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Teaching for sustainable development through ethical global issues pedagogy:

participatory research with teachers

A report on the British Academy-funded *Tackling the UK's Global Challenges* project
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1. Executive Summary

The United Nations Sustainable Development Goals (SDG) includes Goal 4, setting the agenda for ensuring quality and equitable lifelong learning for all by 2030. As a shift from the previous Millennium Develop Goals, the SDGs require action in all signatory nations. Target 4.7 specifically references education for sustainable development (ESD) and global citizenship (GCE). According to UNESCO, global citizenship 'refers to a sense of belonging to a broader community and common humanity', emphasising the 'political, economic, social and cultural interdependency and interconnectedness between the local, the national, and the global'[1]. Scholars in both ESD and GCE have noted a problematic tendency for ESD and GCE to create an 'us' who solves the problems and a 'them' who have the problems. The imperative to take action in support of SDG target 4.7 raises important questions as to how teachers in the Global North, and specifically in northern Europe, are resourced to engage with ethical global issues pedagogy that moves beyond superficial treatments that reproduce (albeit unconsciously) colonial systems of power in the way global issues are framed, studied, and responded to in classrooms.

Taking a critical approach to Global Citizenship Education (GCE) encourages engagement with today's complex issues, particularly around how and why inequalities persist and how these inequalities are connected to today's pressing and interdependent concerns including climate change, poverty, and migration. There is broad consensus on the importance of including global issues in education and significant theoretical discussions regarding the importance of a critical approach. However, there is a lack of research into a) how to enact critical scholarship across these two fields, and b) to what extent teachers in the north of Europe are currently resourced and open to engaging such pedagogy. Working with secondary and upper secondary teachers in England, Finland and Sweden, we identified enabling factors and barriers to critical approaches and engaged teachers with a pedagogical tool informed by theoretical research, collaborating with them to produce a teacher resource. The project found teachers are eager and willing to take a more critical approach to the teaching of global issues. Further, their students appreciate being challenged by complex ideas and deeply engaging in ethical considerations around global issues. The participants also revealed several important challenges that require further research and resourcing.

Research design

Teachers who are currently teaching global issues were invited to attend workshops held in Finland, Sweden, and England. A total of 26 teachers attended workshops in Birmingham, Helsinki, London, Manchester, and Stockholm. In all three national contexts there are direct curricular links to global issues and sustainability, and the locations built upon the researchers' existing networks to ensure participant recruitment.

Before each workshop participants were asked to complete a pre-survey that captured demographic information and asked about their motivations for teaching global issues and the barriers and opportunities they felt were inherent to their work in this area. Each of the teachers were asked to bring an artefact from their teaching related to teaching for sustainable development and/or global citizenship and shared these with the rest of the group. During the workshops, teachers engaged in several critical literacy activities that applied critical perspectives on global citizenship and sustainable development. They then reviewed the KONY 2012 phenomenon and were introduced to

[1] UNESCO (n.d.) Learning to live together sustainably (SDG4.7): Trends and Progress. Web page https://en.unesco.org/themes/gced/sdg47progress Accessed 11.06.2019

the HEADS UP tool[2], which was originally created as a response to how quickly, and arguably problematically, youth in in the Global North shared and participated in the KONY 2012 campaign. The teachers were encouraged to discuss the HEADSUP tool, reflecting on their own teaching and how it could be adapted for use in their classrooms. Seven teachers volunteered to apply ideas from the workshop to their teaching and to invite a researcher to observe and then interview them. A resource to support deepening and complexifying the treatment of global issues in secondary classrooms was drafted through these interactions, reviewed and piloted by participants, and published online in all three languages. The resource has been used by participants and the researchers to support continuing professional development in their own communities as well as in other countries in Europe and in North America.

Key Findings

The project shed light on the opportunities and barriers that teachers face when addressing their own perceptions of justice, rights, and equality – as well as those of their students. A thematic analysis of the data identified three key findings:

- Teachers are both enabled and constrained by curriculum, and many find strategic ways to take a critical approach.
- Including colonialism as a key factor in global issues is taken-up explicitly by some, seen as a potentially contributing to an unconstructive and simplistic view by others, and encouraged as an area for further development by many.
- Teachers face an overwhelming number of educationally-relevant materials and desire a resource that can be adapted to current teaching in order to deepen engagement.

Overall, teachers and students are able to apply deeply theoretical constructs related to historical and present-day power imbalances; however, they face some deep challenges. These include balancing a critical and constructive approach with supportive active engagement and positive change without stepping over deep complexities and negotiating mainstream political tensions within and outside the classroom.

A more specific topic emerging from the data is the relationship between school-wide projects and specific subject-based classroom lessons. Teachers can play an important role in raising critical conversations to contribute towards more complex understandings but are weary of appearing to be too critical of large school activities that might promote a charity-based and/or superficial view. Also, many teachers in our study saw the importance of raising alternative or marginalised perspectives, and some were able to frame this in a complex way. This raises a very important question about how a culture of pluralism—where all perspectives are treated equally—may step over the key tensions and reinforce the importance of treating all patterns of HEADSUP as intersecting. A very welcomed finding was teachers in all three interviews in England described noticing deeper disciplinary engagement by their classes when adapting HEADSUP and particularly by so-called “lower performing students”. Across year levels, student appeared very engaged even when quite challenged by the concepts. This suggests that critical approaches can be promoted across levels and ages, and further research with students could provide more insight into this.

[2] Andreotti, V. (2012). Editor's pre-face: *HEADS UP. Critical literacy: theories and practices*, 6(1), 1-2

Guiding principles for practice:

Based on the key research findings from the synthesis of theoretical critiques in GCE and ESE and findings from surveys and workshop discussions, a set of key principles to direct practice were identified:

- Global issues are complex and we need pedagogical approaches that take up rather than gloss over these complexities.
- Environmental issues are deeply tied to social, political, cultural and economic inequalities; it is essential to link such issues to historical and present-day colonial systems of power.
- Connecting to all species in our world requires an ethical stance towards both the deep issues threatening us all and the differently experienced impacts of environmental issues.
- Classrooms are important spaces for raising questions. There are solutions to promote and actions to be taken. Re-thinking and unpacking are themselves important actions. When schools and wider community activities promote charity appeals, classrooms can support students to deeply engage with and identify tensions and possibilities.
- Reflexivity must be encouraged and developed. Deeply understanding nuances and considering tensions and paradoxes is as important to global citizenship as is taking a specific action (or deciding not to take an action). These must go hand in hand.

These principles directly informed a collaborative creation of a teacher resource for supporting complexity and ethical discussions in the teaching of global issues (available in English, Swedish and Finnish https://www2.mmu.ac.uk/esri/teacher-resource/).

2. Project Rationale

The 2030 Agenda for Sustainable Development and related Sustainable Development Goal (SDG) 4 aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The SDGs go further than the UN Millennium Development Goals (MDGs) that preceded them. Whereas the MDGs focused on changes in so-called 'developing nations', the SDGs call for action in *all* signatory countries thereby recognising the interdependent nature of sustainability issues. SDG 4.7[3] specifies access to quality education for sustainable development and global citizenship. UNESCO defines global citizenship quite broadly:

> *Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national, and the global*.[4]

The imperative to take action in support of SDG 4.7 raises important questions as to how teachers in northern Europe are resourced to engage critically with ethical global issues. Education for sustainable development and global citizenship must promote responsibilities related to who contributes to and who is most negatively impacted by global issues such as climate change and thus requires an ethical global issues pedagogy. If learners are to be supported to '*revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically and represented/ marginalised*'[2], teachers should be encouraged to move beyond superficial approaches to Global Citizenship Education (GCE).

The *International Youth White Paper on Global Citizenship* (2017), written with the input of over 1000 secondary school students from 10 countries, made several recommendations that support a critical approach, including:

- Addressing complexity and root causes of global issues to open up possibilities rather than promoting simplistic, feel-good citizenship responses.
- Exploring how different perspectives and worldviews originate, including what informs the opinions and beliefs of students themselves.
- Making transparent global power relations, colonial history and oppression in order to fully understand what structures our relations.
- Help students seek out, listen to and incorporate marginalised perspectives in order to question and possibly unlearn mainstream ways of thinking and address inequitable balance between the dominant and marginalised perspectives[5].

Within this context of rationales from international policy as well as recommendations from a youth-led initiative, scholars in the field of critical GCE have warned about a tendency for global education initiatives to avoid engagement with complex ethical issues, and in so doing contribute, albeit unconsciously, to the reproduction of colonial systems of power.[6] For example, they illustrate a

[3] UNESCO (n.d.) Learning to live together sustainably (SDG4.7): Trends and Progress. Web page https://en.unesco.org/themes/gced/sdg47progress Accessed 11.06.2019

[4] UNESCO (2015) United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Global Citizenship Education: Topics and Learning Objectives*. Retrieved from http://unesdoc.unesco.org/images/0023/002329/232993e.pdf. p. 16.

[5] International Youth White Paper on Global Citizenship. (2017). Centre for Global Education/Taking it Global. http://www.epageflip.net/i/796911-international-youth-white-paper-on-global-citizenship. pp. 9-10.

[6] e.g. Andreotti, V. (2011) Actionable Postcolonial Theory in Education. New York: Palgrave Macmillan; Andreotti, V. and Souza, L. M. T. (Red). (2012). *Postcolonial perspectives on global citizenship education*. New York: Routledge ; Bryan, A., M. Clarke, and S. Drudy. (2009). *Social justice education in initial teacher education: A cross border perspective, A report for the standing conference on teacher education north and south (SCoTENS)*; Pashby, K. (2012). Questions for global citizenship education in the context of the 'new imperialism'. In

tendency to frame global issues learning in such a way that 'we' in the Global North focus on the problems of 'those' in the Global South in order to help solve them.[7]

Research in the field of Environment and Sustainability Education (ESE) has raised similar concerns. For example, ESE scholars lament approaches that universalise educational sustainability policies[8], support neo-liberal agendas focused on individualism and competition[9], and/or lack a central focus on the historical and current contexts of colonisation in education and in relation to land education[10]. Therefore, while SDG 4.7 represents an important focus for teachers in the Global North to directly contribute to the SDGs more broadly, it is essential:

- to centre colonial systems of power in curricular and pedagogical initiatives; and
- to connect the scholarly critiques to day-to-day life in classrooms.

This project filled a particular gap in knowledge. There is broad consensus on the importance of including global issues in education and significant theoretical discussions regarding the importance of a critical approach. However, there is a lack of research into a) how to enact critical scholarship across these two fields, and b) to what extent teachers in the north of Europe are currently resourced and open to engaging such pedagogy. The project sought to identify enabling factors and barriers to critical approaches by engaging teachers with a pedagogical tool informed by theoretical research and to collaborate with them to produce a teacher resource.

