Education for sustainable development and global citizenship: Evaluating and auditing ESDGC in teacher education

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TEESNet
Teacher Education for Equity and Sustainability

The Higher Education Academy

Contents

Education for sustainable development and global citizenship

(ESDGC): a guide to good practice in teacher education

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Evaluating and auditing ESDGC in teacher education

In this section, we explore how best we might audit and assess what we are doing and how well we are doing it in relation to embedding ESDGC in teacher education. Rather than reinvent the wheel, we have chosen to direct the reader to a number of existing audit tools that they can adapt for their own purposes. Some of the audit tools we have chosen do not directly focus on teacher education, but provide very useful ways of auditing aspects of ESDGC and could provide interesting models that can be adapted for teacher education.

Auditing ESD within an institution

Stephen Sterling, The Future Fit Framework

Stephen Sterling's *The Future Fit Framework*[1] contains what he describes as a basic audit tool to assess how effectively sustainable development issues are embedded in the institution and in courses in higher education (HE). While the tool is not devised for initial teacher education (ITE), it will prove very useful in posing questions about the wider department, faculty or institution in which any provision is placed. There are also questions that student teachers should be asking about the schools in which they are placed during their training or work within once they have qualified.

In answering the questions on the audit tool, it is suggested that tutors score 2 for strongly achieved, 1 for satisfactory and 0 for not achieved.

> 1 Does contributing to sustainable development (SD) feature in your institution's mission/values statement or corporate plan?
> 2 Does the institution have a sustainability strategy?
> 3 Does ESD feature in the institution's teaching and learning strategy?
> 4 Does the development of students' sustainability literacy feature in your programme aims?
> 5 Has your course team discussed which SD issues should be addressed and where within the programme?
> 6 Do students in practice learn about the key SD issues?
> 7 Has SD/ESD been 'mapped' across the curriculum?
> 8 Do issues of global citizenship feature in the curriculum?
> 9 Are university and local community SD issues featured?
> 10 Is ESD addressed through your Personal Development Planning system?
> 11 Does ESD play a part in field and project work?
> 12 Are students encouraged to undertake SD volunteering?
> 13 Would your students know how to help 'green' an organisation?
> 14 Would they know how to assess and reduce their own 'footprint'?

Auditing and evaluating provision within schools

Reading International Solidarity Centre (RISC) … Are We Nearly There? A self-evaluation framework for global citizenship

This framework devised by RISC is written by Liz Allum, Barbara Lowe and Louise Robinson. It is an excellent document with great case studies of good practice and resources for teachers with respect to teaching and learning, staff development, resources, ethos, communications and monitoring and evaluation. While the framework has been written for primary and secondary schools, we think it provides some excellent questions for teacher educators, and also provides a model of the kind of self-evaluation tool that student teachers might use to evaluate provision for global citizenship in the schools where they are learning to teach. We reproduce the summary framework here with kind permission of the authors. Readers can obtain the complete framework from RISC.[2]

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[1] http://www.heacademy.ac.uk/assets/documents/esd/The_Future_Fit_Framework.pdf
[2] 35-39 London Street, Reading, Berkshire RG1 4PS www.risc.org.uk/education

Summary framework: ….Are We Nearly There?
This offers key questions to help identify priorities before approaching the full framework.

Teaching and learning

Curriculum review and reporting
- How well do we review the delivery of quality Global Citizenship across the curriculum
- How well is this reported and how does it inform future planning?

Curriculum
- To what extent is Global Citizenship a consideration during curriculum planning?
- What proportion of staff and areas of the curriculum are involved?
- To what extent does Global Citizenship feature in planning for cross-curricular, extra-curricular or whole school initiatives?

Curriculum delivery
- To what extent are Global Citizenship concepts and outcomes embedded in the curriculum, including cross-curricular and whole school initiatives?
- To what extent are pupils given opportunities to engage in critical, creative and collaborative thinking and learning?

Assemblies, extra-curricular events and activities
- To what extent does Global Citizenship feature in assemblies and extra-curricular activities and events?
- How do the messages that are given challenge stereotypes and misconceptions about the Majority World?
- How well are pupils enabled to explore how they can take action and make a difference?

