and innovation-based work which requires people to function contextually, working almost anytime, anywhere, and with nearly anybody. These emerging workers are *knowmads* (see Moravec, 2013), and they apply their individual knowledge across different "gigs" or contingent engagements to create new value. They can also create new value within organizations by working beyond their formal job descriptions, creating additional value by contextualizing their personal knowledge to create solutions. By the year 2020, we projected 45% of the workforce in the U.S. would be knowmadic (all indications suggest our projection was accurate). This is a huge shift considering that only 6% of the population in the U.S. was self-employed, contingent, or some sort of contract worker in 1989 (Moravec, 2013).

As unique individuals, knowmads possess personal knowledge with developed explicit (i.e., "book knowledge") and tacit (i.e., soft skills) elements. They are comfortable with change and ambiguity, applying their personal knowledge contextually to solve new problems. Knowmads can flow through cultures, organizationally and socially.

The challenge for learning programs of all levels (primary through tertiary) is now to enable individuals to thrive in a world that needs more imaginative, creative, innovative, and interculturally-competent talent, not generic workers that can fill seats at an office or factory. The pathway to meeting this requirement is through the development of schooling environments and professional learning settings that foster invisible learning.

Second, many beliefs and practices in mainstream education are antiquated and have no grounding in reality. We would be hard pressed to find a study that argues that students learn best from 7:45am to 2:37pm, yet we model our schools and universities around absurd hours and times that better mirror industrial practices that are fading into extinction. We further separate them by age into grades, assuming students learn best when they are separated from each other. This, as Maria Montessori (1995) observed, "breaks the bonds of social life" (p. 206).

We too often assume that the motivation to learn must be extrinsic. That is, we have grown to believe that students will not learn anything unless they're told what to learn. This cannot be any further from reality as it can be argued that students' main activity is learning whether it is in a school format or elsewhere. Even more troubling, the most meaningful ways young people learn – *play, curiosity,*

and exploration – are discounted in formal learning, unless if directed in a top-down, structured activity. How can we dare say we are enabling students' curiosity if we are telling them what to be curious about? How can we justify labeling activities as exploration if we already know the destination? And, why are we so afraid to allow children and students of all ages to play freely?

Finally, we simply cannot measure a person's knowledge. Tests only measure how well a student completes the test. Soft skills and non-cognitive skills can be difficult or impossible to measure. Yet, we have become obsessed with measurement in schools and universities. So much so that we've convinced ourselves that we can measure what a person knows. This is not true. As we wrote in *Manifesto 15*:

> When we talk about knowledge and innovation, we frequently commingle or confuse the concepts with data and information instead. Too often, we fool ourselves into thinking that we give kids knowledge, when we are just testing them for what information they can repeat. To be clear: *Data* are bits and pieces here and there, from which we combine into *information*. *Knowledge* is about taking information and creating meaning at a personal level.
>
> We *innovate* when we take action with what we know to create new value. Understanding this difference exposes one of the greatest problems facing school management and teaching: While we are good at managing information, we simply cannot manage the knowledge in students' heads without degrading it back to information (Moravec, 2015).

International education, at its core, recognizes knowledge cannot be managed. Through intangible experiences and dialogue, it seeks to transform individuals from within. Institutions that engage in internationalization practices undergo similar transformations of internal culture. The value of this individual-level knowledge creation cannot be replicated reliably from one person (or institution) to another nor can it be communicated easily.

Invisible learning was initially structured as a metatheory which recognizes that most of the learning we do is *invisible* – that is, it is through informal, non-formal, and serendipitous experiences rather than through formal instruction. We learn alone, or in a group, through individual and shared experiences. We learn more through experimentation, exploration, and through the consequences of enabling serendipity. Even though we cannot measure the knowledge in our heads, a growing body of literature, especially from the management sciences, suggests that the vast majority of our knowledge is developed through invisible or informal means.

Invisible learning is not a theory for learning, itself. It is an endpoint or state of learning that emerges when we remove structures that control or direct our experiences. Therefore:

> **The *Theory for Invisible Learning* is that we learn more, and do so invisibly, when we separate structures of control that restrict freedom and self-determination from learning experiences.**

A *Theory for Invisible Learning* is focused on the development of *personal knowledge*: blends of tacit and explicit elements that embrace a portfolio of skills such as cooperation, empathy, and critical thinking as much as retaining facts. The implication is that there is no master template for enabling invisible learning, but rather we need to attend to the formation of an ecology of options for individuals to find their own ways. This suggests a growing need for bottom-up approaches to learning. By removing the rigidity of top-down control, and placing trust in learners, invisible learning can be made visible.

The purpose of controlling an educational experience is to make learning visible. We built our practices on the distrust of the learner – the false assumption that students will not learn unless they are told what to learn. In this sense, invisible learning is the end product of a theory which predicts that learning may blossom when we eliminate authoritarian control or direction of a learning experience by an "other" (i.e., instructor).

Removing structures of control opens possibilities. The end outcomes or goals of an experience are neither dictated nor determined from the start, but emerge as learning develops. Such experiences include free

play, self-organized learning communities, authentic problem-based learning, and experimentation to acquire new knowledge. These are natural ways for humans to learn in intercultural contexts.

Invisible learning can emerge in many ways, and often manifests through bits and pieces here and there. The examples of approaches to invisible learning provided here are not exhaustive and are meant to be illustrative only. Each of these approaches embrace participation, play, and exploration.

Free play and exploration

Free play is a natural human activity where invisible learning flourishes. Through play, students discover their interests and aptitudes. Play inspires curiosity to test boundaries and learn social rules and norms, together with the development of many soft skills. Unfortunately, mainstream approaches to education ignore or underplay its importance in learning. Psychologist Peter Gray defines *play* as:

> "first and foremost, *self-chosen and self-directed*. Players choose freely whether or not to play, make and change the rules as they go along, and are always free to quit. Second, play is *intrinsically motivated*; that is, it is done for its own sake, not for external rewards such as trophies, improved résumés, or praise from parents or other adults. Third, play is *guided by mental rules* (which provide structure to the activity), but the rules always leave room for creativity. Fourth, play is *imaginative*; that is, it is seen by the players as in some sense not real, separate from the serious world. And last, play is *conducted in an alert, active, but relatively unstressed frame of mind*" (American Journal of Play, 2013).

Play is separate from sports and other organized activities in that it is explorative and satisfies an individual's curiosity to try new ideas or simulate different possibilities in the world. Through play, a learner's environment becomes his or her laboratory. This satisfaction of curiosity encourages the development of *auto-didacticism*, the practice of learning by one's self. When we play in intercultural contexts, this also includes learning about one's self.

Similar to free play is *free exploration* within our own communities and beyond to learn from others. This is vital for international education. What happens, for example, when students explore a culture beyond their own? What do they discover? How does it change them? What skills, competencies, or insights might they develop? Many of the answers to these questions are difficult to quantify or measure, but we may relate these through the development of *soft skills* (i.e., intercultural competence, capabilities to handle ambiguity, empathy), which are critical outputs of invisible learning. This is learning beyond codifiable curricula, and places trust in students that they can develop their own skills.

Learning in the shadow of COVID-19

In the past few hundred years of industrialized education, nothing has been more transformative than the COVID-19 crisis. Within months, school closures impacted over 1.4 billion learners (UNESCO, 2020). Many schools with the resources to do so have pivoted to a strategy of emergency remote teaching (Hodges, Moore, Lockee, Trust, & Bond, 2020) in addition to continuing "traditional" online courses. Practically overnight, it seems educators everywhere are struggling to continue *what* they teach and *how* they teach in a consistent manner, utilizing network technologies as a catalyst.

And, it is during this time that the fallacies of mainstream, "visible" learning begin to emerge *en masse*. New technologies in education are too often used to reinforce old practices rather than enabling new practices and means of knowledge production. We use technologies to help perfect what we have already been doing. In the case of the COVID-19 pandemic, they magnified the problems inherent in our systems across the primary through tertiary spectrum.

What occurs in schools has suddenly become visible. Large class videoconferencing sessions become more of a management exercise than an instructional space. Class assignments that were thought to take days to complete are finished in a fraction of the time, mystifying parents as to what actually happens in schools.

Students find it easier to "tune out" of boring school activities. University lecturers find they have become the functional equivalent of blog posts. And so on.

The system and its learning (or lack thereof) have become visible. Trustful participation, play, and free exploration are still controlled for and made absent in these environments, not merely invisible.

Implications for international education in COVID-19 era

The COVID-19 pandemic is a global crisis, and yet it rips the people of the world apart. Social distancing is practiced in communities and borders are closed – in some cases nearly hermetically. International students are finding themselves isolated and stranded, if not sent back to their homes. In a period driven by fear, the human yearning to explore and build connections has never felt so urgent.

International education, at its core, has always been about building connections and enabling free exploration. It is centered around the question, what can we learn about ourselves by learn from and among others? International education presents itself not as curricula or a good set of institutional practices, but as a journey that is centered on a transformative pathway toward an outcome that is co-constructed, not a predetermined product. International education is implicitly invisible.

The bottom line is that we cannot use new technologies to do the same old stuff and expect new results. The key challenge now is to make what was invisible – visible. As nearly the rest of the educational space made a retreat into virtual environments, so should international education and internationalization efforts by institutions. This needs to be done, not because there is a want to use new technologies, but because leaders must find ways to set a *purposive* vision for what they want to achieve and how.

Possible activities for digital internationalization and international education initiatives include:

- Virtual study abroad, utilizing technologies to provide deep, intercultural experiences for personal development where the end outcomes cannot be algorithmically directed.
- Transform digital learning environments from being driven from the top-down (instructor to student) to the learner-outward (see esp., the integration of the affordance of *partakeability* as it relates to *observability* and *solvability* by Ihanainen, 2019). Encourage and empower students to explore and learn beyond the virtual spaces of the virtual classroom and share back what they have discovered.
- Facilitating new and continuing faculty-to-faculty contact and knowledge exchange utilizing technologies such as videoconferencing and online chat.
- Attend to knowledge production across cultures so we may all become knowmads – this implies a focus on *soft skill* development in digital spaces, together with traditional information delivery.
- Attending to the formation of meaningful, one-to-one contacts with international students and scholars who may find themselves horribly isolated or expelled back to their home countries due to the pandemic.
- Creating an institutional *awareness* that as much as it learns about the world around us, it must also change. This also includes building an institutional *capacity* to make change.
- Attending to the process of internationalization and worrying less about the outcomes, while creating new methods to evaluate both that take into account individual-level knowledge production.

Never before have our educational institutions been in a state so dire. And, never before have we had a global opportunity to create new futures for education. Investments in innovative approaches to international education, centered on the principles of invisible learning, should become a top priority as our institutions emerge in a post-COVID-19 era.

References

American Journal of Play. (2013). Play as preparation for learning and life: An interview with Peter Gray. *American Journal of Play*, *5*(3), 271–292. Retrieved from https://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-3-interview-play-as-preparation.pdf

Cobo, C., & Moravec, J. W. (2011). *Aprendizaje Invisible: Hacia una nueva ecología de la educación*. Retrieved from http://www.razonypalabra.org.mx/varia/AprendizajeInvisible.pdf

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The difference between emergency remote teaching and online learning*. *EducauseReview*. Retrieved from https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Ihanainen, P. (2019). Affordances of pedagogy. In J. W. Moravec (Ed.), *Emerging education futures: Experiences and visions from the field* (pp. 163–180). Minneapolis: Education Futures.

Montessori, M. (1995). *The absorbent mind: A classic in education and child development for educators and parents*. New York: Henry Holt.

Moravec, J. W. (2015). *Manifesto 15*. Retrieved from http://manifesto15.org

Moravec, J. W. (Ed.). (2013). *Knowmad Society*. Minneapolis: Education Futures. Retrieved from https://www.educationfutures.com/storage/app/media/documents/KnowmadSociety.pdf

UNESCO. (2020). *Untitled post.* Retrieved from https://www.linkedin.com/posts/unesco_learningneverstops-covid19-coronavirus-activity-6648914520549011456-DvIj

John W. Moravec
Founder and Principal Member, Education Futures LLC

John W. Moravec is a scholar on the future of work and education; a global speaker; and is a consultant to international organizations. His work has inspired new schools and initiatives around the world. He is most noted for creating the *knowmads* concept and as the lead author of *Manifesto 15*, a statement with principles for evolving learning in global contexts. His research and action scholarship agendas are focused on exploring the convergence of globalization, innovation society, and accelerating change in human knowledge development; and, building positive futures for knowledge creation systems in an era of exponential uncertainty. His work focuses on exploring the emerging *knowmad paradigm* and the new approaches to leadership and human capital development required. He is passionate about creating preferred futures for humanity and sees international education and intercultural workforce development as key areas to study and advocate for changes. He has given hundreds of talks, workshops, and consultations around the world on the future of society and work and on evolving learning to maximize each of our potentials to become successful in an era of accelerating change.

volume 8, issue 1, p. 43, April 2020
ISSN 1805-8825

Inspiration

Why it matters to support our students: The vision of Josef A. Mestenhauser

Gayle Woodruff

Who was Josef Mestenhauser, and why should you care? As a young man growing up in Czechozlovakia in the 1940s, "Joe" experienced what many people on the other side of the Atlantic Ocean could not even fathom as real. He saw injustice through his lens as a young law student at Charles University, and fought against that injustice. It led to his imprisionment, and eventual escape from a war-torn country, to a new land, "America". Coming to the United States in the late 1940s, Joe began his 70 year journey to create the conditions by which students at the University of Minnesota and, eventually all over the world, would begin to broaden their international understanding, and learn to work with each other, not against each other.

Joe Mestenhauser was one of the founders of the field of "international education", which sought and continues to seek ways for increasing opportunities for students to develop the skills and knowledge to respect each other's cultures and make the world a better place. Joe's impact on intercultural learning, and the thousands and thousands of students he literally worked with over the years are the lasting tribute to his legacy. I was one of those students, who gained so much for his mentorship and guidance. Joe was a tough teacher, but it motivated me to be a better "global citizen". When Joe retired from his University life, and I became a leader at the University of Minnesota in international education, I knew that keeping his legacy alive would be important for future generations. Joe "agreed" that we could start the legacy initiative in his name, only to the degree that the work in his name should not be about him, but about helping students, staff and faculty in higher education to broaden their international understanding.

So we are determined that all students are developing international and intercultural skills, and we have taken Joe's lead to honor the role that international students have on our campus, who have so much to offer to all students. We seek their positive integration in our classrooms and learning experiences across campus.

And yes, this work is about Joe, sorry Joe. We respect you so much and how hard you worked your entire life, that we wish to honor you too. We do this by helping students become leaders, as they are the future. You knew this back in the 1940s. We thank you for your vision and inspiration.[1]

Gayle A. Woodruff
Founding Director, Curriculum and Campus Internationalization, University of Minnesota

[1] If you wish to learn more about Josef Mestenhauser, visit this link.

Gayle Woodruff is the founding director of curriculum and campus internationalization for the University of Minnesota system where she established the Mestenhauser Legacy Initiative, the Internationalizing the Curriculum and Campus conference, and co-founded the Internationalizing Teaching and Learning Faculty Cohort Program. She provides leadership for initiatives aimed at faculty development, campus internationalization, and the evaluation and assessment of internationalization. She is principal investigator on The Study of the Educational Impact of International Students in Campus Internationalization. Previously she directed Minnesota's innovative study abroad curriculum integration initiative and was the co-founder of the Multicultural Study Abroad Group. Gayle has published on numerous topics in international education. Her work has appeared in the Chronicle of Higher Education and Inside Higher Education. Gayle is the recipient of NAFSA: Association of International Educators' Marita Houlihan Award for Distinguished Service to International Education and the University of Minnesota's John Tate Award for Excellence in Academic Advising. During her career at Minnesota, she also worked in multicultural affairs and taught in the Minnesota Studies in International Development Program - Ecuador.

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 44–52, April 2020
https://doi.org/10.7441/soced.2020.08.01.02
ISSN 1805-8825

Insights into the study abroad experience of social education students at Masaryk University, Brno, Czech Republic

Christopher Williams

Abstract: The internationalisation of higher education leads to benefits for students and universities. Part of the internationalisation process is student mobility through study abroad programmes such as Erasmus. This paper reflects on the study abroad process and experience for three Czech social pedagogy students from the faculty of education at Masaryk University in Brno, Czech Republic. The results of this small-scale study, collected through a questionnaire and a follow-up interview, showed that the study participants had similar motivations and experiences despite the different host institutions and study programmes. Furthermore, care needs to be taken when selecting a host university programme and ensuring that there are straightforward activities instructors can make use of to better prepare outgoing students. These findings lead to suggestions for classroom teachers as to how they can, to some degree, 'internationalise' their lessons, and how universities can encourage more students to take part in study abroad programmes, and to questions for future research.

Keywords: internationalisation, Erasmus, study abroad, mobility, skill development

Contact

Masaryk University
Faculty of Education
Poříčí 623/7
603 00 Brno

✉ Correspondence:
chris.williams@mail.muni.cz

Pohled studenta pedagogiky české Masarykovy univerzity v Brně na zkušenost se studiem v zahraničí

Abstrakt: Internacionalizace vyššího vzdělání je pro student i univerzity přínosná. Součástí procesu internacionalizace je mobilita studentů v rámci programů pro studium v zahraničí, mezi které patří například Erasmus. Tato práce se věnuje procesu studia v zahraničí a zkušenostem s tímto studiem u tří českých studentů sociální pedagogiky na české Masarykově univerzitě v Brně. Výsledkem této studie malého rozsahu provedené za pomoci dotazníků a následného rozhovoru ukazují, že navzdory různým hostitelským institucím měli účastníci studia podobnou motivaci a zkušenosti. Dále je nezbytné pečlivě vybírat program hostitelské univerzity a dbát na to, aby měli studenti k dispozici jasné instruktážní aktivity, které je lépe připraví na výjezd na hostitelskou univerzitu. Výsledkem těchto zjištění jsou kromě otázek pro další výzkum

i návrhy pro třídní učitele k tomu, jak mohou do určité míry „internacionalizovat“ svou výuku a jak se mohou univerzity více zapojit do programů studia v zahraničí.

Klíčová slova: internacionalizace, Erasmus, stadium v zahraničí, mobilita, rozvoj dovedností

1 Introduction

Internationalisation is defined as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2015, p. 2), to which De Wit, Hunter, Howard, and Egron-Polak (2015, p. 29) add “... in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.” This is an important process for universities – but why? The answers range from the economic (fee-paying international students) to the values of specific faculties and the benefits for students (greater employability options post-graduation).

At the European level, internationalisation is linked to the Bologna Process. The main goal of the Bologna Process was to create and develop a European higher education area with a system of compatible degrees and transferable credits (Kehm, 2010; Teichler, 2012). Student mobility, as part of internationalisation, is enabled by the Erasmus programme, which supports higher education student and staff exchanges (Erasmus+ UK, 2017). Based on findings from a survey involving almost 77,000 former Erasmus students from across Europe, a European Commission (2019) study recently reported that “new evidence shows that Erasmus+ makes students more successful in their personal and professional lives, and helps students find their desired careers and get jobs quicker (para. 4).” The Erasmus+ 2021–2027 (Chircop, 2018) strategy aims to build on this success by increasing its budget to allow more people to take part in the programme, with a focus on assisting and including disadvantaged people.

Most international educators, as well as the Erasmus impact study, would agree that study abroad experience has a significant positive impact on personal growth and the development of academic skills. However, this is of course dependent on the quality of the teaching and curriculum at the host institutions. Roy, Newman, Ellenberger and Pyman (2019, p. 1634) lists studies demonstrating the increased confidence and language ability of those having taken part in a study abroad programme, which includes American undergraduate students studying in France (Allen & Herron, 2003), Costa Rica (Cubillos, Chieffo & Fan, 2008), and again in Spain (Hernandez, 2010).

While physical mobility is an important part of internationalisation, the internationalisation process is much more than outgoing students spending the traditional semester abroad. The concept of comprehensive internationalisation (Hudzik, 2011) involves the infusion of international and comparative perspectives throughout higher education. This can be done by changing the means of course delivery (for example, offering a course in a language other than the local one) and the type of content and activities, to allow for more international perspectives and interaction between home and international students (Robson, 2017).

The European Commission also supports international collaboration, alliances, joint degrees, and curriculum and research projects between universities (European Commission, 2020). These collaborations have a positive influence on institutions as well as on home students, who otherwise would not have international experience.

1.1 Internationalisation and the Czech Republic

Personal development aside, the importance of Czech students having international experience is a growing necessity given the increasingly multicultural demographics of the Czech Republic. Between 2010 and 2018, the number of foreigners living in the Czech Republic increased year by year – from 424,000

to 564,000 (CZSO, 2018). This increases the likelihood of those working in education and support services, such as social pedagogues or social workers, of having to work with people who come from a different cultural and linguistic background.

31,342 Czech students took part in Erasmus over the period 2014–2018. Nationally, the number of participants was in steady decline – from 8,228 in 2014 down to 7,272 in 2018 (Erasmus+, 2018). Conversely, at Masaryk University in Brno, the numbers increased over the same period – from 535 in the 2013/2014 academic year up to 852 in the 2017/2018 academic year (Masaryk University, 2018). Keen to reverse this trend, and as part of its internationalisation process, Masaryk University in Brno has marked the following areas, amongst others, as key indicators of progress:

- Proportion of students completing a study-abroad stay during their studies.
- Percentage of students who have completed a study-abroad stay, while completing their studies in standard time (Hrabinova & Coufalova, 2015).

This article reflects on the Erasmus experiences of three undergraduate social pedagogy students from Masaryk University, Brno. In particular, it examines their motivations to take part in the programme, and how the home institution can better prepare and support its students before and during the study abroad period. Finally, it ends with questions for reflection and to guide future research.

2 Research methodology

This small-scale research aims to understand why students go on Erasmus, notes any differences in operations between universities, and looks at how the host university can better prepare students for Erasmus.

Knowing the motivation to take part in a study abroad programme means an institution can better understand student perceptions of such programmes. This knowledge can then influence the way study abroad is presented to students, with a view to encouraging more of them to take part. After experiencing a different style of education, students may have been exposed to topics and practices that are perhaps innovative to the home university. These practices may be beneficial in helping students and their teachers develop as social pedagogues. As part of its internationalisation strategy, Masaryk is trying to encourage more students to take part in Erasmus. By learning from the student perspective on what skills were necessary, course teachers can better prepare students for their exchange trip, resulting in a more positive experience.

28 students were contacted over email; all were former students of the researcher from the Department of Social Education at Masaryk University. Of those contacted, three responded. Before any further involvement in the study, they were informed that their names would not be used, and that they were free to discontinue their involvement in the research at any time should they wish to do so. The students were then emailed the Study Abroad Experience questionnaire (Appendix 1). As the students were on Erasmus at this point, they were instructed to complete the questionnaire within a week after finishing their studies. Once complete, the questionnaires were returned by email to the researcher.

2.1 Participants

The study participant names have been changed. Tom, Lenka, and Bara are three bachelor-level students of social pedagogy at Masaryk University. Tom and Lenka went on Erasmus in their 3rd semester. Tom went to Spain, and Lenka went to Portugal. Bara went on an Erasmus internship in Spain in her 4th semester, and, at the time of writing, had just started her Erasmus study in Norway for her 5th semester. The participants' English-language skills ranged from a low B2 to B2/C1 on the CEFR scale, more than adequate for them to understand the questions and be able to sufficiently express themselves through speaking and writing.

2.2 Data collection

The participants were emailed the Study Abroad Experience questionnaire to complete and return (see Appendix 1). The questionnaire was original and unique to this study. It consisted of open-ended questions, designed in consultation with a staff member from the Internationalisation Division at Masaryk University. The students received the questionnaire towards the end of their study stay, and returned it one week after completing their studies. This allowed the researcher to study the responses and consider points to explore during the interviews. Then, the participants were invited to discuss their experiences and their questionnaire responses. The researcher facilitated and moderated the discussion between participants and took notes. Before discussion began, the participants were invited to reflect and talk about their Erasmus experience. Once each had had their turn, they compared and contrasted their experiences, and were encouraged to ask each other questions for clarification, the idea being that meaning would be constructed through this reflexive narrative enquiry. The interviews took place in a classroom at the Faculty of Education and lasted approximately one hour. If clarification of a point was required, the researcher would intervene.

Bara was unable to join the group interview – she was in Brno to complete exams and then had to leave to continue her Erasmus stay in Norway, and so was interviewed separately.

2.3 Limitations

Though the participants were encouraged to speak candidly and to give 'brutally honest' responses, their answers may have been influenced by the fact that the researcher was their former teacher. In addition, these experiences of a limited number of participants may not have represented common experiences of other Erasmus students.

This study was designed from the perspective of a language teacher at the Department of Social Education at the Faculty of Education. However, I believe the results will be applicable to other instructors at the faculty, and hopefully provide inspiration for non-language-themed classes.

3 Results

The results of the questionnaire and subsequent interviews have been divided into thematic areas for analysis: motivations, communication, support, academic participation and institutional differences, developing study abroad skills, and finally, post-graduation.

3.1 Motivations

All students who attended the Erasmus programme (internship or study) did so for the adventure. They had either wanted to challenge themselves: *I wanted to try a new me, I wanted to experience myself in a totally new environment (Tom),* improve their language skills: *The only reason was my English … living and travelling in another country for a while wasn't important to me* (*Lenka),* or had spent time abroad before and wanted to get back out there. Faculty input also played a role – one of Bara's teachers had advised her to apply for the internship.

The choice of host university was not a significant factor for Tom or Lenka; decisions were made because of limited options: *It was the only university I could go to in Spain (Tom),* or because a friend was going to study there (Lenka). What speaks to Lenka's strength of character is that she decided to continue the Erasmus application process even though her friend dropped out: *It will be pretty hard for me and probably the hardest thing in my life, but I can do it*. Tom and Lenka chose to study subjects that were similar to those they studied at Masaryk, as they didn't want to have to extend their studies at their home university. Lenka noted that as her host university was a lot smaller than MUNI, her module options were somewhat fewer.

Though Bara's internship had come about through a recommendation, her motivations to apply for Erasmus study were very different. After going through the break-up of a relationship, Bara realised that she would not feel comfortable remaining in Brno. Also, she had been enjoying her time in Spain and wanted to continue exploring. Bara saw being accepted into a Norwegian university as a form of validation: *I didn't expect my application to be successful, but I applied anyway. Norway is a popular destination with a high standard of education; if they accept me then I know I am good enough.*

3.2 Communication

There was confusion regarding the language of instruction – Tom and Lenka were under the impression that their course would be taught in English, rather than in the local language. This stemmed from a misunderstanding of the host university's website, although they were also assured by the Masaryk team that their courses would indeed be in English. Tom had studied Spanish at school and had gone to the country with the intention of improving his third language, though he expected this would be through social interactions rather than his classes. Still, Tom's abilities were sufficient for him to take part in lessons, aided by support from his teachers. And despite not speaking a word of Portuguese, Lenka was able to complete her assignments in English. Lenka added that her teachers were very supportive – giving her translated copies of lecture notes and offering extra consultation when necessary.

Unfortunately, for Lenka, this was not the only problem – she felt that she had not learnt anything that would ultimately improve her academic skills. Lenka said that the atmosphere at her host university reminded her of being at a high school, and though her classmates and teachers were friendly, they did not seem as professional as those at her home university: *This university only gave me (the skill) to be patient when people are trying to explain something to me in Portuguese*.

Bara expressed some dissatisfaction with some of her teachers at Masaryk regarding her course completion requirements. She said that replies to her emails took a long time, or never came.

3.3 Support

All participants were happy with the support provided by the Masaryk Erasmus team – particularly with the flexibility and response time of certain members of the Faculty of Social Education. Being able to meet to hand over documents at places in town, not just at the faculty during office hours, was seen as very convenient by the students. Students were also happy with the support provided by the host university's Erasmus team, though Lenka noted some difficulties when trying to communicate with the host university's administrative staff.

3.4 Academic participation and institutional differences

The participants were happy with the teaching they have received so far at MUNI, and regarding the course content felt prepared for their time abroad. And aside from the teaching-language points made above, they were fairly comfortable interacting with their level of English – apart from the instances in which it was necessary to make themselves understood by somebody with a lower level of English. Lenka had this experience not only with her classmates, but also with some of her teachers. During the focus group, Lenka added that her time in Portugal made her appreciate MUNI even more.

Relating her experience in Norway so far, Bara mentions the number of mandatory classes versus the optional attendance in Spain and at MUNI. In her opinion, making students attend orientation lectures and classes leads to a more well-informed student body, and thus a smoother experience for all taking part. Another difference, she notes, is that she has more time (so far) to study in Norway compared to MUNI. At home, Bara may have to attend several classes a week, as several modules run concurrently, whereas in Norway she has significantly less time in class but more time in the library.

3.5 Developing study abroad skills

In the post-questionnaire interviews, the participants made the following suggestions as to the types of activities that home university instructors could introduce into their classes in order to better prepare outgoing students for study abroad:

- Different types of interaction. Students should have the opportunity to speak with a single partner, in small groups, and with the whole class.
- Post-presentation discussions that develop the ability to handle spontaneous questions from teachers and classmates.

3.6 Post-graduation

Tom and Lenka said it was too soon to say if Erasmus had had any impact on their future career plans. On a social level, Tom said that he was planning to visit Spain in the near future to meet up with friends he had made during his time there. Before her internship, Bara had planned to work with people living with hearing impairment. Now, though, she would like to work for *Teachers Without Borders*, an organisation dedicated to empowering teachers around the world "to gain access to professional development and teaching resources in order to help them become effective" (Teachers Without Borders, 2020).

4 Discussion

Although the results come from the responses of only three students, the findings are in line with those of other studies. The motivations of this study's participants to go on Erasmus match those found by Košatka (Ch. Williams, personal communication, January 31, 2020), with wanting to improve language skills and live independently of family being common motivating factors to go on an Erasmus stay. These findings also share some similarities with the research findings of Hahn, Berg, and Korytářová (2017) from other Masaryk students, including: developing independence (p. 7), overcoming fear of the unknown (p. 4), and development of language competencies (p. 11) – this is certainly true in the case of Tom and Bara.

It is interesting to note that academic skills, subject knowledge, or future employment were not given as motivations. These are, perhaps, areas that need promoting in order to attract more students to the Erasmus programme.

Hahn et al. (2017) recorded similar negative experiences: the low level of the internship, or, not having much opportunity to develop (p. 12), local bureaucracy (p. 8), and the lower-than-expected English language level of local staff and/or students (p. 17).

It seems Lenka was not alone with her less-than-positive Portuguese experience. Nada and Araujo (2019) reported issues of international students being accepted into classes taught in Portuguese without their language abilities being verified. Understandably, this leads to dissatisfaction with the education system. Extra care needs to be taken on the part of all involved – the student, host and receiving university – to ensure that there is no confusion regarding the language requirements. Of course, such comments from students at two institutions are not necessarily representative of the general Erasmus experience in Portugal. More positively, Nada and Araujo reported on the supportive nature of the Portuguese instructors and their willingness to adapt lessons where possible to help non-Portuguese-speaking students (2019, p. 1599).

In addition to the students' suggestions, I can add my own suggestions from a language teacher's perspective, based on the results of the study. The skills and activities are those that I expect are already common in many English as a Foreign Language (EFL) or English for Specific Purposes (ESP) classrooms; however, language teachers may need reminding of their useful application in a study abroad context, and they can serve as inspiration for teachers of other subjects:

- Question forming – this skill has clear multiple applications, including outside the classroom, where students need to be confident in their ability to ask for help or information, and inside the classroom as well. If a student is confident in their ability to ask questions they are more likely to do so, thereby increasing their level of participation.
- Research skills – teaching students how to search for appropriate resources in English could be as simple as encouraging them to use the home university's library in English, along with teaching them how to use and navigate online journal websites or other such e-catalogues.
- Reading skills – particularly the relevance and reliability of academic articles as well as skimming and scanning skills. Teaching or reinforcing the concepts of relevance and reliability, as a part of media literacy, helps students to understand the value of a text for their work. Skimming and scanning refers to the ability to quickly move through a text, looking for and extracting relevant information.
- Listening skills – exposing students to non-native English speakers using English will help students gain familiarity with a range of accents.

General conversation should also not be overlooked; practice in this area will help students better develop their pragmatic skills and relationships with their international classmates and staff at the host university. Košatka (personal communication, January 31, 2020) makes the point that it is the absence of pragmatics that causes misunderstandings. These skills would go some way towards alleviating the difficulties involved with crossing language barriers. At Masaryk, provided the demands of scheduling and syllabus allow sufficient time, students going on Erasmus should be encouraged to take advantage of the 'general English' language classes available through the university language centre. It is also worth pointing out that there is a dedicated 'study abroad' module available for students at Masaryk's Faculty of Education.