As two researchers working in the fields of critical GCE (Dr. Pashby) and Environmental and Sustainability Education (ESE) (Dr. Sund), respectively and both with experience in secondary school classrooms and teacher education, we saw an important opportunity to mobilise educational practice around SDG Target 4.7. We were also concerned about the extent to which education initiatives in support of 4.7 will inherit problematic constructs in mainstream approaches identified in previous research.

The principal aim of the project reported on here was to conduct research with teachers in the north of Europe to explore to their approaches and perspectives on teaching global issues and to co-create a new resource to support teachers and their learners to critically engage with the global issues. In so doing, the project provided the forum to gain insight into the opportunities and barriers that teachers face when addressing perceptions of complexity, complicity, and interdependence. Specifically, building from a key UNESCO aim of GCE, the project focuses on identifying mainstream perspectives and considering marginalised and systematically underrepresented perspectives.

Postcolonial Perspectives on Global Citizenship Education, edited by V. de Oliveira Andreotti and L. M. TM. de Souza, 9–26. NY: Routledge; Pashby, K. (2018). "Global citizenship education as a UNESCO key theme: More of the same or opportunities for thinking 'otherwise'?". In L. Shultz and T. Pillay (Eds.) *Global citizenship, common wealth and uncommon citizenships*. (159–174) Leiden, The Netherlands: Koninklijke Brill NV.

[7] Andreotti, V. (2006). Soft vs. critical global citizenship education. *Policy and Practice: A Development Education Review, 3*, 40–51; Martin, 2011)

[8] e.g. Wals, A. E. (2009). A mid-DESD review: Key findings and ways forward. *Journal of Education for Sustainable Development*, *3*(2), 195-204; McKenzie, M. (2012). Education for y'all: Global neoliberalism and the case for a politics of scale in sustainability education policy. *Policy Futures in Education*, *10*(2), 165-177; Sund, L., and J. Öhman. (2014). "On the Need to Repoliticise Environmental and Sustainability Education: Rethinking the Postpolitical Consensus." *Environmental Education Research,* 20 (5): 639–659)

[9] e.g. Jickling, B., and A. E. J. Wals. (2008). Globalization and environmental education: Looking beyond sustainable development. Journal of Curriculum Studies, 40(1), 1–21; Van Poeck, K., and J. Vandenabeele. (2012). "Learning from Sustainable Development: Education in the Light of Public Issues." *Environmental Education Research*, 18 (4), 541–552.

[10] e.g., Tuck, E., M. McKenzie and K. McCoy (2014). Land education: Indigenous, post-colonial, and decolonizing perspectives on place and environmental education research, *Environmental Education Research*, 20:1, 1-23.

Aims:

- To advance scholarship in the fields of ESD and GCE by synthesising critical scholarship and gathering data about the enabling factors and barriers to ethical global issues pedagogy;
- To support the mainstreaming of SDG 4.7 by drawing on cutting-edge theoretical scholarship in ESD and GCE to introduce a framework for ethical global issues pedagogy to secondary school teachers;
- To apply and assess the framework through participatory empirical research with teachers to ensure its usability in the classroom; and
- To develop a teacher-endorsed resource to support the achievement of SDG Target 4.7.

Responding to key critiques in both ESE and Critical GCE, Dr. Pashby and Dr. Sund chose to adopt a framework that they had both used in research[11] and practice with teachers. The HEADSUP tool developed by Andreotti, whose work applies postcolonial analyses to the concepts of critical literacy and reflexivity as an educational practice,[12] became the starting point with which to engage teachers participating in workshops in England, Finland and Sweden – see box 1 for more information. Presenting the tool and seeking teachers' input into its applicability in the classroom provided a foundation upon which we identified key strengths and challenges of such an approach while developing a new resource that adapts HEADSUP for use with secondary school age learners.

[11] Andreotti, V. and Pashby, K. (2013). Digital democracy and global citizenship education: Mutually compatible or mutually complicit? *The Educational Forum*, 77(4), 422–437.
Sund, L. (2016). Facing global sustainability issues: teachers' experiences of their own practices in environmental and sustainability education, *Environmental Education Research*, *22*(6), 788–805.
[12] Andreotti, V. (2012). Editor's preface: HEADS UP. *Critical literacy: Theories and practices*, *6*(1), 1-3.

3. Research design and resource development

The main aims of the project were actioned through three interrelated phases:

1. Development and delivery of a workshop for teachers in England, Finland, and Sweden based on a synthesis of theoretical work in critical GCE and ESE and introducing a pedagogical tool;

2. Classroom visits and reflective interviews with teachers after workshop tool was applied in practice;

3. Using participant input to draft, pilot, and publish online a resource to support teacher practice.

Data was collected at all three stages to gain insight into enabling factors and challenges to teachers work in this area. Data sets include:

- pre- and post-workshop surveys
- transcripts of discussions at the workshops and at the resource development meeting,
- written materials (including some artwork) produced by teachers at the workshops
- field notes from the classroom observation transcriptions of the reflective interviews following the observations

We adopted a participatory approach by involving both academics and the community to be studied[13]. We grounded what is largely theoretical scholarship in the everyday lives and experiences of teachers and classrooms[14]. The surveys enabled some direct responses to our research questions regarding barriers and opportunities. The transcriptions—from the workshops, resource development meetings, and reflective interviews—produced valuable discussion. Biesta, Priestley and Robinson[15] refer to 'teacher talk' as rich data regarding what shapes teachers' expectations, ambitions, and views of what is or is not possible in relation to their own actions and those of students and colleagues.

Workshops were held in Stockholm (10 participants), Birmingham (2 participants), Manchester (8 participants), London (2 participants), and Helsinki (8 participants). Locations enabled access to collaborating partner organisations (in Stockholm and Helsinki) who could help recruit participants within the short project timeline and strong transportation links allowing for a mix of urban, suburban, and rural-based teachers. Nine males and seventeen females participated. Their level of experience ranged from very new teachers to those with decades of experience (including school subject leads), with the largest cohort in the six to ten-year range. At least three work in a global issues focused school while the largest cohort had 0-5 years of experience teaching global issues. All identified the sustainable development goals as a priority, and all indicated they taught about global issues in their practice and/or participated in school-wide activities related to global learning.

[13] Hansen, H. P., Ramstead, J., Richer, S., Smith, S.,and Stratton, M. (2001). Unpacking participatory research in education. *Interchange*, *32*(3), p. 301.
[14] Lau, S. M. C., and Stille, S. (2014). Participatory research with teachers: Toward a pragmatic and dynamic view of equity and parity in research relationships. *European Journal of Teacher Education*, *37*(2), 156-170.
[15] Biesta, G., Priestley, M., and Robinson, S. (2017). Talking about education: Exploring the significance of teachers' talk for teacher agency. *Journal of Curriculum Studies*, *49*(1), p. 40.

The HEADSUP tool was originally developed in response to the Kony 2012 phenomenon. The Lord's Resistance Army leader, Joseph Kony from Uganda, became the centre of a social media campaign by the non-governmental organisation (NGO) Imaginary Children, which aimed to raise monetary support for the Ugandan Government to imprison him. A compelling video was shared over 100 million times in 10 days.[16] Both the campaign and the NGO were later criticised for simplifying such a complex issue.[17]

Andreotti developed the HEADSUP[18] tool to support young people to critically engage with similar campaigns broadly and to provide a framework through which the complexity of global issues can be engaged with in educational arenas. The HEADSUP tool is comprised as an acronym including seven inter-related historical patterns that are often reproduced in educational initiatives:

- Hegemony: Justifying superiority and supporting domination
- Ethnocentrism: projecting one view as universal
- Ahistoricism: forgetting historical legacies and complicities
- Depoliticisation: disregarding power inequalities and ideological roots of analyses and proposals, Salvationism: framing help as the burden of the fittest
- Un-complicated solutions: offering easy and simple solutions that do not require systemic change
- Paternalism: seeking affirmation of authority/superiority through the provision of help and the infantilisation of recipients

Box 1: Andreotti's HEADSUP Tool

Reflecting curriculum links, in Sweden teachers taught a variety of subjects within social studies (Civics, Geography, History, Political Sciences, etc.) as well as natural sciences; in England, most participants taught Geography while two taught Religious Education and/or Civics; in Finland the teachers also taught across social studies (e.g., Geography, Ethics) and foreign languages. All teachers included in the study taught secondary and/or upper secondary students (ages 14-18).

Seven teachers (3 in England, 3 in Sweden and 1 in Finland) participated in classroom visits and interviews.

We were explicit with the teachers about our aims. We provided some structure to the workshops, making direct links to curriculum and exploring key findings from research and facilitating activities to provide professional development that would be useful outside the context of the study. We also provided many ways for teachers to express their perspectives (survey questions, sharing of a teaching artefact, informal discussions regarding the inputs from the workshops, hand-outs to support reflection on the tool in the workshop, independent or group work notes, sharing of ideas

[16] Von Engelhardt, J., and Jansz, J. (2014). Challenging humanitarian communication: An empirical exploration of Kony 2012. *International Communication Gazette*, *76*(6), 464-484.
[17] Gregory, S. (2012). Kony 2012 through a prism of video advocacy practices and trends. *Journal of Human Rights Practice*, *4*(3), 463-468.
[18] Andreotti, V. (2012). Editor's preface: HEADS UP. *Critical literacy: Theories and practices*, *6*(1), p. 2.

and discussion in small and large groups). Essentially, the project sought to create the resource, and the process of developing it with teachers elicited important data regarding enabling factors and barriers to critical global issues pedagogy as well as key themes surrounding this type of teaching more broadly. The extent to which participants wanted to contribute to the development of the resource itself was completely voluntary, and all participants were offered opportunities to feedback on various drafts of the resource.

Recruitment of Participants

Between March and May 2018, we conducted a workshop in each of the following cities: Birmingham, Helsinki, London, Manchester, and Stockholm. The three countries were selected because of direct curricular links in all three national contexts in support of global issues and sustainability and because the researchers could organise workshops in a timely manner based on their existing networks. The specific locations were selected because of the researchers' locations and access to networks who could help recruit participants within the short timeline of the project and because they were large cities. We were able to recruit teachers from these cities as well as from smaller cities and towns within a 2-3 hour commute.

We took to the internet to recruit participants for the workshops using social media, particularly the #GeographyTeachers hashtag on Twitter and sending emails to the Teacher Education for Equity and Sustainability Network who passed it onto their school and teacher-based networks, and we emailed contacts at PGCE training centres. In Sweden and Finland, our collaborators sent the invitation out via email to their global education teacher networks. Each workshop was intended to include 10 teachers; however, the UK-based workshops coincided with the 'Beast from the East' snowstorm, which caused school closures across the country. Consequently, teachers who were already feeling the pressure of covering their curricula in less time felt that they could not justify another day away from their classrooms. The late notice of many of these cancellations prevented the recruitment of new teachers taking their places. However, the resulting numbers provided a similar number of teachers for each country, and the underspend allowed us to host an additional resource development meeting in England. In total, twenty-six teachers were involved in the workshops.

