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

Douglas Bourn, Frances Hunt and Phil Bamber

2017

A Review of Teacher Education for ESD/GCED across the 4 nations of the UK and Europe

Dr Philip Bamber, Associate Director TEESNet
The Third UNESCO Forum on Global Citizenship Education: The Role of Teachers

The 2017/8 GEM Report "Accountability in Education" is coming out 24 October. Sign up to receive the Report as soon as it’s released.
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?
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
  o Strategic funding from Irish Aid, DICE project, Ubuntu Network, Development Education Elective Course

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

• Poland
  o EU funding, global education embedded within national curriculum and 4 of 12 teacher education syllabi, development of regional network
ESD/GCED in teacher education in the UK

- 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
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
  - ....