Classroom skills aside, institutions could also consider the issue of study extension. Having to extend studies to take part in Erasmus, or having to study home university subjects while on exchange (as can be the case at Masaryk), either for coursework or exams upon return, reduces the incentive to go on Erasmus.

Finally, given that the motivation of the participants was mostly for personal development through adventure, independence, and improving language abilities, perhaps more students can be encouraged to take part in the programme by raising awareness of the academic and employment benefits of studying abroad.

4.1 Future research

The participants who took part in this research completed research tasks soon after returning from the Erasmus programme and before they had started their next semester. Would they have given the same responses if the same information had been collected later, especially regarding their views of academic skills or abilities as social pedagogues developed while abroad? And what about the effects on their post-graduation lives? Bara has already changed her career plans; perhaps the others will too, given enough time to reflect on what they have learnt and achieved. A follow-up study conducted in the participants' academic future would answer these questions.

If the participants are to be employed in the Czech Republic, are Czech employers aware of the usefulness of international experience when hiring and do they consider it valuable? If we consider Johnson and Anderson's statement (2020, 153) that the value employers put on studying abroad depends on how the graduates themselves articulate the added value that overseas study has given them, then perhaps a more relevant question is: do students need to be taught how to better 'sell' their experience abroad as a positive for their employers? What is it about the character of those who study social pedagogy? Does the nature of the course attract a certain type of person, one that is more likely to take advantage of study abroad options? And not only that – but also able to break out of the 'Erasmus bubble' that many exchange students find themselves in? Tom said that he had more interaction with his host-nation classmates than with his fellow Erasmus participants, and on her internship, Bara sought more challenging activities after feeling unfulfilled by her assigned position.

5 Conclusion

This article reflected on the Erasmus experiences of three social pedagogy students from a Czech university. The small-scale study aimed to find out the motivations for going on Erasmus, any differences between the home and host institutions, and how the home university can better prepare students for study abroad.

The key motivators were a desire for independence and to improve language skills. Though these are worthy reasons to study abroad, there needs to be a university-wide effort at raising awareness of the benefits of the Erasmus programme, in order to attract students who are not so motivated by adventure and language learning. No significant differences between institutions were noted. The modules studied by the participants were similar in content to those studied at their home university. Regarding preparation, the paper suggested activities commonly found in English-language classrooms and how they could be used within other subjects.

Simple measures taken before and after study abroad will result in a better experience and wide-ranging benefits for students and institutions.

The study participants' experiences show that, most importantly, more investigation is required on the part of the student and Erasmus team at Masaryk to ensure that outgoing students meet the language requirements of the host university. At the same time, host universities must also make the language of instruction clear to potential students. Although there has been mixed opinion regarding the administration of Erasmus at Masaryk, it was pleasing to hear that the social education team were very supportive before and during the students' stay. Generally, however, the social education students' Erasmus experiences are largely in line with those of students from across the university.

In addition, teachers and faculties need to better exploit the experiences of those returning from Erasmus – tapping into new perspectives and skills to further develop teaching and opportunities. Hahn, Berg, and Korytářová (2017, p. 10) reported suggestions that potential Erasmus students should meet with students who are eligible to go on the programme; not only would this help prepare the outgoing students, it would also help dispel any myths surrounding the Erasmus process, and thus encourage more students to take part.

The study ended with more questions needing answers, and suggestions for future research – in particular, regarding the 'Erasmus effect' on students, as they complete their studies, and on their lives post-graduation.

References

Allen, H. W., & Herron, C. (2003). A mixed-methodology investigation of the linguistic and affective outcomes of summer study abroad. *Foreign Language Annals, 36*(3), 370–385. https://doi.org/10.1111/j.1944-9720.2003.tb02120.x

Cubillos, J. H., Chieffo, L., & Fan, C. (2008). The Impact of short-term study abroad programs on L2 listening comprehension skills. *Foreign Language Annals, 41*(1), 157–186. https://doi.org/10.1111/j.1944-9720.2008.tb03284.x

CZSO. (2018). *Foreigners: Number of foreigners.* Czech Office of Statistics. Retrieved from https://www.czso.cz/csu/cizinci/1-ciz_pocet_cizincu

De Wit, H., Hunter, F., Howard, L., & Egron-Polak, E. (2015). *Internationalisation of higher education*. Brussels: Policy department, directorate general for internal policies, european parliament. Retrieved from https://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU%282015%2954 0370_EN.pdf

Erasmus+. (2017). *Learning together: An introduction to Erasmus+ for the UK.* Retrived from https://issuu.com/futurekulture/docs/erasmus__learning_together_brochure

Erasmus+. (2018). *Number of outgoing students by target countries in 2014/2015 - 2017/2018.* Retrieved from https://www.naerasmusplus.cz/cz/mobilita-osob-vysokoskolske-vzdelavani/statistiky/

European Commission. (2019). *Erasmus+: a turning point in the lives of 5 million European students*. Retrieved from https://ec.europa.eu/commission/news/erasmus-turning-point-lives-5-million-european-students-2019-may-20-0_en

European Commission. (2020). *Erasmus+ Programme Guide*. Retrieved from https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2020_en

Hahn, M., Berg, K., & Korytářová, A. (2017). *Analýza potřeb studentů vyjíždějících na zahraniční pobyty přes CZS*. Brno: Masarykova univerzita.

Hernandez, T. A. (2010). Promoting speaking proficiency through motivation and interaction: The study-abroad and classroom learning contexts. *Foreign Language Annals, 43*(4), 650–670. https://doi.org/10.1111/j.1944-9720.2010.01107.x

Hrabinova, S., & Coufalova, S. (2015). *Dlouhodobý záměr Masarykovy univerzity na léta 2016–2020.* Brno: Masarykova univerzita. Retrieved from https://is.muni.cz/do/rect/strategie/ver/Dlouhodoby_zamer_MU_2016_2020.pdf

Hudzik, J. (2011). *Comprehensive Internationalization - from concept to action.* Washington, D.C: NAFSA: Association of International Educators.

Chircop, D. (2018). *Erasmus 2021-2027. The Union programme for education, training, youth and sport.* Brussels: European Parliamentary Research Service. Retrieved from https://www.europarl.europa.eu/RegData/etudes/BRIE/2018/628313/EPRS_BRI(2018)628313_EN.pdf

Johnson, M., & Anderson, C. (2020). The impact of education abroad on competency development. In R. Coelen & C. Gribble (Eds.), *Internationalization and Employability in Higher Education* (pp. 49–58). Oxon: Routledge.

Kehm, B. M. (2010). Quality in european higher education: The influence of the Bologna process, change. *The Magazine of Higher Learning*, 42(3), 40–46.

Knight, J. (2015). Updating the definition of internationalization. *International Higher Education,* (33), 2–3. https://doi.org/10.6017/ihe.2003.33.7391

Masaryk University. (2018). *Annual aktivity report 2018.* Retrieved from https://www.muni.cz/media/3169387/mu_vzoc_2018-en.pdf

Nada, C. I., & Araujo, H. C. (2019). Internationalisation of higher education: evidence from Portugal. *Studies in Higher Education, 44*(9), 1591–1604. https://doi.org/10.1080/03075079.2018.1458219

Robson, S. (2017). Internationalization at home: internationalizing the university experience of staff and students. *Educação, 40*(3), 368–374.

Roy, A., Newman, A., Ellenberger, T., & Pyman, A. (2019). Outcomes of international student mobility programs: a systematic review and agenda for future research. *Studies in Higher Education, 44*(9), 1630–1634. https://doi.org/10.1080/03075079.2018.1458222

Teachers Without Borders. (2020, January 25). *Frequently asked questions.* Retrieved from https://teacherswithoutborders.org/faqs/

Teichler, U. (2012). International student mobility in Europe in the context of the Bologna process. *Journal of International Education and Leadership, 7*(1), 34–49. https://doi.org/10.2304/rcie.2012.7.1.34

Chris Williams is a language teacher and doctoral candidate at the Faculty of Education, Masaryk University. His area of research is second language acquisition and he also has an interest in the internationalization of higher education.

Appendix 1

Study Abroad Experience questionnaire

1. Why did you go on Erasmus?

2. Why did you choose that university?

3. Think about how you studied at that university:
   - What courses/modules/subjects did you take?
   - Were there options there that you didn't have at Masaryk?
   - Was there much homework? What did you have to do?
   - What did your teachers expect from you?
   - What did you have to do in class – group projects, presentations, written essays, written reports, etc.
   - Was there a 'final assessment'? If yes, what was it? – grammar, vocabulary, essay, listening, reading, etc.

5. In terms of general academic skills, what did you learn? Or, what academic skills did you improve? (academic writing, research, etc.). More specifically, how did your course help you as a social pedagogy student?

6. How was studying social education the same as at Masaryk? How was it different? Did you dislike/like the differences? Why?

7. Think about your English-language skills. How did you cope with:
   - Reading/writing/speaking/listening
   - Class discussions
   - Working in groups
   - General conversation/interaction with your teachers and classmates

8. Think about your English lessons at Masaryk:
   - Did they prepare you for studying abroad?
   - What should future students do more/less of in their Masaryk English lessons to prepare for study abroad?

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 53–67, April 2020
https://doi.org/10.7441/soced.2020.08.01.03
ISSN 1805-8825

The relationship between psychological capital and academic performance of social work students

Adams Ogirima Onivehu

Abstract: The Nigerian society emphasizes the importance of academic achievement as a major yardstick for measuring students' ability and the effectiveness of the educational system. Thus, the academic performance of social work students has been the prime tool for admission into higher schools, employment and even the choice of future career. The present study investigated the relationship between psychological capital and academic performance of social work students in University of Ilorin, Ilorin, Nigeria. The descriptive survey research method of correlational type was adopted for the study. The study population consisted of all students in the Department of Social Work who were enrolled in the 2018-2019 academic year. The sample included 180 third and fourth year students, selected by simple random sampling. The research instrument for the collection of data was the Luthans's Psychological Capital Questionnaire (PCQ) and a pro forma. Three research questions were raised and one null hypothesis was formulated and tested. Data were subjected to frequency counts, percentage, correlation analysis and multiple regression. The results of this study showed that there is a significant positive relationship between the four factors of psychological capital (resilience, hope, optimism and self-efficacy) with academic performance. It was recommended that psychological capital should be incorporated into the social work curriculum in Nigerian universities so as to boost the level of students' performance in the social work programme.

Keywords: psychological capital, academic performance, social work students

Contact

University of Ilorin
Faculty of Education
P.M.B. 1515, Ilorin
Kwara State, Nigeria

✉ Correspondence:
adamsonivehu@gmail.com

Vztah mezi psychologickým kapitálem a akademickými výsledky u studentů sociální práce

Abstrakt: Nigerijská společnost klade důraz na akademické výsledky jako na měřítko schopností studentů a efektivitu vzdělávacího systému. Proto jsou akademické výsledky studentů sociální práce primárním nástrojem pro přijetí na vyšší stupně škol, do zaměstnání i pro výběr budoucího povolání. Předkládaná studie zkoumala vztah mezi psychologickým kapitálem a akademickými výsledky u studentů sociální práce na nigerijské University of Ilorin. Byla zde použita výzkumná metoda deskriptivního průzkumu korelačního typu. Průzkumným

vzorkem byli všichni studenti katedry sociální práce, kteří se zapsali pro školní rok 2018–2019. Vzorek obsahoval 180 studentů třetího a čtvrtého ročníků vybraných jednoduchým náhodným vzorkováním. Výzkumným nástrojem pro sběr dat byl Luthanův dotazník psychologického kapitálu (PCQ) a pro forma. Položeny byly tři výzkumné otázky a byla formulována a testována jedna nulová hypotéza. Data byla podrobena frekvenčním výpočtům, stanovení procenta, korelační analýze a mnohonásobné regresi. Výsledky této studie ukázaly, že existuje významný pozitivní vztah mezi čtyřmi faktory psychologického kapitálu (odolnost, naděje, optimismus a osobní výkonnost) a akademickými výsledky. Bylo doporučeno, aby byl psychologický kapitál začleněn do osnov oboru sociálních prací na nigerijských univerzitách za účelem zvýšení úrovně výkonu studentů v programu sociálních prací.

Klíčová slova: psychologický kapitál, akademické výsledky, studenti sociální práce

Introduction

The advent of 21 century has significantly changed the level of human development in Nigeria. Resultantly, Nigeria, which is undoubtedly the most populous black nation in the world has recorded significant improvements in various spheres, such as science and technology, medicine, literature, peace, human resource development, international co-operation and socio-economic development. Nonetheless, the spate of development in Nigeria is worrisomely below expectation due to a myriad of contemporary social problems such as terrorism, ethno-religious conflicts wars, internal displacement, massive corruption, human trafficking, electoral violence, kidnapping, child abuse, poverty, inequality, unemployment, drug abuse, cybercrime among others (Omilusi, 2016; Osemeke, 2011; Shuaibu, Salleh, & Shehu, 2015; Uzorma & Nwanegbo-Ben, 2014). In order to effectively address these social problems in Nigeria, there is no doubt that education has a great role to play. To this end, university education, which is a germane component of the Nigerian tertiary education system is key and as such, a plethora of academic programmes have been approved by the Nigerian Universities Commission (NUC) for various public and private universities that are spread across the length and breadth of Nigeria. This is in view of the fact that the theory and practice of most academic programmes which includes social work is tailored towards dealing with pressing societal issues (Kraimer & Altmeye, 2018).

Hence, social work students in Nigerian universities are exposed to various learning experiences that are designed to enable students acquire the requisite skills, knowledge and competence for the effective practice of social work in various areas such as personal and family development, community development, policy formulation and development, health promotion, law and social service and a host of others in the future (Uche, Uche, Eme, & Ebue, 2014). To this end, it goes without saying that the extent to which the diverse objectives of social work education are being achieved in Nigeria is primarily a function of the level of students' academic performance. However, the academic performance of social work students could be attributed to a complex interplay of some variables that might be personal, social, academic and institutional in nature (Adegunju, Onivehu, Odetunde, & Oyeniran, 2017; Bamidele & Bamidele, 2013; Onivehu, Adegunju, Ohawuiro. & Oyeniran, 2018; Onivehu & Ohawuiro, 2018).

Therefore, it is integral to understand the relationship between psychological factors or resources and the academic performance of social work students. In this sense, psychological capital is increasingly

being investigated as a prime determinant of students' academic performance. Thus, studies have revealed that the psychological capital components of hope, self-efficacy, optimism and resilience had a positive influence on the students' academic performance (Luthans, Luthans, & Jensen, 2012; Mwangi, Okatcha, Kinai, & Ireri, 2015; Vanno, Kaemkate, & Wongwanich, 2014). Therefore, this study focused on the relationship between psychological capital (self-efficacy, hope, optimism and resilience) and academic performance of social work students in University of Ilorin, Ilorin, Nigeria with a view to foster the success of the social work education programme in Nigerian universities.

1 The theoretical framework

The main focus of this section to explain some relevant concepts and theoretical underpinnings that are related to the focus of the study.

1.1 Concept of psychological capital

Psychological capital is a positive organizational behaviour construct that emanated from the field of positive psychology. Essentially, positive psychology stresses that the quality of our lives depends both on what we do and how we experience what we do. According to Carr (2004), it encompasses the psychological or mental state of an individual. Psychological capital is a broad term which defies a singular definition. Luthans, Youssef and Avolio (2007) defined psychological capital as an individual's positive state of development. Psychological capital entails having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; making positive attributions (optimism) about succeeding now and in the future; persevering toward goals and, when necessary, redirecting paths to goals in order to succeed when beset by problems and adversity (hope) and sustaining and bouncing back and even beyond (resilience) to attain success (Lunnbrg, 2010; Luthans et al., 2007). Furthermore, Luthans and Youssef-Morgan (2017) posited that PsyCap comprises of four psychological resources (hope, optimism, self-efficacy and resilience) which interacts in a systematic and synergetic manner. Similarly, Kutanis and Oruc (2014) opined that psychological capital refers to the external resources (optimism and resilience) and internal resources (self-efficacy and hope) required by a person to live a fulfilled and happy life.

1.2 Concept of hope

Hope is one component of PsyCap that is future oriented and considered to be multidimensional by most researchers. It is an affective variable that motivates action and affects the thoughts and behaviours of people. The conceptualization of hope construct is closely linked with Snyder, a clinical psychologist. Snyder et al. (1991) based their theory of hope on three key mental components, namely goals, willpower (agencies), and way power (pathways). Hope according to Snyder, Rand and Sigmon (2002) is described as a cognitive construct that is based on a reciprocally derived sense of successful goal-directed determination (agency) and planning (pathways) to meet the envisaged goals. Thus, hope theory begins with envisioning goals as a major component that influences human behavior (Snyder et al., 2002). It suggests that goals on their own do not produce behavior but people's outlook of themselves. Goals are understood as something that individuals want to obtain (such as an object) or attain (such as an accomplishment) (Badran & Youssef-Morgan, 2015).

Applying the concept of hope to the academic environment, the willpower (agency) enables learners to recognize and set goals that lead them to achieve intended performance outcomes (Luthans, Avey, & Patera, 2008). Likewise, when learners possess the ability to generate multiple pathways to attain goals and solve problems relating to academic performance, they become more aware of their environments (Snyder et al., 2002). Students with high hope benefit immensely academically. When such students are faced with challenging situations, they do not give up but rather maintain a positive outlook and expect a positive outcome. As a result of the positive outcome expected, the individual is motivated to forge ahead despite the setbacks (Santilli, Nota, Ginevra, & Soresi, 2014; Sharabi, Sade,

& Margalit, 2016). Also, as observed by Froman (2010) hopeful people persistently try to attain what they set out to accomplish even in difficult times and consequently find satisfaction when they eventually achieve their goals.

1.3 Concept of optimism

An optimist is generally viewed as a person who sees every cloud as possessing a silver lining and affirms that good will always come by him no matter the difficulties. Hayes and Weathington (2007) posited that optimism is a general expectation that the future will be good, as against pessimism which is the generalized expectancy that the future will be bad. In other words, an optimist generally wields a positive disposition when faced with challenges and expects events to turn out well at the tail end. Likewise, optimistic thinking motivates individuals to continually persist and work hard to find solutions irrespective of the odds. Optimism can be temperamental, that is, some people by nature are more positive about life, but at the same time it can also be learned with the right type of experiences. According to the concept of learned optimism, proposed by Seligman (1991), optimism can be enhanced in an individual by the selection of achievable goals.

Optimism has numerous benefits. Firstly, optimism has the natural tendency of promoting positive mood, and this in turn helps to ward off depression and anxiety in people. Secondly, optimism also encourages greater persistence in the face of obstacles, which consequently result in greater success. Moreover, Kleumper, Little and DeGroot (2009) from their investigation on the effects of optimism realized that it predicted to a large extent how students perform in a given task and their committal level in seeing that the task is well performed. Also, there is evidence that optimistic people actually look healthier than pessimistic people (Thomson, Schonert-Reichl, & Oberle, 2015).Extant literature indicates that higher levels of optimism facilitated the way students in having more positive expectations of outcomes in the academic environment (Kapikiran, 2012; McIntosh, Stern, & Ferguson, 2004). Hence, students who take an optimistic approach to difficult situations will be better able to adjust and overcome challenges that accompany distant education, because their positive expectations will help them react better and give in their optimum best to realize academic gain despite the setbacks.

1.4 Concept of self-efficacy

The etiology of the concept of self-efficacy could be traced to the pionerring work carried out by Albert Bandura, which resulted in the formation of the socio-cognitive theory of human behavior. As a high-order construct of PsyCap (Luthans, Avolio, Avey, & Norman, 2007) with a state-like structure, this PsyCap asset can be developed in learners. Self-efficacy can be defined according to Bandura's social cognitive theory as self confidence in being able to perform specific tasks successfully or meet the challenges that may arise. It is seen as an enthusiastic and independent concept closely linked with work-related performance (Luthans, Luthans, & Luthans, 2004). Stajkovic and Luthans (1998) defined self-efficacy as the personal confidence an individual has on his or her ability to maximally mobilize motivation, cognitive resources or courses of action in order to successfully complete a specific task. Adeyemo and Agokei (2010) described the self efficacy as an individual's belief in his/ her ability to perform successfully in a given course. It therefore follows that academic self-efficacy refers to a learner's effort and persistence that brings about achievement. In lieu of this, cognitive sources, motivation and the form of behaviour necessary to succeed in the given task must be mobilized and harnessed accordingly by learners (Luthans et al., 2007). This is pertinent because a learner's level of self-efficacy governs the amount of effort he/she will put in to complete a task even when faced with unexpected impediments (Ogunmakin & Akomolafe, 2013; Ouweneel, Le Blanc, & Schaufeli, 2012). Bandura (1997) classified self-efficacy ashigh and low. Thus, students with low self-efficacy are generally considered to be academically at risk (Ofole & Okopi, 2012).

1.5 Concept of resilience

Most researchers view resilience as a multifaceted and strength-based construct that focuses on providing protective factors that enhance success in individuals (Schunk & Zimmerman, 2008; Luthar, Lyman, & Crossman, 2014). The American Psychological Association (2017) defined resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress such as family and relationship problems, serious health problems, or workplace and financial stressors. Likewise, resilience is a broad set of cognitive, behavioural and emotional responses to acute or severe adversities which might be usual or unusual in nature. Luthans (2002) also opined that resilience is a positive psychological capacity that enables a person to rebound or bounce back from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility. In other words, resilient individuals forge ahead even after encountering strong oppositions or events such as personal adversity, conflict and/ or set backs. Consequently, resilience is essentially based on the strength of the individual and his or her coping resources to successfully resolve and/or manage challenging situations (Baumgardner & Crothers, 2010).

Martin and Marsh (2009) also pointed out that resilience could also be viewed as a student's capacity to overcome acute or chronic adversities that are seen as major setbacks in the pursuit of academic goals. For instance, social work students might be faced with work pressures, time constraints, stressful and other negative factors. These setbacks might negatively affect the academic performance of social work students. Thus, the students' capability to overcome these academic setbacks, stress and other forms of challenges associated with university life by implementing internal and external protective factors is a function of resilience (Mwangi et al., 2015). Examples of such protective factors include cognitive abilities, temperament, positive self-image, emotional stability and sense of humour (Karmalkar & Vaidya, 2018; Peterson, Luthans, Avolio, Walumbwa, & Zhang, 2011). Specifically, internal protective factors mostly encompass the personality or dispositional attributes of the individual while external protective factors are majorly attributes that are subsequently developed by individuals and supports from people around them (Rahat & Ihan, 2016).

Youssef and Luthans (2007) also differentiated resilience from other psychological capital components by arguing that resilience is both reactive and proactive in nature. By reactivity, it means the potential destructive impact that setbacks, traumas, and even positive but overwhelming events have on even the most hopeful and optimistic individuals cannot be whisked away. Rather resilience encourages individuals to recognize and acknowledge such impact and provides time, energy and resource investment for the individual to recuperate, rebound and return to a balanced point. Proactively, resilience also allows individuals to use setbacks as 'springboards' or opportunities to foster growth beyond that balance point.

1.6 Psychological capital and students' academic performance

Extant literature is replete with a plethora of studies on the relationship between psychological capital and students' academic performance. For instance, Luthans et al. (2012) found a significant and predictive relationship between the PsyCap of undergraduate business students and GPA results explaining 7% of the variance. Vitanya, Wannee and Suwimon (2014) investigated the relationship between academic performance, perceived group PsyCap, and individual PsyCap of Thai undergraduate students and found that academic performance has positive direct effect on students' PsyCap. Feldman and Kubota (2015) investigated the relationship among hope, self-efficacy, optimism and academic achievement and found that hope predicted academic-specific hope and academic self-efficacy, both of which then predicted GPA. Likewise, Saeed and Murad (2015) examined the relationship between psychological capital, educational self-regulatory and intelligence beliefs with students' academic performance in the University of Applied Sciences in Abdanan County, Iran and found that between psychological capital, educational self-regulatory and intelligence beliefs with students' academic performance in University of Applied Sciences of Abdanan County and found that

there is a significant positive relationship between the four subscales of psychological capital (hope, resilience, optimism and self-efficacy) with academic performance.

2 Methodology

The research design employed in this study was a correlation study. The study population for the study comprised all social work students in University of Ilorin, Ilorin, Nigeria while the target population was all 215 third and fourth year students. The sample included 180 third and fourth year students, selected by simple random sampling. The decision to choose third and fourth year students was due to the fact that they are nearing the point of graduation. The respondents were randomly selected across the academic levels totaling 180 students for this study. The instrument used in this study was a self-developed questionnaire which consisted of three sections (A, B and C). Section A elicited students biographic information. Section B contained a pro forma that was used to collect students' Grade Point Average (GPA). Section C elicited information on the psychological capital of the respondents. The items in the section were 24 which were adapted from Luthans et al. (2012) Academic Psychological Capital Scale. Specifically, the scale consists of Hope: items 7, 8, 9, 10, 11, 12; Efficacy: items 1, 2, 3, 4, 5, 6; Resilience: items 13R, 14, 15, 16, 17, 18; and Optimism: items 19, 20R, 21, 22, 23R, 24. Sample items on the A-PCS include: 1. " I feel confident analyzing a long-term problem to find a solution concerning my studies"; 2." I feel confident in representing my ideas concerning my group work in the classroom". Section C was patterned in Likert scale format of Strongly Agree (SA) = 6 points, Agree (A) = 5 points, Somewhat Agree (SWA) = 4 points, Somewhat Disagree (SWD) = 3 point, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. Thus, respondents who scored 24-71 points were considered as having a low level of psychological capital, the respondents who scored 72-96 points were adjudged to have an average level of psychological capital while respondents who scored 97-144 were taken as social work students with a high level of psychological capital.

The current CGPA of respondents were collected and scored as follows; high academic performance = 3.5 – 5.0 average academic performance = 2.5 – 3.49 and low academic performance = 1.5 – 2.49. The validity of the scale was determined by using face and content validity where five experts in the Faculty of Education were required to assess the items on the scale before their application to this study. To ascertain the reliability of the scale, a pilot study was carried out on a random sample of 20 undergrduates (10 males and 10 females) from the Faculty of Education, University of Ilorin. This sample was not included in the main study. Thus, the reliability of the instrument was ascertained using test re-test method. Specifically, the internal consistency of the for each of the dimensions was: hope (.62); self-efficacy (.65); resilience (.60); and optimism (.61). Finally, the Cronbach's Alpha reliability coefficient of .67 was obtained for all dimensions, which is slightly above the thereshold of .60, which is considered as a limit of acceptable reliability. Thus, the scale was found to be moderately reliable to be used for the present study. Data were subjected to frequency counts, percentage, correlation analysis and multiple regression.

2.1 Research questions and hypothese

The main aim of this study is to investigate the relationship between psychological capital and academic performance of social work students in University of Ilorin, Nigeria. Specifically, the study was guided by the following research questions:

RQ1: What is the level of psychological capital of social work students in University of Ilorin, Ilorin, Nigeria?

RQ2: What is the level of academic performance of social work students in University of Ilorin, Ilorin, Nigeria?

RQ3: What is the relationship among hope, optimism, self-efficacy, resilience and academic performance among social work students in University of Ilorin, Nigeria?

The hypothesis tested withinn this study is as follows:

H1: Hope, optimism, self-efficacy and resilience influence academic performance of social work students in University of Ilorin, Ilorin, Nigeria.

3 Results

Table 1 shows respondents' gender, out of 180 respondents that were sampled, 85 (47.22%) of the respondents were males while 95 (52.78%) were females. Table 1 also indicates that 100 (55.56%) of the respondents are third year students while 80 (44.44%) of the respondents are fourth year students. From Table 1, it could be deduced that male social work students and their female counterparts in University of Ilorin, Ilorin, Nigeria participated in the study. Similarly, Table 1 indicates that third year students and their counterparts in the fourth year participated in the study. On the whole, it could be concluded that this sample fairly represents a cross-section of social work students in the University of Ilorin, Ilorin, Nigeria.

Table 1
Demographic distribution of respondents by gender and academic level

Variable		Frequency	Percentage (%)
Gender	Male	85	47.22
	Female	95	52.78
Academic Level	Third year of study	100	55.56
	Fourth year of study	80	44.44

RQ1: What is the level of psychological capital of social work students in University of Ilorin, Ilorin, Nigeria?

Table 2 shows that 108 (60.00%) of the respondents rated themselves within the high level of psychological capital, 47 (26.11%) of the respondents had average levels of psychological capital while 25 (13.39%) of the respondents had low levels of psychological capital. Thus, it could be inferred from Table 2, that about 86.11 % of the respodents had a moderate level of psychological capital. This finding might be attributed to the importance of a moderate level of hope, optimism, self-efficacy and resilience in an academic environment that is characterised by several academic stressors and challenges. For instance, social work students in the University of Ilorin require a moderate level of hope, optimism, self-efficacy and resilence to stay motivated and focused in their academic pursuit for four years. Furthermore, the level of psychological capital among social work students in the University of Ilorin could be as a result of the supportive roles of lecturers, staff advisers, level advisers, Student Union executives, religious organizations, the Students Affairs Unit and the University's Counselling and Human Development Centre, as well as the social support of family members, intimate partners, classmates, hostel mates and significant others in the university community.

Table 2
Distribution of respondents by levels of psychological capital

Variable		Frequency	Percentage (%)
Levels of psychological capital	High	108	60.00
	Average	47	26.11
	Low	25	13.89

RQ2: What is the level of academic performance of social work students in University of Ilorin, Ilorin, Nigeria?

Table 3 presents the level of academic performance of social work students in University of Ilorin, Nigeria. Hence, 94 (52.22%) of the respondents were categorized as being high in academic performance, 56 (31.11%) of the respondents were categorized as being average in academic performance while 30 (16.67%) of the respondents were categorized as being low in academic performance. The results presented in Table 3 could be attributed to the importance attached to a high level of academic performance in the Nigerian university system. Given that this set of respodents are third and fourth year students nearing the point of graduation, it would be expected that all efforts would be put in place by such students in order to graduate with a good CGPA or a high class of degree that would be appreciated by the employers of labour in a highly competitive labour market. Nonethless, it should noted that the level of academic performnance of the respodents was collected through a self-report, and as such it might be possible that some of the respondents were biased in their responses with regards to the level of academic performnance.

Table 3
Distribution of respondents by levels of academic performance

Variable		Frequency	Percentage (%)
Levels of academic performance	High	94	52.22
	Average	56	31.11
	Low	30	16.67

RQ3: What is the relationship among hope, optimism, self-efficacy, resilience and academic performance among social work students in University of Ilorin Ilorin, Nigeria?

Table 4 indicates the relationship among hope, optimism, self-efficacy and academic performance of social work students in University of Ilorin. There was a significant positive correlation between academic performance and all of the predictor variables (hope, optimism, self-efficacy and resilience) with the exception of self-efficacy which was negatively correlated with academic performance. Likewise, self-efficacy had a negative correlation with all of the other predictor variables, which in turn had a positive correlation with each other. Table 4 also indicates the descriptive statistics for the relationship among the variables in the present study. Thus, the highest mean was observed in the self-efficacy scores (M = 16.73), whereas the lowest mean was found in the optimism scores (M = 9.53). In a like manner, the standard deviation score of 3.01 of self-efficacy scores was the highest while optimism scores had the least standard deviation of 2.02.

This finding implies that the mean difference was in favour of the social work students with a high level of self efficacy, with higher scores indicating that social work students in the University of Ilorin are confident and motivated enough to harness cognitive resources in order to successfully carry out several academic-related tasks such assignments, field works, personal study, tests and examinations. Thus, the general and academic self-efficacy of social work students in University of Ilorin should be enhanced through effective psychosocial interventions and programmes.

Table 4
Correlation matrix for the relationship among hope, optimism, self-efficacy, resilience and academic performance among social work students in University of Ilorin

Variable	1	1	3	4	5
1. Academic Performance	1				
2. Hope	.74**	1			
3. Optimism	.42**	.48**	1		
4. Self-efficacy	-.57**	-.75**	-.43**	1	
5. Resilience	.28**	.23**	-.26**	-.33**	1
Mean	17.22	10.34	9.53	16.73	10.57
SD	3.23	2.05	2.02	3.01	2.08

Note: ** = Significance at p < .01

H1: Hope, optimism, self-efficacy and resilience influence academic performance of social work students in University of Ilorin, Ilorin, Nigeria.

