

A REVIEW OF EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP EDUCATION IN TEACHER EDUCATION

Douglas Bourn, Frances Hunt and Phil Bamber

2017

Article

A comparative review of policy and practice for education for sustainable development/education for global citizenship (ESD/GC) in teacher education across the four nations of the UK

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MiE

Management in Education
2016, Vol. 30(3) 1–9
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Management & Administration Society
(BELMAS)
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DOI: 10.1177/0892020616653179
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A Review of Teacher Education for ESD/GCED across the 4 nations of the UK and Europe

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UNESCO Week for Peace and Sustainable Development:

The Role of Education

6-10 March 2017, Ottawa, Canada

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The Third
UNESCO Forum
on Global
Citizenship
Education: The
Role of Teachers

IMAGE: DAVID TETT / UNESCO

**The 2017/8 GEM Report "Accountability in
Education" is coming out 24 October.**

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**EDUCATION
MATTERS**

Background paper for the 2017 Global Education Monitoring report

- What are common ways of preparing teachers in the areas of ESD and GCED?
- What is the best methodology to monitor the GCED and ESD-related training of teachers, particularly at the level of initial teacher education (ITE) from a comparative perspective?
- What is the available evidence base on the extent to which GCED and ESD are included in ITE and materials in different countries, as well as CPD programmes?
- What could be the best mechanisms to improve GCED and ESD-related teacher education?
- What are the prospects (given the current situation and the available evidence) that systems will meet the 4.7 target in relation to teacher education by 2030?

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Background paper for the 2017 Global Education Monitoring report

ESD / GCED, human rights, peace and inter-cultural understanding can be seen within a range of courses for the initial training and continuing professional development of teachers.

Civil society organisations and policy-makers outside of education have tended to have a major influence in determining the practices of ESD and GCED within teacher education. However,

- In many instances they are seen as optional extras to core courses.
- The motivation and enthusiasm of individual teachers / teacher educators remains key
- There is a tendency in many countries for ESD and GCED to be promoted within teacher education along parallel lines.
- Pedagogical approaches underpinning ESD and GCED run counter to dominant approaches to the training and education of teachers

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Examples of GCED in Initial Teacher Education and Continuing Professional Development

- Ireland

- Strategic funding from Irish Aid, DICE project, Ubuntu Network, Development Education Elective Course
- See Hartmeyer, H. and O' Loughlin, E. (eds.) (2015) The European Global Education Peer Review Process: National Report on Ireland, Amsterdam, GENE.

- England

- Government funded, peer-led training, 20% of schools registered

- Poland

- EU funding, global education embedded within national curriculum and 4 of 12 teacher education syllabi, development of regional network



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ESD/GCED in teacher education in the UK

A comparative review of policy and practice for education for sustainable development/education for global citizenship (ESD/GC) in teacher education across the four nations of the UK

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DOI: 10.1177/0892020616653179
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- Extreme turbulence in education at all levels
- Evidence of divergence and convergence within policy and practice
 - **Professional standards / competencies** eg. Scotland professional standards at various career stages underpinned by ‘values, sustainability and leadership’ (GTC, 2013)
 - **Values and ideologies** eg. Northern Ireland peace building as a feature of curriculum development and school culture
 - **Curriculum and pedagogy** eg. Variable impact of UN Decade for ESD
 - **The role of the third sector** eg. Variable impact upon Development Education Centres



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Questions for discussion

- How can we encourage greater co-operation and synergy between ESD/GCED networks to address areas of duplication, lack of focus in monitoring progress and clarity of pedagogical purpose?
- What are the most appropriate overarching themes (regionally specific) for measuring progress of ESD/GCED in teacher education?
 - (Global) social justice
 - Intercultural understanding
 - Equity
 - Professional ethics
 - Transformative pedagogy
 - Environmental justice
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