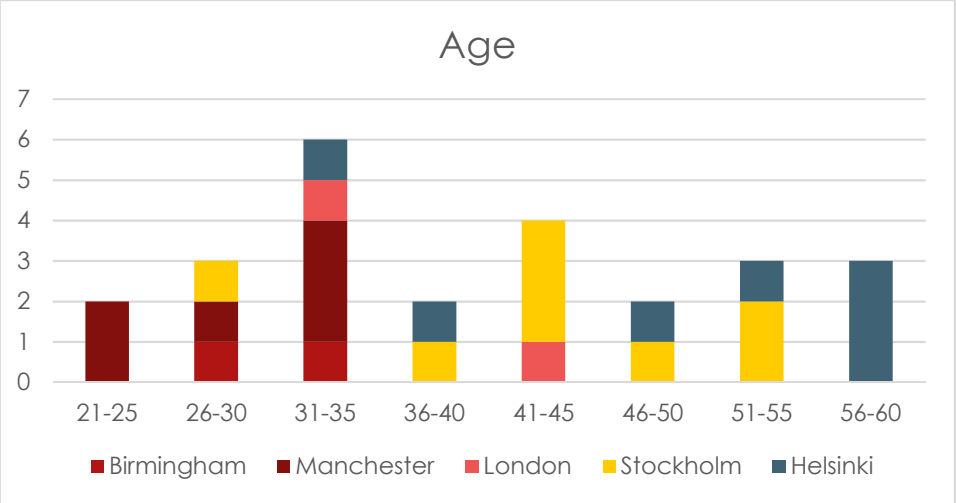


Figure 1: Ages of teachers by city.

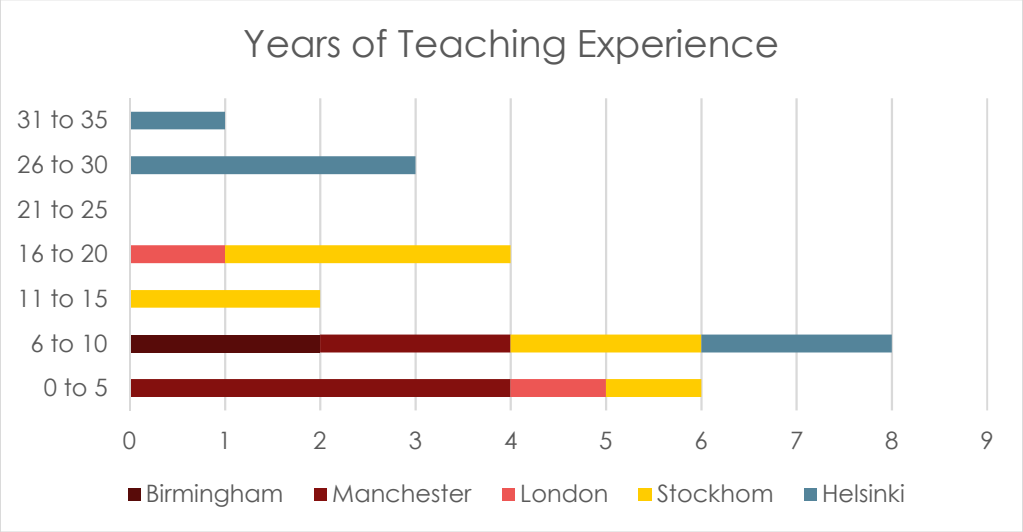


Figure 2: Number of years of teaching experience by city.

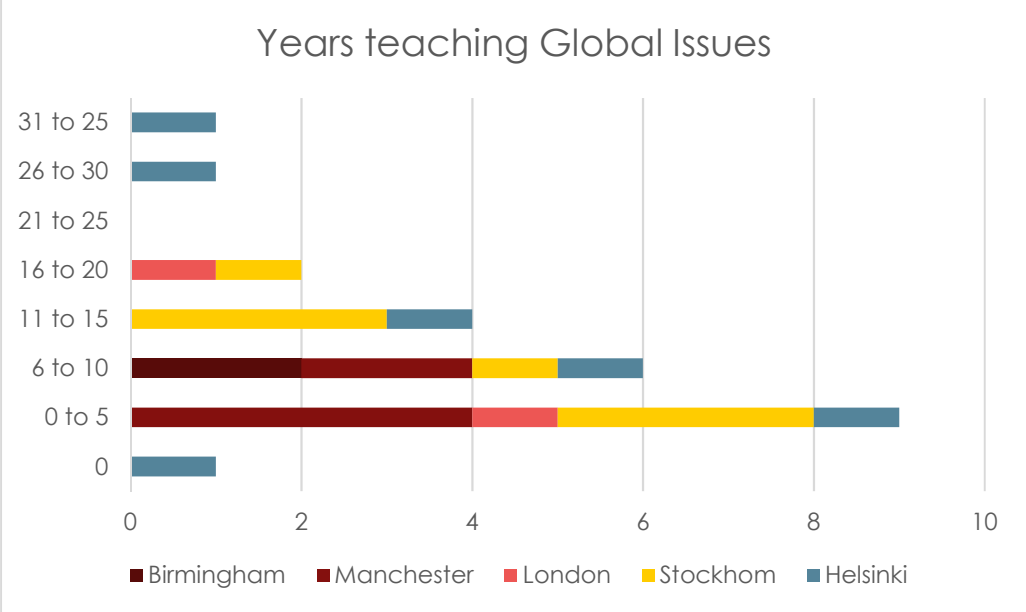


Figure 3: Number of years teaching Global Issues by city.

The number of years of teaching global issues did not necessarily relate to the numbers of years of teaching experience for each of the teachers, and the participants from England were generally newer to the profession though there was a range in each group. The project itself was conducted in three main phases.

Phase 1: Teacher Workshops and Associated Surveys

In the week before they attended a workshop, the teachers completed a pre-survey on their relative teaching experience, their motivations for teaching about global issues and their thoughts on the barriers and opportunities inherent to the subject. The survey helped to develop an understanding of the issues faced by teachers, highlight how their experiences intersected across the three countries, and identify country-specific challenges and opportunities. They were also sent *The International Youth White Paper on Global Citizenship* as a pre-reading.

Each of the workshops followed the same general structure, changing according to the discussions that resulted from the initial activities and adapting in response to the teachers in the room. As an introductory activity, the teachers were asked to share an artefact from their teaching related to teaching for sustainable development and/or global citizenship: a resource that they use; a lesson plan; an activity; a story of something that happened in class; or something else. Some shared hard copies of artefacts while others shared orally.

The workshop involved two critical literacy activities that applied critical perspectives on global citizenship and sustainable development to analyse a set of photographs and a video produced by an NGO targeted at secondary school students. Then, participants received an introduction to KONY 2012 and read through the editorial Andreotti (2012) wrote responding to KONY 2012 with the HEADSUP tool, as shown in Figure 4. This tool provides questions that help teachers to engage with the seven oppressive patterns comprising the acronym HEADSUP. The teachers were then asked to discuss the framework, reflecting on their own teaching, and how it could be adapted for use in their own classrooms. Many worked on possible adaptations for use in their classes and all discussed it in small groups. They shared their key points in the larger group at the end of the workshop. After the initial workshop in Stockholm and based on feedback at that workshop, a teachers' reflection check list was created that adapted HEADSUP into questions that could directly relate to teachers' practice (see Figure 5), and in subsequent workshops, teachers were offered the opportunity to complete this reflection.

The teachers were all asked to complete an exit survey in the week following the workshop. This survey asked them to explain the extent to which the workshop aligned with the way they teach global issues, the new ideas that they had learned and would like to take forward, and the challenges they anticipated to developing and using the resource.

Phase 2: Classroom Observations

Participants from each of the workshops volunteered to apply ideas from the workshop in their classrooms while being observed by either Dr Pashby (England and Finland) or Dr Sund (Sweden). Directly after the lesson, in a semi-structured reflective interview, they reflected upon how their teaching had been inspired by the workshop and how they felt the class went, and reviewed students' responses and work. Seven teachers (3 in England; 3 in Sweden; and in 1 in Finland) were involved in this stage of the research. Five of these visits occurred in the months following the workshops before a draft resource had been created, and were used to inform the resource creation, and two of these visits included direct piloting of parts of the resource in the autumn of 2018.

Hegemony (justifying superiority and supporting domination)	a) Does this initiative promote the idea that one group of people could design and implement the ultimate solution that will solve all problems?	b) Does this initiative invite people to analyse things from different perspectives, including complicities in the making of the problems being addressed?
Ethnocentrism (projecting one view as universal)	a) Does this initiative imply that anyone who disagrees with what is proposed is completely wrong or immoral?	b) Does this initiative acknowledge that there are other logical ways of looking at the same issue framed by different understandings of reality?
Ahistoricism (forgetting historical legacies and complicities)	a) Does this initiative introduce a problem in the present without reference to why this problem exists and how 'we' are connected to the making of that?	b) Does this initiative offer a complex historical analysis of the issue?
Depoliticisation (disregarding power inequalities and ideological roots of analyses and proposals)	a) Does this initiative present the problem/solution as disconnected from power and ideology?	b) Does this initiative acknowledge its own ideological location and offer an analysis of power relations?
Salvationism (framing help as the burden of the fittest)	a) Does this initiative present helpers or adopters as the chosen 'global' people on a mission to save the world and lead humanity towards its destiny of order, progress and harmony?	b) Does this initiative acknowledge that the self-centred desire to be better than/superior to others and the imposition of aspirations for singular ideas of progress and development have historically been part of what creates injustice?
Un- complicated solutions (offering easy and simple solutions that do not require systemic change)	a) Does this initiative offer simplistic analyses and answers that do not invite people to engage with complexity or think more deeply?	b) Does this initiative offer a complex analysis of the problem acknowledging the possible adverse effects of proposed solutions?
Paternalism (seeking affirmation of authority/ superiority through the provision of help and the infantilisation of recipients)	a) Does this initiative portray people in need as people who lack education, resources, maturity or civilization and who would and should be very grateful for your help?	b) Does this initiative portray people in need as people who are entitled to disagree with their saviours and to legitimately want to implement different solutions to what their helpers have in mind?