Table 5 indicates that the calculated F-value is 68.35 with significant probability value of .000 which is less than alpha value of .05. Since the probability value is lesser than the alpha value, the null hypothesis was rejected. By implication, hope, optimism, self-efficacy and resilience can predict academic performance of social work students in University of Ilorin. To examine the contributions of the independent variables (hope, optimism, self-efficacy and resilience) to the model (academic performance), R-square was computed and the output reveals thus:

Table 5
Regression analysis of tested hypothesis

Model	Sum of squares	Df	Mean squares	Calculated F-value	Sig.	Decision
Regression	3736.021	4	3427.015			
Residual	1556.623	175	43.140			Rejected
Total	5292.644	179		68.35*	.000	

Notes: Critical level of sig. = .05; Independent variables: Hope, optimism, self-efficacy and resilience; Dependent variable: Academic performance

Table 6 revealed that the independent variables (hope, optimism, self-efficacy and resilience) together explain R-square .360 representing 36.0 % of the variance in the academic performance of social work students, which is highly significant as also indicated by the F-value (68.35). By implication, 64.0 % of the total variance of the dependent variable (academic performance) was not accounted for by the combination of the four independent variables (hope, optimism, self-efficay and resilience). In other words, it is possible that there are some other salient factors apart from psychological capital that could influence the academic performnance of social work studnets in the University of Ilorin. For instance, Ilorin is the capital city of Kwara State, Nigeria. Hence, social work students in the University of Ilorin have access to various social activities in a broad spectrum of entertainment spots, night clubs, sports betting centres and football viewing centres that are located within and outside the school environment. More so, it is possible that the phenomenon of multitasking with various mobile devices such as Smartphones, Tablet Pcs and Laptops for non-academic purposes during study or lecture periods could be responsible for the reported level of academic performance among social work students. Thus, some of these offline and online social activies might distract some students from focusing on their studies, thereby influencing the level of students‘ academic performance. Furthermore, other factors that might influence the academic performnance of social work students might include psychosocial variables such as achievement motivation, emotional intelligegence, self-esteem, locus of control, subjective wellbeing as well as home-related factors such socio-economc status and family type.

Table 6
Contributions of the independent variables on the dependent variable

Model summary*	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	45.372	.444		73.128	.000
Hope	5.350	.736	.721	8.420	.000
Optimism	.0624	.672	.591	7.371	.000
Self-Efficacy	.115	.050	.312	3.285	.004
Resilience	.051	.68	.530	4.034	.000

Note: * Multiple R = .549; Multiple R^2 = .360; Multiple R^2 (adjusted) = .216; Standard error estimate= .621.

In order to examine the contributions of each of the independent variables, Beta weight were computed and output revealed that hope contributed beta weight of 5.350 and .721. It is followed by optimism which contributed Beta weight of .624 and .591. Likewise, the Beta weight of self-efficacy was .115 and .312 while the Beta weight of reslinece was .051 and .530 respectively. This implies that hope is the most significant of all the independent variables that contributed more to dependent variable (academic performance). In a like manner, optimism, resilience and self-efficacy contributed in various dimensions to the academic performance of social work students in University of Ilorin. Nonetheless, self-efficacy contributed less to the dependent variable (academic performance).

4 Discussion

Extant literature has focused on the relationship between psychological capital and academic performance in other countries as well in other academic disciplines, however, little is known about the relationship between psychological capital and academic performance of social work students in the University of Ilorin, Ilorin, Nigeria. Hence, the research aimed to determine the relationship between psychological capital and academic performance of social work students in the University of Ilorin, Ilorin, Nigeria. Based on the research questions answered and hypothesis tested, it was revealed that the psychological capital of social work students in the University of Ilorin was moderate. This could be attributed to the data obtained from the field that the students sampled had 60% high psychological capital. In the same vein, they had 52.22% high level of academic performance. This finding is in agreement with Saeed and Murad (2015) who observed that relationship there is a significant positive relationship between psychological capital (hope, resilience, optimism and self-efficacy) and academic performance of students in the University of Applied Sciences in Abdanan County, Iran. Similarly, this finding is in support of Feldman and Kubota (2015) who found that hope and academic self-efficacy significantly predicted students' GPA. Supporting this finding, Luthans, Luthans and Jensen (2012) found a significant and predictive relationship between the psychological capital and the Grade Point Average (GPA) of undergraduate business students. Furthermore, the findings indicated that hope is the most significant predictor of academic performance among social work students in the University of Ilorin. This finding could be attributed to the findings of some studies which indicates that students with a high level of hope tend to expect positive outcomes from challenging situations in the academic environment (Santilli et al., 2014; Sharabi et al., 2016).

The results indicated that there is a significant positive relationship between psychological capital (resilience, hope, optimism and self-efficacy) and academic performance of social work students.

5 Conclusion

Based on the data collected, analyzed and interpreted, it could be concluded that social work students in the University of Ilorin had 108 (60%)of the social work students in University of Ilorin had a high level of psychological capital while 94 (52.22%) of the respodents had above average level of academic performance. It is the submission of the researcher based on the data collected, analyzed and interpreted that psychological capital is a good determinant of academic performance among social work students in the University of Ilorin. In the course of this study, it is also ascribed that hope as a sub-component of psychological capital influenced students' academic performance by contributing significantly to the academic performance of social work students in the University of Ilorin.

5.1 Recommendations

Since psychological capital had a positive significant relationship with the academic performance of social work students in the University of Ilorin, the following recommendations are proffered:

1. Curriculum experts could develop and integrate psychological capital in university education curriculum especially social work education.
2. Newly admitted social work students should be give orientation on how to integrate the concept of psychological capital into their day to day activities so as to enhance high level of academic performance among social work students.
3. There should be periodical sensitization workshops/seminars for university administrators, lecturers and social work students in an attempt to manage and improve psychological capital of social work students.

5.2 Limitations of the study

It is important to note some limitations of the present study. First, the present study was cross-sectional, thereby limiting the ability of the researcher to determine causality or temporality. Thus, it would be helpful for future studies to test the relationship between psychological capital and academic performance of social work students by using causal or prospective designs.

Secondly, the reliability of the scale used for the present study seems to be too low in relation to what is obtainable in some similar studies in developed countries. The relatively low reliability of the scale might indicate some measure of imperfection that could be attributed to the specificity of the students used for the pilot study. Thus, future studies should endeavour to use a more reliable scale or develop a culturally sensitive scale that would be peculiar to the Nigerian environment.

The third limitation of this study, concerns its sample, which consists of social work students from a Federal University in North-Central Nigeria. It is unknown to what extent the results would generalize to other groups such as graduate social work students or social work students in the State and private universities in other geo-political zones of Nigeria. A last limitation is that the GPA of the students was obtained through self-report, which potentially introduce social desirability bias. Nonetheless, the present study offers a germane evidence of the relationship between psychological capital and academic performance of social work students in Nigeria.

Acknowledgments
I would like to thank the many students who participated in the study. I am also grateful to the anonymous reviewers of the work for your insightful suggestions and corrections.

References

Adegunju, K. A., Onivehu, A. O., Odetunde, O. A., & Oyeniran, B. J. (2017). Cognitive and psychosocial predictors of Academic Achievement among pre-service teachers in University of Ilorin, Ilorin, Nigeria. *Asia Pacific Journal of Multidisciplinary Research, 5*(3), 84–92.

Adeyemo, D. A., & Agokei, R. C. (2010). The moderating effects of mindfulness on the link between counseling self-efficacy and counseling effectiveness among pre-practical trainees in some Nigerian universities. *Journal of Applied Psychology, 12*(1), 1–18.

American Psychological Association. (2017). *The road to resilience*. Retrieved from http://www.apa.org/helpcenter/road-resilience.aspx

Badran, A. M., & Youssef-Morgan, C. M. (2015). Psychological capital and job satisfaction in Egypt. *Journal of Managerial Psychology*, *30*(3), 354–370.

Bamidele M., & Bamidele, A. (2013). Influence of Cognitive performance on mathematics student's level of achievement. *International Researcher, 2*(1), 142–150

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Baumgardner, S. R., & Crothers, M. K. (2010). *Positive psychology*. New Jersey: Pearson Education.

Carr, A. (2004). *Positive psychology: The science of happiness and human strengths.* New York: Routledge.

Feldman, D. B., & Kubota, M. (2015). Hope, self-efficacy, optimism, and academic achievement: distinguishing constructs and levels of specificity in predicting college grade-point average. *Learning and Individual Differences*, *37*, 210–216. https://doi.org/10.1016/j.lindif.2014.11.022

Froman, L. (2010). Positive psychology in the workplace. *Journal of Adult Development, 17*(2), 59–69.

Hayes, C. T., & Weathington, B. L. (2007). Optimism, stress, life satisfaction and job burnout in restaurant managers. *Journal of Psychology,* 141(6), 565-79. https://doi.org/10.3200/JRLP.141.6.565-580

Kapikiran, N. A. (2012). Positive and negative affectivity as mediator and moderator of the relationship between optimism and life satisfaction in Turkish university students. *Social Indicators Research*, *106*(2), 333–345.

Karmalkar, S. J., & Vaidya, A. (2018). Resilience of rural-to-urban migrant adolescents: The role of gender and socio-economic status. *Indian Journal of Health and Wellbeing*, *9*(1), 101–105.

Kleumper, D. K., Little, L. M., & DeGroot, T. (2009). State or trait: effects of state optimism on job-related. *Journal of Organizational Behavior*, 30, 209–231. https://doi.org/10.1002/job.591

Kraimer, K., & Altmeye, L. (2018). The relationship between social work and social pedagogy – Similarities in theory and profession from a German perspective. *Sociální pedagogika | Social Education*, *4*(1), 25–37. https://doi.org/10.7441/soced.2016.04.01.02

Kutanis, R. O., & Oruc, E. (2014). A theoretical investigation on positive organizational behavior and positive psychological capital. *The Journal of Happiness & Well-Being, 2*(2), 145–159.

Lunnbrg, F. (2010). Efficacy at work: Implications for motivation and performance. *Journal of Auto Industry*, *16*(175), 32–35.

Luthans, B. C., Luthans, K. W., & Jensen, S. M. (2012). The impact of business school students' psychological on academic performance. *Journal of Education for Business, 87*(5), 253–259.

Luthans, F. (2002). Positive organizational behavior: Developing and managing psychological strengths. *The Academy of Management Executive, 16*(1), 57–72.

Luthans, F., & Youssef-Morgan, C. (2017). Psychological capital: an evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior, 4*, 339–366. https://doi.org/10.1146/annurev-orgpsych-032516-113324

Luthans, F., Avey, J. B., & Patera, J. L. (2008). Experimental analysis of a web-based training intervention to develop positive psychological capital. *Academy of Management Learning & Education, 7*(2), 209–221.

Luthans, F., Avolio, B., Avey, J., & Norman, S. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology, 60*(3), 541–572.

Luthans, F., Luthans, K. W., & Luthans, B. C. (2004). Positive psychological capital: Beyond human and social capital. *Business Horizons*, *47*(1), 45–50.

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital*. New York: Oxford University.

Luthar, S., Lyman, E. L., & Crossman, E. J. (2014). Resilience and positive psychology. In M. Lewis & K. D. Rudolph (Eds)., *Handbook of Developmental Psychopathology: Third Edition* (pp. 125–140). New York: Springer US. https://doi.org/10.1007/978-1-4614-9608-3_7

Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxford Review of Education, 35*(3), 353–370.

McIntosh, B. J., Stern, M., & Ferguson, K. S. (2004). Optimism, coping and psychological distress: Maternal reactions to NICU hospitalization. *Children's Health Care, 33*(1), 59–76.

Mwangi, C. N., Okatcha, F. M., Kinai, T. K., & Ireri, A. M. (2015). Relationship between academic resilience and academic achievement among secondary school students in Kiamba County, Kenya. *International Journal of School and Cognitive Psychology, 2*(3), 1–5. https://doi.org/10.4172/2469-9837.S2-003

Ofole, N. M., & Okopi, F. (2012). Therapeutic effect of rational emotive behaviour therapy in fostering self-efficacy amongst academically-at-risk-learners in National Open University of Nigeria. *Global Advanced Research Journal of Educational Research and Reviews, 1*(9), 211–218.

Ogunmakin, A. O., & Akomolafe, M. J. (2013). Academic Self-efficacy, locus of control and academic performance of secondary school students in ondo state, Nigeria. *Mediterranean Journal of Social Science*, *4*(11), 570–576.

Omilusi, M. (2016). The multi-dimensional impacts of insurgency and armed conflicts in Nigeria. *Asian Journal of Social Sciences, Arts and Humanities, 4*(2), 29–39.

Onivehu, A. O., & Ohawuiro, O. E. (2018). Effect of powerpoint presentation on students' cognitive achievement in geography. *Romanian Review of Geographical Education, 7*(1), 46–60.

Onivehu, A. O., Adegunju, K. A., Ohawuiro, O. E., & Oyeniran, K. A. (2018). The relationship among information communication technology utilization, self-regulated learning and academic performance of prospective teachers. *Acta Didactica Napocensia, 10*(4), 21–32.

Osemeke, M. (2011). Corruption and fraudulent practices by career civil servants and political appointees in Nigeria: The forms, causes and implications. *Benin Journal of Social Sciences*, *19*(2), 180–189.

Ouweneel, E., Le Blanc, P. M., & Schaufeli, W. (2012). Don't leave your heart at home: Gain cycles of positive emotions, resources, and engagement at work. *CareerDevelopment International*, *17*(6), 537–556.

Peterson, S. J., Luthans, F., Avolio, B. J., Walumbwa, F. O., & Zhang, Z. (2011). Psychological capital and employee performance: Latent growth modeling approach. *Personnel Psychology*, *64*(1), 427–450.

Rahat, E., & lhan, T. (2016). Coping styles, social support, relational self-construal, and resilience in predicting students' adjustment to university life. *Educational Sciences: Theory and Practice*, *16*(1), 187–208. https://doi.org/10.12738/estp.2016.1.0058

Saeed, S., & Murand, S. (2015). The relationship between psychological capital, educational self-regulatory and intelligence beliefs with students' academic performance in the University of Applied Sciences in Abdanan County. *European Online Journal of Natural and Social Sciences*, *4*(1), 1705–1713.

Santilli, S., Nota, L., Ginevra, M. C., & Soresi, S. (2014). Career adaptability, hope and life satisfaction in workers with intellectual disability. *Journal of Vocational Behavior*, *85*(1), 67–74. https://doi.org/10.1016/j.jvb.2014.02.011

Seligman, M. (1991). *Learned optimism*. New York, NY: Pocket Books.

Sharabi, A., Sade, S., & Margalit, M. (2016). Virtual connections, personal resources, loneliness, and academic self-efficacy among college students with and without LD. *European Journal of Special Needs Education, 31*(3), 376–390. https://doi.org/10.1080/08856257.2016.1141542

Shuaibu, S. S., Salleh, M. A., & Shehu, A. Y. (2015). The impact of *Boko Haram* insurgency on Nigerian national security. *International Journal of Academic Research in Business and Social Sciences, 5*(6), 254–266.

Schunk, D. H., & Zimmerman, B. J. (2008). *Motivation and self-regulated learning: Theory, research and applications*. New York: LEA.

Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L. R., Gibb, J., Langelle, C., & Harney, P. (1991). The will and ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology, 60*(4), 570–585.

Snyder, C. R., Rand, K. L., & Sigmon, D. R. (2002). Hope theory. In C. R. Snyder & S. Lopez (Eds.), *Handbook of positive psychology* (257–276). Oxford, UK: Oxford University Press.

Stajkovic, A. D., & Luthans, F. (1998). Self efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, *124*, 240–261.

Thomson, K., Schonert-Reichl, K., & Oberle, I. (2015). Optimism in early adolescence: Relations to individual characteristics and ecological assets in families, schools, and neighborhoods. *Journal of Happiness Studies*, *16*(4), 889–913.

Uche, O. A., Uche, I. B., Eme, O. I., & Ebue, M. O. (2014). Critical Appraisal of the relevance of field work practice in social work education in Nigeria. *Mediterranean Journal of Social Sciences, 5*(27), 1328–1334. https://doi.org/10.5901/mjss.2014.v5n27p1328

Uzorma, P. N., & Nwanegbo-Ben, J. (2014). Challenges of hostage-taking and kidnapping in the South-eastern Nigeria. *International Journal of Research in Humanities, Arts and Literature, 2*(6), 131–142.

Vanno, V., Kaemkate, W., & Wongwanich, S. (2014). Relationships between academic performance, perceived group psychological capital and positive psychological capital of Thai undergraduate students. *Procedia - Social and Behavioral Sciences, 116*, 3226–3230. https://doi.org/10.1016/j.sbspro.2014.01.73

Vitanya, V., Wanee, K., & Suwimon, W. (2014). Relationships between academic performance, perceived group psychological capital, and positive psychological capital of Thai undergraduate students. *Procedia - Social and Behavioural Sciences, 116,* 3226–3230.

Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace the impact of hope, optimism, and resilience. *Journal of Management*, *33*(5), 774–800.

Adams Ogirima Onivehu is a postgraduate researcher in the Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria, where he specializes in the field of Educational Psychology. His diverse background and field experience in the fields of Educational Technology and Psychology, along with a gnawing curiosity, have resulted in a series of interdisciplinary research interests, which is reflected in several articles published by national and international outlets. He has attended many national and international conferences.

Sociální pedagogika | Social Education 68
volume 8, issue 1, pp. 68–76, April 2020
ISSN 1805-8825

Paper

What if Comenius had stayed home?

Michal Černý

The phenomenon of internationalization is almost inseparably connected with the existence of universities. But this connection is still complicated. These were universities that had counted on mobility and firm internationalization since the Middle Ages, and which strongly supported male religious orders (especially Franciscans, Dominicans and, in the modern period, Jesuits). The quality of education was directly related to the ability of the university to function in a more cultural environment of intense exchange. It was the universities that built the phenomenon of humanism in the modern sense.

At the same time, from the very beginning of their existence, we can also see the present danger of inevitable closure and segregation. In the example of the Czech university (now Charles University), this struggle with diversity and openness can be seen primarily in two historical moments. The first is the edition of the Decree of Kutná Hora in 1409. Thanks to it, the university became truly "Czech", which meant putting the university in a provincial state and leaving a large number of students and teachers of "foreign" origin to relocate to Leipzig and other foreign universities (Nodl, 2009). The importance of the university was not restored until around 1654, which meant that it took nearly 250 years to heal the wound.

This is a time in which internationalization is predominant. It is not so important to earn a degree but rather to gain international experience, linking ideas and experiences from different parts of Europe – gain experience. For example, Nicolaus Copernicus worked at the Jagiellonian University in Poland, Bologna, Padua and Ferra. Nowhere did he finish his studies. This was not about his inability to complete his education – this approach to studying, emphasizing the experience of diversity, ends at the turn of the 15th and 16th centuries.

Charles University's second isolation disaster occurred in 1882, when the university was divided into Czech and German parts. The result was a lower quality of both newly established universities (although the Czech university was much worse off) and, above all, lower overall access to modern science and current trends. It is no coincidence that the German (international) part at this time included personalities such as Albert Einstein, Ernst Mach, Christian Doppler and Tomáš Garrigue Masaryk. The Czech part was financially and personally weak (because this part of the university was lacking in prestige) (Dvořák, 2016; Úlehla, 1988).

It seems that somewhere in the DNA of the university, there is a need for internationality and interconnection. This is a prerequisite for the quality of education. Still, it is regularly associated with the idea that inboarding is not an appropriate form of cultivation of quality personalities, and that quality is not guaranteed by nationality and language homogeneity, but by heterogeneity.

So what is so tempting about the closure of universities that they are subject to this activity? We believe that this is a combination of fear of open competition and loss of security; the inability to work bravely, and perhaps particular thoughts, limit what we do. On the whole, it does not matter whether these feelings are manifested by stubbornness in the international curriculum or by insisting on absolute "field purity". I believe that this is a specific manifestation of nationalism (Šíp, 2019), seeking simple answers in a complex world without having to work and leave the comfort zone.

In this study, I will work with the term "internationalization of the curriculum" as defined by Betty Lask (de Wit & Leask 2015; Leask, 2015): learning outcomes, assessment tasks, teaching methods and support services of a study program. Josef Mestenhauser emphasizes that "the most common

approach to internationalization is to add information to the existing curriculum" (Paige & Mestenahuser, 1999, p. 502). But merely adding "something" to the curriculum is not enough. The process of internationalization is connected with a more significant change in the whole knowledge environment.

I use the term "international curriculum" for the final stage of the curriculum, as a certain ideal that has not yet been achieved in education, but to which we are heading. We see the same difference, for example, in the commonly used term "learning society". However, this term is also commonly used to refer to specific courses or educational products for internationalization.

Small-scale research about internationalization

In the autumn semester of 2019, I taught, along with several of my colleagues, a course designed for all students of the Faculty of Arts of Masaryk University (as compulsory elective course), which students from other faculties could enroll in. Of the total number of 106 persons, four were from the Faculty of Informatics, one from the Faculty of Medicine, Education, Economics and Administration, and 98 from the Faculty of Arts. The course was called *Life in Cyberspace: A Guide to Survival*. During the semester, students discussed many sub-themes, including the changes that education has undergone in connection with the advent of technology in the last thirty years. The students were first-year students, so at the time of writing the test, they had had one semester of college. Students in the final (written) test answered several questions intended for independent reflection. There were always 20 questions in the test. One of the items they answered was:

"How does internationalization work in your field of study?"

When I asked a student for the test, I expected to offer many answers, to leaders from mobility, through field changes, topics, international research, knowledge pooling or perhaps a broader field of experience that is reflected in science and teaching.

Students' answers were almost unified into a short solution, *"Importantly, we can go on Erasmus"* (in many variations), only occasionally accompanied by the mention of English as a new Latin, the availability of online resources, or foreign lecturers. In other words, they reduced the whole phenomenon of internationalization and its impact on specific scientific disciplines to the equation: internationalization = mobility. On the one hand, this simplification or reduction shows a fundamental misunderstanding of what the whole process of the internationalization of curriculum or science itself is; on the other hand, at least 90 % of the students were able to name at least one aspect of internationalization in the test. It was also a time of demonstration that students know about Erasmus (or mobility in general).

This is the end of the answers. The only exception were students of the Faculty of Informatics, who emphasized that their entire study was international and that there was no such thing as national informatics. All program comments, variable names, programming language commands and all relevant literature, were all in English. They were the only ones who could associate internationalization with the very essence of science and the curriculum of the field they study. Indeed, it is no coincidence that this faculty has also been including compulsory courses in English for a long time, and all competitions for teaching positions at the Faculty of Informatics are offered in English. In my opinion, this is partly a discipline, but primarily a cultural grasp of what university education can (or should?) look like.

In this example, a small-scale research (the research analyzes more than a hundred responses to the open question. It is no longer entirely insignificant data). I would like to show three aspects of internationalization that relate to my university. But at the same time, I think they have a wider outreach... The first is a certain optimism that only students who did not write (almost) did not know anything about internationalization in general. This is a topic that is so strong among first-year students

that they are willing to pay attention to it, at least perceiving its practically available form in the form of Erasmus+. I think that this is good news, and it is possible to build on it.

The internationalization of the curriculum is something that implies cultural transformation, something that cannot be arranged through sets of visits and arrivals to (and from) a foreign university. It is a cultural transformation that the university itself must go through; this is shown by the admirable work of Jiří Zlatuška, Dean of the FI. Without people from culturally different backgrounds becoming an integral part of research teams, lecturers and students at the same time, all efforts to internationalize are minimal.

This is what I believe the internationalized curriculum is about – the ability to honestly and openly form a community with others working and thinking in a different language and cultural context. Yes, we must consider that this cultural change will not be quick or painless. We meet with many personalities who still believe that their scientific field is cultivated only at the home university (or in the Czech Republic), and that something like foreign interaction is seen as something extra, something that hinders human development and is unnecessary.

The idea that there is no valuable international cooperation in a particular area of research suggests a certain professional deficit rather than reality. However, I would like to point out that this is not purely their fault – as Fasora and Hanuš show (2010, 2019), the main problem of higher education in 1989 was not just the professional profile of lecturers (1990 saw a generation of academics working for many years in boiler rooms and gatehouses), but absolute locality. The closure of Communist Czechoslovakia resulted in a closed mindset. Its impacts can be traced even now – from the methods of working, research topics, curriculum structure and teaching methods. Even regular competition and intrigue, which are unfortunately common in our faculties and departments, are related to the fact that the only goal we are able to target is excellence within the institution, i.e. the essential locality of thinking, which lacks the ability to cooperate.

In this respect, "new" departments and disciplines have a specific advantage, although of course they also carry part of this heritage. The critical challenge of internationalization is – in my opinion – precisely this abandonment of the locality (to be the most significant Czech expert in the eschatology of Comenius does not mean anything if we are not able to compare it with broader international research).

All internationalization efforts will, therefore, have to be lined with this cultural thought change, which will lead to a really gradual opening up to the world, not only on a formal but also a practical level (Mittelmeier, Slof, & Rienties, 2019). Working with someone who is a competent expert and who is also linguistically or culturally different is a benefit that we cannot miss.

The third important area that emerged from my research is the fact that students perceive the possibility of going on Erasmus more intensively than the presence of students coming to the university. International students (at least students from the Faculty of Arts) do not see. To a large extent, they are concentrated in separate courses or are managed by the central International Office. We deprive our students of the experience of homogeneity, cultural context and linguistic change. The impact of such a strategy is evident – we need to teach Erasmus students separately and run a few, and it is challenging, tedious, ungrateful and expensive. Students who come to the university also have a limited benefit.

This process is referred to as Internationalization at Home (Janebová, 2008, p. 67–68). Jos Beelen reflects this approach through Knight's interpretation as follows: "Internationalisation at Home (IaH) was introduced as a concept in 1999. In the particular setting in which it was introduced, IaH aimed to make students interculturally and internationally competent without leaving their own city for study-related purposes (Crowther, 2000). In the original setting in Malmö (Sweden), there was a marked emphasis on intercultural aspects of the teaching and learning process. This was facilitated through strong links with local cultural/ethnic groups. Knight (2008) elaborates the concept of IaH and describes a wider focus, in which liaisons with local cultural and ethnic groups are but one of the

elements. She distinguishes “a diversity of activities” and mentions a number of them in addition to cultural liaisons: curriculum and programmes, teaching/learning processes, extra-curricular activities, and research and scholarly activity. In Knight’s view, internationalisation of the curriculum is one of the aspects constituting IaH.” (Beelen, 2011, p. 251). The aim is to exploit local diversity for education. It is not always necessary to just look outwards; It can often be useful to work with a different mindset based on multiculturalism or internationality, gained through the experience of difference.

Internationalization at Home, this relatively new concept of internationalization, still follows the same thought pattern. The key is to connect the knowledge, people and minds. This joint interconnection and sharing is then a fundamental building block of humanism and a constitutive element of the university's meaning. The question is not whether universities should support universal internationalization – only how they should do it. Without internationalization, no model of the university exists, and ultimately neither general humanity nor the development of humanity. Isolation is, as I said before, the shortest way to nationalism; according to Teilhard de Chardin, it is even the way to death (Teilhard de Chardin, 2007).

I believe that a substantial part of the fear that such joint learning is not possible is odd. All students at the university are able to communicate at least at the B1 level in English (or another language that is compatible with the field – for example, Romanesters in Spanish, German students in German…). This is a requirement of both language examinations and a reflection that the state maturity guarantees this level. Subjects in English will surely be more challenging, but will undoubtedly help students. As far as teachers are concerned, a substantial number of them are published in English, and habilitation procedures are also carried out in English, which means that there should be no room for ignorance of the language. There is undoubtedly the presence of fear, but it is something we should learn to overcome through education and internationalization of the curriculum.

Indeed, the Netherlands is an example of the fact that in a relatively short time, universities can be fully internationalized and thus capable of international quality and cooperation. This is not to say that the Dutch path is the only possible one, and hassle-free, but I believe that where there is a clear decision for change, there will also be a rapid institutional transformation. Universities are not nearly as rigid as one might think.

From connectivism to the international curriculum

These reflections on the international curriculum outlined above need to be broadly reflected. Of course, there are multiple ways to do this. It must be said beforehand that the considerations we have made lead to a considerable blurring of the borders between international and multicultural. The two concepts are different, but in the context of university education they lead to a very similar phenomenon, in which it is complicated to differentiate.

In 2007, George Siemens formulated the principles of connectivist educational theory, which could, in many ways, be a new frame of thought for our thinking. We can analyze some of our research findings through the theory of connectivism by concept Siemens (Siemens & Conole, 2011).

First, connections and not the nodes themselves are crucial to knowledge and learning. This view mostly underlines what we have mentioned in the context of the necessary cultural change. Only when we can build a high-speed connection with people who are culturally distant from us can we really get to know, that is, to cultivate, science and education at the highest level. In this respect, internationalization is becoming something at the very centre of the educational process, not an additive activity among many others.

At the same time, this view can help to model and build all activities that are associated with the activities of ordinary international offices, from short-term internships to trips for the whole semester or year. The aim should be to expand, deepen and differentiate the social network of specific participants in education.

At the same time, Siemens emphasizes the temporality of knowledge – cognition (and not even education) is permanent, but gradually changes over time. In order to be truly useful, the internationalization of education must be carried out continuously. A single trip makes sense, but is only very limited. The aim must be an absolute continuity in networking, constant verification, testing, and questioning of one's truth and beliefs.

The first connectivists (in addition to Siemens, Downes, Kop and Cormier) built an online course based on the idea of a relatively small curriculum that is offered to many people who connect, work together, and evaluate each other's work (Goldie, 2016; Saadatmand & Kumpulainen, 2014; Wang & Chen, 2018). This model has been set up for online learning but can easily be implemented in hybrid learning. That is a model in which a heavily internationalized curriculum makes it possible for different people, who know each other from the online (or offline) world, to connect and interact.

We believe that one of the highly underrated topics in the field of internationalization (and this is something we cannot adequately report at the university level) is working in the online environment. Of course, this is not the only component heading towards internationalization, but it is an extremely substantial component and, to some extent, little reflected. We need to learn more about communicating through social networks, building virtual science teams, working on regular correspondence with the international community, and many other aspects of life in cyberspace.The fact that the first connectivists were able to find a model of the easy interactive interconnection of different people through technology can be incredibly inspiring for us as well. We can only extend their purely online path to other areas of possible social interaction.

What if Comenius had stayed home?

Let us now consider what would happen if Comenius did not travel all over Europe but stayed home. The first is the comeniological grasp, which emphasizes that the purpose of travel is to strengthen the wisdom within yourself and others. Travelling (internationalization) is, therefore, one of Comenius's forms of education, namely symmetric education. If we have talked above about the frequent segregation of Erasmus students, then it is an apparent failure to fulfil what this means of education should bring to the university. It is also an irreplaceable activity (Kluge & Schnabl, 2019; Souto-Otero et al., 2019). While Comenius is about improving man, Comenius's curriculum is always integrating, never separating education from the general state of man. The aim of foreign stays is undoubtedly the cultivation of the human spirit. That is why Erasmus programs have a tremendous educational potential, which can sometimes accompany the reputation of less educational activities – but it is about transforming a person as a cultural, social and religious being.

This change of being, social and personal development is essential.If, we focus on the quality of programs and their economic efficiency, we must not succumb to the reductionist tendency — changes in the personality of a person whose life attitudes and experience can be significantly stronger and more profound. At the same time, we leave aside the question of the extent to which we can work with this component of internationalization in real university 'operations'.

The second paradigm is what I referred to as cultural transformation. Comenius's example can be a useful guide in this area. He gradually travelled through many states – from the Czech Republic, through (repeatedly) Poland, Hungary, Sweden, Britain, and to the Netherlands. Comenius undoubtedly retained his integrity and his scientific program. However, at the same time, he managed to find a place where he came to gain practical knowledge and impulses for his work, and was open to the critical discussion of cultural otherness (see the famous interview with Descartes). Everywhere he created, but also maintained an extensive correspondence (Patočka, 1998).

If Comenius had "stayed at home" because of his project of rectifying humanity through the project of transformation of the Czech school, no one outside the Czech lands could adequately understand his philosophical and pedagogical ideas and concepts (now we are ignoring the key historical fact that his emigrations were mostly forced by political circumstances). What made him a scientist of

extraordinary importance was the ability to interact with an ever-new cultural situation, the need to re-explain and cultivate some ideas, to rewrite, and to add more and more arguments.