Visits and visitors
- To what extent are visits and visitors chosen to reflect diversity, broaden horizons, perspectives and aspirations, challenge stereotypes and present balanced views of people and places?
- How well are they related to the curriculum and Global Citizenship concepts?
- How well are the experiences evaluated and shared with the wider community?

Links and partnerships
- To what extent are partnerships with other schools, in the UK or other countries, jointly planned, reciprocal, curriculum-related and founded on mutual respect?

Charitable activities
- Is fundraising carried out in a spirit of solidarity and justice, rather than charity?
- To what extent are pupils encouraged and enabled to consider other options for action beyond fundraising?

Staff development
- To what extent are teachers encouraged and supported to undertake continuing professional development in relation to Global Citizenship?
- How do teachers demonstrate a commitment to Global Citizenship throughout their teaching and in other aspects of school life?

Resources
- To what extent do teachers critically evaluate the strengths and weaknesses of resources and use them to deliver a range of Global Citizenship concepts?

School environment
- To what extent does the school environment (inside and outside) contribute towards the understanding of a range of Global Citizenship concepts?
- To what extent does the school community consider reducing its environmental impact on the wider environment?

Ethos/ Policies
- To what extent is Global Citizenship included and reflected in policies and practices and how does it feature in the School Improvement Plan and Ofsted SEF?

Participation
- How effectively are staff, pupils and parents/carers consulted and encouraged to participate in making decisions about Global Citizenship issues within the school and beyond?

Action
- To what extent is the school community engaged in action and raising awareness on a range of Global Citizenship issues?

Communications/ Displays
- To what extent do teachers critically evaluate the strengths and weaknesses of images and other material for displays to reflect a balance of all Global Citizenship concepts and enhance Global Citizenship learning?

Terminology and language
- To what extent are staff and pupils comfortable challenging discriminatory language?
- How is a critical evaluation of appropriate terminology supported within the school community?
- How are languages other than English and those spoken in the class acknowledged?

Publicity and outreach
- To what extent does publicity include clear references to being a school with a commitment to Global Citizenship?
- How are Global Citizenship activities and events communicated within and beyond the wider school community?
- How does the school use external sources of support and guidance in relation to Global Citizenship?

Monitoring and evaluation
Assessing pupils' knowledge, understanding, skills, values and attitudes
- How are pupils' knowledge, understanding, skills, values and attitudes measured to inform planning for progress in relation to Global Citizenship learning objectives?
- How does this inform whole school teaching and learning?

Reporting
- To what extent does the school evaluate, report and disseminate Global Citizenship work in order to bring about change?

Evaluating linking projects

Two of the case studies (case study 11 and case study 13) describe linking with other countries to provide opportunities for student teachers to undertake work overseas as part of their training. The case studies make clear that, while linking can be hugely valuable, they need to be undertaken very carefully so as to ensure that they challenge rather than reinforce taken-for-granted beliefs.

The UK One World Linking Association (UKOWLA) together with the Humanities Education Centre has produced a very useful toolkit identifying both the opportunities and the challenges of linking through partnerships between schools, communities, colleges, etc. We reproduce here extracts from the toolkit which examines the principles that should underpin any linking work and the kinds of questions we need to ask ourselves about the partnership. This extract is used here with permission of UKOWLA, and copyright for UKOWLA Toolkit for Linking and these extracts remains with UKOWLA.