Figure 4: Andreotti's (2012) HEADSUP tool

Identify awareness of and challenge the patterns -educational practices	**NOTES/IDEAS/ CONNECTIONS TO MY PRACTICE**	**What might I continue/start/stop in my practice?**
In my teaching, how can I raise inherited and taken-for-granted power relations? Do I identify mainstream discourses and marginalised perspectives/ norms and trends? (Hegemony)		
In my teaching can lessons address that there are other logical ways of looking at the same issue framed by different understandings of reality/ experiences of the world? (Ethnocentrism)		
In my teaching, how can I avoid treating an issue out of context as if it just happened now? How are today's issues tied to on-going local and global trends/patterns/narratives? (Ahistoricism)		
In my teaching, how can I ensure students don't treat issues as if they are politically neutral? Who is framing the issue and who is responsible for addressing it? Who are the agents of change and what mechanisms for change are available? (Depoliticisation)		
How can we take up good intentions to want to help others through generosity and altruism without reinforcing an us/them, saviour/victim relationship? (Salvationism)		
How can we address people's tendency to want a quick fix? How can we grapple with the complexities, root causes, and lack of easy solutions? (Universalism)		
How can we put aside our egos and self-interest? Are we open to being wrong, to not being the ones who know best? (Paternalism)		

Figure 5: Teacher reflection tool developed for the workshops (after Stockholm); a final version was included in the teacher resource.

Phase 3: Data Analysis and Resource Development

In May 2018, five UK-based teachers (who had attended one of the three initial workshops) travelled to Manchester for a resource development meeting. The aim was to adapt the HEADSUP framework and co-develop a draft resource for teachers. The teachers shared reflections on the extent to which the workshop had influenced their teaching, including specific experiences of teaching lessons that directly related to pedagogical approaches they applied from the workshops. They also spent time discussing the organisation and main elements of the resource and developing specific activities and question sets to be included. Their ideas were compiled in the development of the draft resource, and their discussions were transcribed as important data on the possibilities and challenging of taking-up and applying the HEADSUP tool in practice, particularly given they had had months to think about the workshop and apply concepts in their teaching.

The data generated during the workshops, classroom visits, resource day, and in the surveys was thematically analysed[19], providing insights into the complexities involved in approaching global issues from a critical approach. These data sets also provided insights into the needs of the teachers, subsequently informing the development of an initial draft of the resource. The initial analysis and resource draft were reviewed during a three-day analysis meeting in Stockholm, Sweden in August 2018 - bringing together the three researchers (2 from the UK context and 1 from Sweden) as well as Ilona Taimela, an expert advisor on the project who gave feedback on the initial analysis of the Finnish data. We explored and discussed the themes resulting from the data and further developed the resource.

In autumn 2018, all teachers who had participated in the workshops were offered an opportunity to review the resource. Several of them choose to, and their feedback informed the final drafting stage. One of the participants also presented sections of the resource to his colleagues and at a Professional Development Session he ran in his region of the UK and provided feedback. At the Bridge 4.7 network conference in Brussels (3rd October), Dr Pashby presented the teacher reflection questions and one of the question sets and gained feedback from experts in the field of development education.

The subsequent draft was translated into Swedish and Finnish and each of the versions were peer reviewed by the researchers, collaborators, and teacher participants.

[19] Braun, V. and Clarke, V. (2006). 'Using thematic analysis in psychology,' *Qualitative Research in Psychology*, 3 (2):77-101

4. Motivation, barriers and enabling factors in teaching global issues: key findings

This project aimed to work with teachers who identified as teaching global issues to develop pedagogy and resources that address matters of international concern and enable transformations in how students understand their place in the world, the issues that implicate us all, and their understandings of what it means to be an ethical citizen. Specifically, there have been many efforts to promote global citizenship education and education for sustainable development in the UK and a long-standing history of development education[20]. Yet, concurrently, there have been several critiques that initiatives in UK schools have reduced this learning to charity work and awareness raising[21]. Similar critiques are evident in the Nordic context[22].

Research has demonstrated that despite very good intentions global citizenship education (GCE) and environmental and sustainability education (ESE), can reinforce colonial systems of power. Specifically, there is a problematic trend whereby issues are presented is such a way that 'we' in the 'Global North' learn about and help solve the problems of 'those' in the 'Global South'[23]. In addition, scholars in the field of critical GCE highlight how superficial approaches tend to avoid engagement with complex ethical issues, contributing to this unconscious reproduction of colonial systems of power[24].

The participatory nature of the project as we designed it enabled the aims of the project to correlate. The workshops enabled us to share key findings from research in GCE and ESE with educators. The resource development ensured that the project would contribute directly to practice in this area, and the data collection ensured that insights about the challenges and opportunities in ethical global issues pedagogy in classroom contexts could be captured and shared, feeding back to the scholarship in the areas of critical GCE and ESE. While the surveys enabled some direct responses to our research questions regarding barriers and opportunities, the transcriptions—from the workshops and resource development meetings and reflective interviews—produced valuable discussion, or as Biesta et al, (2017), refer to it, 'teacher talk'. Therefore, although we have a relatively small sample of twenty-six teachers participating in the workshops and seven participating in classroom observations and interviews, the data is rich and insightful.

[20] Bourn, D. (2008). Development Education: Towards a re-conceptualisation. *International Journal of Development Education and Global Learning*, *1*(1), 5-22.

[21] Andreotti, V. (2006). Soft vs. critical global citizenship education. *Policy and Practice: A Development Education Review, 3*, 40–51.; Marshall, H. (2009). Educating the European citizen in the global age: engaging with the post-national and identifying a research agenda. *Journal of Curriculum Studies*, *41*(2), 247-267.

[22] Sund, L. (2016). Facing global sustainability issues: teachers' experiences of their own practices in environmental and sustainability education, *Environmental Education Research*, *22*(6), 788-805.

[23] Andreotti, V. (2006). *Ibid;* Martin, F. (2011). "Global Ethics, Sustainability and Partnership." In Geography, Education and the Future, edited by G. Butt, 206–224. London: Continuum.

[24] Andreotti, V. & Souza, L. M. T. (Red). (2012). *Postcolonial perspectives on global citizenship education*. New York: Routledge.; Bryan, A., M. Clarke, and S. Drudy. (2009). *Social justice education in initial teacher education: A cross border perspective, A report for the standing conference on teacher education north and south (SCoTENS)*.; Martin, F. (2011). "Global Ethics, Sustainability and Partnership." In Geography, Education and the Future, edited by G. Butt, 206–224. London: Continuum.; Pashby, K. (2012). Questions for global citizenship education in the context of the 'new imperialism'. In *Postcolonial Perspectives on Global Citizenship Education,* edited by V. de Oliveira Andreotti and L. M. TM. de Souza, 9–26. NY: Routledge.; Pashby, K. (2018). "Global citizenship education as a UNESCO key theme: More of the same or opportunities for thinking 'otherwise'?". In L. Shultz and T. Pillay (Eds.) *Global citizenship, common wealth and uncommon citizenships*. (159–174) Leiden, The Netherlands: Koninklijke Brill NV.

Key findings:

- Teachers are both enabled and constrained by curriculum, and many find strategic ways to take a critical approach.
- Including colonialism as a key factor in global issues is taken-up explicitly by some, seen as a potentially contributing to an unconstructive and simplistic view by others, and encouraged as an area for further development by many.
- Teachers face an overwhelming number of educationally-relevant materials and desire a resource that can be adapted to current teaching in order to deepen engagement.

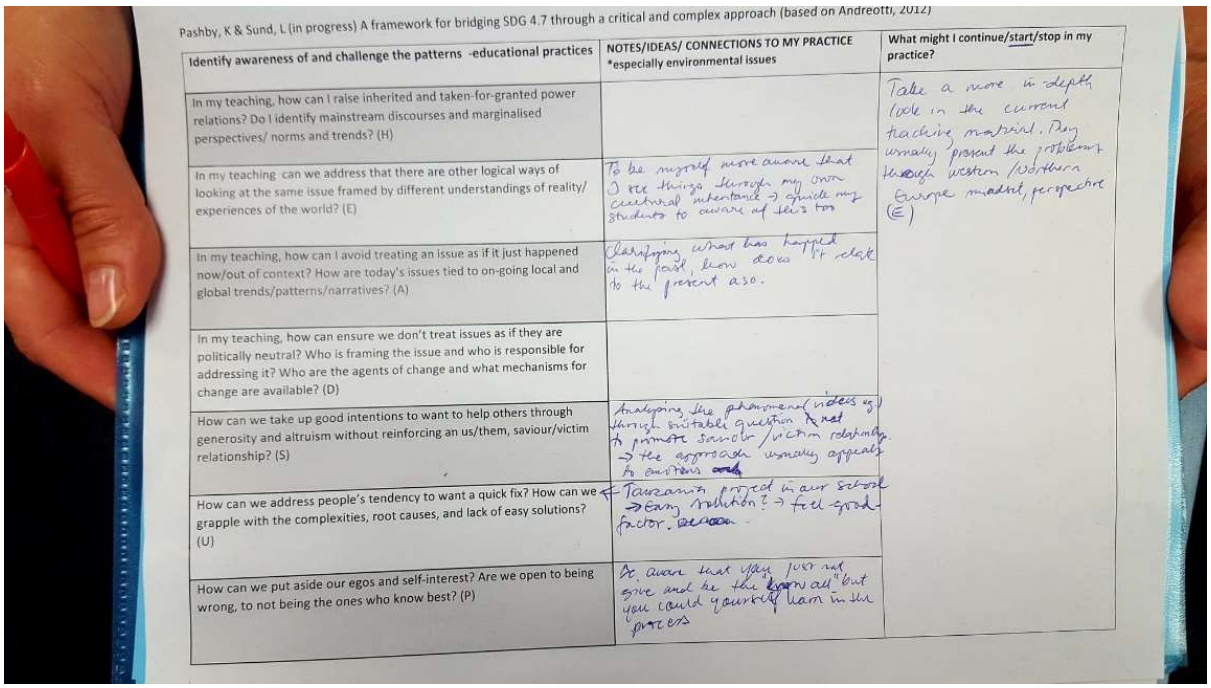
In order to understand the extent to which and how teachers take up a critical approach to teaching global issues, and to inform the development of a resource that builds upon the work of Vanessa Andreotti to reach a secondary-school audience, we asked teachers to answer a survey in advance of participating in the workshops. The pre-survey focused on teachers' experiences of teaching global issues. They were asked to explain their motivations for teaching global issues and the barriers and enabling factors they experience when delivering this subject. All 26 teachers (across the three countries) completed the survey.

A key finding from the **pre-survey** was the combined feeling of being both inspired and overwhelmed by teaching about global issues. With so many sources of information, teachers can find it difficult to know what to focus on. In England, the teachers mainly prefaced this argument with the problem of fitting it in around the syllabus that needed to be covered for GCSE and A-level examinations while a participant in Finland also mentioned a "crowded curriculum". Furthermore, a repeated theme across the surveys was the drive teachers have to lead their students to engage with new perspectives or, as several of them put it, to get them to think "outside their bubble". Teachers repeatedly mentioned specific qualities of the demographics of their class (e.g., homogenous, white-middle class) along with ignorance, misconceptions and stereotypes as barriers to this work. Similarly to other factors, this challenge is also seen as a motivator and opportunity.