The work of Comenius is excellent in that it adequately reflects what we have worked hard to take as an international curriculum after many centuries – with new ideas, themes and challenges, certainly. We should not refer in the least to the fact that everything has already gone through and clarified Comenius. This is certainly not true. The importance of internationalization arises in that it completely changes the nature of scientific research and education, forcing us to be better, more precise, more comprehensible and, above all, to abandon the idea that we can do something in science ourselves. Science is a collective work, as is education.

Comenius's work is specific in that it is based on active international contact and cultural exchange. His early studies at the University of Heidelberg influenced him through his discovery of Nicholas of Cusa (Burton, 2019): a renowned philosopher and theologian, from whom he absorbed, all his life, the ideals of the world as a labyrinth, emphasizing balance, working with numbers and symmetry as a fundamental element of the structure of the world. If Comenius had remained in the Czech lands, this discovery of resources could never have occurred.

Another comeniological example is his work on pedagogical works that draw on the tradition of encyclopedists (Tomlinson, 2017). When he returned to Bohemia in 1614, he realized that there was no general Czech encyclopedia in the local environment. This project would be modified many times later. But what I perceive as essential is that foreign experience, based on the fact that education and science without encyclopedic systematization cannot function and fulfill its "remedial role", was crucial.

All his life he entered into ever-new environments. It seems that because of his experience of the international context, he perceived the need to think of universal ideas describing the whole world and humanity as a whole. Maybe that's why he did so more intensively than his contemporaries.This is how his Latin textbooks were created – *Orbis sensualium pictus* or *Janua linguarum reserata*. They were inspired by the idea that education is a universal principle of world rectification (Subbiondo, 1992). Comenius sees these books as a specific illustration of how global order and values can permeate the whole society. They aimed to create not only a prevailing thought (philosophical) basis for all knowledge, but also its academic grasp, which would lead to the possibility of easy study wherever a person might be.

The meeting with Descartes was also significant in terms of the structure of arguments and thoughtfulness of Comenius's entire work. It is Comenius, who, as a relatively older man, longs for knowledge of new things and wants his ideas to be linked to the modern thinking of his time. He does not want to leave them as a local point of interest but seeks to integrate them into the whole world. The important thing is that even though he and Descarte missed their thoughts, this meeting enriched him and influenced his work (Floss, 1972; Harries, 1998).

We can conclude that it was the well-thought-out, personally-lived internationalization of the personal curriculum, as a life program, which played a fundamental and crucial role in the formulation of perhaps the most extensive and systematic pedagogical work in modern times. It is the personal internationalized curriculum, as sort of a person's own timetable of being, that is something that can undoubtedly act as a powerful stimulus for everyone's own "scientific operation".

Josef Mestenhauser and the ideal of an international curriculum

However, for the international curriculum to work, one more thing is needed in addition to the general ideals. I would like to conclude by mentioning the attitude of Josef Mestenhauser (1998, 2002), a principal theoretician and practitioner of international education. The key to making such a project work is the widely understood ideal of humanity. Only if we can still see a person in the other, with his infinite value and potential, can we make a meaningful journey on the path to science and education. These are the means of cultivating being, the cornerstone of humanism.

"One of the roles of international education is to ensure access to the largest knowledge base possible and to focus on the utilization of that knowledge in practical situations. If the cognitive map of our faculty and students is ethnocentric, then people think that the knowledge they do not know, in fact, does not exist. There is sufficient evidence that our students, both undergraduate and post-graduate, are not being educated well enough to produce knowledge through research, and that they receive only the minimum exposure to international subjects." (Mestenhauser, 2015, p. 4).

I consider this idea essential for two reasons. First, it points to the fact that the ideal of humanism contained in intercultural and international education is not merely an ornament or something unnecessary. This is not an extra job, but an investment that returns clearly and correctly. If we want to make progress, we cannot realize it in a homogeneous bubble. Internationalization is thus tangible and beneficial, has a place in the organization of the university, and provides clear benefits of a material and immaterial character (Mestenhauser, 1976). In the conception of Mestenhauser, humanity (Landis, Bennett, & Bennett, 2004, p. ix) pays off economically.

The second reason is methodological — it shows why internationalization is necessary. The world in which we live is becoming increasingly complex. No simple problems that science can solve seem to exist. Unless scientists can structure their cognitive maps comprehensively, interculturally, they cannot be good scientists or teachers (Mestenhauser, 2002, p. 165–168) — the time when it was possible to identify one person who was responsible for the discovery of Newton's second law of motion (Isaac Newton) or the general theory of relativity (Albert Einstein) is gone.We do not know any particular "inventor" of the Samsung Galaxy A8 or the Tesla Model 3. No single one exists. Knowledge is structured in teams and has a shared form. The current problems are too complex for one person to handle (Černý, 2020).

If the idea of the university is to build knowledge, then it must accept the fact that education is of a community character, formed in teams in which diversity is an essential asset. In the Czech environment, there is a joke: "school is the only place in the world where you are punished for cooperation." I think this joke is an example of the impact of a curriculum based on isolation and a too narrowly conceived phenomenon of competition. Only where there is cooperation and openness, and where diversity is valuable , can a real knowledge of complex problems arise. Only in such a place does humanism take shape instead of nationalism.

At the same time, I believe that this Mestenhauser, a graduate at the beginning of the modelled Charles University, clearly saw and knew that internationalization of the curriculum cannot be an external matter; it must permeate the whole cultural environment of the school in order to create a new ideal of humanity. Perhaps differently from what Comenius perceived in the 17th century, or something other than Mestenhauser could see in 2015, but one that would reveal the right depth and ideal of humanity.

Conclusion

I would not like to see the above considerations taken to mean that standard internationalization activities are of little, or undue, importance. I had the opportunity to attend a fascinating several-day workshop at the University of Minnesota (by Eva Janebová, Mestenhauser Fellow and Gayle Woodruff, Unviersity of Minnesota), which showed very nicely how the local international office worked, but also offered a lot of real experience. Similarly, Erasmus, short-term internships, etc. are also extremely valuable.

I believe that international education, openness to another culture, language or social context is a crucial element that ensures precious learning. Education, that develops humanity and democracy. It allows us to see the problems that we could not otherwise see and efficiently find solutions. This is an essential message of the pedagogical theories of Comenius, Mestenhausser and Siemens.

References

Beelen, J. (2011). Internationalisation at home in a global perspective: A critical survey of the 3rd Global Survey Report of IAU. *International Journal of Educational Technology in Higher Education*, *8*(2), 249–264.

Burton, S. J. (2019). "Squaring the Circle": Cusan Metaphysics and the pansophic vision of Jan Amos Comenius. In autor, *Nicholas of Cusa and the Making of the Early Modern World* (pp. 417–449). místo vydání: Brill.

Černý, M. (2020). Proměna epistemických předpokladů a jejich vliv na "vědecký provoz": tři styly myšlení a jednání. *Československý časopis pro fyziku*, *70*(1), 4–9.

de Wit, H., & Leask, B. (2015). Internationalization, the curriculum and the disciplines. *International Higher Education*, (83), 10–12. https://doi.org/10.6017/ihe.2015.83.9079

Dvořák, R. (2016). Pražské období Ernsta Macha a jeho práce z oblasti akustiky a dynamiky plynů. *Pokroky matematiky, fyziky a astronomie*, *61*(4), 295–311.

Fasora, L. & Hanuš, L. (2010). *Filozofická fakulta Masarykovy univerzity. Pohledy na dějiny a současnost.* Brno: Masarykova unievrzita.

Fasora, L. & Hanuš, L. (2019). *Myths and traditions of central European university culture*. Brno: Masarykova unievrzita.

Floss, P. (1972). Comenius und Descartes. *Zeitschrift für philosophische Forschung*, *1*(2), 231–253.

Goldie, J. G. S. (2016). Connectivism: A knowledge learning theory for the digital age? *Medical Teacher*, *38*(10), 1064–1069.

Harries, K. (1998). Descartes and the Labyrinth of the World. *International Journal of Philosophical Studies*, *6*(3), 307–330.

Janebová, E. (2008). *Internationalization of Higher Education Institutions* (Doctoral thesis, Charles University, Prague, Czech Republic). Retrieved from https://is.cuni.cz/webapps/zzp/detail/25043/

Kluge, J., & Schnabl, A. (2019). *The economic effects of Erasmus+ on the Slovenian economy*. Retireved from https://irihs.ihs.ac.at/id/eprint/5092/1/ihs-report-2019-kluge-schnabl-economic-effects-erasmus-slovenian-economy.pdf

Leask, B. (2015). *Internationalizing the curriculum*. New York: Routledge.

Mestenhauser, J. A. (1976). *Learning with foreign students: A handbook for students on how to enrich their learning in international studies, in international education and other social and behavioral sciences through foreign students*. Minneapolis: University of Minnesota.

Mestenhauser, J. A. (1998). Portraits of an international curriculum: An uncommon multidimensional perspective. In J. A. Mestenhauser & B. J. Ellingboe (Eds.), *Reforming the higher education curriculum: Internationalizing the campus* (pp. 3–39). Phoenix, AZ: American Council on Education and Oryx Press.

Mestenhauser, J. A. (2002). In search of a comprehensive approach to international education: A systems perspective. In W. Grünzweig & N. Rinehart (Eds.), *Rockin'in Red Square: Critical approaches to international education in the age of cyberculture* (pp. 165–202). Münster: LIT Verlag Münster.

Mestenhauser, J. A. (2015). On the hologram of international education. In R. D. Williams & A. Lee (Eds.), *Internationalizing higher education* (pp. 3–15). Leiden: Brill Sense.

Mittelmeier, J., Slof, B., & Rienties, B. (2019). Students' perspectives on curriculum internationalisation policies in transition: Insights from a master's degree programme in the

Netherlands. *Innovations in Education and Teaching International*, 1–13. https://doi.org/10.1080/14703297.2019.1675529

Nodl, M. (2009). Auf dem Weg zum Kuttenberger Dekret: Von der Versöhnung der Nationen zum unversöhnlichen Nationalismus. *Bohemia-Zeitschrift für Geschichte und Kultur der böhmischen Länder*, *49*(1), 52–75.

Paige, R. M., & Mestenhauser, J. A. (1999). Internationalizing educational administration. *Educational Administration Quarterly*, *35*(4), 500–517.

Patočka, J. (1998). *Komeniologické studie II.* Praha: Oikoymenh.

Saadatmand, M., & Kumpulainen, K. (2014). Participants' perceptions of learning and networking in connectivist MOOCs. *MERLOT Journal of Online Learning and Teaching*, *10*(1), 16–30.

Siemens, G., & Conole, G. (2011). Connectivism: Design and delivery of social networked learning. *International Review of Research in Open and Distance Learning*, *12*(3). Retrieved from http://www.irrodl.org/index.php/irrodl/issue/view/44

Souto-Otero, M., Gehlke, A., Basna, K., Dóka, Á., Endrodi, G., Favero, L., ... & Stiburek, Š. (2019). *Erasmus+ higher education impact study*. Retrieved from http://orca.cf.ac.uk/123501/1/2019%20NC-02-19-323-EN-N-1.pdf

Subbiondo, J. L. (1992). From babel to eden: Comenius and the 17th-century philosophical language movement. *Historiographia linguistica*, *19*(2-3), 261–273.

Šíp, R. (2019). *Proč školství a jeho aktéři selhávají. Kognitivní krajiny a nacionalismus*. Brno: Masarykova univerzita.

Teilhard de Chardin, P. (2007). *Le phénomène humain*. Paris: POINTS.

Tomlinson, S. (2017). Jan Amos Comenius. *Oxford Research Encyclopedias*. Retrieved from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-178

Úlehla, I. (1988). Ernst Mach (1838—1916). *Pokroky matematiky, fyziky a astronomie*, *33*(6), 297–313.

Wang, Z., Anderson, T., & Chen, L. (2018). How learners participate in connectivist learning: An analysis of the interaction traces from a cMOOC. *International Review of Research in Open and Distributed Learning*, *19*(1), 45–67.

Crowther, P. (2000). Internationlisation at home – institutional implications. In P. Crowther, M. Joris, M. Otten, B. Nilsson, H. Teekens, & B. Wachter (Eds.), *Internationalisation at Home. A Position Paper* (pp. 35–40). Amsterdam: European Association for International Education (EAIE).

Landis, D., Bennett, J., & Bennett, M. (2004). *Handbook of intercultural training.* London: Sage Publications.

Knight, J. (2008). Internationalization: A decadeof changes and challenges. *International Higher Education Journal,* 50, 6–7. Retrieved from https://pdfs.semanticscholar.org/e058/d89aa0f2425014ee796f44cef96effb9f16c.pdf

Michal Černý
Department of Social Education, Masaryk University

Michal Černý focuses on the relationship between the philosophy of education and the philosophy of information. He works at the Department of Information Studies and Librarianship and the Department of Social Education at Masaryk University. He is the author of several monographs on technologies in education and their relation to changes in society. Currently, he is a researcher of the TACR project, which is dedicated to the development of information literacy of high school students.

volume 8, issue 1, pp. 77–82, April 2020
ISSN 1805-8825

Position paper

What are the prospects for the position of social educator in the Czech educational system?

Tomáš Machalík

Will a social educator ever be considered a valid member of the teaching staff at every school? In the Czech Republic this position is being debated, while many universities have been training social educators for years and their graduates number in the thousands. In addition, hundreds of schools have been able to verify this position and determine how social educators manage to provide teachers with information regarding pupils' backgrounds, and help them choose the appropriate approach for each of them. Social educators should create links between the school and the outside social environment, including facilitating communication with parents. We are attempting to determine how much is needed and precisely what this means. Will it be enough for a legislative change, and how far are we in this discussion?

Over the last year we have seen several important initiatives to strengthen the hitherto relatively unstable position of social educators within the Czech educational system. Increasingly visible efforts to anchor social educators through legislation, i.e. by including this position in the list of recognized educational staff[1], can be well demonstrated in several examples. Let us mention those with the most significant potential impact.

Just before the end of 2018, the Ministry of Education, Youth and Sports adopted the Action Plan for Inclusive Education 2019-2020.[2] This is a short-term strategic document pointing out the basic directions for supporting the implementation of joint learning (inclusion). Besides the list of two strategic paths with tasks (towards the support of teachers and schools, and with an emphasis on correctly working with data in planning and evaluation), it also contains selected priority measures. The first of these three tasks is to support and verify the role of the school social educator. The text of the Action Plan also suggests a vision to include a social educator among the school teaching staff at consultancy centres. This would greatly help their functioning given the much-needed link to related counselling or assistance services, which the school alone cannot guarantee. The document also includes an indicative calculation of the annual costs of involving social educators in schools with a significant percentage of Roma pupils.

The role of social educators, albeit within a narrower context, was also on the list of the Government Council for Roma Minority Affairs in spring 2019. At their February meeting under the chairmanship of the Czech Prime Minister, current members prepared a proposal for the Government of the Czech Republic to secure, prepare and implement systemic measures in order to allow "effective access to tolerance and respect in schools, so as to establish and develop a safe and healthy climate within the school environment". The legislative anchoring of the position of social educator was again identified as one of seven critical measures for improving the education of Roma.[3] Four months later, the topic was also brought up at the meeting by members of the working sub-group for Roma education (at the Czech Government Office).[4] A proposal was made that social educators should ensure binding cooperation with the family. The representative of the Ministry of Education who was present outlined

1 Act No. 563/2004 Coll., On Pedagogical Staff and on Amendments to Certain Acts, currently grants nine other positions in addition to teaching activities.
2 For further details see link.
3 For further details see link.
4 For further details see link.

the further direction being considered by his office when, with regard to the serious complications involved in the introduction of the new position into law, he recommended assigning the activities requested to an already defined educational worker.

Last but not least, the Research, Development and Education Operational Programme managed by the Ministry of Education, Youth and Sports[5] entered into this discussion very vigorously. Where some might see conceptual or other practical obstacles complicating the discussion with experts and the introduction of the post of social educator into the law mentioned above, the OP RDE has for several years offered a relatively easy way for a social educator to gain a place at their school, thanks to simplified funding projects. Since 2016, all well-known templates have included personnel support, which in practice means that kindergartens, primary and secondary schools and other school facilities can also obtain finances to cover the work of a social educator,[6] who can work at the school for up to 24 months. It is interesting from our point of view that the Ministry of Education, Youth and Sports, hand-in-hand with calls for templates, also defines the particular profile of the social educator and his/her job description at school.

Let us therefore take a look not only at the probable profile of a new type of educator, addressing the challenges of the 21st century, but also at whether such persons will be at all available to schools in the expected quality.

In the Czech Republic, 12 faculties of nine universities educate social educators in their study programmes (see Table 1). Moreover, just as schools and faculties differ, these programmes and their graduates also differ in their profile. When accrediting the study programme, its authors adhere to the general requirements prescribed by the Ministry of Education, Youth and Sports,[7] though sufficient space remains for modification. Moreover, the Ministry of Education sets requirements only, and above all, for programmes relating to the performance of the regulated professions of educational staff, among which social educators, as we know, are not yet included.

5 The Operational Programme Research, Development and Education (OP RDE) is a multiannual thematic programme under the auspices of the Ministry of Education, Youth and Sports, within which it is possible to draw funds (over CZK 80 billion) in the 2014-2020 programming period. www.opvvv.msmt.cz

6 See e.g. the currently valid initiative for secondary schools: https://opvvv.msmt.cz/download/file3238.pdf

7 General requirements for the degree programmes whose graduates obtain professional qualifications for regulated professions, performance of teaching staff, dated October 5, 2017 č. j. MSMT-21271/2017-5.

Table 1
Social education at universities in the Czech Republic in the academic year 2018/2019

University	Faculty	Bachelor degree (Bc.)	Master degree (Mgr.)
Tomas Bata University in Zlin	Faculty of Humanities	Soc. ped. – Bc. (P i K)	Soc. ped. – Mgr. (P i K)
Charles University in Prague	Faculty of Arts	–	Soc. ped. – Mgr. (P i K)
	Hussite Theological Faculty	Soc. ped. – Bc. (P)	–
University in Hradec Králové	Faculty of Education	Social education focusing in educational work in ethopedy institutions – Bc. (P i K)	Soc. ped. – Mgr. (P i K)
University of South Bohemia in České Budějovice	Faculty of Education	Soc. ped. – Bc. (K)	–
Masaryk University in Brno	Faculty of Arts	Social education and counselling – Bc. (P)	Social education and counselling – Mgr. (P)
	Faculty of Education	Social education and leisure time – Bc.(P) Soc. ped. – Bc. (K)	Social education and leisure time – Mgr. (P) Soc. ped. – Mgr. (K)
Palacký University in Olomouc	Sts Cyril and Methodius Faculty of Theology – current programme	Soc. ped. – Bc. (P i K)	Soc. ped. – Mgr. (P i K)
	Faculty of Education + Sts Cyril and Methodius Faculty of Theology – newly designed (2019+)	Soc. ped. – Bc. – Leisure time education (P i K) – Prevention of socio-pathological events (P i K)	Soc. ped. – Mgr. – Designing and management – Educational counselling (P)
University of Ostrava	Faculty of Education	Soc. ped. – Bc. (P i K)	Soc. ped. – Mgr. (P i K)
Jan Evangelista Purkyně University in Ústí nad Labem	Faculty of Education	Soc. ped. – Bc. (P i K)	Soc. ped. – Mgr. (P i K)
Humanitas University in Sosnowiec (European foreign university)	Faculty of Social Studies Vsetín	Soc. ped. – Bc. (P i K)	-

Note: P = ful-time form of study; K = combined form of study.

Upon a close look at the offer, prospective students can find not only that the offer is relatively well-structured, but also that study programmes are offered in both bachelor and master degree programmes with full-time and part-time study. Very often the programme is not limited to the scope of social education alone. In addition to special education, it blends into education, leisure time education, and counselling, along with planning, management, and even theology.

Being aware of all the risks that this strongly generalizing approach entails, it is possible to analyse the available curricula of individual fields to arrive at approximately nine general categories of subjects taught. The most significant part of the taught material (one-third) belongs to a group which for the sake of simplicity can be referred to as educational-psychological propaedeutics. Within this category there are guarantors, across universities, of disciplines including general education, educational psychology, didactics, and developmental psychology. In approximately the same proportion, study plans consist of subjects with a social-educational basis, such as social education itself, as well as issues of social pathology, social work, social prevention – pathological phenomena, social and legal protection of the child, and others. These two areas form the logical figurative backbone of the field. The 10% share of study is occupied by blocks devoted to practice and leisure time, which surprisingly, however, range very widely between the different faculty offers (proportion of 2 - 18%). On the other end of the frequency spectrum of the subjects taught are management and planning, special education, medical propaedeutics, some theological issues and, of course, required preparation of the final thesis.

While in the case of the pedagogical-psychological and socio-pedagogical base, the offer across individual faculties is relatively balanced, in other areas students have a significant degree of freedom of choice. For example, leisure time is supported up to eight times more in the relevant study plans of Palacký University in Olomouc or Tomas Bata University in Zlín than in the case of Charles University or Jan Evangelista Purkyně University in Ústí nad Labem. If we stay with this simplistic view, then Charles University and partly also Palacký University in Olomouc are the only two universities in the Czech Republic that also view social education through the prism of theology. Perhaps most interesting, however, is the view of the proportion of practice. Here, Jan Evangelista Purkyně University in Ústí nad Labem is a clear trendsetter. Far more space in the curriculum is devoted to practice here than at any other university included in this comparison, and it even exceeds the usual ratio of study programmes in the Czech Republic (for a more detailed overview of the representation of subjects see analytical appendix to the study).

For successful completion of the study of social education, the student must complete the state final examinations. The overall (different) conceptions of the monitored programmes can again be clearly seen in the structure of the state examinations. State examiners are primarily focused on knowledge in social education, often supplemented by applied psychology, social work or educational and professional counselling. However, depending on the focus of their alma mater, candidates for an academic degree must also pass examinations in leisure education, re-socialization and re-education, and even security services and management must pass these examinations. In light of the information given below, the minimal emphasis on the field of law, or the possibly expected but almost indistinct link to special education, may be striking. Should we understand special education as a competitive field? According to representatives of primary and secondary schools, where social educators are already active, certainly not. It is easy to see that the study programmes are implemented on the diverse models of various faculties, which again confirms a lack of anchoring of the conception of the field itself. Efforts to establish the idea and the relatedness of educational outcomes can certainly be expected in the future, depending on how the position of social educator holds its own in relation to other pedagogical positions in the law (and at school).

Since 2016 at the latest, graduates of the social education disciplines have had an ideal opportunity to work in schools across the Czech Republic. In June of the same year,[8] the Ministry of Education

8 In June 2016, the OP RDE opened the receipt of applications for the Template I initiative for nursery and primary schools, and school facilities for leisure education, with a total allocation of CZK 4.5 billion. In December of the same year, an initiative for templates for secondary and tertiary professional schools was announced in the amount of CZK 1 billion. In February 2018, a follow-up initiative for Templates II (CZK 6 billion allocation) was announced, under which kindergartens, primary schools and school facilities can implement projects lasting until August 2021. In December 2018, the Initiative for Templates for Secondary

announced the receipt of applications from schools and school facilities for the support of simplified projects from the Operational Programme Research, Development and Education. As a result of the challenges, kindergartens and primary and secondary schools, as well as educational institutions for leisure education, have had two options since then to strengthen their teaching team through the addition of a social educator. More than 250 projects (schools) have been implemented within the framework of successive initiatives. The total budget of projects implemented, or already completed, to support the activities of social educators in schools is over 60 million CZK.

Although only a minimal number of applicants (less than half a percent of the total number of templates supported) chose the template "Social educator - personal support" compared to the others, this step is undoubtedly significant as a possible precedent. Since this position is already recorded from the systemic point of view (we still have to wait for the outcome and impact assessment of projects), the content of the activity of this expert as seen by the Ministry of Education is also described and thus codified in the accompanying documents.

Social educators are intended for pupils with a risk of school failure. These are pupils with low educational motivation, long-term and repeated school failure, and disciplinary offences, which may be the result of inconsistent parental guidance, probably related to the fact that most of them are from a socio-culturally disadvantaged environment. The primary task of the social educator is therefore to provide teachers with information concerning the background of the pupils and their problems, which in turn helps them to choose an appropriate approach to the pupils. It is also intended to establish links between the school and other entities (municipalities, police, prosecutors and health care facilities), including the provision of mediation between the school, parents, and institutions mentioned above. At the same time, the Ministry of Education, Youth and Sports requires that social educators acquire a professional qualification in the fields of social education or social work.[9] From the attached concrete list of activities under this template, the problems that today's schools and teachers have with pupils and parents can be well deduced.

The scope of tasks for social educators is extensive, with one common denominator – it clearly reaches beyond the school plan. It includes, for example, protecting abused and traumatized children and strengthening the community character of the school, as well as educating teachers on social issues or coordinating and recruiting volunteers for tutoring, realizing social therapy with problem individuals, excursions, discussions, etc. [10]

The much-needed multidisciplinary and cross-border approach naturally places enormous demands on the training of the required experts, which must be matched not only by their remuneration but above all by the precondition of their availability, i.e. that they are present on the labour market in the first place.

According to available data,[11] about eight hundred graduates from both types of study programmes (BA and MA) graduate from the universities educating social educators. Among others, Tomas Bata University in Zlín (Faculty of Humanities) excels in this regard, and itself professionally trained 231 social educators in 2018. This number is insufficient, given the number of Czech kindergartens and primary and secondary schools, which number over ten thousand; of course, this assumes that a social

---

Schools and Vocational Universities (CZK 1 billion) was announced. The aforementioned initiatives are already closed for applications, but it is currently possible to use the Initiative for Inclusive Education for Socially Excluded Sites II (SVL II) to finance social educators. For further details see this actual calls.

9 Annex 3 to Initiative No 02_16_022 Support for Schools in the Form of Simplified Reporting Projects - Templates for Kindergartens and Primary Schools, Operational Programme Research, Development and Education, Programming period 2014–2020. See link.

10 Ibid.

11 The numbers of students and graduates in social education can be found in annual reports (various dating) of Tomas Bata University in Zlin, Charles University, the University of Hradec Kralove, Masaryk University, Palacký University in Olomouc, and Ostrava University.

educator should be a regular part of every full-time teaching staff. However, this is a topic for a separate study.

We have seen that the post of social educator resonates on the level of management of the education system, and has managed to establish itself in the form of study programmes at many universities. At the same time, there are significant financial incentives for schools to make space for them in their staffrooms. The role of the social educator in the school is proven, but its anchoring in the law, i.e. the provision of mandatory funding, is uncertain, which brings us back to the beginning.

One more general comment to conclude. In the case of social educators, two more general trends in the staffing of schools can be well observed. The first is the expected and long-announced lack of qualified specialists to take up the teaching and education process in Czech schools. In its estimates, the Ministry of Education, Youth and Sports envisages that there will be a shortage of four and a half thousand teachers, possibly more, in regional education by 2027. We will have to adapt more and more often to a situation in which teachers as practitioners, and undergraduates with or without a minimum educational background, enter the classroom, and where the obtained qualifications will no longer be a determining factor for placement in the school. These points are contained in the forthcoming amendment to the Act on Educational Staff. [12] An analogous situation applies in the case of social educators who are undergoing experimental testing at hundreds of Czech schools within the framework of the templates, in which the original qualification requirements have been significantly reduced. Whereas in 2016 (in the templates), work as a social educator was conditional upon university education in fields focused on social education, or demonstration of professional qualifications by university education in areas focused on social work, in 2018 any university education at all was sufficient and, under certain conditions, higher vocational education was accepted for the applicants.

The second trend is a gradual abandonment of the principle of one teacher – one class.[13] This is a paradigmatic change accompanying the introduction of joint learning. According to the authors of the Guidelines for Education Policy of the Czech Republic up to 2030+.[14] in the next decade, we will have to place increasing emphasis on staffing schools and on the development of teachers' competences to educate heterogeneous groups of pupils. Insufficient systemic provision of joint training, especially in the area of personnel, jeopardizes the provision of equal access to education for all, i.e. one of the two main objectives of the forthcoming Strategy. The path to its fulfilment will be more comfortable with the help of so-called support professions, experts on specific issues of upbringing and education. The authors of the documents for Strategy 2030+ directly recommend this step, especially within the context of developing the potential of pupils with social and other disadvantages.

Strengthening the methodology of cooperation with other (supporting) professions at school is one of the points of discussion that will undoubtedly be of interest, given both the financial demands it imposes on the system and the absorption capacity of the Czech Republic, in terms of the availability of various specialists. In any case, the experience of social educators, for example those experiences that relate to providing support primarily to pupils, and within this context, to teachers or schools in turn, should not be overlooked.

Tomáš Machalík
National Pedagogical Institute of the Czech Republic

12 Cf. Government proposal amending Act No. 563/2004 Coll., On Educational Staff and on Amendments to Certain Acts, as amended, which is currently undergoing a legislative process, Parliamentary Press no. 503.

13 As Dr. Václav Velčovský, Deputy Minister of Education noted at the OP RDE Annual Conference on 28 November 2019, in future all education will be perceived as common. This attribute has in fact been consigned to history, which is a good thing.

14 See Guidelines for Education Policy of the Czech Republic up to 2030+. The document was prepared by the External Expert Group for the Development of the Education Policy of the Czech Republic until 2030+, composed of Arnošt Veselý (Group Chairman), Jakub Fischer, Milena Jabůrková, Milan Pospíšil, Daniel Prokop, Radko Sáblík, Iva Stuchlíková and Stanislav Štech. For further details see link.

Tomáš Machalík is a graduate of the Faculty of Arts of the University of West Bohemia. He led the Department of Strategy and International Cooperation at the National Institute for Further Education. Since 2017 is working as a Project Manager at the National Pedagogical Institute of the Czech Republic.

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 83–87, April 2020
ISSN 1805-8825

Position paper

The role of social pedagogues at primary schools

Jakub Hladík

In the previous text, Tomáš Machalík outlines the problems that are linked with the position of social pedagogue as a full-fledged pedagogical employee at Czech schools (mostly we are speaking about primary schools). It is interesting that no one doubts that we need a professional who follows up on students' risky behaviour, communicates with parents and other stakeholders, and supports students in unfavourable situations, i.e. takes care of their social dimension at school. I have never heard from teachers, headmasters, ministerial officers, regional school prevention coordinators, etc. that schools don't need somebody like this. It is therefore surprising that the social pedagogue has not been included in the Act on Pedagogical Staff so far. Despite this, some schools are looking for a way of obtaining a social pedagogue. The Association of Social Pedagogue Educators published in February 2020 a document (available from www.asocped.cz) in which they try to make it easier, especially for headmasters, to get a general idea about the role of social pedagogues at primary schools. This role was discussed with social pedagogues working at schools (despite legislative and financial obstacles) and should reflect concrete activities as faithfully as possible. This role is being published in this issue, to be of use not just for headmasters but for students and graduates of social pedagogy study programmes.

The role of social pedagogue according to the relationship of individual activities to other actors in school life

ROLE IN RELATION TO SCHOOL MANAGEMENT

The social pedagogue is dependent on the headmaster's initiative to establish this position based on project activities or negotiations with the education authority. It is necessary to clearly define the competences of the social pedagogue and to further inform the educational staff. The role of the social educator and his/her activities must be understood by the teaching staff as beneficial, rather than threatening or unnecessary. The content of the work and the way the social pedagogue works is determined by the headmaster. The headmaster is the direct superior of the social pedagogue and determines the way in which his/her work is controlled.	
Accountability for the work done	The social pedagogue is accountable to the headmaster.

ROLE IN RELATION TO TEACHERS AND OTHER TEACHING STAFF

Solving pupils' problems related to their risky behaviour, communication with their surroundings and their relationships, exceeds the competencies and time possibilities of classroom teachers and others. A clear definition of the competences of the social pedagogue facilitates more effective communication between the social pedagogue and teachers (especially classroom teachers). Cooperation between the teachers and social pedagogue is crucial to prevent teachers from having to deal with student issues related to their social functioning, at the expense of teaching activities.	
Working with the school and class climate	The social pedagogue is engaged in diagnostics and the transformation of the school and class climate. Based on the current state of the class and school climate, the social pedagogue can set a climate work plan which focuses on

	relationships, environment and other areas (given the current and individual needs of classes). The social pedagogue contributes to better learning outcomes for pupils and the more effective cooperation of all actors in the educational process.
Teacher counselling	The social pedagogue provides assistance and support for teachers, related especially to the prevention and resolution of the risky behaviour of pupils, the impact of a difficult family situation on pupils, communication with parents, the PPP (pedagogical-psychological counselling centre), OSPOD (the Authority for the Social and Legal Protection of Children), and the Police of the Czech Republic. The social pedagogue implements educational and developmental programmes for teachers.