Principles of Linking: key areas	
Reciprocity: give and receive mutually	Recognising that each side has something to give and something to receive. Benefits should flow in both directions and bring satisfaction to both sides. It is not expressed at a material level but through input of expertise and dialogue.
Equity: fairness, impartiality	Equity does not mean sameness. Equity in a linking relationship means full acceptance of each other and the commitment by both partners to achieve mutual understanding. Linking should be based upon collaborative actions, providing young people, women and the marginalised with a voice.
Commitment: obligation or pledge	Commitment to establishing and sustaining a changing relationship over a period of time. Pledging people, resources and time. Considering concessions each partner might make to the 'other' culture. Communicating openly. Considering implications for preparation of cultural exchange.
Values: a commitment to work to a set of shared values	Values are the beliefs, standards or traditions that define an individual or group, and which stand firm in all circumstances, particularly in adversity. An important principle for partnership is that the parties have shared or, at least, agreed principles in relation to the partnership.
Sustainable development: understanding the need to maintain and improve the quality of life now without damaging the planet for future generations	Encouraging commitment at a personal and local level.
Understanding and respect: show insight or sympathy; admiration shown towards a person	Respecting partners means listening and valuing their contribution. Understanding means being aware of the priorities of the partner community, the context and the pressures faced by partners. Can only follow reflection on how your own culture is overvalued or undervalued.
Mutuality: by each towards the other; shared agenda	Sharing expectations and practicalities. Discussing ideas, beliefs and decisions openly. Discussing finances and sponsorship. Setting out aims in both communities in establishing the link.
Community-wide participation	Although links often start small, the aim should be to gradually involve a range of groups and individuals from the local community. Inclusivity enables more people to share responsibility for shaping their local community. Valuing and encouraging participation contributes to community cohesion. Consider ways to reach people who are not part of the link.
Communication	Open and honest communication leading to genuine dialogue.
Challenging colonialism	It is important that links challenge, rather than perpetuate, the unequal relationships of the colonial past. A legacy of racist attitudes and practices continues to have an impact today. Money is power and funding inequalities and lack of access to resources can lead to dependency and a lack of confidence and genuine dialogue.

THINK:
Think how far your link incorporates the Principles of Linking.

REFLECT:
Consider ways of ensuring the principles and characteristics of successful linking within your link and equality of sacrifice.

QUESTION:
Have you encouraged transparency and honesty in discussions with your stakeholders and your partner?

Checklist:
- ✓ Have you discussed the Principles of Linking within your linking group?
- ✓ Have you discussed issues raised by the Principles of Linking with your partner?
- ✓ Have your partners had an equal input into the project?
- ✓ Have you ensured that your partner's priorities have had equal consideration?
- ✓ Are women consulted and actively involved?
- ✓ Have you reviewed the characteristics of successful linking within your own link?
- ✓ Are you prepared to raise issues of injustice?
- ✓ Are you prepared to welcome others into your link?
- ✓ Have you considered the regular review process?
- ✓ Have you considered the implications of Equality of Sacrifice within your link?

Partnership: key issues	
Planning for the future: anticipating and acknowledging difficulties	
Considering your own group	• Who are you? • What sort of people are you? • What sort of group are you? • What is the social profile? • How many men/women? • What age range? • What ethnic background? • What range of political views do you represent? • As individuals? As a group? • What religions are represented, if any? • Who is marginalised without and who is excluded? • What existing or previous links do you have with the partner community? • How did they come about?
Roles and responsibilities: as many areas as possible should be jointly addressed	• Decision making, common agenda, planning, work plan, communications, etc. • Managing problems and challenges. • Information should not be in the hands of one individual alone. • Named individuals should have specific areas to oversee within the link. It is also important to note that: • If government, or local government, are involved it is particularly important to establish where decision-making authority lies. • In some countries groups or organisations may have considerable powers and resources, in others few may exist. • In some countries local authorities may be part of central government.
Partnership agreement	Partnerships may be established with minimal organisational and legal infrastructure. Other partnerships may be more formalised through the development of a joint mission

	statement and objectives; memoranda or agreements between participants may include statements about: • rights and responsibilities; • decision-making mechanisms; • involvement of intended beneficiaries; • accountability; • conflict resolution. It may be helpful to have an outside facilitator in developing the memorandum or agreement.
Considering your partner group	• Who is your partner group? • Do you think you have done sufficiently thorough research into who they are, what they stand for, 'where they come from'? • How much do they know about you? • Does the partner group know enough about you to enable them to make a choice? • Have you (and have they) a checklist of what you (they) would need to know about a partner group, before deciding to initiate the link? • Have you both considered the potential effect of historical, colonial and power relations on the partnership? • Through what processes are both groups making their decisions and choices about linking?
Values and principles: examine the underlying values and principles in the partnership	Establish and monitor the principle of mutual trust and respect: • agree indicators of mutual trust and respect, such as sharing meeting notes; • consider indicators of a breakdown of trust and/or respect such as secrecy over accounts; • consider mechanisms to be used to share concerns and to rectify problems; • consider what will happen if there was a major breakdown of trust and respect.
Accountability: to partners, the community and funders exists in all links	With the need to manage expectations and decision making, conflicts can arise. Planning for the link should include a system to handle disagreements: • partners need to set up a joint committee, with a mutually agreed membership and preferably an independent chair; • a system for independent arbitration needs to be agreed to settle unsuccessful disputes. Money is often the cause of mistrust and the transfer of funds can be a real source of tension. Ensure clear lines of accountability are understood by all.
Review: all organisations change, so a yearly review should be inbuilt into all agreements	The evaluation procedure should examine the various challenges faced. It can provide answers to questions such as: • Have we met the goals we set? • How has this process helped us change our attitudes towards each other? • Have we really changed or could our time have been better spent? • Have both parties got the benefits we planned? • What have we learned for use in future years? •