In the **post-workshop surveys,** teachers expressed positive feedback about the workshop, with several commenting that it reinforced what they are currently doing and others stating that it raised new ideas. Teachers indicated the workshop inputs reinforced what they "intuited and practiced" (Finnish participant) and found the HEADSUP tool to be "an interesting way to question our subjects" (Swedish participant). Teachers from all three national contexts indicated they would be adapting it for use in their classrooms. Teachers indicated that they planned to adapt their teaching style to include 'an emphasis on questioning' [Manchester], 'being mindful of [their] own practice' [Stockholm], and 'deepening and extending the topics' [London]. They also identified a key challenge of adding a complex approach without being overwhelmed. Some stated a concern about not wanting to be 'too negative' with students regarding questioning mainstream and misguided charity approaches. Overall, there was a strong up-take of the HEADSUP tool, and a variety of ways that teachers saw it as a possible jumping-off point. There was a consensus that such an approach takes time and is quite sensitive and participants articulated support for the development of a resource that could complement what teachers are currently doing.

The transcripts from the **workshop and resource development meeting** discussions also revealed deep insights into the context of teaching global issues from an ethical and complex pedagogical approach. Building from the survey data, workshop discussions demonstrate some points of consistency as well as some key tensions related to teaching ethical global issues.

Teachers consistently pointed to the importance of questioning assumptions and mainstream perspectives, and in particular, to responding to the perceived ignorance or blind-spots on the part of the students. Applying HEADSUP to reflect on her own teaching, a teacher in Helsinki recognised many approaches "promote saviour/victim relationality" and raised whether the Tanzania project at her school presents a "feel good" factor. She concluded that she will begin to take "a more in-depth look at current teaching material. They usually present the problems through Western/Northern Europe mindset" (Figure 6). Participants also expressed a danger in charity-based approaches promoting deficit views and uncomplicated solutions to development issues; however, many were challenged as to how to take-up a critical approach in lessons while not discouraging active citizenship.



Pashby, K & Sund, L (in progress) A framework for bridging SDG 4.7 through a critical and complex approach (based on Andreotti, 2012)

Identify awareness of and challenge the patterns -educational practices	NOTES/IDEAS/ CONNECTIONS TO MY PRACTICE *especially environmental issues	What might I continue/start/stop in my practice?
In my teaching, how can I raise inherited and taken-for-granted power relations? Do I identify mainstream discourses and marginalised perspectives/ norms and trends? (H)		Take a more in depth look in the current teaching material. They usually present the problems through western/Northern Europe mindset perspective (E)
In my teaching can we address that there are other logical ways of looking at the same issue framed by different understandings of reality/ experiences of the world? (E)	To be myself more aware that I see things through my own cultural inheritance → opinion my students to aware of this too	
In my teaching, how can I avoid treating an issue as if it just happened now/out of context? How are today's issues tied to on-going local and global trends/patterns/narratives? (A)	Clarifying what has happened in the past, how does it relate to the present also.	
In my teaching, how can ensure we don't treat issues as if they are politically neutral? Who is framing the issue and who is responsible for addressing it? Who are the agents of change and what mechanisms for change are available? (D)		
How can we take up good intentions to want to help others through generosity and altruism without reinforcing an us/them, saviour/victim relationship? (S)	Analysing the phenomena (videos eg.) through suitable question → not to promote saviour/victim relationality → the approach usually appeals to emotions and	
How can we address people's tendency to want a quick fix? How can we grapple with the complexities, root causes, and lack of easy solutions? (U)	← Tanzania project in our school → easy solution? → feel good factor. because	
How can we put aside our egos and self-interest? Are we open to being wrong, to not being the ones who know best? (P)	Be aware that you just not give and be the know all" but you could yourself learn in the process	

Figure 6: Teacher reflection from Helsinki workshop

A teacher described how "every week there's some sort of bake sale, some badge they're wearing, and they are in the right place, but it's all well and good getting them to ask these questions [in HEADSUP], but then realistically what can they do?". Many participants in the Manchester workshop wanted to ensure that HEADSUP would be presented in a positive manner with one participant translating each of the HEADSUP concepts into positive terms (Figure 7). Yet, he expressed a change of approach when he attended the Resource Development meeting several months later.

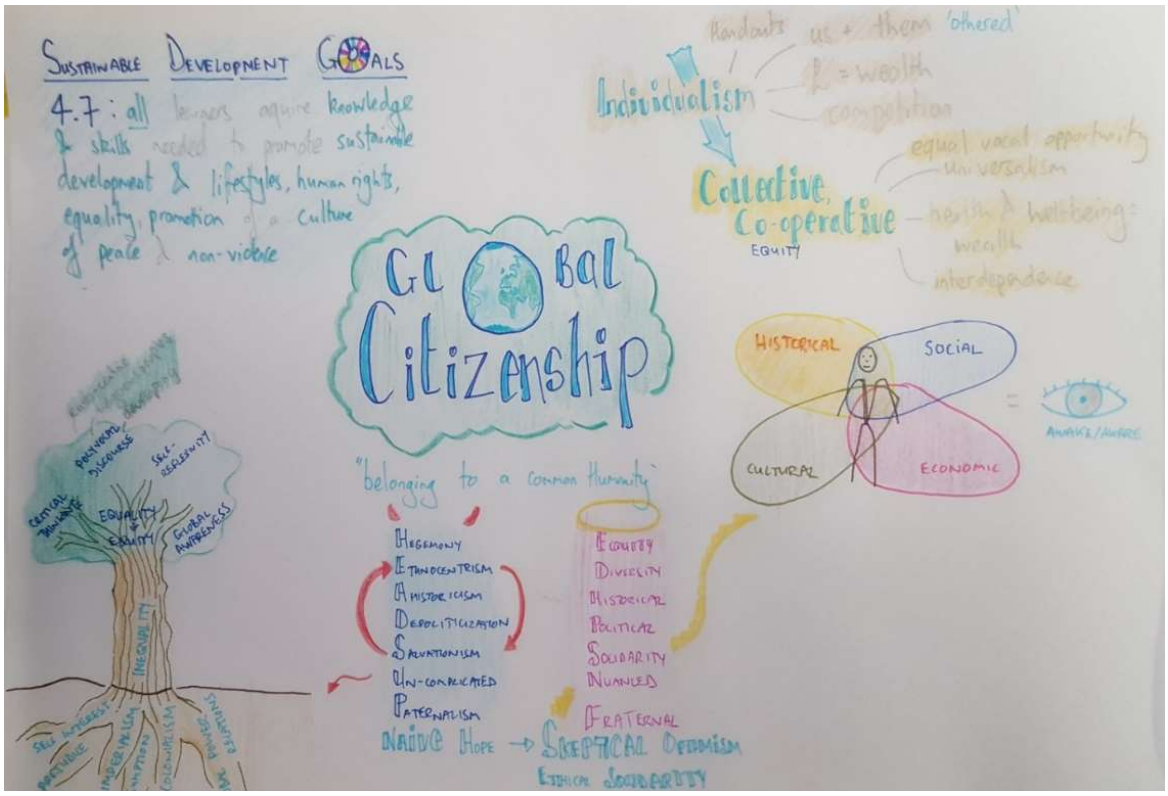


Figure 7: teacher work from Manchester workshop

Having tried the positive approach, he realised students stepped over an engagement with complexity, and he worked on a question set for the pedagogical resource that did not shy away from tensions (Figure 8).

Teachers work within a tension of promoting critical reflection and complex thinking about the root problems of global issues while desiring for students to feel they can take action. A point of contention involved supporting both a critically reflexive approach and an active response to global issues. At the Stockholm workshop, a teacher liked how HEADSUP got students questioning things but wondered how it could support students to take actions. This could be tied to a twenty-year Nordic tradition of action competency as a cornerstone of environmental education[25]. In Birmingham, the discussion focused more on how to include questions that "force them to think about uncertainties….and gets them to look at all the evidence to actually think about a next step, so they know the conversation is continuing".

[25] See for example Jensen, B and Schnack, K. (1997). The Action Competence Approach in Environmental Education, *Environmental Education Research*, *3*(2), 163–178

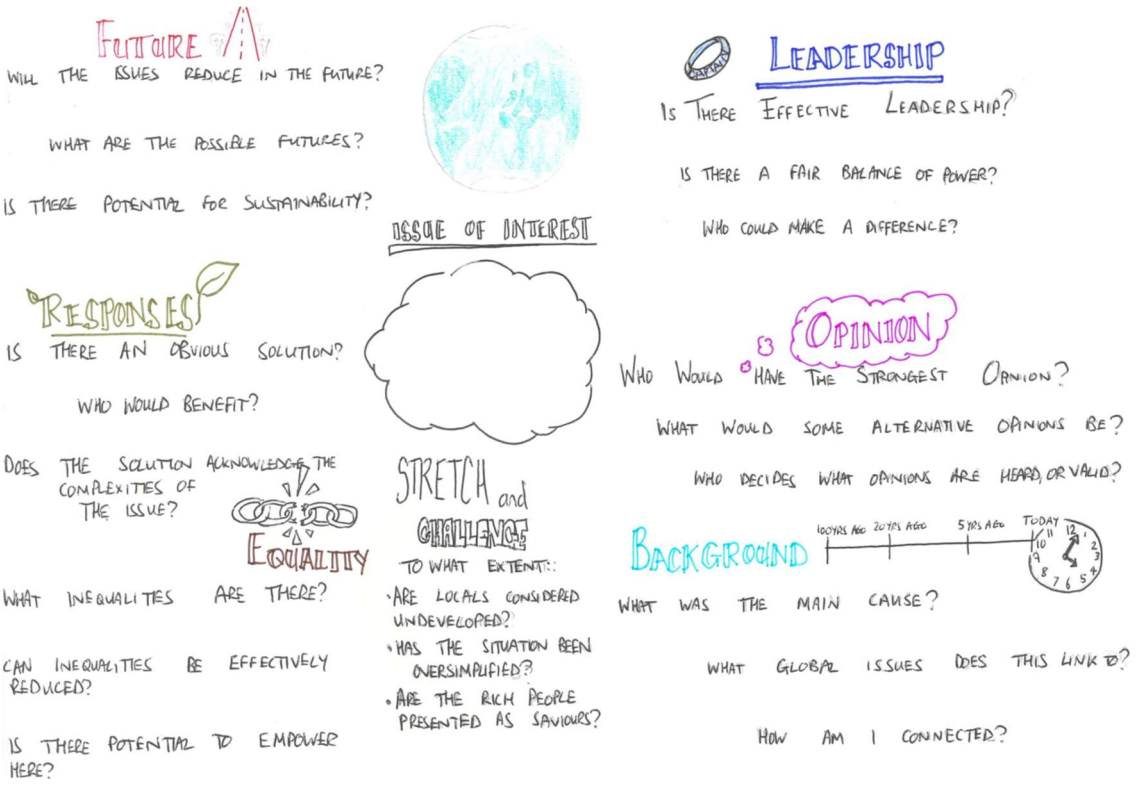


Figure 8: Teachers' work from resource development day – developed by Manchester teacher who developed figure 7 in collaboration with a participant from the Birmingham workshop.