ROLE IN RELATION TO PUPILS

The main part of the work of a social pedagogue is working with pupils, which can be divided into work with an individual, a group or the whole class. This involves primarily social education and preventive activity that does not interfere with the competences of a school psychologist, prevention methodology, etc.	
Individual work with pupils	The social pedagogue seeks neglected pupils from socially disadvantaged and threatening environments. He/she provides individual help and support to pupils who are in a difficult situation (i.e. unfavourable family situation, problems with classmates, integration problems). The social pedagogue cooperates with the pupil and his/her family on a long-term basis, correcting the unfavourable family situation to improve the educational conditions of the pupil.
Group work with pupils	The social pedagogue, in cooperation with the school prevention methodologist, plans and implements preventive programmes for pupils, focused especially on the prevention of risky behaviour. The social pedagogue plans, organizes and implements leisure activities and projects intended to improve the social relations between pupils, the school and class climate, and prevention (including the implementation of adaptation courses, school trips, etc.)
Crisis intervention	In case of emergency (i.e. escape of a pupil from home), the social pedagogue cooperates with OSPOD (the Authority for the Social and Legal Protection of Children), Police of the Czech Republic, etc. If necessary, he/she implements

	crisis intervention directly in the school environment.

ROLE IN RELATION TO PARENTS

The social pedagogue is a key link between the school and the pupils' parents. He/she is a consultant, mediator and facilitator; moreover, he/she contributes to openness and effective cooperation between the school and parents.	
Interviews with parents	The social pedagogue conducts interviews with the parents of those pupils who require support in difficult situations (educational problems, truancy, drug use, aggression, delinquency, problematic family background, etc.). The interviews are preventive so that the problems of the pupils are resolved promptly, or the problem arises. The social pedagogue conducts an interview with the parents in the course of fieldwork at the pupil's place of residence or school. The aim is to determine the progress of the school and the family, in order to solve a particular problem of the pupil.
Fieldwork	The social pedagogue visits pupils' families on a regular or one-off basis (as needed). The measure is supported when parents do not cooperate with the school, or the pupil has learning or behavioural issues. Fieldwork often contributes to a better understanding of the pupil's family environment and his/her problems in a wider context.
Educational committee	The social pedagogue participates in the educational committee. He/she should know the pupil's family environment in detail and propose a solution to the problem using this knowledge (usually the educational committee is preceded by several measures and negotiations with parents, while the social pedagogue is sufficiently familiar with the character of the pupil's family background).

ROLE IN RELATION TO OTHER ACTORS

External experts with which the social pedagogue most often cooperates include the OSPOD (Authority for the Social and Legal Protection of Children), the Police of the Czech Republic, PPP (pedagogical-psychological counselling), SVP (educational care centres) or low-threshold facilities for children and youth, and community event centres. Collaboration is important for community outreach and depends on the needs of a particular school.	
Communication with OSPOD, event. Police of the Czech Republic	The social pedagogue cooperates with OSPOD (or with the Police of the Czech Republic), especially in the case of neglected pupils from a threatening environment, the unexcused

	absence of the pupil, truancy, or the risky behaviour of the pupil.
Communication with the PPP and SVP	The social pedagogue cooperates primarily with the regional prevention methodologist in coordinating preventive activities at school. The social pedagogue cooperates with representatives of the SVP in setting the conditions for the optimal development of pupils in the care of the SVP.
Communication with field social workers, low-threshold facilities for children and youth, etc.	The social pedagogue cooperates with field social workers in the catchment area of the school (cooperation is focused on the occurrence of socially pathological phenomena potentially endangering pupils and families of pupils in socially excluded localities). He/she cooperates with low-threshold facilities (communication is aimed at preventing risky behaviour).

ROLE IN RELATION TO MEMBERS OF THE SCHOOL ADVISORY WORKPLACE

The social pedagogue can fulfil his/her role in the school counselling centre because of his/her preventive, socially educational and counselling activities.	
Social pedagogue at the school counselling centre	The social pedagogue participates in meetings of the ŠPP (school counselling workplace), provides information to ŠPP members and performs activities according to the headmaster's instructions.

ROLE IN RELATION TO THE LOCAL COMMUNITY

The social pedagogue participates in projects of cooperation between the school and the local community.	
Collaboration with the community, development of the community, promotion of social cohesion	The social pedagogue meets with representatives of local associations, organizations and public institutions, and participates in the planning and implementation of projects that will link the educational offer and material background of the school with the educational, cultural and social needs of people living in the locality. In this way, it promotes the character of the school as an open community institution that links the life of the school and the community for social cohesion, the cooperation of local partners, and improvement of the quality of life of people in the locality.

Responsibilities of a social pedagogue, according to activity

1. **Educational activities** (realization of educational and other programmes and projects aimed at pupils, teachers, families and the community).
2. **Socio-educational and preventive activities** (implementation of educational and preventive activities aimed at increasing the social skills of pupils, shaping their healthy lifestyles, and preventing social exclusion, xenophobia, racism, etc.).
3. **Support, intervention and protection activities** (providing support to pupils and their families in difficult life situations, support to pupils of national minorities, intervention in cases of children and adolescents endangered by risky behaviour, etc.).
4. **Counselling and mediation activities** (resolving conflicts between actors in schools and school facilities, social and pedagogical counselling for individuals, families and the community).
5. **Re-education activities** (programmes, projects and activities aimed at rebuilding the maladaptive habits, cognitive patterns and behavioural strategies of children and adolescents).
6. **Analytical-diagnostic and screening activities** (analysis and diagnostics of the school environment and climate, school classes and educational groups, searching for neglected children and adolescents from a socially disadvantaged and threatening environment).
7. **Coordination and organizational activities** (cooperation with municipalities and professional services in planning and implementation of primary and secondary prevention programmes, cooperation with actors of tertiary prevention – Probation and mediation services, curator for youth, OSPOD social workers and the non-profit sector).

The spectrum of activities for social pedagogues in primary schools is wide. It reflects a number of areas that teachers and other teaching staff currently have to address in their school, and that go beyond their time and professional competences. Graduates of social pedagogy study programmes are purposefully prepared during their studies at universities for the above-mentioned activities. The schools that have introduced the benefits of the position of social pedagogue to teachers, pupils and parents have given us positive feedback.

Jakub Hladík
Faculty of Humanities, Tomas Bata University in Zlín

Jakub Hladik works as an associate professor at the Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín. He is interested in social pedagogy, self-regulation and multicultural education. In this research field, he has published articles in domestic and foreign journals. He was a member of many research teams. He is a chairman of Association of Educators in Social pedagogy, Czech Republic and he is an Editor-in-Chief of Social Education journal.

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 88–104, April 2020
https://doi.org/10.7441/soced.2020.08.01.04
ISSN 1805-8825

Environmental literacy of pupils and its investigation in the Czech Republic

Silvie Svobodová

Abstract: Environmental literacy is a concept consisting of knowledge, attitudes, sensitivity and behaviour. In this text we present a pilot study of a research tool focused on measuring the environmental literacy of ISCED 2 pupils. Through the study we measured the relationship between environmental literacy and selected variables (gender, grade and leisure activities). The target group consisted of pupils in the 6th to 9th grades of lower secondary schools, and the total number of respondents was 467. The inner consistency (Cronbach´s α) of all tool scales (knowledge, attitudes, sensitivity, behaviour) reached acceptable values in the range of .71–.79. Spearman's correlation showed a statistically significant relationship mainly among the scales of attitudes, sensitivity and behaviour. Significant correlation coefficient values ranged from < .44 to .65 >. Significant differences appeared between boys and girls in regard to attitudes, sensitivity and behaviour scales, where girls reached higher scores. Girls showed more pro-environmental attitudes, sensitivity and behaviour than boys. It was also found that the pupils' environmental knowledge increases with age. However, this does not apply to the scales of attitudes, sensitivity and behaviour. There was a high correlation between environmental literacy (excluding knowledge) and the leisure activities of pupils (outdoor activities, ICT, hobbies and sport). Leisure activities in combination with age can be considered essential determinants of environmental literacy, e.g. they predict 33% of the variability in the sensitivity scale.

Keywords: environmental literacy, pupils, ISCED 2, Czech Republic

Contact

Charles University
Faculty of Education
Magdalény Rettigové 4
116 39 Prague 1

✉ Correspondence:
silvie.svobodova@pedf.cuni.cz

Environmentální gramotnost žáků a možnost jejího zjišťování v ČR

Abstrakt: Environmentální gramotnost představuje koncept zahrnující environmentální znalosti, postoje, senzitivitu a jednání. V rámci pilotního testování autorského výzkumného nástroje zaměřeného na měření environmentální gramotnosti žáků 2. stupně ZŠ byla zjišťována také souvislost environmentální gramotnosti a proměnných (pohlaví, ročník a volnočasová aktivita). Studie byla realizována v České republice za účelem ověření aplikovatelnosti nástroje v českém prostředí a jeho následného použití v rámci většího výzkumu na rozšířeném vzorku. Cílovou skupinu tvořili žáci 6. až 9. tříd ZŠ a odpovídajících

ročníků víceletého gymnázia. Celkový počet respondentů činil 467. Vnitřní konzistence (koeficient Cronbachova α) všech škál nástroje (znalosti, postoje, senzitivita a jednání) dosahovala přijatelných hodnot v rozpětí 0,71 – 0,79. Spearmanovy korelace prokázaly statisticky významný vztah zejména mezi postoji, senzitivitou a jednáním navzájem. Signifikantní hodnoty korelačního koeficientu se pohybují v intervalu < 0,44; 0,65 >. Ukázaly se významné rozdíly v postojích, senzitivitě i jednání mezi chlapci a dívkami. Dívky dosahovaly vyšších hodnot, vykazovaly proenvironmentálnější postoje, senzitivitu a jednání oproti chlapcům. S přibývajícím ročníkem narůstají environmentální znalosti žáků. Pro postoje, senzitivitu a jednání to však neplatí. Prokázala se vysoká souvislost mezi environmentální gramotností vyjma znalostí a volnočasovými aktivitami žáků (pobyt v přírodě, u ICT, zájmová aktivita a sport). Volnočasové aktivity v kombinaci s ročníkem lze považovat za zásadní determinanty environmentální gramotnosti, např. variabilitu proměnné senzitivita predikují z 33 %.

Klíčová slova: environmentální gramotnost, žáci, ISCED 2, Česká republika

1 Introduction

Environmental literacy is based mainly on the principles of environmental education (Wilke, 1995) and thus represents its fundamental goal (Roth, 1992). The definition of this construct has been modified several times since the 1960s, when the concept was first introduced to the general public (McBride, Brewer, Berkowitz, & Borrrie, 2013). Interestingly, experts' approaches to the concept of environmental literacy vary and their definitions also differ in some respects. An example of this is that Ballard and Pandya based their concept on knowledge (1990), whereas Lozzi, Laveaut and Marcinkowski (1990) and Marcinkowski (1991) added to knowledge several other important areas, such as skills, sensitivity, attitudes, values, responsible environmental behaviour and persuasion about one's own influence, including the realisation of personal responsibility.

The original concept of environmental education as a tool for shaping the necessary behavioural patterns, suitable for achieving environmental consciousness, knowledge, stance and skills, consisted in promoting common nature conservation goals (UNESCO, 1977). This concept, which represented the mainstream, was later reworded several times, and the target levels of environmental education were also defined (Hungerford, Peyton, & Wilke, 1980; Marcinkowski, 2005). The specific definition of the field in the USA came about through discussions between international institutions, academic communities and non-governmental organizations in the social, cultural and political context of individual regions, i.e. quite unevenly (Disinger, 2005).

The structure of environmental education was subject to verification by the professional community, on the basis of which other key variables were identified. One of these was the concept of REB (Responsible Environmental Behaviour), a model of environmentally responsible behaviour which favours the development of environmental sensitivity and skills for analysing and engaging in environmental issues, including beliefs about one's own impact (Hungerford & Volk, 1990). This was followed by the concept of environmental education based on the instrumental approach in the 1990s. The key objective of environmental education is to encourage pro-environmental behaviour as a necessary disposition for dealing effectively with environmental problems.

An important outcome of the above approach can be seen in the guidelines of the North American Association for Environmental Education (NAAEE), which were based on a consensus among environmental education experts along with the research that was conducted. Not only do they represent the elaborated goals of environmental education, but they also recommend specific ways to implement them into the education process (NAAEE, 2010). The guidelines arose mainly as a critique of environmental education from the early 1990s, which often had a manipulative character, and also in an effort to extend its definition from mere "ecological knowledge" to affective and conative areas (Sanera, 1998).

In the Czech environment, the development of environmental education was politically conditioned and was implemented primarily within the framework of non-formal education, while theoretical reflection on it happened only minimally. In the 1950s and 1970s, it is possible to identify some basics of environmental education in nature conservation education and, later on, in education on the protection and formation of the environment. In the 1980s, this was replaced by environmental education aimed at the systematic integration into the educational system of issues connected to nature protection in a broader context. In the 1990s, the theory of environmental education did not exist in the Czech Republic, so there was not enough potential to reflect this concept further in academia. The key role in the field of environmental education has been taken on by ecological education centres, which emphasize primarily the natural science dimension, knowledge of nature, understanding of environmental connections and acquisition of desirable behaviour patterns (Činčera, 2007).

The qualitative shift and changes in the official conception of environmental education in the Czech Republic since the middle of the first decade of the 21st century, the current conception of which corresponds to generally accepted international approaches to the field, is evidence of a paradigmatic shift over the last few years. The current state of affairs in the Czech Republic can be regarded as relatively good, primarily due to the firm anchoring of environmental education in formal and non-formal education, including within relevant documents (Činčera & Johnson, 2013).

In the official curriculum of the Czech Republic, environmental education takes the form of a cross-curricular theme specifically integrated into the relevant educational areas in connection with the School Educational Programme, which is based on the Framework Educational Programme (MŠMT, 2017). However, its conception within the Framework Educational Programme (FEP) has been criticized by both professionals (Činčera, 2009) and the educational community, leading to a modification of its concept and a reformulation of the Recommended Expected Outcomes (DOV) for environmental education (Činčera, 2011). This has largely completed the paradigmatic transformation of the concept of environmental education in the Czech Republic (Činčera, 2013), which is largely inspired by the NAAEE guidelines and should be reflected in the planned revision of the Framework Educational Programme (Činčera, 2017).

A certain revival of environmental education in the 1990s led to an increased interest in the concept of environmental literacy. Roth (1992) treats it as a possible evaluation tool for environmental education. Its definition, widely accepted by experts, conceives environmental literacy as multidimensional and made up of three levels (nominal, functional and operational) and four threads (knowledge, attitudes, skills and behaviour). Nominal environmental literacy represents the ability of an individual to understand basic concepts in the context of the environment; functional represents an understanding of the relationship between people and their environment; and, within the operational level, a person is able to adopt his/her own opinion on environmental problems and suggest effective solutions. Similarly, experts have identified and summarized the multidimensional concept of environmental literacy into four dimensions (cognitive; affective; belief in one's own influence and personal responsibility; personal and group engagement in environmentally responsible behaviour) (Hungerford et al., 1994).

The current concept of environmental literacy is based on the documents of the North American Association for Environmental Education (NAAEE), where it is defined as a central objective of environmental education, comprehensively covering its overall objectives (NAAEE, 2010). The definition is the result of environmental education experts having sought consensus for many years (Hollweg et al., 2011). It is divided into several areas (environmental knowledge, sensitivity, attitudes towards and interest in the environment, acceptance of personal responsibility, beliefs about one's own influence, motivation including intention to act, related competences and environmentally responsible behaviour) (Daniš, 2013). It reflects the relatively broad multidimensional delineation accepted by experts, which can be summarized as having three main dimensions: cognitive, affective and conative. The basic structure of this concept of environmental literacy, which emphasizes primarily skills, along with the development of pupils' competences for the evaluation of environmental conflicts, is more or less identical to its current definition in the updated NAAEE guidelines (NAAEE, 2019). Environmental literacy is divided into the skills of interviewing, analyzing and interpreting data and information about the outside world, understanding environmental processes and systems, and understanding and dealing with environmental problems, as well as having personal and civic responsibility.

However, there are some differences between the definition of environmental literacy according to NAAEE (2010) and the characteristics of environmental education in the Czech educational documents Framework Educational Programme (Education Ministry, 2017) and Recommended Expected Outcomes (Broukalová et al., 2012). Whereas in the NAAEE documents, the term environmental literacy appears explicitly and is perceived as a fundamental goal of environmental education, the Czech concept of environmental education does not work with this term but rather defines its core goal as the development of competences necessary for environmentally responsible behaviour. Differences are also evident in the division into specific sub-areas (Daniš, 2013).

On a global scale, however, we encounter comprehensive environmental literacy studies only rarely (McBeth & Volk, 2010; McBeth, Hungerford, Marcinkowski, Volk, & Cifranick, 2011; Nastoulas, Marini, & Skanavis, 2017). This could be due to the small number of suitable diagnostic tools. On the other hand, there are a number of standardized tools for testing the affective dimension, which is given the greatest attention (e.g. Bogner, Johnson, Buxner, & Felix, 2015; Grúňová, Sané, Činčera, Kroufek, & Hejcmanová, 2018). Recently, there has also been an attempt to focus studies more often on environmentally responsible behaviour (e.g. Erdogan, Akbunar, Asik, Kaplan, & Kayir, 2012; Osbaldiston & Schott, 2012; Kormos & Gifford, 2014; Svobodová, 2017).

Pupils in lower secondary education, i.e. ISCED level 2 (in the Czech Republic this corresponds to grades 6-9), form the target group of a lot of international and Czech research. Most studies focus on only one of the dimensions or a combination of two (e.g. Andrews, Tressler, & Mintzes, 2008; Bragg, Wood, Barton, & Pretty, 2013; Gul & Yesilyurt, 2011; Schovajsová, 2010; Svobodová, 2017; Svobodová, 2018a; Vacínová & Matějček, 2013).

In the USA, as part of a national survey on environmental literacy (The National Environmental Literacy Project), a Middle School Environmental Literacy Survey (MSELS) analytical tool was developed to test a wide range of environmental literacy components on a large sample of respondents (McBeth & Volk, 2010). It is a research tool that encompasses all three dimensions of environmental literacy and is suitable for students at ISCED level 2 and 3, i.e. lower-secondary-school pupils. It consists of several subscales which determine, in addition to demographic variables (*I. About Yourself*), ecological knowledge (*II. Ecological Foundations*), attitudes (*III. How You Think About the Environment*), commitment to pro-environmental behaviour and declared behaviour (*IV. What You Do About the Environment*), environmental sensitivity (*V. You and Environmental Sensitivity, VI. How You Feel About the Environment*), and the skills needed to identify, analyze, and effectively address environmental issues (*VII. Issue Identification, Issue Analysis* and *Action Planning*) (McBeth, Hungerford, Marcinkowski, Volk, & Meyers, 2008). The tool has been deployed several times and successfully standardized mainly in the American environment (McBeth & Volk, 2010; McBeth et al., 2011;

Stevenson, Peterson, Bondell, Mertig, & Moore, 2013; Stevenson, Carrier, & Peterson, 2014), but also in Greece (Nastoulas et al., 2017). In the Czech Republic, this tool has not yet been used in its entirety. Only some subscales have been used, e.g. the scale for determining environmental or ecological knowledge (Činčera, 2013; Schovajsová, 2010).

One of the most well-known instruments aimed principally at the affective dimension is 2-MEV (2 Major Environmental Values), a two-dimensional scale that represents a two-factor model of one's values and attitudes towards the environment. The biocentric factor *Protection* analyzes the degree of motivation and willingness of an individual to behave in an environmentally responsible manner. The anthropocentric factor *Utilization* identifies an individual's attitudes towards the environment for the purpose of meeting human needs (Johnson & Manoli, 2008; 2011). The applicability of the tool was verified mainly within the framework of several years of research on a sample of 10,676 respondents (Bogner et al., 2015). It is also often applied as an evaluation tool for environmental education programmes (e.g. Činčera & Johnson, 2013; Liefländer & Bogner, 2014). In the Czech environment, for example, Kroufek, Janovec, and Chytrý (2015) and Svobodová (2017) used the tool for different age groups.

Both the above-mentioned research tools were verified by the author of the paper in the Czech environment (Svobodová & Kroufek, 2018; Svobodová, 2018b). Based on the analysis of psychometric parameters, the validity and reliability of these tools, either their subscales, *knowledge and sensitivity* (MSELS) or, in the case of 2-MEV, a whole scale (*attitudes*), was included in the author's toolkit for comprehensive assessment of the environmental literacy of lower-secondary-school pupils in the Czech Republic.

The paper introduces the results of the pilot testing of the tool, especially the findings on the relationships between gender, age, leisure activities and the individual dimensions of environmental literacy. The following research questions were formulated:

RQ1: What is the reliability of the subscales of the research tool?

RQ2: What are the correlations between the subscales of the research tool?

RQ3: How strong is the relationship between the variables (gender, age, leisure activities) and environmental literacy (knowledge, attitudes, sensitivity, behaviour)?

2 Methodology

Three lower secondary schools (two of them in medium-sized towns, one in a rural area) and a multi-year grammar school took part in the study. They were schools from the Ústí nad Labem Region that showed an interest in participating in the testing. The data were collected in autumn 2018. The questionnaires were distributed in paper form to individual schools, either in-person or through an informed contact person, and a school educator was familiarised with the procedures, requirements and objectives of the research. The respondents, of which 239 were girls and 228 were boys, were pupils in the 6th to 9th grades of lower secondary schools (N = 467). The proportion of respondents from individual school grades, which does not differ significantly, is presented in Table 1.

Table 1
Overview of school grades involved

Grade	Percentage from the grade
6. grade	27%
7. grade	21%
8. grade	27%
9. grade	25%

The Ústí nad Labem Region is the region with the lowest educational level in the Czech Republic, and a high proportion of the population do not complete secondary education (KÚ Ústeckého kraje, 2011). Pupils in the 5th and 9th grades of primary and lower secondary schools in the region achieved the second weakest result in scientific literacy in PISA 2015 in comparison with other regions (Blažek & Příhodová, 2016). They also showed a similarly low level of knowledge compared to their peers (ČŠI, 2017).

It can therefore be assumed that the results for pupils included in the research may be lower precisely because of their lower socio-cultural family background compared to a representative sample in the whole Czech Republic. The findings thus cannot be clearly generalized to the whole population of ISCED 2 pupils in the Czech Republic.

The authorial research tool, the quantitative questionnaire, is based on the MSELS and 2-MEV standard international instruments verified by the author (Appendix 1). It consists of five parts. The first part asks about the pupils' age, year, gender and leisure activities. The second part, the *Environmental Knowledge* scale (Part B), is a knowledge-based test, a modified version of MSELS (16 items). Basically, it is a test of "ecological knowledge", in which understanding of ecological concepts is investigated. The third part, focused on Environmental Attitudes (Part C), consists of a two-dimensional 2-MEV tool (16 items). The scale continued to be treated as one-dimensional; the individual *Protection* and *Usage* factors were not evaluated separately, and reverse scoring was also used. The fourth part, the *Environmental Sensitivity* scale (Part D), was taken from MSELS (9 items). The scale mainly focuses on feelings that respondents experience towards nature, motivation and expressions of interest in spending time in the natural environment. The fifth part, the scale focused on *Environmental Negotiations* (part E), consists of 9 authorial items.

The knowledge-based test (Environmental Knowledge Scale) corresponds in its content to the obligatory Czech curriculum and respects the current curricular documents. It is consistent not only with the themes of the educational area *People and Nature* and the field of study *Natural Science* (Fundamentals of Ecology), but also with the cross-curricular theme *Environmental Education* (Basic Conditions for Life) (MŠMT, 2017) and, furthermore, with the topics in *Recommended Expected Outcomes for Environmental Education* (e.g. *Natural Connections*) (Broukalová et al., 2012).

For the *Environmental Knowledge* scale, respondents always chose 1 correct answer out of 4 options. For the remaining scales, they expressed the level of agreement with an assertion on the five-stage Likert scale. Their responses were scored from 5 (positive) to 1 (negative). Some items were formulated in a reverse way for analysis.

The obtained data were processed by standard statistical methods using Statistica 12 software (Statsoft, 2018). Due to the relatively large sample of respondents (N = 467), mainly parametric methods were used. The reliability of the subscales was determined by calculating the Cronbach α internal consistency coefficient. More detailed results regarding the validity and other psychometric indicators of the instrument were published separately at the 13th Annual International Technology, Education and Development Conference (INTED2019) (Svobodová & Chvál, 2019). Correlation analysis was used to identify the relationship between environmental literacy dimensions. Gender correlation was determined using a two-sample t-test, dependence on age and leisure activities through correlation analysis and, in the case of knowledge, using one-dimensional variance analysis (ANOVA); outcomes between ages were compared, where *knowledge* represented a dependent variable (6th, 7th, 8th and 9th grades). Multiple linear regressions were also applied to leisure activities. The analyses included *knowledge*, *attitudes*, *sensitivity* and *behaviour* as dependent variables, with leisure activities, or gender and age as independent variables (AERA, APA & NCME, 2014).

3 Results

The internal consistency of the tool was tested for reliability by calculating Cronbach's α coefficient, which was acceptable in all cases (Tavakol & Denick, 2011). Table 2 gives an overview of the reliability of the tool's subscales, including the original tool values on which the individual scales are based. Environmental knowledge and sensitivity were taken from MSELS (McBeth et al., 2008), and environmental attitudes from 2-MEV (Johnson & Manoli, 2008; 2011). Environmental behaviour is an authorial scale for which internal consistency has not yet been established.

Table 2
Reliability overview of tool scales including original values

Variable	Reliability Cronbach's α	Original reliability Cronbach's α
Knowledge	.71	.79
Attitudes	.78	.83
Sensitivity	.79	.76
Behaviour	.79	-

The correlation analysis showed a relatively close relationship between *attitudes*, *sensitivity* and *behaviour*. The scales correlate positively with each other, with the correlation coefficient reaching higher values. Contrary to this, for environmental knowledge, a more significant relationship was observed only with *attitudes*. Table 3 shows the results of the correlation analysis.

Table 3
Overview of Spearman's correlations between the scales of the tools

Variable	Knowledge	Attitudes	Sensitivity	Behaviour
Knowledge		**.30**	.01	**.11**
Attitudes	**.30**		**.44**	**.65**
Sensitivity	.01	**.44**		**.63**
Behaviour	**.11**	**.65**	**.63**	

Note: Values in bold are significant (p < .01).

Characteristics of variables

For the *knowledge* scale, correctly answered items were scored with a value of 1, whereas on other scales, where respondents chose responses on a five-stage Likert scale, they were scored from 5 points (positive) to 1 point (negative). In Table 4, descriptive characteristics of each variable are presented.

Table 4
Descriptive statistics of variables

Variable	N	M	SD	min.	median	max.
Knowledge (16 items)	467	10.48	3.12	2.00	11.00	16.00
Attitudes (16 items)	467	3.57	.62	1.44	3.63	5.00
Sensitivity (9 items)	467	2.87	.72	1.00	2.78	4.89
Behaviour (9 items)	467	3.44	.74	1.00	3.44	5.00

Relationship of environmental literacy to gender

Gender was shown to be a statistically significant variable in relation to *attitudes* (p < .001), *sensitivity* (p = .003) and *behaviour* (p < .001). In all three components of environmental literacy, girls achieved higher values. Compared to boys, they had more pro-environmental attitudes, sensitivity and behaviour. The results of the two-sample t-test for *attitudes* and *behaviour* are shown in Figure 1, 2.

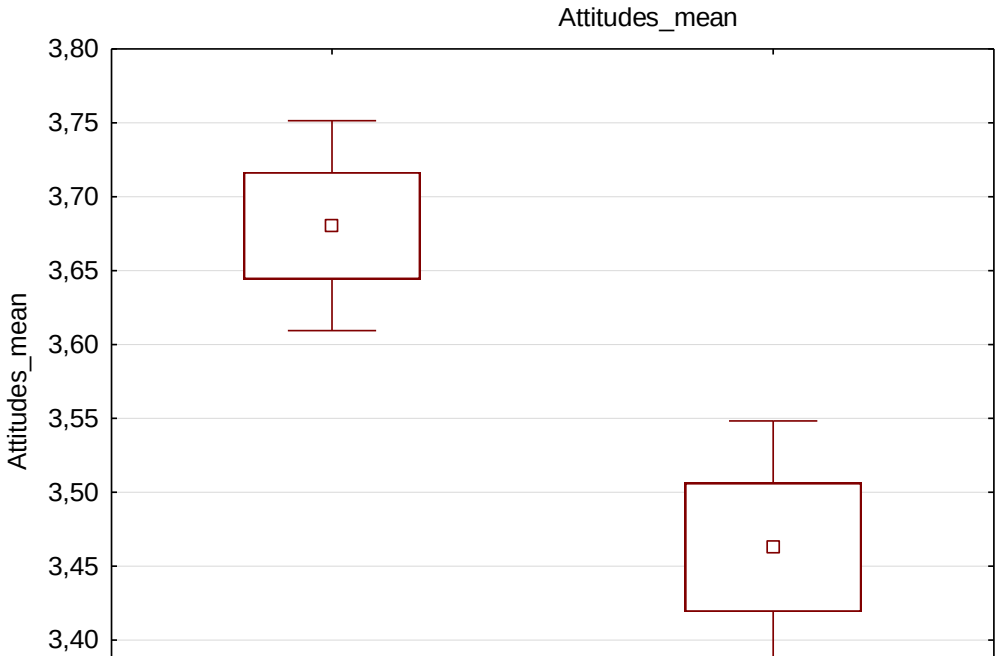


Figure 1 Relationship between declared environmental attitudes and gender

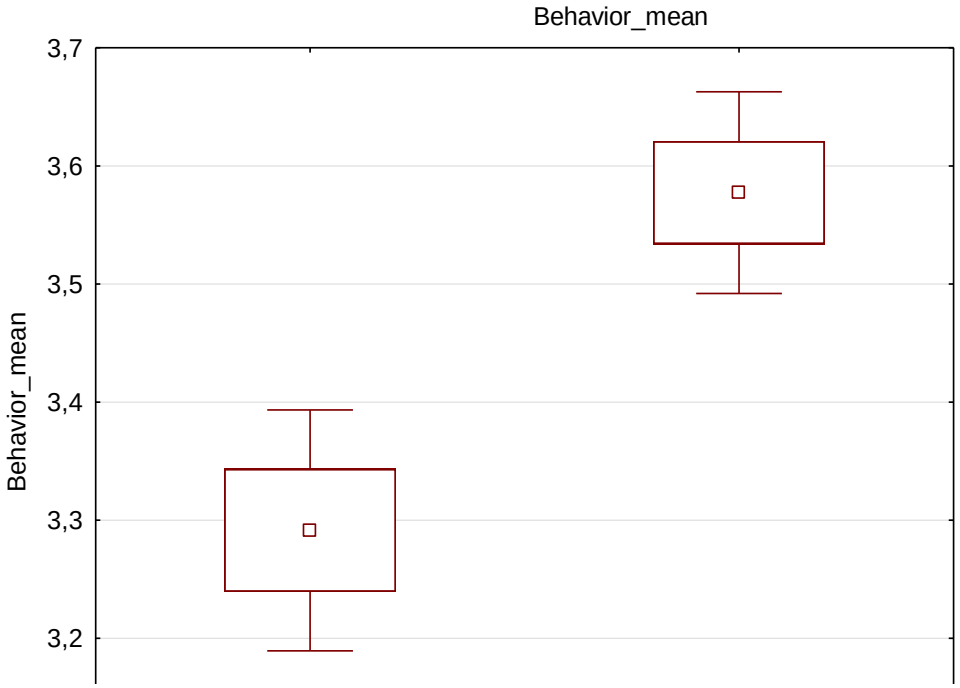


Figure 2 Relationship between declared environmental behaviour and gender

The connection of environmental literacy to age

First we used a single-factor analysis of variance (ANOVA) to find the relationship of individual scales to age. The *knowledge* scale had a significant correlation with age (see Figure 3, p = .002). Based on the results of the Tukey HSD test, a statistically significant difference was identified between grades 6 and 8 (p = .001) and grades 6 and 9 (p = .030). Figure 3 shows a direct correlation between the age and the level of environmental knowledge, which increased from grade 6 to grade 8, then slightly decreased. The situation described could be due, for example, to the inclusion and gradual discussion

of the topics concerned from the 6th to the 8th grade, while in the 9th grade they may forget about them somewhat.