THINK:
Think about the characteristics of a true partnership.

REFLECT:
Consider whether your linking relationship is a real partnership and the steps you can take to improve the relationship.
QUESTION:
Whether you have allowed your partner a real voice?

Checklist
✓ Goals for the relationship – what do you want to achieve?
✓ What strategy will you adopt to achieve those goals?
✓ Have you looked at power inequalities and how they were constructed historically?
✓ Who will be responsible for what?
✓ What will any diversion of resources mean for the partner organisation?
✓ What will be the accountability in each direction?
✓ How often will you review the agreement to make sure it still fits your requirements?
✓ Who might you turn to if the relationship breaks down or there is serious disagreement?
✓ What can be done to reduce dependency on specific individuals?
✓ Do you have procedures to review the partnership regularly?

Auditing ESDGC in teacher education

We believe that it is very important that teacher educators continually ask themselves critical questions about the provision they make for ESDGC in their training of new teachers. Colleagues and institutions will have their own tools with which they do this, but may find it helpful to look at how others have done this. One model that can be adapted to suit different institutions and courses comes from the UNESCO *Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability* (Education for Sustainable Development in Action, Technical Paper No 2).[3] This is a set of guidelines including an audit tool for ITE in relation to ESD. The document, written in 2005, contains recommendations for a wide number of areas related to teacher education - funding, national policy, partnerships, research, etc.

The Global Learning in ITE Audit - a reflective review and development tool

In the UK context, colleagues in Scotland have developed what we believe to be an excellent evaluation and audit tool for ITE. The final version of the *Global Learning in ITE Audit*[4] including associated case studies is now available from ideas@ideas-forum.org.uk . We are able to reproduce indicative content here with kind permission of IDEAS, the International Development Education Association of Scotland.[5] This audit was developed by the ITE Hub Working Group of the DfID[6] funded Global Learning Project Scotland. The Working Group consisted of academic representatives from each of the seven ITE universities in Scotland, four Development Education Centre (DEC) representatives and two non-governmental organisation (NGO) representatives.

The audit has been designed to engage programme organisers, teaching teams, individual lecturers and students in reviewing and constructing courses/curricula with ESDGC in mind. The aim is to develop a shared understanding of how global learning can be integrated within existing ITE programmes rather than added on. It should serve both as a means of opening up informal discussion between colleagues, and as a policy document that course and programme co-ordinators might use to ensure a strategic approach to integrating ESDGC.

The working group felt it was important that this audit should *not* offer an exhaustive approach. There are many excellent examples of frameworks detailing ESDGC but they were aware that, increasingly, ITE staff do not have time to explore things they feel are extrinsic to their core practice in any depth. It was crucial that the tool was

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[3] http://unesdoc.unesco.org/images/0014/001433/143370e.pdf
[4] www.ideas-forum.org.uk/global_learning_project_in_scotland
[5] www.ideas-forum.org.uk
[6] www.dfid.gov.uk/

succinct and engaging at a general level. The idea is to build on the fact that ESDGC depends upon skills and values that resonate with many educators. It is expected that people using this tool will recognise that they are already engaged with many of the questions raised. The idea is therefore to offer a process of formalising those questions in the context of global learning and developing a shared understanding of ESDGC among colleagues and across institutions.