Teachers mediate their teaching to the demographics of and perceived assumptions on the part of students in their classrooms and change their approach according to the make-up of different schools. A teacher in the Stockholm workshop noted a polarization where some students frequently centre questions of feminism and colonialism while other, particularly White male students, resist this. In England, at the resource development meeting, a participant pointed out that "we're all looking at marginalised groups and we're all white people", engaging directly with a key point of tension. Teachers in this study are able to speak to very deep tensions around privilege and power. Some teachers use opportunities in the curriculum. A discussion in the London workshop demonstrated how teachers use the unit on 'development gaps' GCSE Geography to discuss the impacts of colonialism.

While in England, teachers feel compelled to frame their teaching around key indicators for the GCSE exam, they also strategically engage with new curriculum and exam specifications, finding these have opened up spaces. Across the workshops, participants saw possibilities to adapt HEADSUP in some way to their classroom teaching.

Classroom observations and post-lesson reflective interviews with seven teachers (3 in Sweden, 3 in England, 1 in Finland) provided an opportunity to capture how teachers took ideas from the workshop and put them into practice. Teachers demonstrated a pedagogy of global ethics rooted in directly taking up mainstream perspectives and marginalised voices - expressing the challenge of connecting deep issues of power inequalities to local contexts and connecting issues in the Global South to on-going issues in their own national and regional contexts. While all seven classroom observations involved critical approaches, the interviews indicate that some of the key challenges of applying HEADSUP include working against replacing one uncomplicated perspective with another and how to ensure time for students to fully grasp the complexities within the curriculum time frame.

Highlights from the classroom visits included Laura (pseudonyms used for all participants), in England, who was happily surprised to see the more critical approach encouraging students, even a "weaker student", to identify multiple perspectives and to apply Geography concepts from previous classes unprovoked. Also, in England, Sam adapted HEADSUP to a more "simplified" set of terms and questions for his lesson on the Kibera area of Nairobi within a unit on urbanisation, prompting the students, including impressive work from "lower performing students", to come up with alternative questions. Both Laura and Sam felt they would try in future to allow more time for this type of work.

In Finland, Kaisa found the question-set from the teacher resource that had been developed by teachers in England at the Resource Development meeting to be very useful. She prompted students to use the questions to create a mind-map. She noted the questions were used by the students to challenge one another and deepen their initial ideas. A teachable moment where a group of students changed their perspective on developing countries' responsibility for climate change was a highlight.

As expressed in the workshop discussions, the teachers adapt lessons to focus on specific areas of critical engagement they think their students need, and this poses an opportunity and challenge. In Sweden, Georg described how at his previous school, the community was quite conservative, requiring him to highlight critical perspectives whereas at the current school, students are exposed a lot to critical views and have developed a single view that "a small group gets rich on the work of the masses". Helen, in Sweden, noticed that two of her students are interested in "postcolonial power structures and stuff like that" noting they tend to have a black and white perspective that "everything from the west is bad". Helen also acknowledged that it is difficult to discuss colonialism and to "sort of accept and take it". Similarly, Jill, in England, who works at a school where a majority of students come from African and Afro-Caribbean background feels students are not comfortable discussing issues of race. Using HEADSUP was a way to open discussions. She realised this was part of a larger project and bigger discussion and will be something she will need to revisit several times with students.

The classroom observations directly influenced the creation of the teacher resource. Several of the lessons tried out adaptations of HEADSUP while others took aspects of the workshop to apply more holistically. Anna, in Sweden, as well as Laura, in England, specifically suggested that having questions to help deepen what teachers already do would be a good way to promote criticality while connecting to current practice.

All the teachers engaged in the classroom applications phase of the project found ways to adapt the HEADSUP tool, finding it useful across contexts. Interestingly, while the workshops encouraged teachers' application of HEADSUP to the study of global environmental issues, the classroom applications that followed tended to focus on social and political dimensions. Future research and praxis engage more explicitly with the links between a natural science approach to studying environmental issues and the historical and present-day inequalities within which they are entrenched

Overall, the HEADSUP tool enabled teachers in this study to deepen their existing pedagogical approaches. Future research should focus on the extent to which such approaches relate to how they engage in their own approach - relating to others in the world, including within their own classrooms. Ethical global issues pedagogy will require resourcing at pre-service and in-service levels as well as on-going reflection and work. A thematic analysis of data sets has revealed that this group of secondary teachers are eager and willing to take a more critical approach to the teaching of global issues. Further, their students appreciate being challenged by complex ideas and deeply engaging in ethical considerations around global issues.

Our data demonstrates that teachers and students are able to apply deeply theoretical constructs related to historical and present-day power imbalances; however, they face some deep challenges around balancing a critical and constructive approach, inspiring students to not step over deep complexities while also promoting positive change, and negotiating mainstream political tensions within and outside the classroom.

5. Developing the Resource

The resource[26], *Teaching for sustainable development through ethical global issues pedagogy: A teaching resource* is currently available in England, Finnish, and Swedish on the project webpage.

In-line with the content of the workshops, the resource begins with a background and orientation that provides a rationale for the resource. This includes connecting to SDG 4.7 and to a specific goal of GCE that learners should '*revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically and represented/ marginalised*'[2]. It also links to recommendations from the *International Youth White Paper on Global Citizenship*, and introduces HEADSUP as a key framework. Finally, guiding principles are provided. These are directly connected to key findings from the empirical research conducted with teachers:

- Global issues are complex and we need pedagogical approaches that take up rather than gloss over these complexities
- Environmental issues are deeply tied to social, political, cultural and economic inequalities; it is essential to link such issues to historical and present day colonial systems of power
- Connecting to all species in our world requires an ethical stance towards both the deep issues threatening us all and the differently experienced impacts of environmental issues
- Classrooms are important spaces for raising questions. There are solutions to promote and actions to be taken. Re-thinking and unpacking are themselves important actions. When schools and wider community activities promote charity appeals, classrooms can support students to deeply engage with and identify tensions and possibilities.
- Reflexivity must be encouraged and developed. Deeply understanding nuances and considering tensions and paradoxes is as important to global citizenship as is taking a specific action (or deciding not to take an action). These must go hand in hand.

The next section provides an overview of how to use the resource, introducing the main sections, and emphasizing the resource is meant to support teachers in their current practice rather than a direct 'how-to' guide. The activities that follow offer some suggestions for practice before, during, and after students learn about a particular global issue. We offer some suggested global issues topics, but intend for teachers to adapt this resource to the different issues they explore with their students.

The main sections include:

1. **Reflections for teachers** A tool to help teachers themselves reflect on the materials and pedagogies that currently support and could in the future support their facilitation of the study of global issues.
2. **Orienting learners to the global issue: Mainstream and marginalised perspectives** An orientation activity as an introduction to a global issue
3. **Exploring the issue** An activity that can be used to analyse a campaign directed at students (e.g. KONY 2012)
4. **Breaking down an issue and identifying key challenges** A series of three question sets that could support the students in their inquiries and adapted to suit different materials the teacher is already using.

[26] Pashby, K. and Sund, L. (2019). Teaching for sustainable development through ethical global issues pedagogy: A teaching resource. Available from https://www2.mmu.ac.uk/esri/teacher-resource/

5. **Responses and Actions Checklist** A check-list that can be used after students have studied an issue in order to consider future implications of their conclusions.
6. **An appendix with hand-outs for use with students**

The *reflection tool* was drafted for use in the first workshop and adapted through piloting it in subsequent workshops. It was also used at the Bridge 47 Network meeting in Brussels where stakeholders from various development education organisations also used and gave feedback on it.

The *Orientation to a global issue* section was added in response to teachers explaining that they found it quite a challenge to help students identify mainstream perspectives. It was piloted in two classes in London, and an activity around sorting newspaper headings came from the school visit in Finland where the teacher found that activity to be seminal to the way students engaged with one of the question-sets.

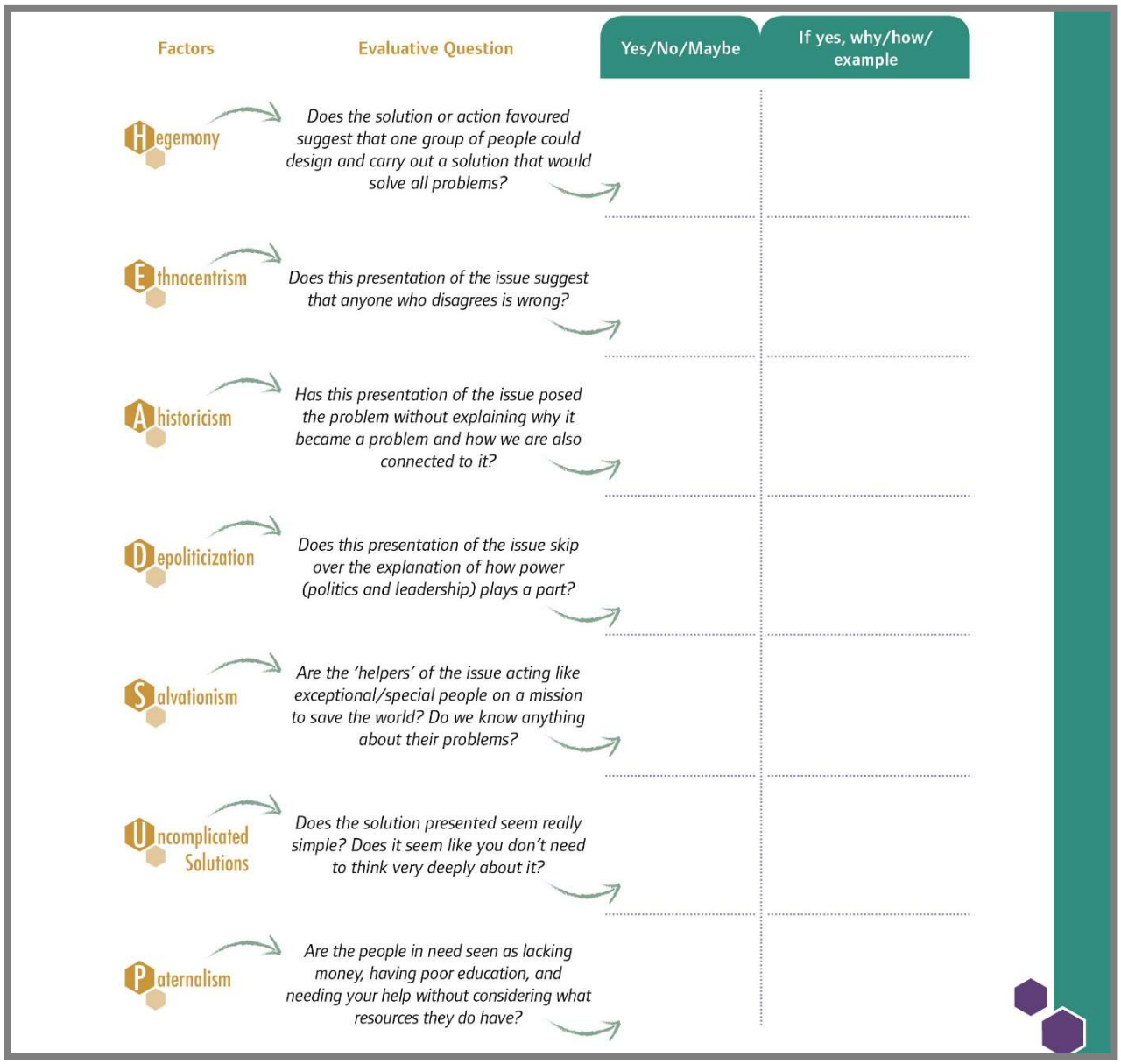


Figure 9: Exploring the issue

The *Exploring the issue* question-set (Figure 9) was initially created by a teacher in London who created it after the workshop, reported on it at the Resource Development Day, and finalised it through a classroom visit with Dr Pashby. It uses HEADSUP language and adapts some of the original questions explored in Andreotti's (2012) editorial to student-friendly language. It can be used to explore any global issues awareness campaign or various other development education texts.