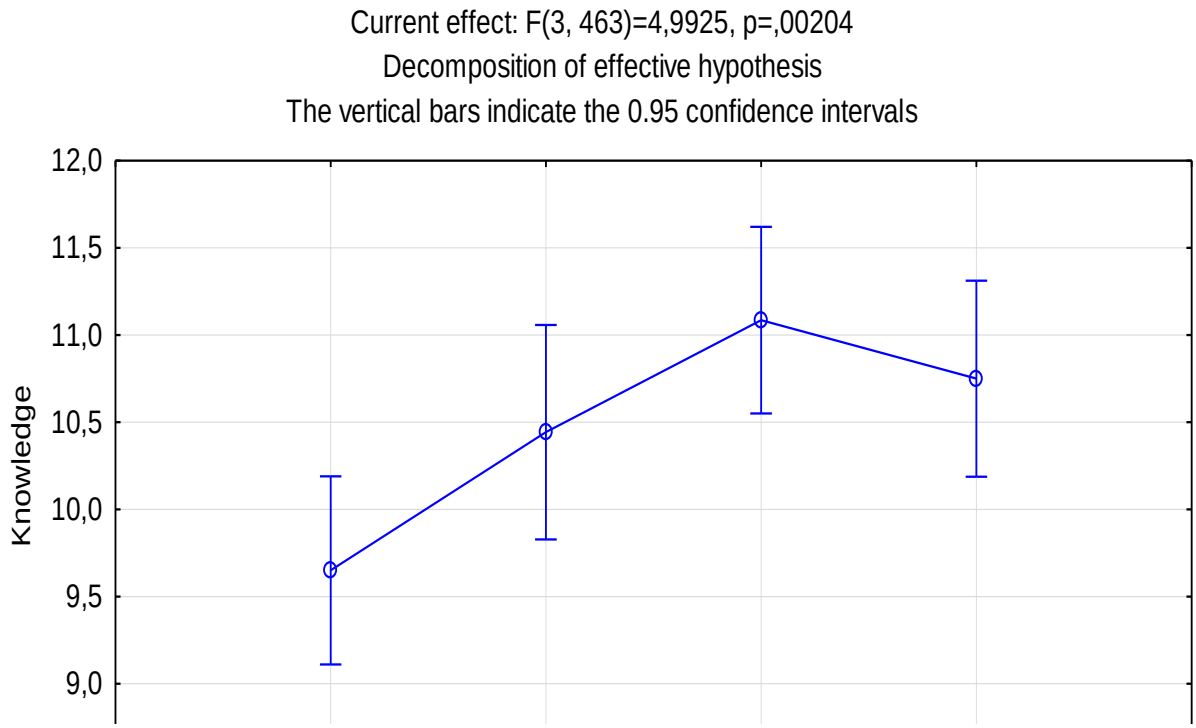


Figure 3 Relationship between environmental knowledge and school grade

For the other scales, ANOVA and the graph did not offer readily interpretable results, so we chose the Spearman correlation coefficient to look for possible connections. This proved to be statistically significant. The Spearman correlation coefficients between the scales of the tools in question and the age variable are always negative and almost identical, as shown in Table 5. In the higher school grades, the *attitudes*, *sensitivity*, and *behaviour* values drop significantly.

Table 5
Overview of Spearman's correlations between the scales of the tools and grade

	Scales of the tools		
Variable	Attitudes	Sensitivity	Behaviour
grade	**-.16**	**-.16**	**-.15**

Note: All values are significant ($p < .01$).

Relationship between environmental literacy and leisure activities

The relationship between scales of the tools and leisure activities (outdoor activities, ICT, hobbies, sport) was also subjected to correlation analysis. A statistically significant relationship for leisure activities was identified in *attitudes* (except sport), *sensitivity* and *behaviour*. In the case of ICT, there was a negative trend, unlike for the other activities. The strongest correlation was outdoor activities with environmental sensitivity (see Table 6).

Table 6
Overview of Spearman's correlations between scales of tools and leisure activities

	Leisure activities			
Variable	Outdoor activities	ICT	Hobbies	Sport
Knowledge	.07	-.02	.05	-.05
Attitudes	**.22**	**-.23**	**.16**	.03
Sensitivity	**.45**	**-.21**	**.32**	**.28**
Behaviour	**.31**	**-.29**	**.16**	**.09**

Note: Values in bold are significant ($p < .01$).

The results of multiple regression shown in Table 7 show the dependence of the *attitudes*, *sensitivity* and *behaviour* variables on leisure activities. The values of the coefficient of determination R^2 indicate that these leisure activities (outdoor activities, ICT, hobbies and sport) predict *attitudes* by 14%, *sensitivity* by 30% and *behaviour* by 18%. The strongest positive relationship, or rather the highest positive value of the regression coefficient was recorded for outdoor stays, for all three variables, unlike ICT, where negative dependence is apparent. For *sensitivity*, a significant correlation was identified for all four leisure activities.

Table 7
Results of regression analysis between scales of tools and leisure activities

Variable		Outdoor activities	ICT	Hobbies	Sport
Attitudes	.14	.239***	-.218***	.131*	-.092
Sensitivity	.30	.368***	-.150***	.193***	.107*
Behaviour	.18	.282***	-.244***	.091	-.028

Note: b* = regression coefficient; * $p < .05$; ** $p < .01$; *** $p < .001$.

A multiple regression analysis performed between the variables *attitudes*, *sensitivity* and *behaviour* as explanatory variables, and leisure activities, gender, and age as explanatory variables, brought about some interesting results. The values of determination for the coefficient R^2 increased for all three dependent variables. The results in Tables 8 show that leisure activities in combination with gender explain the variability of the variable *attitudes* by 15%, by 31% for *sensitivity* and by 19% for *behaviour*. The results in Tables 9 show that leisure activities in combination with grade explain the variability of the variable *attitudes* by 16%, by 33% for *sensitivity* and by 20% for *behaviour*. A significant relationship between all four leisure activities and age was found for *attitudes*.

Table 8
Results of regression analysis between scales of tools and leisure activities, including gender

Variable		Outdoor activities	ICT	Hobbies	Sport	Gender
Attitudes	.15	.230***	-.211***	.112*	-.075	-.079
Sensitivity	.31	.362***	-.145***	.181***	.118*	-.049
Behaviour	.19	.270***	-.235***	.067	-.006	-.103*

Note: b* = regression coefficient; * $p < .05$; ** $p < .01$; *** $p < .001$; code 1: girls, code 2: boys.

Table 9
Results of regression analysis between scales of the tools and leisure activities, including grade

Variable		Outdoor activities	ICT	Hobbies	Sport	Grade
Attitudes	.16	.240***	-.215***	.136**	-.110*	-.150***
Sensitivity	.33	.369***	-.147***	.198***	.088	-.166***
Behaviour	.20	.283***	-.241***	.096*	-.045	-.148***

Note: b* = regression coefficient; * $p < .05$; ** $p < .01$; *** $p < .001$.

4 Discussion

The environmental literacy of ISCED 2 pupils was investigated by measuring their environmental knowledge, attitudes, sensitivity and behaviour. Knowledge was operationalized with test tasks, and attitudes and sensitivity with a questionnaire asking for their opinions; for behaviour, it was not about the actual behaviour of the pupils but rather what they stated.

A comparison of the observed reliability of the subscales of the author's tool with the reliability values of the original scales (MSELS) and tools (2-MEV) did not reveal any significant differences. For the *Environmental Attitude* scale, α = .78 does not differ significantly from the original value (2-MEV) α = .83 (Johnson & Manoli, 2011), nor does it differ for the *Environmental Sensitivity* scale, α = .79 (MSELS: α = .76) (McBeth et al., 2008). A more significant difference was recorded for the *Environmental Knowledge* scale, α = .71, where the original value was α = .79 (McBeth et al., 2008). When testing this modified MSELS scale in the Czech environment in other research, a significantly lower value of α = .63 was measured (Činčera, 2013).

The relationship between the dimensions of environmental literacy was identified through correlation analysis, with a statistically significant relationship manifested in particular between the affective and conative dimensions. Spearman's correlation coefficient was high: between *attitudes* and *behaviour* it was .65, and between sensitivity and behaviour it was .63. *Knowledge* correlated only with *attitudes*, where the value of the correlation coefficient was .30. Thus, people who hold a pro-environmental attitude and show a high level of sensitivity can also be expected to act in an environmentally responsible manner.

Several research studies have been devoted to the relationship between the various dimensions of environmental literacy. The generally rejected and traditional knowledge-attitude-behaviour theory (KAB) model (Ramsey & Rickson, 1976), which is based on a narrow linear relationship between knowledge, attitudes and behaviour, is not widely supported in the literature (Bamberg & Möser, 2007; Heimlich & Ardoin, 2008; Hines, Hungerford, & Tomera, 1987; Hungerford & Volk, 1990; Marcinkowski, 1991). For example, Hungerford and Volk (1990) identified a statistically significant relationship between the affective and the conative dimensions, but the effect of the cognitive dimension has not been demonstrated.

The relationship between the environmental literacy of Czech pupils at ISCED level 2 and the variables (gender, grade and leisure activities) was identified as statistically significant. Outdoor activities predict especially the environmental sensitivity.

In the case of environmental attitudes, sensitivity and behaviour, there was a significant relationship with gender, with girls scoring higher in all three scales. The same findings with regard to the statistically significant relationship between the demographic variable gender and the affective dimension of environmental literacy were reported by, for example, Bílek and Schmutzerová (2010), Kubiatko (2014) and Kroufek, Janovec and Chytrý (2015). In contrast, Zelezny, Chua, and Aldrich (2000), Ogunbode and Arnold (2012), Ogunbode (2013) and Nastoulas et al. (2017) did not find that gender had an effect. Many studies show that women have a more attentive attitude towards the environment than men (e.g. Davidson & Freudenberg, 1996; Godfrey, 2005; Leach, 2007; Tindall, Davies, & Mauboules, 2003; Unger, 2008; Van Liere & Dunlap, 1980; Zelezny & Bailey, 2006).

The age variable proved to be a significant factor in all dimensions of environmental literacy. Environmental knowledge increases significantly with age, while attitudes, sensitivity and behaviour decline. Through the MSELS research tool, the older respondents in the National Environmental Literacy Project in the United States also showed a broader range of knowledge, while their attitudes

and sensitivity were lower (McBeth & Volk, 2010; McBeth et al., 2011). Similar discoveries regarding the negative correlation of attitudes with age were made for Greek students (Nastoulas et al., 2017). Bogner et al. (2015), who used the 2-MEV in their research, came to the same conclusions.

One of the key factors that may be responsible for this trend could be the change in respondents' interests and other personality development processes during adolescence.

The tested leisure activities (outdoor activities, ICT, hobbies and sport) positively correlate with *attitudes*, *sensitivity* and *behaviour*, but negatively with ICT. *Outdoor activities* proved to be the strongest predictor for *attitudes*, *sensitivity* and *behaviour*, especially in combination with gender or age. Geng, Xu, Ye, Zhou, and Zhou (2015), Pereira and Forster (2015) and Kroufek et al. (2016) also had findings consistent with the positive impact of regular outdoor activities on environmentally responsible behaviour. Outdoor education is thus an effective means of implementing environmental education (Činčera, 2015). Of the organizational forms of teaching, it would be appropriate to include regular fieldwork, inquiry-based teaching, excursions and various environmentally-oriented projects. School gardens also offer significant potential in this respect.

5 Limitations of the study

The limitation of the presented research is mainly the method of respondent selection, as the respondents were not randomly selected. The respondents were only from schools in the Ústí Region, which does not represent a typical region of the Czech Republic, and therefore the results cannot be generalized to the whole target group of lower-secondary pupils in the Czech Republic.

6 Conclusion

The text presents the partial results of the pilot research of the authorial analytical tool for the comprehensive measurement of environmental literacy of lower-secondary-school pupils in the Czech Republic, describing the connection of specific variables with individual dimensions: cognitive, affective and conative. From the results of the analysis of the psychometric properties of the tool, which were published separately and of which only the values of reliability of the scales are given in this paper, the tool can be evaluated as applicable for the purpose. The value of the Cronbach α coefficient ranged from .71–.79. These values can be considered sufficient (Tavakol & Denick, 2011). The individual dimensions of environmental literacy correlate positively with each other. The cognitive dimension has a negligible dependence, as opposed to the reasonably close relationship between the affective and conative dimensions. In the case of gender, there was a significant relationship between attitudes, sensitivity and behaviour, with girls always achieving higher values. Regarding age, the link between this variable and all dimensions proved to be statistically significant. A direct proportion was identified between age and knowledge, as opposed to attitudes, sensitivity, and behaviour, whose values declined with age. Leisure activities in combination with gender or age, especially outdoor activities, can be considered crucial factors in predicting the variables of environmental attitudes, sensitivity and behaviour. Many other studies have also demonstrated the positive impact of regular outdoor activities on environmental literacy.

While the results of the pilot study cannot be generalized due to the limited selection available, they provide interesting findings, especially in the area of leisure activities and the impact of gender on the environmental literacy of lower-secondary-school pupils. When developing educational programmes within environmental education, developers should primarily include, alongside the gender aspect, activities undertaken in the outdoors.

This article was created with full financial support from the grant project GA UK No. 50119. The text is published with the support of the Czech Association of Educational Research and the Council of Scientific Societies. It was presented at the ČAPV 2019 conference.

Reference

AERA, APA & NCME. (2014). *Standards for educational and psychological testing*. Washington, D.C.: American Educational Research Association.

Andrews, K. E., Tressler, K. D., & Mintzes, J. J. (2008). Assessing environmental understanding: an application of the concept mapping strategy. *Environmental Education Research*, 14(5), 519–536.

Ballard, M., & Pandya, M. (1990). *Essential learnings in environmental education*. Troy: NAAEE.

Bamberg, S., & Möser, G. (2007). Twenty years after Hines, Hungerford, and Tomera: A new meta-analysis of psycho-social determinants of pro-environmental behaviour. *Journal of Environmental Psychology, 27*(1), 14–25. https://doi.org/10.1016/j.jenvp.2006.12.002

Bílek, M., & Schmutzerová, L. (2010). Jak hodnotili čeští patnáctiletí žáci základních škol a studenti víceletých gymnázií environmentální problémy. *Envigogika*, *5*(2), 1–13. https://doi.org/10.14712/18023061.54

Blažek, R., & Příhodova, S. (2016). *Mezinárodní šetřeni PISA 2015. Národní zpráva. Přírodovědná gramotnost.* Praha: ČŠI. Dostupné z https://www.csicr.cz/Csicr/media/Prilohy/PDF_el._publikace/Mezin%C3%A1rodn%C3%AD%20%C5%A1et%C5%99en%C3%AD/NZ_PISA_2015.pdf

Bogner, F. X., Johnson, B., Buxner, S., & Felix, L. (2015). The 2-MEV model: Constancy of adolescent environmental values within an 8 year time frame. *Internatio-nal Journal of Science Education, 37*(12), 1938–1952. https://doi.org/10.1080/09500693.2015.1058988

Bragg, R., Wood, C, Barton, J., & Pretty, J. (2013). *Measuring connection to nature in children aged 8–12: A robust methodology for the RSPB.* Essex: University of Essex. Retrieved from https://www.rspb.org.uk/globalassets/downloads/documents/positions/education/measuring-connection-to-nature-in-children-aged-8---12---methodology.pdf

Broukalová, L., Broukal, V., Činčera, J., Daniš, P., Kažmierski, T., Kulich, J., Lupač, M., Medek, M., & Novák, M. (2012). *Cíle a indikátory pro environmentální vzdělávání, výchovu a osvětu v České republice*. Praha: MŽP ČR.

Činčera, J. (2007). *Environmentální výchova: Od cílů k prostředkům*. Brno: Paido.

Činčera, J. (2009). Analýza průřezového tématu Environmentální výchova v Rámcovém vzdělávacím programu pro základní vzdělávání. *Envigogika*, *4*(1), 1–27. Dostupné z https://doi.org/10.14712/18023061.33

Činčera, J. (2011). Doporučené očekávané výstupy pro environmentální výchovu. *Envigogika, 6*(2), 1–17. https://doi.org/10.14712/18023061.59

Činčera, J. (2013). Metodika pro hodnocení environmentální výchovy pro starší školní věk a střední školy. Envigogika, *8*(5), 1–63. https://doi.org/10.14712/18023061.414

Činčera, J. (2015). Učení se ve skutečném světě: Kritická analýza. *Envigogika*, *10*(3), 1–12. https://doi.org/10.14712/18023061.473

Činčera, J. (2017). *Environmentální výchova jako průřezové téma: Podkladová studie*. Praha: NÚV.

Činčera, J., & Johnson, B. (2013). Earthkeepers in the Czech Republic: Experience from the implementation process of an earth education programme. *Envigogika*, *8*(4), 1–14. https://doi.org/10.14712/18023061.397

ČŠI. (2017). *Výběrové zjišťování výsledků žáků na úrovni 5. a 9. ročníků základních škol ve školním roce 2016/2017 – závěrečná zpráva.* Dostupné z https://www.csicr.cz/getattachment/17f8e265-b04f-4459-a106-3aecbf735ca0/Vyberove-zjistovani-vysledku-zaku-na-urovni-5-a-9-rocniku-ZS-zaverecna-zprava.pdf

Daniš, P. (2013). Nové vymezení environmentální gramotnosti a návrh na její mezinárodní testování v PISA 2015. *Envigogika, 8*(3), 1–16. https://doi.org/10.14712/18023061.385

Davidson, D. J., & Freudenburg, W. R. (1996). Gender and environmental risk concerns: A review and analysis of available research. *Environment and Behavior*, *28*(3), 302–339.

Disinger, J. F. (2005). *Environmental Education's Definitional Problem*. In H. R. Hungerford, W. Bluhm, T. L. Volk, & J. M.Ramsey, *Essential Readings in Environmental Education* (pp. 17–32). Champaign: Stipes.

Erdogan, M., Akbunar, S., Asik, U. O., Kaplan, H., & Kayir, C. G. (2012). The effects of demographic variables on students' responsible environmental behaviors. *Pocedia – Social and Behavioral Sciences, 46,* 3244–3248. https://doi.org/10.1016/j.sbspro.2012.06.044

Geng, L., Xu, J., Ye, L., Zhou, W., & Zhou, K. (2015). Connections with Nature and Environmental Behaviors. *PloS One, 10*(5), e0127247. https://doi.org/10.1371/journal.pone.0127247

Godfrey, P. (2005). Diane Wilson vs. Union Carbide: Ecofeminism and the elitist charge of "essentialism." *Capitalism Nature Socialism*, *16*(4), 37–56.

Grúňová, M., Sané, M., Činčera, J., Kroufek, R., & Hejcmanová, P. (2018). Reliability of the new environmental paradigm for analysing the environmental attitudes of Senegalese pupils in the context of conservation education projects. *Environmental Education Research*, *25*(2), 211–221. https://doi.org/10.1080/13504622.2018.1428942

Gul, S., & Yesilyurt, S. (2011). A study on primary and secondary school students' misconceptions about Greenhouse Effect (Erzurum Sampling). *International Electronic Journal of Environmenal Education, 1*(3), 193–202.

Heimlich, J. E., & Ardoin, N. M. (2008). Understanding behavior to understand behavior change: a literature review. *Environmental Education Research, 14*(3), 215–237. https://doi.org/10.1080/13504620802148881

Hines, J. M., Hungerford, H. R., & Tomera, A. N. (1987). Analysis and synthesis of research and responsible environmental behavior: A meta analysis. *Journal of Environmental Education, 18*(2), 1-8. https://doi.org/10.1080/00958964.1987.9943482

Hollweg, K. S., Taylor, J. R., Bybee, R. W., Marcinkowski, T. J., McBeth, W. C., & Zoido, P. (2011). *Developing a framevork for assessing environmental literacy*. Washington, D.C.: North American Association for Environmental Education.

Hungerford, H. R. & Volk, T. L. (1990). Changing Learner Behavior Through Environmental Education. *The Journal of Environmental Education, 21*(3), 8–21.

Hungerford, H. R., Peyton, B. R., & Wilke, R. J. (1980). Goals for curriculum development in environmental education. *The Journal of Environmental Education*, *11*(3), 42–47.

Hungerford, H. R., Volk, T., Wilke, R., Champeau, R., Marcikowski, T., May, T., Bluhm, W. & McKeown-Ice, R. (1994). *Environmental literacy framework*. *Environmental education literacy consorcium.* Carbondale, IL: Southern Illinois University.

Johnson, B., & Manoli, C. C. (2008). Using Bogner and Wiseman's model of ecological values to measure the impact of an earth education programme on children's environmental perceptions. *Environmental Education Research*, *14*(2), 115–127. https://doi.org/10.1080/13504620801951673

Johnson, B., & Manoli, C. C. (2011). The 2-MEV scale in the US: A measure of children's environmental attitudes based on the theory of ecological attitude. *Journal of Environmental Education*, *42*(2), 84–97. https://doi.org/10.1080/00958964.2010.503716

Kormos, C. & Gifford, R. (2014). The validity of self-report measures of proenvironmental behavior: A meta-analytic review. *Journal of Environmental Psychology, 40,* 359–371. https://doi.org/10.1016/j.jenvp.2014.09.003

Kroufek, R., Chytrý, V., Janovec, J., & Brtnová Čepičková, I. (2016). Effect of leisure activities on responsible environmental behaviour of pupils of primary school. *Proceedings of the ICERI,* 7451–7456. https://doi.org/10.21125/iceri.2016.0703

Kroufek, R., Janovec, J., & Chytrý, V. (2015). Pre-service primary teachers and their attitudes towards nature. In O. Fleischmann, R. Seebauer, H. Zoglowek, & M. Aleksandrovich (Eds.), *The teaching profession: New challneges - New identities* (pp.129–137). Wien: Lit Verlag GmbH & Co.

KÚ Ústeckého kraje. (2011). *Problémová analýza Ústeckého kraje*. Dostupné z https://www.kr-ustecky.cz/assets/File.ashx?id_org=450018&id_dokumenty=1666198

Kubiatko, M. (2014). The environmental literacy of lower secondary school pupils, high school and college students. *Journal of Environmental Science and Engineering Technology, 2*(1), 2–8. https://doi.org/10.12974/2311-8741.2014.02.01.1

Leach, M. (2007). Earth mother myths and other ecofeminist fables: How a strategic notion rose and fell. *Development and Change*, *38*(1), 67–85.

Liefländer, A. K., & Bogner, F. X. (2014). The effects of children's age and sex on acquiring pro-environmental attitudes through environmental education. *The Journal of Environmental Education, 45*(2), 105–117. https://doi.org/10.1080/00958964.2013.875511

Lozzi, L., Laveaut, D., & Marcinkowski, T. (1990). *Assessment of learning outcomes in environmental education.* Paris: UNESCO.

Marcinkowski, T. (1991). The relationship between environmental literacy and responsible environmental behavior in environmental education. In N. Maldague (Ed.), *Methods and techniques for evaluating environmental education.* Paris: UNESCO.

Marcinkowski, T. (2005). *Predictors of responsible environemental behavior*. A review of three disertation studies. In H. R. Hungerford, W. Bluhm, T. L. Volk, & J. M. Ramsey (Eds.), *Essential readings in environmental education* (pp. 265–294). Champaign: Stipes.

McBeth, W., & Volk, T. L. (2010). The National Environmental Literacy Project: A baseline study of middle grade students in the United States. *The Journal of Environmental Education*, *41*(1), 55–67.

McBeth, W., Hungerford, H., Marcinkowski, T., Volk, T. L., & Cifranick, K. (2011). *The National Environmental Literacy Assessment, phase two: Measuring the effectiveness of North American Environmental Education Programs with respect to the parameters of environmental literacy*. Retrieved from https://www.noaa.gov/sites/default/files/atoms/files/NELA_Phase_Two_Report_020711.pdf

McBeth, W., Hungerford, H., Marcinkowski, T., Volk, T. L., & Meyers, R. (2008). *National Environmental Literacy Assessment Project: Year 1, National baseline study of middle grades students final research report.* Retrieved from https://www.noaa.gov/sites/default/files/atoms/files/Final_NELA_minus_MSELS_8-12-08_0.pdf

McBride, B. B., Brewer, C. A., Berkowitz, A. R., & Borrrie, W. T. (2013). Environmental literacy, ecological literacy, ecoliteracy: What do we mean and how did we get here? *Ecosphere, 4*(5), 1–20. https://doi.org/10.1890/ES13-00075.1

MŠMT. (2017). *Rámcový vzdělávací program pro základní vzdělávání*. Praha: MŠMT.

NAAEE. (2010). *Excellence in environmental education: Guidelines for Learning (K-12).* Washington, D.C.: NAAEE.

NAAEE. (2019). *K-12 Environmental education: Guidelines for excellence executive summary.* Washington: NAAEE.

Nastoulas, I., Marini, K., & Skanavis, C. (2017). Middle School Students Environmental Literacy Assessment in Thessaloniki, Greece. *Proceedings of the Health and Environment Conference*, 198–209. Dubai: Hamdan Bin Mohammed Smart University.

Ogunbode, Ch. A., & Arnold, K. (2012). A study of environmental awareness and attitudes in Ibadan, Nigeria. *Human and Ecological Risk Assessment: An International Journal, 18*(3), 669–684.

Ogunbode, Ch. A. (2013). The NEP Scale: Measuring ecological attitudes/worldviews in an African context. *Environment, Development and Sustainability, 15*(6), 1477–1494.

Osbaldiston, R., & Schott, J. P. (2012). Environmental sustainability and behavioral science: Meta-Analysis of proenvironmental behavior experiments. *Environment & Behavior*, *44*(2), 257–299. https://doi.org/10.1177/0013916511402673

Pereira, M., & Forster, P. (2015). The relationship between connectedness to nature, environmental values and pro-environmental behaviours. *Reinvention: and International Journal of Undergraduate Research, 8*(2). Retrieved from https://warwick.ac.uk/fac/cross_fac/iatl/reinvention/archive/volume8issue2/pereira/

Ramsey, J. M., Hungerford, H. R., & Volk, T. L. (1992). Environmental education in the K-12 curriculum: Finding a niche. *The Journal of Environmental Education, 23*(2), 35–45. https://doi.org/10.1080/00958964.1992.9942794

Roth, C. E. (1992). *Environmental literacy: Its roots, evolution, and directions in the 1990s.* Columbus: ERIC Clearingouse for Science, Mathematics and Environmental Education.

Sanera, M. (1998). Environmental education: promise and perfomance. *Canadian Journal of Environmental Education, 3*, 9–26.

Schovajsová, J. (2010). *Současný stav environmentální výchovy na základních školách – vybrané aspekty environmentální gramotnosti dětí mladšího školního věku* (Disertační práce). Olomouc: Univerzita Palackého v Olomouci.

Statsoft. (2018). *Statistica 12*. Dostupné z http://www.statsoft.cz/

Stevenson, K. T., Carrier, S. J., & Peterson, M. N. (2014). Evaluating strategies for inclusion of environmental literacy in the elementary school classroom. *Electronic Journal of Science Education, 18*(8), 1–17.

Stevenson, K. T., Peterson, M. N., Bondell, H. D., Mertig, A. G., & Moore, S. E. (2013). Environmental, institutional, and demographic predictors of environmental literacy among middle school children. *PLoS ONE, 8*(3). https://doi.org/10.1371/journal.pone.0059519

Svobodová, S. (2017). Vliv vybraných proměnných na environmentální gramotnost žáků 2. stupně základní školy. *Envigogika*, *12*(1), 1–22. https://doi.org/10.14712/18023061.539

Svobodová, S. (2018a). Konativní dimenze environmentální gramotnosti českých a slovenských žáků 2. stupně ZŠ. *Envigogika*, *13*(2), 1–12. https://doi.org/10.14712/18023061.578

Svobodová, S. (2018b). *Environmentální gramotnost žáků 2. stupně základní školy v České republice- aplikovatelnost zahraničních výzkumných nástrojů*. *Proceedings of the* XXVI. conference of the Czech Association of Educational Research Transdisciplinarity in Educational Sciences, ČAPV and FHS TBU in Zlín, 133–134.

Svobodová, S., & Chvál, M. (2019). The pilot verification of the Authoring Research Tool for the comprehensive measurement of environmental literacy of ISCED level 2 pupils in the Czech Republic. *Proceedings of the 13th International Technology, Education and Development Conference,* 1947–1958. https://doi.org/10.21125/inted.2019.0553

Svobodová, S., & Kroufek, R. (2018). Možnosti využití škály MSELS pro testování environmentální gramotnosti na základních školách v České republice. *Scientia in educatione*, *9*(2), 80–101. https://doi.org/10.14712/18047106.1210

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2011*(2), 53–55. https://doi.org/10.5116/ijme.4dfb.8dfd

Tindall, D. B., Davies, S., & Mauboules, C. (2003). Activism and conservation behavior in an environmental movement: The contradictory effects of gender. *Society and Natural Resources*, *16*(10), 909–932.

UNESCO. (1977). *Intergovernmental Conference on Environmental Education – Final report*. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000032763.

Unger, N. C. (2008). The role of gender in environmental justice. *Environmental Justice*, *1*(3), 115–120.

Vacínová, M., & Matějček, T. (2013). Intergenerational differences in personal relationship to nature. *Envigogika, 8*(2), 1–19. https://doi.org/10.14712/18023061.384

Van Liere, K. D., & Dunlap, R. E. (1980). The social bases of environmental concern: A review of hypotheses, explanations and empirical evidence. *Public Opinion Quarterly*, *44*(2), 181–197.

Wilke, R. (Ed.). (1995). *Environmental Education Literacy/Needs Assessment Project: Assessing environmental literacy of students and environmental education needs of teachers*. Stevens Point: University of Wisconsin.

Zelezny, L., & Bailey, M. (2006). A call for women to lead a different environmental movement. *Organization&Environment*, *19*(1), 103–109.

Zelezny, L. C., Chua, P. P., & Aldrich, C. (2000). New ways of thinking about environmentalism: Elaborating on gender differences in environmentalism. *Journal of Social Issues, 56*(3), 443–457.

Silvie Svobodová is a PhD student at the Faculty of Education, Charles University, where she study in the field of Biology Education at the Department of Biology and Environmental Studies. In her dissertation thesis she focuses on environmental literacy testing of pupils ISCED 2 in the Czech Republic, Slovakia, Poland and Germany. Her main task is to compile and verify the author's analytical tool. Furthermore, to create a compact real idea of environmental literacy of pupils ISCED 2, especially in the Czech Republic and Slovakia. In her professional life she also actively participate in environmental education.

Appendix 1

Questionnaire

Dear pupil!

By carefully filling out this anonymous questionnaire, you can help me to find out what pupils of your age know about nature and what they think about protecting nature and the environment.

The questionnaire contains a few parts. Read responsibly the instructions for each part. For each item, choose just one answer that best describes your opinion, and circle the letter.

Thank you for your answers.
Silvie Svobodová (Charles University of Prague)

A. Demographic data

1. Age
   a) twelve b) thirteen c) fourteen d) fifteen and older
2. Class/Form
   a) Class 6 b) Class 7 c) Class 8 d) Class 9
3. Gender:
   a) boy b) girl
4. You pass your free time:

   staying in nature

   a) usually b) very often c) often d) sometimes e) never

   staying on ICT (PC, mobile phone, tablet, etc.)

   a) usually b) very often c) often d) sometimes e) never

   regular attendance at some hobby/interest club/lesson (art, dance lessons, etc.)

   a) usually b) very often c) often d) sometimes e) never

   playing sports

   a) usually b) very often c) often d) sometimes e) never

B. Knowledge of nature

Circle only one, the best answer for each question.