It should also be noted that while the audit can stand alone as a set of self-evaluative questions, links and case studies will be built in, addressing the issues raised and offering ways of developing these aspects within courses.

> **The global learning in ITE audit**
>
> *"Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of skills to explore them."*
> Jerome S. Bruner

The audit can be used in relation to any ITE module/course/input in a number of ways:

- to review or develop ITE programmes, assessing strengths and weaknesses in relation to the five elements and ensuring balanced coverage;
- to cultivate specific staff research/teaching and learning interests relating to the five elements and highlight/share good practice;
- to review or develop specific inputs/modules/courses within ITE programmes;
- by staff engaging in professional development either individually or collectively;
- with students in relation to specific inputs or with reference to their learning experience across ITE programmes.

> **Before using the audit in review or development**
>
> There are many reasons why a programme/course/module is reviewed or developed; sometimes it is driven externally by department/university/national priorities, sometimes simply as part of good monitoring and evaluation practice. Often inadequate time is available for the process. Ideally, before using the audit, however, it is worth considering a few questions to frame the process:

- How much change is envisaged (minimum change−−−→full review−−−→new course)?
- What is driving the review/development (external/internal/rationalisation)?
- What timescale are you working to?
- How collegiate is (or should) the process be?
- What is the relationship between development and delivery teams?
- What mechanism will you use for ensuring links between teams (email/face-to-face meetings/CPD)?
- How sustainable is this course (risk management)?
- What changes are you setting out to achieve?
- How will you know you have achieved them?

> **The audit addresses five elements of global learning:**

- asking questions;
- evaluating learning;
- making connections;
- exploring values and perspectives;
- responding as active global citizens.

These elements are taken from a much-used planning tool in the Oxfam booklet Getting started with Global Citizenship: A Guide for New Teachers.[7] For each of the elements, a range of questions has been devised to encourage reflection and discussion.

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[7] http://www.oxfam.org.uk/~/media/Files/Education/Global%20Citizenship/GCNewTeacherSCOTLAND.ashx

Global learning element 1: asking questions

Consider how you might empower students further to:

- explore their own understanding of issues, concepts, perspectives and beliefs?
- identify key questions to provide their own structure for investigating the issue at hand?
- ask questions about how this learning relates to real life?sk questions about how this learning relates to other aspects of their course?
- examine how knowledge is constructed and how learning takes place (metacognitive processes)?
- identify the structures and systems underlying surface experience/learning?
- analyse critically, spot bias and evaluate arguments?

Global learning element 2: evaluating learning

Consider how students might be given more opportunity to:

- reflect on their prior learning in this area?
- address gaps in their learning?
- identify what skills they have developed and any skills they would like to develop further?
- reflect on what they have learned about the processes of learning?
- reflect on what they have learned about themselves, their community, the wider world?
- address what this input has to do with them as teachers and their rights and responsibilities in relation to this area of learning?

Global learning element 3: making connections

How can you give student more opportunities to explore:

- the connections between different aspects of their ITE programmes?
- connections between different areas of subject knowledge and ways of approaching inter-disciplinary work?
- achieving a balance between inter-discplinarity and valuing the disciplines?
- approaches to systems thinking?
- the parallels between global issues and classroom issues, eg sharing of resources, attending to diverse opinions, conflict, working together, power relations?
- the interdependence of people and places through, for example, trade, technology, migration, political systems and our shared environment?
- issues of power relations, inequity and social justice, locally and globally?

Global learning element 4: exploring values and perspectives

Consider where you can:

- enhance students' awareness of their own embedded and shifting values and assumptions?
- challenge students' current perspectives and value positions?
- support the development of effective communication skills that allow students to argue a case and listen respectfully to other people's viewpoints?
- encourage the valuing of diversity as well as building awareness and respect?

Global learning element 5: responding as active global citizens

Can more opportunities be provided for students to:

- make informed choices based on critical evaluation of the options open to them?
- build the confidence and skills to act on those choices in their lives?
- develop the ability to challenge the views of their tutors, the content of their programmes, those in power?
- engage with issues of equity and social and environmental justice in a way that supports their ability to challenge?
- consider human rights and responsibilities, including how they exercise their own rights and responsibilities to others?

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