The *Breaking down a key issue* and *identifying key challenges* includes three question sets to support students in their inquiries into a global issue. The first is based on the tool created by a teacher from the Birmingham workshop that was piloted in a classroom visit and includes a simplification of the HEADSUP concepts and the inclusion of students asking alternative questions. The second is based on questions and concepts created at the Manchester and Birmingham workshops. It also adapts HEADSUP into more accessible language but is more detailed than the second question-set. It can be used as a way of exploring a global issue after students have done some research. It was adapted to the issue of climate change and piloted in Finland. The teacher had her students work on a mind-map, so this was also included in the resource. The third question-set (Figure 10) was created at the Resource Development Day and is presented in a mind-map. The teachers suggested it could be used as a synthesis activity with a prompt such as a photo representing a global issue. It uses slightly different words to adapt HEADSUP to student-friendly language. The resource also includes a version of *Breaking down a key issue 3* without directions for teachers that can be used as handouts for students (figure 11).

The *Responses and actions checklist* was created by Dr Pashby and Dr Sund in reaction to a key theme that emerged around the need to promote solutions and actions. While the question-sets include prompts that illicit student ideas about appropriate responses to the issues, this check-list ensures that when teachers direct students to come up with solutions, these can also be carefully debriefed. In this way, we encourage the non-static approach highlighted by several teachers while also acknowledging the desire from many teachers for action-competencies and the requirement of students defending stances/solutions and coming to conclusions, particularly within an exam culture.

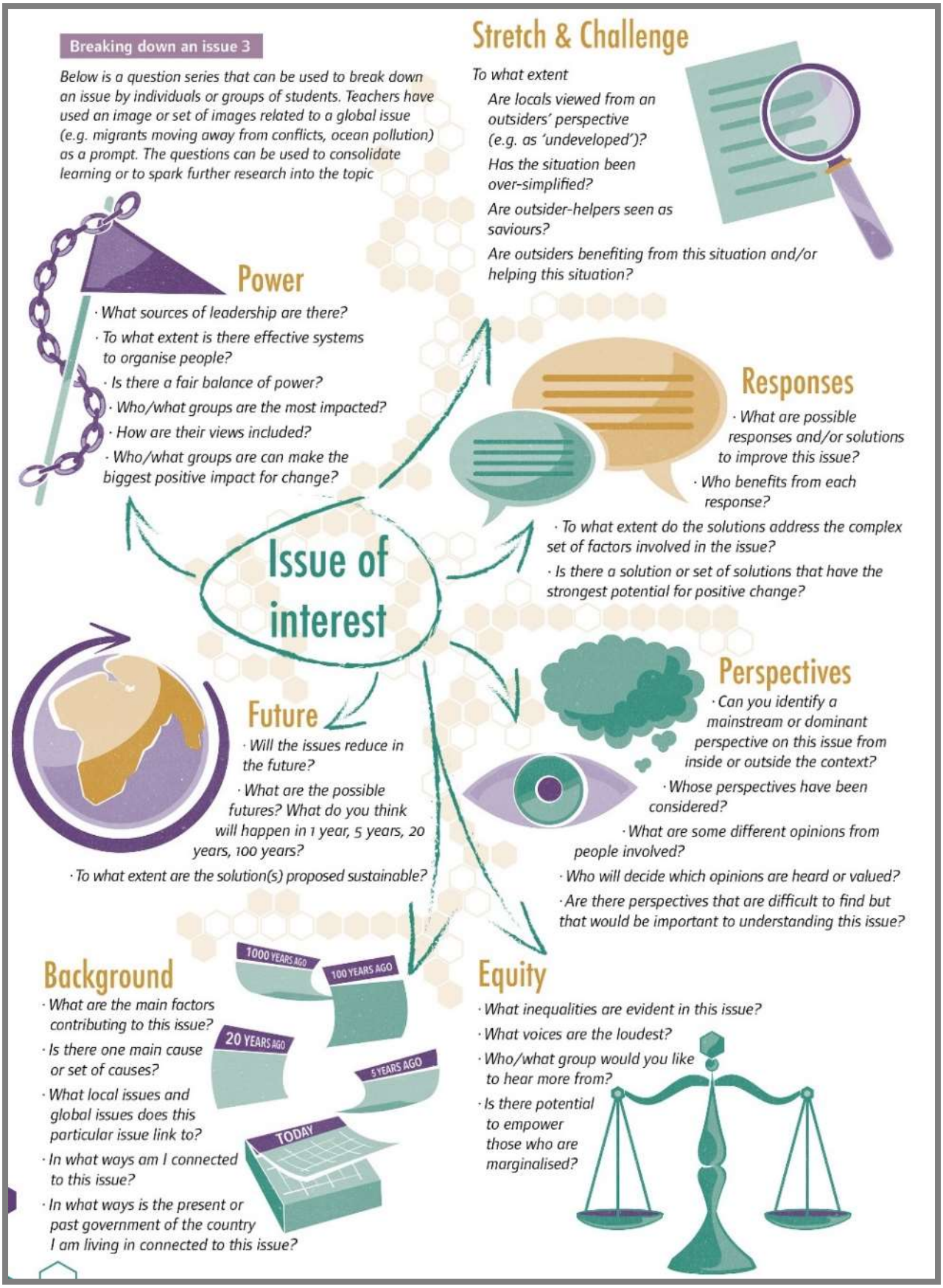


Figure 10: Breaking down an issue 3

We received positive feedback about the final resource from the group who attended the resource development day in Manchester, and who were very involved throughout the process:

> "This resource is really brilliant, I particularly like that there is a clear link to the sustainable development goals, allowing students and teachers to be actively involved in meeting one. I think that having student worksheets at the end means that there is a simple, practical way for a teacher to implement this research" (Subject Leader of Geography, England)

> "The resource offers a fantastic way of getting students to reflect on a key issue, engage in it critically and empathise with others in global contexts. These are exactly the skills and abilities that students need to develop into today's global world" (Geography teacher, England)

> "This is a great resource thanks for sharing. It explores and scaffolds the exploration of complex, and massively important, ideas essential to effective and well informed global citizens. A great resource for anyone wanting to teach global citizenship in a fresh, exciting and well-structured way" (Religion and Education and Citizenship teacher, England)

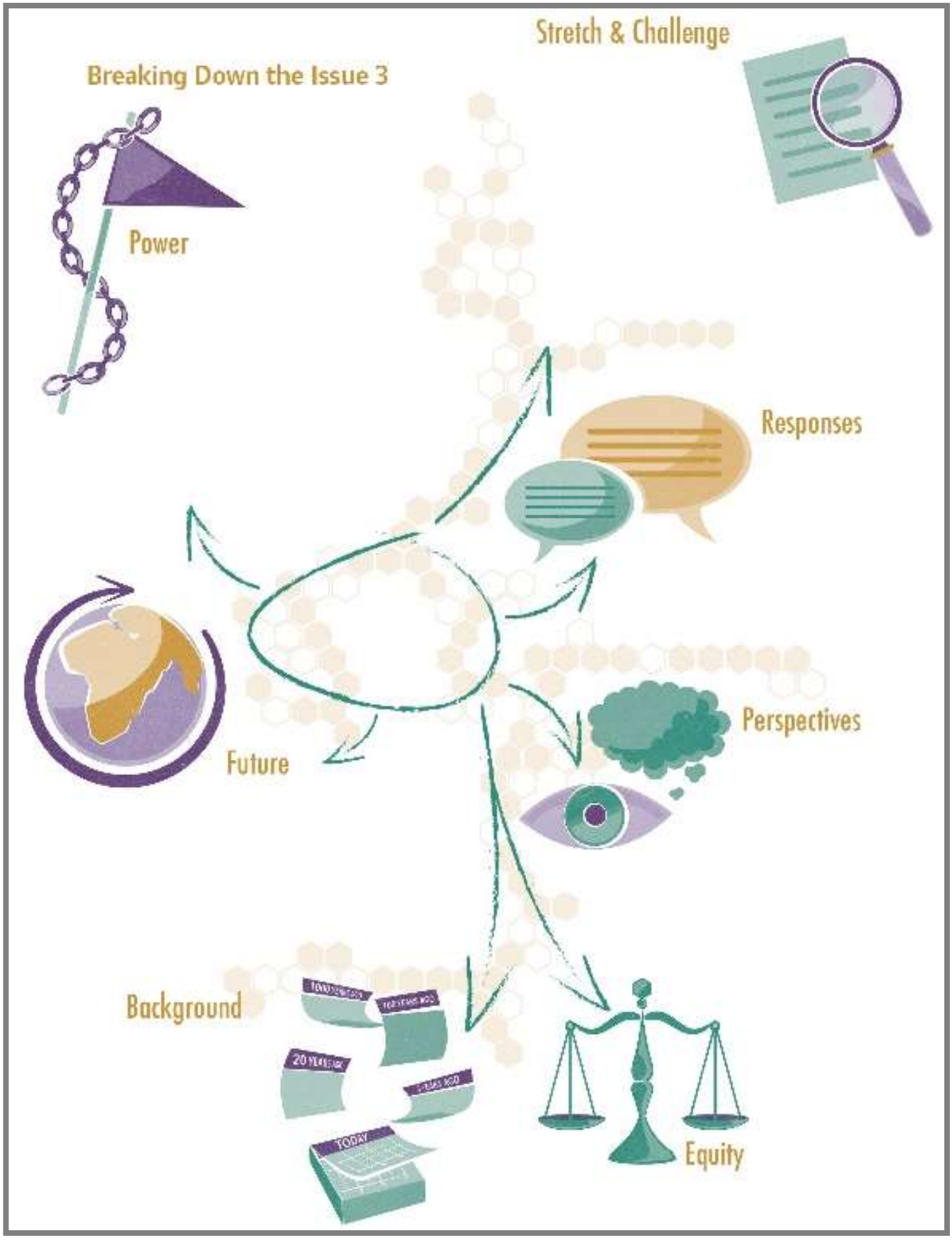


Figure 11: Version of Breaking Down the Issue 3 for students

6. Contributions, Implications, and Areas for Further Research

Our project contributes important details about the teaching of global issues in today's secondary and upper secondary classrooms in northern Europe. These insights can help direct practice as well as further theoretical and empirical research in support of meeting SDG 4.7 while working to take seriously the existing critiques of ESD and GCE. The project found there is an openness and desire among teachers for support to enhance their current practice regarding teaching global issues in ways that take up rather than step over ethical concerns about inequalities. The teachers in this project are committed to complexifying their students' understandings of the world and to adapting their teaching to the perceived blind-spots of their students. However, this is a complicated process and is neither easy nor neutral.