5. Flowers with colorful petals and a sweet smell would most likely be pollinated by:
   a) rain b) wind c) birds d) insects
6. A small bird eats a butterfly that has been eating some nectar from a flower. Then the bird is eaten by a hawk. This is an example of:
   a) mutualism
   b) a food chain
   c) parasitism (parasitic behaviour)
   d) survival of the fittest

7. Which of the following is a predator – prey relationship?
   a) a flea and a dog
   b) a seven-spot ladybird and an aphid
   c) a caterpillar and a leaf
   d) a deer and a grasshopper on a blade of grass

8. A fox dies. This creates a problem for:
   a) a rabbit living in its territory (an area where the fox lives)
   b) another fox whose territory is nearby
   c) other predators living in its territory
   d) fleas that were drinking the fox's blood

9. Termites eat only wood; however, they cannot digest it. Tiny organisms that live in termites´ stomachs and intestines digest the wood. The relationship the tiny organisms and the termites have is:
   a) helpful to one and has no effect on the other
   b) helpful to one and harmful to the other
   c) helpful to both of them
   d) helpful to neither of them

10. A cat and a snake are hunting the same mouse. What is the relationship between the cat and the snake?
   a) One is using the other but not harming it
   b) they are competing with each other
   c) they are helping each other
   d) one is trying to eat the other one

11. If there were no decomposers on Earth, what would happen?
   a) many human diseases would disappear
   b) living organisms would have more food
   c) little would change
   d) dead parts of plants and dead animals wouldn't become part of the soil

12. A grassland turns into a desert. What will most likely happen to the animals that live in the grassland?
   a) their biodiversity and quantity will decrease
   b) they will have more babies to survive
   c) herbivores will adapt to another food
   d) many of them will adapt to new conditions in the following generation

13. Some people started a program in a national forest to protect deer (e.g. stags, fallow deer). They started killing wolves. Ten years later there were no wolves in the forest. For a few years after the wolves were gone there were more deer than there had ever been. Then suddenly there were almost no deer. The people who wanted to protect the deer didn't know that:
   a) deer only live to be a few years old
   b) fires would kill so many deer
   c) other animals would eat so much of the deer's food
   d) the deer would eat all of the food and many would starve

14. The original source of energy for almost all living things is:
    a) the soil
    b) water
    c) the sun
    d) plants

15. A dead bird is decomposing. What happens to the energy that was stored in the bird's body?
    a) nothing happens to it. Once the bird is dead, the energy is lost
    b) the bird used up its energy when it was alive
    c) it is destroyed by solar radiation
    d) it will pass through the organisms that decompose the dead body

16. A rabbit eats some corn. The energy from the corn goes into the rabbit. The next day a fox eats the rabbit. The fox gets very little of the energy that was in the corn. Why?
    a) a fox cannot digest corn
    b) the rabbit had already digested the corn
    c) corn doesn't have much energy
    d) most of the corn's energy was used by the rabbit

17. Most of the oxygen in the atmosphere comes from:
    a) water
    b) green plants
    c) the soil
    d) fungi

18. Which of the following would give humans the most food energy from 1,000 pounds of plants?
    a) feed the plants to insects, feed the insects to fish, and then humans eat the fish
    b) humans eat the plants
    c) feed the plants to cattle, then humans eat the cattle
    d) feed the plants to fish, then humans eat the fish

19. After living things die, they decompose. As a result of this process, nutrients are:
    a) released back into the environment to be recycled
    b) destroyed by the bacteria of decay
    c) changed from nutrients to oxygen and water vapor
    d) evaporated due to the heat produced during decomposition

20. Which of the following is a part of the water cycle?
    a) erosion
    b) ocean tides
    c) evaporation
    d) decomposition

21. A pollutant gets into an ecosystem and kills large numbers of insects. How might this affect the ecosystem?
    a) plants are not damaged so it doesn't affect the ecosystem.
    b) it damages part of the ecosystem so it may affect the whole ecosystem.
    c) it kills only insects so the other animals in the ecosystem stay healthy.
    d) most animals eat plants so it doesn't affect the ecosystem much.

C. What you think of nature and the environment

The following items contain several statements. Please read the text carefully.

For each item, choose just one answer that best describes your opinion.

22. If I ever have extra money, I will give some to help protect nature.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

23. To save energy in the winter, I make sure the heat in my room is not on too high.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

24. I would like to sit by a pond and watch dragonflies.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

25. People have the right to change the environment (nature).
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

26. Building new roads is so important that trees should be cut down.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

27. I would help raise money to protect nature.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

28. I always turn off the light when I do not need it anymore.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

29. I like to go on trips to places like forests, away from cities.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

30. I like a grass lawn more than a place where flowers grow on their own.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

31. Because mosquitoes live in swamps, we should drain the swamps and use the land for farming.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

32. I try to tell others that nature is important.
    a) strongly agree b) slightly agree c) neutral or undecided d) slightly disagree e) strongly disagree

33. I try to save water by taking shorter showers or by turning off the water when I brush my teeth.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

34. I like the quiet of nature.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

35. To feed people, nature must be cleared to grow food.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

36. People are supposed to rule over the rest of nature.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

37. Weeds should be killed because they take up space from plants we need.
    a) strongly agree
    b) slightly agree
    c) neutral or undecided
    d) slightly disagree
    e) strongly disagree

D. Your nature and environmental sensitivity

We are going to ask you a few questions about the degree of your nature and environmental sensitivity, which means the feelings you experience in relation to nature and the environment.

For each question, circle just one answer that best describes your feelings.

38. Please give your best estimate of the extent to which you are environmentally sensitive.

    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

39. Please give your best estimate of the extent to which your family is environmentally sensitive.

    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

40. To what extent do you take part in family vacations or outings in the outdoors?
    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

41. To what extent do you take part in activities such as going for walks, hiking, bicycling, canoeing, or kayaking?
    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

42. To what extent do you take part in bird-watching or nature photography?
    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

43. To what extent do you go camping with youth groups and organizations (e.g. sports clubs, Scouts, hobby clubs, etc.)?
    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

44. To what extent do you spend time in the out-of-doors alone – not as part of a class or youth group?
    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

45. To what extent do you enjoy reading books or magazines about nature and the environment?
    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

46. To what extent do you enjoy watching television shows, videos, CDs, or DVDs about nature and
    a) to a great extent
    b) to a large extent
    c) to a moderate extent
    d) to a small extent
    e) to no extent

47. To what extent do you have a teacher or youth leader who is a role model for environmental sensitivity?
    a) to a great extent
    b) to a large extent

c) to a moderate extent
d) to a small extent
e) to no extent

E. What you personally do for nature and the environment

For each question, circle just one answer that best descibes what you do or would do for nature and the environment.

48. If I had the opportunity, I would spend the night in the wilderness, meaning in the open air.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

49. If I have the opportunity, I like going into nature.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

50. If I have the opportunity, I like reading any publication or information source about the environment.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

51. I would defend any mistreated animal.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

52. I am not interested in air pollution problems.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

53. If I had the opportunity, I would voluntarily take part in nature protection.
    a) strongly agree
    b) slightly agree
    c) neutral

d) slightly disagree
e) strongly disagree

54. If I had the opportunity, I would change my behaviour because of worries about the environment.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

55. I would prefer a school trip to the wilderness to a school trip to a funfair.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

56. I also ask other people what I can do to reduce nature pollution.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

57. I sort the waste at home or at school.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

F. How you feel about nature and the environment

Circle just one answer that best describes the degree of your agreement.

58. I love nature and the environment.
    a) strongly agree
    b) slightly agree
    c) neutral
    d) slightly disagree
    e) strongly disagree

Now you have completed the questionnaire and can put your pen down.
Thanks for your participation!

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 105–111, April 2020
ISSN 1805-8825

Paper

Building bridges, growing minds

Analysis of relationships and the influence of Global South on the student learning process in a Grand Challenge course

Aruna Raman

Introduction

This paper aims to study the learning process and outcomes in Grand Challenge courses, and the role of Global South partners in influencing such processes and outcomes. Specifically, the narrative focuses on pedagogy employed to address developmental challenges in an interdisciplinary manner, through the framework of the Grand Challenge courses, while working with partners from the Global South. The paper focuses on relationship-building between student groups and Global South partners, the influence of partners in the knowledge development process, and resultant outcomes. The paper documents the inferences, observations, and experiences of the researcher in a participant-observer role (Atkinson & Hammersley, 1994, in Wallace & Sheldon, 2015) as a student in the course *GCC 3/5003 - Seeking Solutions in Global Health*.

What are grand challenges?

Grand challenges are complex developmental problems that need to be addressed by interdisciplinary approaches, and involve a number and variety of stakeholders. The framework originated in 2003 when the Gates Foundation launched Grand Challenges in Global Health – a set of 14 major scientific challenges, which, "if solved, could lead to key advances in preventing, treating, and curing diseases of the developing world." (Grand Challenges, 2020).

What are the major grand challenges? While this depends upon the organizations and stakeholders in the process, the National Academy of Engineering, an American non-profit, came up with 14 grand challenges, grouped into four main categories – sustainability, health, security, and joy of living (NAE Grand Challenges, 2020).

Grand challenges in education and the University of Minnesota Grand Challenge courses

In education, the Grand Challenge Curriculum is focused on equipping students with skills and knowledge, and developing sensitivities for engaging with complex developmental problems, from multi- and interdisciplinary perspectives. Over the past decade, 25 research universities in the American Association of Universities, along with several other institutions in the US, have introduced initiatives to address grand challenges (Weiss & Khademian, 2019). A 2018 report from the University of California, Los Angeles, highlighted that nearly 20 major research universities in the US – in collaboration with donors, community partners, and local industry – are implementing Grand Challenge initiatives through research projects, courses and student-led innovations (Popowitz et. al, 2018a).

Why is it important for universities to take on grand challenges? For one, they play important roles in society in terms of spearheading research efforts and providing education, a public good, to communities. Secondly, universities have the wherewithal to bring together diverse stakeholders from academia, industry and the community. They are hubs for discovery, new knowledge, and changing the understanding of the world (Popowitz et. al, 2018b). University students the world over are graduating from their programs and entering into work environments that are complex, where they are required to work with interdisciplinary, cross-functional and cross-geographical teams. While courses in their subject

matter provide them with technical expertise, the Grand Challenge courses equip them to deal with complexities in an ever-changing world.

The University of Minnesota launched the Grand Challenge Curriculum in the Fall semester of 2015, in accordance with the strategic plan of developing a more agile, integrated, 21st century university. The Grand Challenge courses are taught by cross-disciplinary instructors who bring unique perspectives to the courses, and work on developing both foundational skills and the exploration of specific Grand Challenge topics (Grand Challenges, 2020).

The University of Minnesota offers a great diversity of Grand Challenge courses, including GCC 3013/5013 - *Making Sense of Climate Change: Science, Art, and Agency*; GCC 3035/5035 - *Child Labor: Work, Education, and Human Rights in a Global Historical Perspective*; and GCC 3005/5005 - *Global Venture Design: What Impact Will You Make?* (University of Minnesota, 2020). The courses include programs offered on campus, as well as study abroad/international experiential learning programs, where students travel to both developed and developing countries for varying periods of time, to learn about developmental challenges, creative approaches and solutions in those countries. This also gives them an opportunity to employ a comparative perspective with regard to those challenges.

Importance of Global South partners in Grand Challenge courses

The term "Global South," as a geographical construct, encompasses territories in Africa, Central and South America, and Asia (Robertson & Komljenovic, 2016, in Phan, 2018). Robertson and Komljenovic also use the term Global South to describe marginalized communities and individuals of a certain political, social, racial or ethnic status, who might live in the Global North (Robertson & Komljenovic, 2016, in Phan, 2018).

The role of Global South educators in study abroad/international experiential learning literature (a major component of Grand Challenge courses) is often informed by the postcolonial narrative. Postcolonial scholarship "seek(s) to call attention to the power imbalances that exist on economic and ideological levels between the West and the rest." (Onyenekwu, Angeli, Pinto, & Douglas, 2017, p. 72).

This path explores the symbols of power, equity and solidarity, and leads scholars and students in the direction of studying "about" the marginalized communities (often in the Global South), rather than "with" them. Though the postcolonial narrative is important in recognizing power differentials and inequities, the discourse needs to move ahead, and recognize that Global South partners have an integral, and equal role to play in influencing the learning process as well as outcomes.

How is this framing relevant in the context of Grand Challenge courses? A majority of Grand Challenge courses study developmental challenges in the Global South. While they do have cross-disciplinary faculty teaching the courses, it is important to include Global South experts, faculty and practitioners on an equal footing, along with faculty partners in Global North universities. This ensures authenticity and fairness in learning about the multiple dimensions of grand challenges, while ensuring that Global South partners play an equal role in the learning process. This also signals to students in Grand Challenge courses that there is an equality in discourse, and the narrative moves beyond those at the receiving end of inequities being *subjects of study* to being *active influencers in the learning process*.

Researcher motivations in carrying out the study

The researcher is an experienced educator of study abroad and Grand Challenge courses in sustainability, entrepreneurship and innovation, and has worked with the University of Minnesota in designing and teaching these courses. Over six years of working with interdisciplinary groups of students, they observed not only the depth and uniqueness of knowledge that Global South educators, experts and practitioners bring to such programs, but also their influence on positive student learning experiences. The researcher recognizes that Global South experts can play a pivotal role in changing the narrative of the Global South as the *marginalized, have nots,* and *beneficiaries* of knowledge from the Global North, and also in changing the subjects of study. In addition, they perceive a legitimate gap in scholarship in highlighting the changing

dynamics around Global South experts, or, more generally, the scholarship originating from marginalized populations on their own perceptions of roles and influences.

Study objective, setting and methods

The objective of the study was to establish the role of Global South experts, educators and practitioners in the student learning process and in the outcomes of a Grand Challenge course. The researcher was enrolled as a student in the course *GCC (3)5003 - Seeking Solutions in Global Health*, which is offered as an interdisciplinary elective course under the Grand Challenge category of courses at the University of Minnesota. The course objectives (extracted from the course syllabus) are as follows:

> "In this course, students will examine the fundamental challenges to addressing complex global health problems in the world's poorest countries. Together, we will seek practical solutions at the nexus of human, animal, and ecological health. While there isn't a single "right" solution to grand challenges, progress can be made through an interdisciplinary perspective with an emphasis on ethical and cultural sensitivity, and on understanding their complexities. This exploration will help students propose realistic actions that could be taken to resolve these issues. This course will help students gain the understanding and skills necessary for beginning to develop solutions to this grand challenge."

Students worked in teams to learn about grand challenges, discussed existing approaches to addressing them, and came up with their own ideas, in the form of business plans. While some student teams focused on ideas and interventions pertinent to two countries in the Global South – one in East Africa, and the other in the Horn of Africa, others worked on grand challenges pertinent to immigrant communities in the state of Minnesota. The three (and occasionally four) Global South experts involved in the course had a wide range of backgrounds and experiences.

While some were technical experts, others worked on training and capacity-building projects. While some experts had spent significant time in the Global North (developed countries), either as students or in professional roles, or both, others had extensively worked with Global North partners on collaborative projects. The two principal University of Minnesota faculty came from backgrounds as varied as corporate and nonprofit management, nursing and community/global health. Notably, both faculty had worked extensively with Global South partners in different capacities. Student teams had weekly interactions with the Global South partners through email, Skype, Whatsapp, and other communication channels.

The researcher carried out a multimodal qualitative study using a participant-observer strategy (Atkinson & Hammersley, 1994, in Wallace & Sheldon, 2015). As a student in the class, they worked with one specific student team, focused on youth development and job provision in a country in the Horn of Africa. They participated in class discussions, assignments, and group activities, thereby being privy to the learning tools, pedagogies, and process. As an observer, the researcher paid attention to the relationship-building process between the students and Global South experts, the role of the experts in information gathering/provision and mentoring, and the equity and power dynamics between the various stakeholders. In addition, the researcher conducted interviews with two students, two University of Minnesota faculty, and three Global South experts. These interviews were conducted in various ways – face-to-face, on Skype (with the Global South experts), and through written answers to questions. The goal of these interviews was to gather perceptions of the influence of Global South experts in the learning process and in outcomes, and of the general relevance of such experts to Grand Challenge courses.

Analysis of findings on the role of Global South experts

The Global South experts described themselves as "conduits" and "bridge builders," filling gaps in knowledge for students, and as "providing a true reflection of happenings on the ground." (A. Raman, personal interview, November 4, 2019). One of the Global South partners believed in the agency of the people in their country – there is an awareness of problems and solutions, but the pathway from

conceptualization to execution is fraught with challenges. The students' role in this course was that of knowledge- and expertise-gathering – they examined various problem statements and existing approaches, and applied their learning from the course to the formulation of creative and sustainable solutions, applicable in the local context. The Global South expert provided consistent mentoring and validation of such approaches.

In allocating a prominent place for expertise from the Global South, the experts appreciated the uniqueness of the course structure. "The program leverages the value of the Global South. We leverage our knowledge to come up with cost-effective interventions, with a minimal budget. Knowledge and value from the Global South – otherwise they would not understand. (They) appreciate that the Global South is adding knowledge, and is in a knowledge-building role" (A. Raman, personal interview, November 4, 2019).

Though the Global South experts recognized gaps in knowledge, there was the perception that sometimes such gaps might be overstated. One expert pointed out that students enquired about mobile phone usage amongst the youth in their country, which might be perceived as a legitimate problem from the "Western" perspective. However, the expert pointed out that the "(continent) is global, there are phones coming in from China" (A. Raman, personal interview, November 8, 2019). This is a delicate balance – on the one hand, students tried hard to remain sensitive to the local context, and on the other, they wanted to exercise caution in perceiving gaps that the Global South partner might not think of as significant.

Experts also indicated that sometimes students came in with preconceived notions, and tended to apply their own framings to problems in the Global South. Experts suggested open-mindedness – "come with an empty cup," the expert in East Africa said (A. Raman, personal interview, November 4, 2019). "That way, when something new is poured in, you can learn from it."

Global South partners were instrumental in establishing interaction processes and regular (weekly) meeting schedules between them and the students. The Global South expert in East Africa opined that this consistency in interactions is important in the development of ideas, and in the continuity of the learning process. Each week, the team discussed new ideas. The expert reviewed each idea and suggested pathways for further exploration. The primary expert also connected students to other experts, through a careful introduction process. "(I) personally meet people, tell them about the student focus. Through (Skype) calls, (I) introduce them to the topic, introduce the team. (I) tell them about moving forward, (and) to validate the ideas... I do the groundwork to see that they are on the same page before they meet. " (A. Raman, personal interview, November 4, 2019). The Global South expert ensured that the interaction with other experts was optimal for everyone. For undergraduate students, this was perhaps one of the first opportunities to learn about multi-stakeholder engagements, analyzing complementary and conflicting information, and working in teams towards a specific short-term goal (the business plan). The students also navigated cultural contexts that are different from milieus that they are normally familiar with.

All three interviewed experts were appreciative of the progress that students had made through the semester. They attributed it to systematic information-seeking, thoroughness in utilizing information towards project goals, and flexibility. One expert said, "One of the best things about working with the team was how they were available to take part in the calls, with them having to be up early in the morning. They were also very understanding of when the (client) team wasn't able to take part in Skype calls. They let the (client) team guide them on the best direction and asked questions when they needed verification." (A. Raman, personal interview, November 18, 2019).

The Global South partners are the feet on the ground – they provide information on realistic and relevant contexts, since the students are unable to visit the countries during the course. One expert recalled a comment they heard from a course mentor – "I attended the student presentation – I thought that they (the student team) had been to (the country in East Africa)." (A. Raman, personal interview, November 4, 2019).

The University of Minnesota (Global North) faculty instructors viewed the Global South experts as being instrumental in providing practical information. "They strengthen my teaching," one instructor noted (A.

Raman, personal interview, November 4, 2019). There was also a clear role demarcation between the faculty instructors and Global South experts. While the former provided theoretical and pedagogical framings, the latter were important in establishing the local context. "Students have breakthrough moments when they read literature, tie theories and practical information together, and realize, "You know what, the books are actually right." (A. Raman, faculty instructor interview, November 14, 2019).

The Global South experts were also integral in terms of establishing appropriateness of focus. Some topics were culturally sensitive – and it wouldn't behoove a group from a different cultural context to intervene. "A discussion on mental health, for example – if there is an area that the West shouldn't be dabbling in, then it is probably mental health in resource-poor countries." (A. Raman, faculty instructor interview, November 14, 2019).

The instructors acknowledged that the quality of projects has improved since engaging with Global South experts. "We have always had superstar students – you can do anything with them. (However), the quality of good work has also become consistent." (A. Raman, faculty instructor interview, November 14, 2019).

The instructors alluded to an improvement in the level of sophistication in discussions, which didn't exist in classrooms some years ago. There may or may not be a correlation with Global South expert involvement, but the general cultivation of nuance and refinement in discourse benefits from disparate rich narratives. The different pedagogies keep the discussions sufficiently radical, but also practical, which is "all right, things are messy, but here are the tools, and here is the info to do something about it." (A. Raman, personal interview, November 14, 2019).

Students viewed their interactions with Global South experts as part of their personality growth. One of the two students interviewed noted that through navigating cross-cultural interactions with the partner in the Horn of Africa, they had learned to "reach out to contacts, ask questions in meetings, raise concerns, make suggestions, summarize (my) ideas into messages, and more." (A. Raman, student email interview, November 2019). In such experiences, the modalities of interactions were as important as content and expertise – students learned to navigate time differences, discovered new modes of remote communication such as Skype and Whatsapp, and learned to frame questions and ideas in culturally appropriate ways.

Global South experts were important in validating secondary information obtained through online research. Even the most respected peer-reviewed journal articles might fail to capture cultural nuances. One student recalled that one of the Global South experts raised the issue of "users pointing the finger at our intervention when issues out of our control would arise." (student email interview, November 2019). Another expert suggested a marketing plan, which helped the group further refine their intervention. The student recognized other advantages of Global South expertise – the need to make fewer assumptions based on secondary research material, and the ability to find specific in-country skills relevant to the intervention (in this case, an Internet company in-country to design a website relevant to the solution).

The other interviewed student viewed the presence and expertise of the Global South experts as being instrumental in situating the geopolitical and socioeconomic contexts of the city in the Horn of Africa that their team focused on. The "on-the-ground assessment" was important in clarifying assumptions and gaps in knowledge (A. Raman, student email interview, December 3, 2019). The student was also appreciative of the perspective of the Global South experts in understanding a highly localized situation. "I have a better understanding of what daily life is like in a country and city in the middle of a (situation), and the drive of many people in (the location) to better themselves and their community, despite the (situation). This is very inspiring." (A. Raman, student email interview, December 3, 2019). (The words in parentheses are the researcher's own, and replace words that might identify specific identities and locations).

Addressing postcolonial framings, privilege, and moving forward from the narrative

The involvement of Global South experts in this course is a departure from the postcolonial narratives that dominate Global North-South partnerships. This is due to many factors, the prominent one being that the

University of Minnesota faculty consider Global South experts to be equal and important to the course. Though the course focuses on the study of grand challenges, some of which are in the Global South, the focus is on studying *with* the experts, in addition to *about* (country contexts). One of the faculty instructors admitted to never having considered a separation between them and their Global South counterparts. Both instructors identified themselves as having previously taken part in professional engagements where the traditional postcolonial framings would have prevailed. However, they recognized that things are now different.

One instructor said, "I like to think I am trainable – I would be pretty uncomfortable having an honest conversation (with you) on how I saw my role when I was living in (an East African country) back in the 80s. I don't feel proud of it, but it is a product of my time and my understanding of how one behaved and what one expected." (A. Raman, faculty instructor interview, November 14, 2019).

Both instructors recognized that students have become sensitive to an evolution in discourse. One of the instructors recalled a class they taught a few years ago, where, during student introductions, one of the students remarked, "I hope this is not yet another class where we are going to talk about the failings of the Global South." (faculty instructor interview, November 2019). The instructor notes that "in the early 2000s, a student would not have had the language to say that." (A. Raman, faculty instructor interview, November 14, 2019).

Despite this evolution, structural inequities exist. The Global North still holds a position of privilege, and Global South experts might have the ulterior motive of capitalizing on such a privilege to shape their own careers. Financial capacity still comes from the Global North. Even in projects designed so the outcomes are relevant to the needs of the stakeholders, there might be a power imbalance. "The structure has been created in Washington, D.C… so you already know what you are going to offer." (A. Raman, faculty instructor interview, November 14, 2019). However, Grand Challenge courses akin to the one discussed in this paper, where Global South experts are respected for their knowledge and expertise, might be a step in the right direction.

Application of such courses in the real world

From a student perspective, the class enabled building contacts with real-world partners, which are important for students, as these are the kind of international partners that many students might work with while on a career path. In addition, some of these partners might well shape such career paths, in terms of future collaborations and work opportunities. The researcher, as a Global South educator, has herself helped University of Minnesota students find and set up internships and entrepreneurship opportunities in the developing world, a clear indication of how educators and experts in the Global South can influence the careers of students from Global North universities.

In addition, students develop the confidence to interact with people in different roles, and across cultural boundaries. They learn how to validate assumptions, and parse information from multiple sources, to form a coherent solution. One of the interviewed students remarked, "Partnering with another organization and another country has given me leadership skills, improved communication skills, bravery, a more open mind, and a stronger work ethic." (A. Raman, student email interview, November 23, 2019). They also view this course as a first step to "firm up some of my passions." (A. Raman, student email interview, November 23, 2019).

The other student appreciated the instrumental role the course has played in developing cross-cultural skills, and engaging with "unfamiliar ideas, situations, and cultures." (A. Raman, student email interview, December 3, 2019). They highlighted the development of entrepreneurial skills, business model development, refining communication and public speaking skills, and responding to constructive criticism. They also recognized the role of the course in developing "empathy, cultural respect, and a broader, more diverse worldview." (A. Raman, student email interview, December 3, 2019).

Conclusion and future steps

Grand Challenge courses provide a framework for recognizing that the Global South (both developing countries and marginalized contexts) should not just be treated as a subject of study or recipient of solutions from the Global North, but as an equal partner in shaping learning processes and outcomes. In an increasingly complex and volatile world, skills and expertise take precedence over race and ethnicity. It takes time, effort and willingness to develop courses, learning models and collaborative projects where both haves and have nots have an equal voice. In closing, while this case study is relevant to the Global South, the information learned can be extrapolated to include not just the narratives, but the expertise and guidance of the traditionally disenfranchised/marginalized in developing courses, content and pedagogy. This ensures a more equitable *learning with* rather than a conventional *learning about* approach.

References

Grand Challenges. (March 31, 2020). *Grand challenges*. Retrieved from https://grandchallenges.org/initiatives

NAE Grand Challenges for Engineering. (March 31, 2020). *14 grand challenges for engineering in the 21st Century*. Retrieved from http://www.engineeringchallenges.org/challenges.aspx

Onyenekwu, I., Angeli, J. M., Pinto, R., & Douglas, T. R. (2017). (Mis)representation among U.S. study abroad programs traveling to the African continent: A critical content analysis of a Teach Abroad program. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *29*(1), 68–84.

Phan, L. H. (2018). Higher education, English, and the idea of 'The West': globalizing and encountering a Global South regional university. *Discourse: Studies in the Cultural Politics of Education*, *39*(5), 782–797.

Popowitz, M., & Dorgelo, C. (2018a). *Report on university-led grand challenges. UCLA: Grand Challenges*. Retrieved from https://escholarship.org/uc/item/46f121cr

Popowitz, M., & Dorgelo, C. (2018b). *How universities are tackling society's grand challenges*. Retrieved from https://blogs.scientificamerican.com/observations/how-universities-are-tackling-societys-grand-challenges/

University of Minnesota. (March 31, 2020). *Grand Challenge Curriculum*. Retrieved from http://gcc.umn.edu/

Wallace, M., & Sheldon, N. (2015). Business research ethics: Participant observer perspectives. *Journal of Business Ethics, 128*(2), 267–277.

Weiss, J. A., & Khademian, A. (2019). *What universities get right -- and wrong -- about grand challenges*. Retrieved from https://www.insidehighered.com/views/2019/09/03/analysis-pros-and-cons-universities-grand-challenges-opinion

Aruna Raman
Comparative and International Development Education, University of Minnesota

Aruna Raman is a first-year PhD student in Comparative and International Development at the College of Education and Human Development. She is an educator, startup entrepreneur, social innovator, coach and mentor, with more than 20 years of experience, six of which have been devoted to developing curriculum, teaching courses, designing and implementing internationalization programs, and mentoring student innovators and startup entrepreneurs. She is a fierce network builder, who has worked with entrepreneurs in India, the US, countries in Asia, Africa, and Latin America.

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 112–113, April 2020
ISSN 1805-8825

Inspiration

Project: Enhancing gender sensitivity of teacher trainee students in Austria, the Czech Republic and Hungary

Dagmar Krišová, Dorottya Rédai, Claudia Schneider

When talking about diversity we should not forget about gender. Gender represents a main axis of social differentiation and systematic discrimination. Acknowledging gender diversity and having an awareness of gender inequalities in education is therefore important, so that educators can create a learning environment in which everyone is equal and able to benefit from their learning capacities.

We consider education to be one of the most important subsystems of society, in which social inequalities can simultaneously be alleviated, reproduced, and even exacerbated. For education to fulfil its responsibility to reduce social inequalities, including gender-based inequalities, schools should teach critical thinking and encourage the questioning of social norms and forms of injustice.

And it is the critical thinking of teachers and their ability to question social norms that we wanted to improve within the project Towards Gender Sensitive Education. More precisely, the project, which was implemented by five organizations - Association for the Development of Feminist Education and Teaching Models EfEU (Austria), Gender Information Center NORA, Masaryk University (the Czech Republic), and Eötvös Loránd University and the Hungarian Women's Lobby (Hungary) - was designed to enhance current and future teachers' gender sensitivity, including knowledge, attitudes, self-reflection and its application in their teaching practice.

We piloted courses on gender-sensitive education; five courses were realized for in-service teachers and five courses were held for teacher trainee students at Masaryk University, University of Vienna and Eötvös Loránd University. All the courses were delivered in line with the principles of feminist pedagogy (a form of transformative pedagogy that focuses on power relations and gender equality), used drama techniques as an experiential way of learning, and took participants' experiences as an important asset for the courses.

At our courses we worked with some of the personal stories participants shared. It became clear very soon to participants during our work that they all had encountered gender-based distinctions, discrimination, or even violence during their school career. Still, even though gender inequalities are so much ingrained in the daily lives of schools and - as our desk research (cf. Rédai & Sáfrány, 2019) revealed – in education policies, curricula and teaching materials, we found that there is very little training offered to teacher trainee students and in-service teachers about gender relations in education in our countries. Both our research and education activities have confirmed that at the current level of gender-sensitivity, schools and educational policy-making in general are unable to properly address gender inequalities, respond to social changes regarding gender, educate young people for equality and deal with discrimination. We greatly appreciate school-based, teacher education-level and policy-level initiatives to tackle gender inequalities in education, but much more needs to be done and more systematically in order to enhance gender equality in society.

Our contribution to the current situation is concentrated in a handbook, to be published by the end of April 2020, which introduces the best practice of our courses (Outputs, 2020). It is a compilation of more than fifty activities that can be used by teacher trainers to enhance gender-sensitivity of both in-service teachers and teacher trainee students. In the handbook, we provide ideas for an education that contributes to a safer society for all – sometimes by making collective gender and sexual identifications unsettled. The international cooperation of experts for gender-sensitive education from three different countries and universities has been instructive and challenging: different (political) positions

in dealing with gender and discrimination have inspired us to develop a common product that is applicable and helpful for all.

During the more than three years of preparation for and realization of the project we have encountered discourses against gender equality, gender studies and the freedom of gender expression. They are present in all three partner countries but in Hungary they are also part of governmental education policies (cf. Rédai & Sáfrány, 2019). The anti-gender movement claims that they are acting in protection of "the natural order of things", "nation", "family" and "traditional values", but in fact, its protagonists are afraid of the deconstruction of the familiar, fixed and hierarchical social organisation along gender lines, and they long for security and clear boundaries.

How can education, which is always also political education, encourage us to go our own ways beyond rigid norms and authoritarian desires? Education must focus on the voices and concerns of excluded and marginalised groups. Sensitization for discrimination – particularly on grounds of gender and sexual orientation – therefore is a major topic for education.

We generally assume that the political sphere is not in opposition to the private sphere, and how and where the private sphere is constructed is a political process. It is then also a political question how people working in education and training themselves are entangled in social power relations. In education the political can be negotiated. It is not only about teaching factual knowledge. Rather, experiences can be viewed and classified in a new way, the scope for action can be expanded and new references to the self, to others and to the world can be developed that go beyond the existing.

This article was supported by the project Towards Gender Sensitive Education co-funded by the Erasmus+ Programme of the European Union.