Teachers are experiencing and mediating several challenges in their attempts to complexify how global issues are framed and treated. While we were not surprised that there was ambivalence around charity-based approaches, a perhaps un-examined possibility and challenge to ethical global issues pedagogy that requires further attention is the relationship between school-wide projects and specific subject-based classroom lessons where teachers can play an important role in raising critical conversations to contribute towards more complex understandings. The concern among a segment of the participants of a sense of needing to present a positive perspective connects to Taylor's warning, based on research engaging pre-service teachers in Quebec with critical approaches to GCE, of how "the crisis in learning initiated when children are exposed to knowledge of global inequity is closed down when pedagogy offers *consolation* rather than critical and ethical tools to respond to this crisis[27]". Similarly, Amsler reframes the push for positive transformative action within a study of global crises as a humble possibility to disrupt the flow of historical time and consciousness enough to make space for criticism, encounter and alternative imaginaries"[28]. She promotes the importance of "creating environments where we can cultivate an ethics of ambiguity that will enable us to engage with experiences of crisis in more critical ways"[29]. Our findings suggest these complexities described by participants around wanting to engage directly with issues around equality and to promote a sense of positive action open up both opportunities for ethical global issues pedagogy and barriers when tensions are closed down in favour of setting solutions, feeling optimistic, or balancing perspectives rather than recognizing them as differently positioned.

Research applying the HEADSUP tool has tended to focus on non-formal education in service learning[30] and on the NGO sector more broadly[31]. This study has demonstrated that relationships between NGOs/CSOs and formal education are implicated in the possibilities and challenges of ethical global issues pedagogy. Many teachers are concerned with how to engage in critical discussions about global issues if they feel students are committed to a particular view put forward through nonformal education initiatives in the school. This finding connects strongly to work of

[27] Taylor, L. K. (2012) Beyond Paternalism: Global Education with Preservice Teachers as a Practice of Implication. In V. Andreotti and L. Souza (Eds.) *Postcolonial Perspectives on Global Citizenship Education*; Routledge: New York. p. 181.
[28] Amsler, S. (2010) Bringing hope 'to crisis': Crisis thinking, ethical action and social change. In: S. Skrimshire (Ed.) Future Ethics: Climate Change and Apocalyptic Imagination. London: Continuum, p. 150.
[29] Ibid.
[30] Grain, K. M., and Lund, D. E. (2016). The social justice turn: Cultivating" critical hope" in an age of despair. *Michigan Journal of Community Service Learning*, *23*(1), 45–60.
[31] Kuleta-Hulboj, M. (2016). The global citizen as an agent of change: Ideals of the global citizen in the narratives of Polish NGO employees. *Journal for Critical Education Policy Studies (JCEPS)*, *14*(3), 22–250.

Tallon[32] and suggests further study of how such tensions can limit ethical global issues pedagogy in classrooms. Indeed, our findings suggest it is very important to work across these arenas, especially if teachers are relying on NGOs/CSOs to direct students to active citizenship as suggested in the teacher interviews. This presents an area for further exploration to promote deep engagement with ethical global issues pedagogy across formal and nonformal arenas.

Several teachers in this study are adept at surfacing issues of colonialism in the study of global issues, but all could use some further support in this area. Some teachers, such as a participant from Stockholm, sense that looking at issues from a postcolonial perspective results in a single view of "the west is bad". Other teachers, such as a participant from London, describes her students as initially defensive about Britain's colonial history, and another finds her students enjoy learning about colonialism's impact on development issues. There are quite wide-ranging approaches and trepidations that could use further investigation, particularly involving students themselves. While research has called for the importance of addressing colonialism in the study of global issues and some has analysed resources[33] and practice[34], we recommend further research in examining to what extent, how, and to what ends colonialism is brought into lessons about global issues and particularly research that includes both teachers and students. We also are interested to examine how this plays out in other levels of education (e.g., primary, tertiary, lifelong learning).

Many participants in our study raise alternative or marginalised perspectives in their teaching of global issues and wish to complexify these. There are different approaches from treating all perspectives equally to critiquing the dominant perspective and raising minoritised groups' perspectives. This raises a very important question about how a culture of pluralism—where all perspectives are treated equally—may work against an approach that engages with tensions between perspectives[35]. This is an area for future empirical research and is an important finding to help direct theoretical research in this area. In our academic outputs, we have been drawing on Stein's[36] distinction between anti-oppressive and incommensurable positions on GCE to engage with our data and direct research questions back to theoretical scholarship[37]. The anti-oppressive position views global citizenship as a means through which to promote social justice and work against ethnocentrism; however, it can tend to rely on existing scripts of relations and development. The incommensurable position, "existing scripts for thought and action are not outright rejected, but their limitations are illuminated through encounters with and across difference"[38].

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[32] Tallon, R. (2012). Emotion and Agency within NGO Development Education: what is at work and what is at stake in the classroom?. *International Journal of Development Education and Global Learning*, *4*(2), 5-22.

[33] See for example Firth, R., and Winter, C. (2007). Constructing education for sustainable development: The secondary school geography curriculum and initial teacher training. *Environmental Education Research*, *13*(5), 599-619 and Andreotti, V. (2011). *Actionable Postcolonial Theory in Education.* New York: Palgrave Macmillan.

[34] See for example Sund, L. (2016). Facing global sustainability issues: Teachers' experiences of their own practices in environmental and sustainability education. *Environmental Education Research*, *22*(6), 788-805 and Niens, U.; Reilly, J. (2012). Education for global citizenship in a divided society? Young people's views and experiences. *Comparative Education*, *48*, 103–118.

[35] We explore this further in a forthcoming article in a special issue of the *Journal for Environmental Education* on Global politics of knowledge production in environmental education research: 'New' theory and North-South representations: Sund, L. and Pashby, K. (forthcoming/2020). Delinking global issues in Northern Europe classrooms. *Journal of Environmental Education.*

[36] Stein, S. (2015). Mapping global citizenship. *Journal of College and Character*, *16*(4), 242–252.

[37] Pashby, K. and Sund, L. (2020). Critical GCE in the era of SDG 4.7: Discussing HEADSUP with secondary teachers in England, Finland, and Sweden. In D. Bourn (Ed.). *International Perspectives on Global Learning,* 315-326. London: Bloomsbury.
Pashby, K. and Sund, L. (2019). Bridging 4.7 in Teacher Education: Engaging critical scholarship in Education for Sustainable Development and Global Citizenship. In P. Bamber (Ed.). *Teacher Education for Sustainable Development and Teacher Education*, Routledge.

[38] Ibid, p. 247.

A welcomed finding was teachers in all three interviews in England described noticing deeper disciplinary engagement by their classes when adapting HEADSUP and highlighted the work so-called "lower performing students". Also, students across year levels appeared very engaged even when quite challenged by the concepts. This suggests that critical approaches can be promoted across levels and ages, and further research with students and across subject areas (e.g., mathematics, natural sciences) could provide more insight into this.

Finally, our project has demonstrated the importance of connecting various stakeholders through research work. We end with some comments from participants and collaborators:

> "I learned to reflect and challenge further my own implicit way of thinking during the project. I got very motivated to develop and try new teaching methods and combine also different subjects (critical media studies, geography, social sciences) for my ethics course. The tool provides a useful and challenging set of questions that push students to understand the topic in-depth, and expand thinking from mainstream thoughts and presuppositions to wider perspective" (ethics teacher, Finland)
>
> "I appreciated being involved with the study because it allowed to me reflect on how I was delivering the geography curriculum and woke me up to the potential my lessons could have in connecting my students to real world issues and giving them the confidence and tools to make decisions on these issues. It especially made me realise the value of discussing the "what if…" and "but what about…" complexities involved in many of the case studies we cover in our geography curriculum. By discussing these "grey areas", in the right way, students gain greater understanding and ability to empathise rather than suffer from cognitive overload. I enjoyed the whole process of working with other educators and researchers from think-tank to classroom trial to reframe/edit and found myself happily surprised at how well the students responded to the resources the group created. Very quickly, through trailing these resources based on the work of the researchers, it was very clear that my students were hardwired to think critically they just needed a way to unlock it" (Geography teacher, England)
>
> "It was great to be able to provide input towards creating a resource that is important for both international development and a range of skill sets, including critical thinking and empathy which are growing in importance in today's world. I certainly enjoyed the creation and feedback process and have since worked on another similar project and just before summer gained a resource creation role with the AQA exam board to go alongside my teaching work" (Geography teacher, England)
>
> "It's so, so important to be part of finding fun ways to engage young people in thinking about their global citizenship. The problems we face as a species (and the species we endanger) are transnational, transrace, transcreed, transsex or sexuality. It feels really great to be part of that team figuring out how to deliver effective and engaging GCE, because for me it's an ideological cornerstone for significant progress. Without seeing ourselves, our actions, and the situations we find ourselves in as part of a global context we only have a partial understanding. Learning that we need to see the bigger picture, consider multiple angles, honour and accept the limitations of our own conditioning, and then collaboratively formulate a solution is just well important." (Religion and Education and Citizenship teacher, England)

"The workshop provided an opportunity to bring together teachers from different areas in Sweden to reflect on their practice and be informed by latest research, and they felt connected to a wider community of educators in England and Finland. The resource, being translated into Swedish, will really help support teachers in adopting critical approach". (Lead teacher of social sciences, Sweden)

"This project allowed our organisation to reach out to educators in Finland, some of whom continue now to participate in our programming on SDGs. It also deepened our collaboration with Dr. Pashby, ensuring connections to the latest research in the area. The outcomes of the project are helping us a lot to develop more effective ways to teach about sustainable development and global citizenship issues ethically" (Sanna Rekola, lead in Global Education for Fingo, the Finnish platform for global development)

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