References

Rédai, D., & Sáfrány, R. (Eds.). (2019). *Gender in national Education documents and teaching resources, and in teachers' pedagogical approaches and everyday teaching practices in Austria, the Czech Republic and Hungary. Comparative report.* Retrieved from https://gendersensed.eu/wp-content/uploads/2019/08/Comparative-report.pdf

Outputs. (2020, March 30). *Gender sensed*. Retrieved from https://gendersensed.eu/outputs

Dagmar Krišová
Faculty of Education, Masaryk University in Brno

Dorottya Rédai
Faculty of Education and Psychology, Eötvös Loránd University

Claudia Schneider
Association for the Development of Feminist Education and Teaching Models (EfEU)

Dagmar Krišová is a PhD candidate at the Department of Social Education at the Faculty of Education of Masaryk University in Brno. In her research, she focuses on the gender sensitivity of teacher trainee students. She is a member of an NGO Konsent that raises awareness about sexual violence and strives for better sex education.

Dorottya Rédai is an independent scholar working in the field of gender, sexuality and education in Hungary. She has a doctoral degree in gender studies from Central European University. Besides her research and training work, she is also an activist in LGBTQ and women's non-governmental organisations. Her monograph "Exploring Sexuality in Schools. The Intersectional Reproduction of Inequality" was published in 2019 by Palgrave Macmillan.

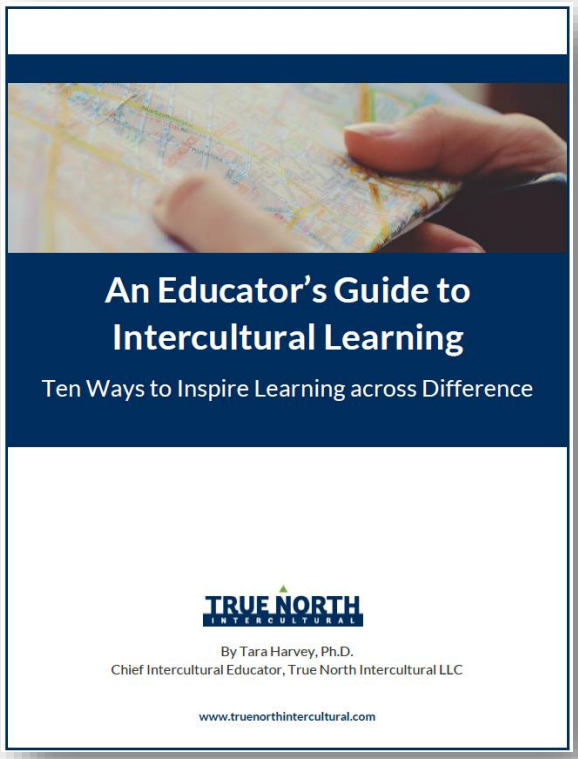
Claudia Schneider is a social and cultural scientist; her main fields of work are gender and diversity competence trainings, gender and diversity studies, intersectionality and queer/deconstructivist pedagogy; she works in the EfEU association and as a lecturer at the University of Vienna, the University of Applied Arts and the Academy of Fine Arts.

volume 8, issue 1, pp. 114–116, April 2020
ISSN 1805-8825

Inspiration

Introducing a new intercultural learning tool by Tara Harvey

An Educator's Guide to Intercultural Learning. Ten Ways to Inspire Learning across Difference



Educational institutions are increasingly interested in fostering intercultural competence and global understanding. Many school mission statements or strategic plans now reference "global competence," "intercultural understanding," or similar. One of the key means articulated for achieving that goal is through study abroad or domestic cultural immersion experiences, which I will collectively refer to as "study away."

There's often an unstated assumption that study away experiences lead to greater intercultural competence. Unfortunately, there's a flaw in that logic.

While it has a lot of positive benefits, **research has actually shown that, on average, study away does not help students develop their intercultural competence**. That is, there is not necessarily a cause-and-effect relationship.

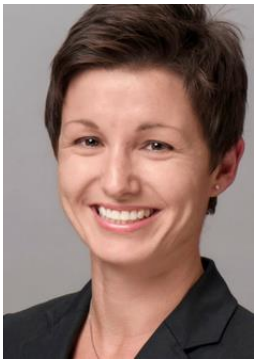
Study away research, as well as student development literature, now strongly support the idea that students need *intentional* and *frequent* intervention to help them develop their intercultural competence through study away experiences. That is, being exposed to or even immersed in another culture is not usually sufficient to help students develop interculturally. Educators need to help students learn to actively reflect on and make sense of their experiences, then extract and put into practice their new learning.

In addition to teaching your given discipline in a different country or culture, also being responsible for facilitating students' intercultural learning and growth during the experience may seem like a daunting task. But it can also be extremely *rewarding*. In addition, arming students with the tools they need to learn through their experience can actually make your job as a study away leader *easier*!

This guide is meant to help you get started and know where to focus your efforts in order to more proactively foster intercultural learning.

The good news is that your efforts to expand your capacities for furthering intercultural learning can have a *big* impact. You will not only help your students learn about their host culture, but also gain lifelong intercultural skills that are transferrable to any experience in which they are engaging across difference—which, let's face it, is pretty much any time we're interacting with other human beings!

The Educator's Guide to Intercultural Learning by Tara Harvey is available for free here.



Tara Harvey has been in the field of international education since 2000, and specifically focused on how to maximize the learning and growth inherent in intercultural experiences since 2006, when she began Ph.D. studies to explore this question. In addition to working in language learning, international student services, and study abroad, Tara has designed and/or taught intercultural courses at the University of Minnesota, Middlebury Institute for International Studies, and through CIEE (the Council on International Exchange). As Academic Director of Intercultural Learning at CIEE, she was responsible for developing intercultural curricula for the world-wide study abroad programs, as well as training, coaching, and supporting the resident staff around the world in how to facilitate intercultural learning. In 2016, following many requests from universities to provide similar training for their faculty and staff, Tara started True North Intercultural.

An educator's guide through the eyes of Czech educators:

Lenka Gulová
Department of Social Education
Faculty of Education
Masaryk University

"Internationalization is a major topic in our higher education, particularly in relation to student mobility. In this mobility, and in internationalization as a whole, we see lots of positive aspects, both for the individual and for the environment, in which the experience connected with getting used to and penetrating other cultures can then be reflected. If we stay on the surface of the issue, then we understand what encountering another culture entails. But is that not too little for an ambition as great as the internationalization of higher education? Do we truly understand what internationalization entails and what its objectives can be, for example in relation to social pedagogy? The Educator's Guide to Intercultural Learning brings us interesting inspiration in relation to looking at such topics, and even more importantly for dealing with them in practice. These are not merely some methodical instructions, but essentially a relatively "living" interpretation of what intercultural competences and global understanding are (rather fundamental topics connected with internationalization), how to acquire them, and why it's important to embrace them. A major bonus of this "guide" are the links to various theories and sources, which lend the entire text greater importance. Naturally, intercultural competences and global understanding are something with which social pedagogy as a profession or a scientific discipline definitely counts on in many areas of a social pedagogue's work. For example, in relation to dealing with otherness, value education, various target groups in social pedagogy and frequently social disadvantage, or in the ambitions of social pedagogy as a discipline which strives to activize and motivate the individual, and by extension transform society in terms of its humanization, openness and democratization.

Activization, work with the environment, values, experience, sharing, transformation, respect, development, empathy, openness, social disadvantage, fairness, constructivism; these are some of the terms which we could relate to social pedagogy. We also find similar terms in the Educator's Guide to Intercultural Learning. A purely random similarity? I think not. Therefore, it's not just about what internationalization could mean for social pedagogy, but also what social pedagogy could mean for internationalization."

Jana Zerzová
Department of English Language and Literature
Faculty of Education
Masaryk University

> "Studying and developing our own intercultural competence leads us from our frequent and often unconscious tendency to rely on various aspects of our monocultural mindsets to adopt a more pluricultural one, opens our eyes to diversity, replaces shallow stereotyping and tolerance with informed tolerance, helps us make informed choices in our communication, and corrects our expectations of others.
>
> Although it may seem a common stereotype, cultural variety does not only exist across foreign cultures. Our attempt to understand various realms of cultural variety, at least to some extent, inevitably leads us to abandon the common perception of the superficial value of humankind and look for a deeper understanding of it.
>
> That said, the importance of personal self-development in this area cannot be stressed enough. Be it teachers, social pedagogues, students, doctors, businessmen, members of the army, government, churches, cultural institutions, or any other groups and institutions, we all can benefit from the development of our intercultural competence, because where two people meet, cultural variety inevitably arises, giving us the potential to harm or help, misunderstand or enrich and respect each other, work effectively and emphatically, or miss our chance to do so."

Jakub Hladík
Department of Pedagogical Sciences
Faculty of Humanities
Tomas Bata University in Zlín

> "The whole characteristic of the text is involved in the title. It is a guide, meaning that the text is short and should serve as an initial orientation to the issue. The second part of the title refers to the content of the text, in which the author uses ten points to introduce readers (mainly teachers) to basics topics related to foreign students and students from different cultural learning backgrounds. Tara Harvey primarily deals with how to teach, not what to teach. Specifically, the guide should allow for "gaining lifelong intercultural skills that are transferable to any experience in which they are engaging across differences". This is quite ambitious, but at the same time it is a positive trait of this guide. The guide could be titled in another way as well, e.g., "How not to be afraid of intercultural education". The content of the guide is transferable to a different cultural environment and could inspire Czech teachers or social pedagogues, for example, who thus far have rarely encountered cultural differences in schools. It is "only" a guide; it isn't a handbook and readers can't expect deeply elaborated instructions. However, the most important attribute of this guide is that it is a simple and understandable pathway to other more difficult topics of education in a culturally diverse society.

Lenka Gulová is a Czech teacher, Head of the Department of Social Education at the Faculty of Education, Masaryk University in Brno. She focuses her professional and civic life on the support of individuals and development of communities. For many years, her most powerful tool has been project planning that allowed her to effectively bind theory with practice. She has experience in government work as well as NGOs, and aside from thirty years of experience in the field, she is an active member of a leisure-time society with some overlap in environmental studies. Spirituality and faith, activation and motivation towards a meaningful life, and respect for others give hope to her life.

Jana Zerzová works as an assistant professor at the Department of English Language and Literature at the Faculty of Education of Masaryk University and as a consultant in a Digital Literacy project at the Faculty of Education at Palacky University. In her research, she focuses on the development of intercultural communicative competence, research of realised curriculum, development of digital literacy, CLIL, second language acquisition and teaching English to pupils with ASD, and other topics from the area of second language acquisition and teaching.

Jakub Hladik works as an associate professor at the Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín. He is interested in social pedagogy, self-regulation and multicultural education. In this research field, he has published articles in domestic and foreign journals. He was a member of many research teams. He is a chairman of Association of Educators in Social pedagogy, Czech Republic and he is an Editor-in-Chief of Social Education journal.

volume 8, issue 1, p. 117, April 2020
ISSN 1805-8825

Webinar

How to develop strategic partnerships – A WEBINAR for educators

Eva Janebová, Soňa Nykodýmová

Webinar will walk you through…

WHAT is a strategic partnership?

WHY build a strategic partnership?

WHO can and needs to be involved

HOW to develop partnerships step by step?

Click here to listen!

Eva Janebová
Faculty of Education, Masaryk University in Brno

Soňa Nykodýmová
Faculty of Education, Masaryk University in Brno

Eva Janebová is an international educator with scholarly experience from Columbia University and University of Minnesota, Charles University or University of New York Prague. For the last 4 years, she served as the Manager of Strategic Partnerships Project at the Faculty of Education at Masaryk University in Brno in the Czech Republic. Eva has over 18 years of experience as an educator in academia and has served as academic advisor to the Council for International Education Exchange, the Czech Ministry of Education and JAMK in Finland. She has overseen the design of a hundred plus international courses, delivered presentations at NAFSA, EAIE and trainings related to intercultural and international education and various universities, including the University of Minnesota where she was the very first Mestenhauser Fellow in 2018. Her PhD thesis on Internationalization of Higher Education won the Charles University 2008 Bolzano award for the most distinguished social sciences thesis. Her professional commitment is to build capacities of Czech universities to make internationalization an institution-wide process inclusive to all.

Soňa Nykodýmová is the Office manager and Project Coordinator for Strategic Partnership MUNI 4.0 at the Faculty of Education Masaryk University in Brno. Shas has a bachelor degree in economics and management in the field of accounting and taxes. Her past working experiences have always been international - either working and living abroad or working locally for an international company like Rochester Public Schools in Minnesota, Symbol Technologies / Motorola s.r.o.

volume 8, issue 1, pp. 118–119, April 2020
ISSN 1805-8825

Newsletter

Social Pedagogy International Conference

"Social Education and Social Pedagogy: Here and Now"

Milena Öbrink Hobzová

As a journal specializing in social education, we would like to inform you about the Social Pedagogy International Conference, "Social Education and Social Pedagogy: Here and Now", which was supposed to be held in June in Preston, Great Britain. Due to the COVID-19 pandemic, the conference has been postponed until early 2021. The exact dates are being planned at the moment, and will be released around the beginning of May (Social Pedagogy Association, 2020a).

The conference will be mainly organized by the Social Pedagogy Association (SPA, in Spanish called Asociación de Pedagogía Social), ThemPra Social Pedagogy, and ASU (Arizona State University). It is hosted by the University of Central Lancashire (UCLAN), Preston (Social Pedagogy Association, 2020a).

The last conference held was Puebla 2018, and it was a meeting place for social pedagogues, social educators and other professionals from related disciplines. The discussed topics ranged from refugee education and community work and development, to social work and pedagogical theory (Keller, O'Neil, & Nicolaisen, 2018).

The conference, now planned for 2021, will give space to a number of presentations, workshops, and discussions concerning the topics currently being explored in the field of social pedagogy (issues that this discipline addresses, both in theory and in practice). This conference will provide an opportunity for social issues to be discussed from the point of view of different partners coming from various parts of the world. The topics will address possible solutions to problems such as sustainability, violence, inequality, migration, etc. (Social Pedagogy Association, 2020b).

Since the cancellation of this year's event came suddenly, as a response to the COVID-19 outbreak, many researchers might have finished their articles that were supposed to be presented in Preston in June. If that is your case, you can use the possibility of presenting the article online on the website of the Association: there will be a *Social Education and Social Pedagogy: Here and Now* presentation page, on which you can publish your video (video guidelines available soon on the website of the Association). Similar measures are valid for already completed papers, which can be sent in until 15 August; they will be published prior to the conference in 2021.

Once the final date of the conference in 2021 is out, you will be able to submit your proposals. You can find more information, not only about the event but also about other activities of the Association, on www.socialpedagogy.org. There is also the possibility to become a member of the Social Pedagogy Association, which encourages collaboration and discussions between scholars and practitioners in the field of social pedagogy.

References

Social Pedagogy Association. (2020a). *Social Pedagogy International Conference. "Social Education and Social Pedagogy: Here and Now".* Retrieved from https://www.socialpedagogy.org/press-release

Social Pedagogy Association. (2020b). *"Social Education and Social Pedagogy: Here and Now"*. Retrieved from https://www.socialpedagogy.org/themes-temas

Keller, D., O'Neil, K., & Nicolaisen, H. (2018). *Social Pedagogy and Social Education: Bridging Traditions and Innovations.* Phoenix, AZ: Social Pedagogy Association. Retrieved from: https://bad8d60d-d856-4827-bd8e-9d2ad84404d6.filesusr.com/ugd/f26314_5d605fd2d1ea4192839f425bbd110605.pdf

Milena Öbrink Hobzová
Sts Cyril and Methodius Faculty of Theology, Palacký University Olomouc

---

Milena Öbrink Hobzová studied English, Czech and German at the Faculty of Education, Palacký University in Olomouc. In 2014, she defended her doctoral thesis on language education of immigrants in Czech Republic and Sweden. At present, she is a research assistant in social pedagogy at the Department of Christian Education at Sts. Cyril and Methodius Faculty of Theology, Palacký University Olomouc. Her research includes education of immigrants, multicultural education and media literacy education. Currently, she is doing research with language teachers of adult immigrants in Sweden and Czech Republic, mainly aimed at their view of working with the foreigners.

volume 8, issue 1, p. 120, April 2020
ISSN 1805-8825

Newsletter

Youth and Values Conference 2020

Sts Cyril and Methodius Faculty of Theology, Palacký University Olomouc
November 5 – 6, 2020

Milena Öbrink Hobzová

We are hereby inviting you to participate in the international conference Youth and Values 2020, which will be held in Olomouc, 5 – 6 November 2020. This conference has been organised every two years since 2007 by the Department of Christian Education, Sts Cyril and Methodius Faculty of Theology, Palacký University Olomouc, Czech Republic, and by Paidagogos – Society for Philosophy, Theory and Praxis of Education. It has developed to become a meeting ground for experts from all areas of education, including social pedagogy. The common denominator has always been an interest in values and how these shape, and are shaped, by different groups in society. The conference also offers a place for interdisciplinary discussions on how researchers from other fields (not only education) view value-related issues.

The organizers are pleased to announce that the main speakers will be Prof. Hristo Kyuchukov (University of Silesia, Katowice, Poland), one of the leading experts in Europe on the education of Roma children, and Prof. Venetta Lampropoulou (University of Patras, Patras, Greece), who specializes in deaf education.

Keynote speakers in the field of social pedagogy are Jakub Hladík (Faculty of Humanities, Tomas Bata University, Zlín), Jitka Lorenzová (Faculty of Arts, Charles University, Prague) and Radim Šíp (Faculty of Education, Masaryk University, Brno).

The organizers introduce something new to the conference every year. Last year the conference guests could attend a range of different workshops, and due to great interest, the offer has now been extended. So this year the participants can choose from two seminars: one will be led by Prof. J. Shosh (Moravian College, USA) and will be focused on action research, and the other one will deal with Work at the Clay Field® with Mgr. Anna Víšková (Sts Cyril and Methodius Faculty of Theology, Palacký University, Olomouc). More information on the conference, including registration, can be found at Mládež a hodnoty webside.

Milena Öbrink Hobzová
Sts Cyril and Methodius Faculty of Theology, Palacký University Olomouc

---

Milena Öbrink Hobzová studied English, Czech and German at the Faculty of Education, Palacký University in Olomouc. In 2014, she defended her doctoral thesis on language education of immigrants in Czech Republic and Sweden. At present, she is a research assistant in social pedagogy at the Department of Christian Education at Sts. Cyril and Methodius Faculty of Theology, Palacký University Olomouc. Her research includes education of immigrants, multicultural education and media literacy education. Currently, she is doing research with language teachers of adult immigrants in Sweden and Czech Republic, mainly aimed at their view of working with the foreigners.

Sociální pedagogika | Social Education
volume 8, issue 1, pp. 121–124, April 2020
ISSN 1805-8825

Newsletter

Ndlovu Youth Choir

Milena Öbrink Hobzová, Markus Johan Öbrink

Although South Africa has one of the strongest economies in southern Africa, as well as the whole continent, it still faces many problems. Among these is the problem, pointed out in many scholarly articles, that the country to a large extent has remained racially segregated even after the fall of Apartheid (including e.g. South Africa's Implementation of the 2030 Agenda for Sustainable Development, 2019). Recently, the country has been troubled by a high level of corruption and significant social differences between rich and poor, which will probably be deepened by the long-term economic recession that may continue well into 2020 ("11 alarming charts," 2020).

South Africa is a multi-ethnic country with 11 official languages and a number of cultures that live next to each other, cultures which were oppressed during Apartheid. The racist regime built up walls between people and forced millions out of the town centres and into the outskirts, to the townships. These areas turned into places of no hope long before the introduction of democracy in the 90s. With high unemployment rates and poor hygiene standards, many have remained excluded areas with soaring poverty and crime levels (Donaldson, Du Plessis, Spocter, & Massey, 2013).

To a European tourist, South Africa offers an exceptional travel experience, but even just passing through the country one learns very fast which part of the city is safe and which is not. Even though the South African government has implemented projects that have improved the living conditions of people in such townships (Donaldson et al., 2013), those who have seen parts such as Khayelitsha in Cape Town, Alexandra in Johannesburg and other similar areas are not surprised to hear that crime in such areas remains high, as does the high school drop-out rate according to Hartnack (2017).

One issue that negatively affects developments in South Africa is the high school drop-out rate. According to Hartnack (2017), 40 percent of first graders leave school before they reach the 12th grade. The high drop-out rate is a result of negative peer pressure, not only in townships but also in poor rural areas. Young people often end up engaging in alcohol and drug abuse, as well as anti-social behaviour.

Hartnack (2017) also refers to other authors and points out that positive pressure from high-achieving peers can have a beneficial effect on youth. However, negative peer influence is a more significant element.

Involvement in leisure-time activities is one way to motivate young people to strive harder. One good start would be to finish school, find a job and be resilient to the socio-pathological phenomena in their surroundings. An example of this that has gained not only national, but worldwide fame, is Ndlovu Youth Choir, supported by the Ndlovu Care Group; this choir started as a leisure-time activity in Limpopo region, a rural area north of Gauteng.

Ndlovu Care Group and its activities

In South Africa, there are a large number of NGOs working with local communities, and a large part of civil society is a result of their work. In 2013 there were almost 100 000 registered non-profit organizations (Stuart, 2013), and they are playing a crucial part in delivering the socio-economic rights that are guaranteed by the constitution, and in assisting the South African government in carrying out its mandate.

Ndlovu Care Group, founded by Dutch doctor Hugo Templeman in 1994, is based in the rural area of Elandsdoorn, Limpopo Province. It focuses on providing integrated health care, child care and other services in order to develop the community ("Ndlovu Care Group," 2019). On a daily basis, Ndlovu Care Group implements different programmes ranging from health care and programmes to support the needs of children and youth, to WASH (Water Sanitation and Hygiene). It also supports the local infrastructure and is involved in research (Ndlovu Care Group, 2020a).

One of the activities, the Child & Youth Development Programmes, is focused on orphans and vulnerable children in the area. It includes: the Ndlovu Children's Units, which works to prevent malnutrition and provides treatment; Child-Headed Households, a programme that not only ensures basic care to satisfy the needs of orphans and vulnerable children, but also provides social skills to those growing up without parents; and finally the Community Disability and Rehabilitation Programme, aimed at disabled children in the community (Ndlovu Care Group, 2020b). The organization also runs pre-schools and schools, as well as a low-threshold facility called Chill Hubs. It offers a safe space for extra-curricular activities for children after school. Apart from training IT skills, the facility works to prevent drug abuse, gives advice on domestic violence, etc.

Ndlovu Youth Choir

The Ndlovu Youth Choir has recently drawn attention worldwide through participating in the TV show America's Got Talent (2019). But let's tell the story from the beginning.

The choir consists of a group of young people from the small village of Moutse, in Limpopo. The choir itself was founded in 2009, and since then it has been changing the lives of its members. In a short video about the impact of the choir, Dr. H. Templeman explains why they set up the choir: the goal was to give vulnerable children "a voice" (Ndlovu Youth Choir, 2019). But what children should be considered vulnerable in such conditions?

As explained by H. Templeman, CEO Of Ndlovu Care Group, one of the results of AIDS in South Africa has been the high number of children who grow up without parents in a desperately unequal community (Ndlovu Youth Choir, 2012). These orphans do not have anybody to take care of them, despite the fact that as children, they need guidance. The risk of getting involved in crime or prostitution to survive is high (Ndlovu Youth Choir, 2012). Therefore this choir presents an opportunity to work with these children, guide them and take care of them. It is a way to learn to deal with their life situation.

Ralf Schmitt, artistic director of Ndlovu Youth Choir, talks about how the children are shaped and changed by the music. Apart from giving them a meaningful leisure-time activity, it also seems to provide them with a life goal, and removes them from situations with negative peer pressure. The choristers describe it as a place where they can forget about their problems and feel free. They are also aware that the experience is very educational and, what is more, they themselves are looked up

to. Coming from a poor environment, this gives them a feeling of achievement that can motivate them to go further in their lives (Ndlovu Youth Choir, 2019).

Working with music is also a way for the children to process their emotions. Ralph Smith claims to be thrilled to work with them, something that would not have been possible during the time of Apartheid. It gives them a chance to work with their earlier experiences in a positive way. Creativity helps them to heal and, at the same time, also helps to improve the community (Ndlovu Youth Choir, 2019). Dr. H. Templeman explores the same ideas when talking about how the children flourish through the choir's activities (Ndlovu Youth Choir, 2012).

Girls who have been singing in the Ndlovu Youth Choir say that singing gave them direction in their life: they studied, found a job, and thus became more independent. Obviously important to the individuals, this is also part of a wider improvement for the whole community (Over het Ndlovu Youth Choir, 2019). In this way, the women inspire others and help improve the conditions of people around them.

Moreover, children who grow up as orphans find new friends with whom they not only sing, but also play. They describe the choir as easing their internal pain, and helping them to focus.

Clearly, the impact of the choir on the community is huge. The chance to show their qualities at the international level by participating in America's Got Talent shot them to the stars. Since autumn 2019 they have performed in different shows, both in South Africa and overseas (e.g. Germany, the Netherlands). But the main impact of their work remains on the local level, in their region and with children who need support. The fame might help, but it is not the aim.

As they state in all their interviews, the choir wants to be an example of how people from humble backgrounds can achieve marvellous things and inspire others to do the same.

Conclusion

In a way, the Ndlovu Youth Choir became a symbol of South Africa after appearing on America's Got Talent. It shot them to stardom and attracted worldwide attention to their cause. Yes, it might be true that for a short moment they lived the "South African dream". But going deeper, there are more things than meet the eye. The children showed to the whole world that fine art can come from poor environments and a tough background, and in a way the children is a symbol of Nelson Mandela's rainbow nation: people of different colour working together. It would never have been possible during Apartheid, but times have changed, and perhaps these children can go forth as an example of how to choose a better path in their lives. And as such, it is a good example of how the work of an NGO can often make a real difference.

Nelson Mandela once said: "After climbing a great hill, one only finds there are more hills to climb". Let us wish that, for the rest of their lives, the choir keeps on using the strength from their achievements.

Resources

America's Got Talent. (2019). *Youtube*. Retrieved from: https://www.youtube.com/watch?v=NqsFO4atwJo

11 alarming charts that show the South African economy is in deep, deep trouble. (2020, February 21). *Business Insider.* Retrieved from https://www.businessinsider.co.za/south-african-economy-in-deep-trouble-2020-2

Donaldson, R., Du Plessis, D., Spocter, M., & Massey, R. (2013). The South African area-based urban renewal programme: Experiences from Cape Town. *Journal of Housing and the Built Environment*, *28*, 629–638. https://doi.org/10.1007/s10901-013-9348-3

Hartnack, A. (2017). *Background document and review of key South African and international literature on school dropout. DGMT*. Retrieved from https://dgmt.co.za/wp-content/uploads/2017/08/School-Dropout-Background-Paper-Final.pdf

Ndlovu Care Group. (2020a). *Vision & Mission*. Retrieved from http://ndlovucaregroup.co.za/

Ndlovu Care Group. (2020b). *Child & Youth Development*. Retrieved from http://ndlovucaregroup.co.za/childandyouthdevelopment/

Ndlovu Care Group: Auxiliary Nurses and Home-Based Carers. (2019, February 8). *Ngopulse*. Retrieved from http://www.ngopulse.org/opportunity/2016/02/08/vacancies

Ndlovu Youth Choir. (2019). *Ndlovu Youth Choir*. Retrieved from https://choir.africa/

Ndlovu Youth Choir. (2012). *Youtube*. Retrieved from https://www.youtube.com/watch?v=URQfOhEhoCY

Over het Ndlovu Youth Choir. (2019). *Youtube*. Retrieved from https://www.youtube.com/watch?v=kSliBOXjsUc

South Africa's Implementation of the 2030 Agenda for Sustainable Development. (2019). *Sustainable Development*. Retrieved from https://sustainabledevelopment.un.org/content/documents/23402SOUTH_AFRICA_RSA_Voluntary_National_Review_Report_Final__14_June_2019.pdf

Stuart, L. (2013, April 9). *The South African non-profit sector: Struggling to survive, needing to thrive*. Retrieved from http://www.ngopulse.org/article/south-african-nonprofit-sector-struggling-survive-needing-thrive

Milena Öbrink Hobzová
Sts Cyril and Methodius Faculty of Theology, Palacký University Olomouc

Markus Johan Öbrink
Language Centre of the Faculty of Arts, Palacký University Olomouc

---

Milena Öbrink Hobzová studied English, Czech and German at the Faculty of Education, Palacký University in Olomouc. In 2014, she defended her doctoral thesis on language education of immigrants in Czech Republic and Sweden. At present, she is a research assistant in social pedagogy at the Department of Christian Education at Sts. Cyril and Methodius Faculty of Theology, Palacký University Olomouc. Her research includes education of immigrants, multicultural education and media literacy education. Currently, she is doing research with language teachers of adult immigrants in Sweden and Czech Republic, mainly aimed at their view of working with the foreigners.

Markus Johan Öbrink teaches languages, presentation skills, and academic writing at the Language Centre of the Faculty of Arts, Palacký University in Olomouc, Czech Republic. He has taught languages and soft skills courses for over 15 years, and has written books on topics such as presentation skills and writing for ESL students.

Both authors visit South Africa regularly.

Call for papers

Guidelines for authors

The journal publishes research articles (ca 45,000 characters), book reviews (ca 9,000 characters), news (ca 9,000 characters), expert essays (ca 27,000 characters) or possibly texts in other sections concerning current scientific knowledge in the field of social education. The texts must be original manuscripts not published previously and not granted by the author to be published elsewhere. The editor's office accepts manuscripts in Czech, Slovak, English and other languages – with English translation.

Manuscripts are submitted as attachments to an email addressed to editorsoced@fhs.utb.cz or upon logging into the journal website interface. To simplify authors' work, a template containing a published research article is available and information that author declares that this is the original study and text in this form has never been published or submitted for publication. Along with the template authors use title page. This document contains the authors' affiliation, ORCID ID and contact information for potential reviewers.

The review process of the article manuscripts is mutually blind and lasts from one to two months, based on the received reviews. The aim of the blind review process is to reduce the possible biases of the reviewers. The reviewers are members of the journal editorial board and part-time journal fellows. Reviews of books and news articles are reviewed by the editor of the appropriate section.

The papers are checked by anti-plagiarism software Crossref Similarity Check before publication of an article. Editorial board has the exclusive right to have a final decision on publishing the manuscript, or suspend/exclude manuscript in any stage of the review process based on generally deductible reasons. However, the authors of manuscripts have no legal claim to the publication of their manuscripts at any stage of the review process.

Sociální pedagogika | Social Education journal is a double blind peer-reviewed scientific journal. As the journal follows the open access policy, the articles are available free in the electronic form in the journal's website. The term "open access" means unrestricted online access to peer-reviewed research, enabling any user to read, download, copy, print, search, or create links to the fulltexts of articles. More detailed author guidelines are available at http://soced.cz/en/for-authors

Copyright

As the publisher bears the cost of editing and publishing the journal, authors are not required to charge for publishing in the journal. Consequently, articles are available for readers free of cost. Before publication of the article, the author is asked to sign a contract of transferring exclusive copyright to the publisher (FH TBU). The author is not permitted to re-publish the article in other journal or other media without written consent from the publisher.

Sociální pedagogika | Social Education journal adheres to the principles outlined by COPE – Commission for publication Ethics and refer to the Council of Science Editors White Paper on Promoting Integrity in Scientific Journal Publications, Section 3.5 on Correcting the Literature; Creative Commons license CC BY; APA Citation Guide; Open Access policy and provide a standard way for readers to locate the authoritative version of a document by uses CrossMark (Cross-Ref).

11/2020

Call for Papers

Sociální pedagogika | Social Education

Topic: All areas related to Social Education
Editor: Radana Kroutilová Nováková

Authors are cordially invited to submit papers for this upcoming edition
Volume 8 / Issue 2 / November 2020

The journal is a platform for developing Social Education as a scientific discipline. It publishes theoretical and empirical studies on both ongoing and finalized research, book reviews and information on scientific activities in the field of Social Education.

- All received studies are subject to mutually anonymous peer-review process.
- Publication of studies is conditioned by the reception of the texts in the journal template available online.
- Publication and editing of texts free of charge, as well as online access to published issues.

Submission open for November 2020
Proposal & Abstract Submission: May 15, 2020
Full-text Submission: June 15, 2020
Paper Publication: November 15, 2020

Sociální pedagogika | Social Education
E: editorsoced@fhs.utb.cz | W: www.soced.cz
mobil: +420 734 792 969
tel.: +420 576 038 007

Sociální pedagogika
Social Education
časopis pro vědu a praxi

April 2020 www.soced.cz ISSN 1805-8825

Sociální pedagogika | Social Education

The journal for socio-educational theory and research

Publisher

Tomas Bata University in Zlín
Faculty of Humanities
Štefánikova 5670
760 01 Zlín
Czech Republic