



*Empowerment for a better world through
Adult and Community Education.*

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December 2021

A Framework for Embedding Global Citizenship Education in Initial Teacher Education for Adult & Community Education Practitioners

Saolta is a Development Education strategic partnership programme for the Adult and Community Education sector in Ireland.

Development Perspectives (DP) is the lead partner in the partnership consortium, which also includes AONTAS, Concern Worldwide, Irish Rural Link and the Adult and Community Education Dept. of Maynooth University.

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This project was funded by the Department of Foreign Affairs (DFA). The content of this communication represents the views of the author only and does not necessarily represent or reflect DFA policy.

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Introduction

1.1 Background

This document outlines the proposed *Framework* for embedding Global Citizenship Education (GCE) in Initial Teacher-Educator (ITE) programmes for those working in the Irish Adult & Community Education (ACE) sector, including the large Further Education & Training (ETB) provision. This follows an extended period of consultation (scoping) with the respective HEIs involved to establish among other things: provider resources and capacity; current knowledge and expertise in GCE as well as guidance and feedback on how the *Framework* might best meet the needs of individual providers, student-staff need/expectations and so forth. The results of this scoping exercise are included in a resultant *Position Paper*, which also sets out the particular policy landscape for embedding GCE in the ACE sector (Kearns, 2021). Briefly, the development and implementation of the proposed *Framework* follows similar initiatives in the formal school system via the DICE (primary) and UBUNTU (second-level) initiatives, respectively. This further reflects both national and international policy which aims to ensure that learners of all ages and at all levels have the opportunity to consider how their daily lives are impacted by global issues, and vice-versa (IA, 2016; UN, 2015; UNESCO, 2019). The proposed *Framework* further takes account of what is considered ‘good’ or ‘best’ practice in the field of GCE and for scaling of activity in this area.¹ This refers to the key role played by NGOs in supporting the process, while acknowledging that the long term viability and sustainability of any model or framework depends primarily on HEIs having ownership of any intervention. This also indicates the need for a ‘top-down, bottom up’ approach, and in particular the establishment of key partnerships to oversee the development and subsequent implementation of the *Framework*, as outlined below.

1.2 The role of Saolta

In conjunction with other stakeholder and partners, the role of Saolta is to oversee the development and subsequent implementation of the *Framework* in the period 2022-2027.

In more specific terms, Saolta will:

- Help to build a strategic, multi-stakeholder approach to embedding GCE in ITE for ACE practitioners;

¹ For a fuller exploration of this aspect see also: Kearns, M. (2021). *Position Paper: Towards a Sustainable Framework for Embedding Development Education in Initial Teacher Education programmes in the Irish Adult & Community Education Sector. Drogheda: Saolta.*

- Provide practical tools and resources to enable student-teachers and teacher-educators to embed GCE in their own teaching and site of practice;
- Give practical advice and support to providers in issues of policy, funding and so forth;
- Establishing a research base to inform policy and practice in this area.

Saolta will also take the lead role in the evaluation of the *Framework*, effectiveness and impact, as well as helping to establish an independent organisation to take the initiative on to the next stage of development post-2027.

1.3 Framework: Outline; Content

Given the above, the proposed Framework is presented here in terms of:

- Mission and vision; Specific objectives
- Strategy & Approach 2022-2027
- Underpinning principles
- Implementation Plan; Specific Capacity Building Measures

Mission; Specific objectives

The *Framework* aims to add significantly to the scaling of GCE activity in ACE by embedding this in ITE programmes for those working in the sector. This further seeks to engage HEIs and teacher-educators in GCE themes and topics and for including this as an integral part of ITE programme modules and activities, programme development.

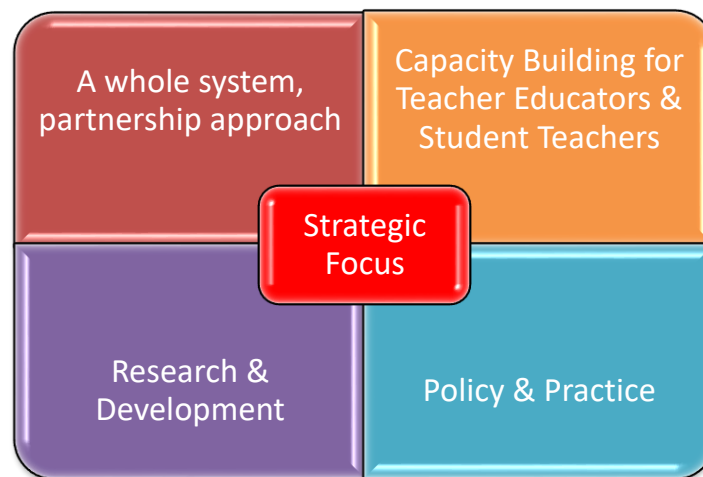
Specific Objectives:

- Develop, over a five-year period, an innovative and sustainable framework for embedding DE-GCE in ITE for FE-ACE practitioners;
- Building a strong, evidence based research base to help inform future policy and practice in this area;
- Develop and nurture partnerships with key stakeholders to ensure the long-term effectiveness and sustainability of the proposed intervention;
- Provide a strategic direction and focus for embedding in ITE programmes for those working in FET-ACE

Strategy & Approach 2022-2027

Given the above vision and objectives, Figure 1 outlines the four, broad strategy areas for focus for the development and implementation of the *Framework* in the period 2022-2027.

Figure 1: Areas of strategic focus for embedding GCE in ITE programmes



In more detail:

- **A whole system, partnership approach**

This refers to the involvement of key stakeholders and partners in the development, implementation and evaluation of the *Framework*. This includes, but is not confined to:

- Providers of ITE for FET/ACE practitioners
- SOLAS
- Teaching Council of Ireland
- QQI
- ETB Executive
- Irish Aid
- Department of Further and Higher Education, Research, Innovation and Science
- Relevant CSOs and NGOs

Saolta will also continue to inform and consult other stakeholders with an interest in the development and implementation of the *Framework*, including key network and umbrella organisations such as IDEA and AONTAS.

- **Capacity building for HEIs, student-teachers and teacher-educators**

The *Framework* is designed to gradually build capacity for HEIs, student-teachers and teacher-educators to deliver a quality, sustainable GCE practice. This further takes into account internal/external factors such as: ITE provider capacity and need; existing GCE knowledge and expertise; resource levels; levels of staff-student interest and so forth. The specific measures for capacity building and relevant timescale for implementation of these measures are detailed in Table 1, Appendix 1, below.

- **Research & development**

As a new initiative, research & development will be key to monitoring the effectiveness and impact of the intervention as well as to inform the direction and make-up of any future model or framework for embedding GCE in ACE. This is also seen as key to guiding best practice in this area as well as for informing policy on the matter. In specific terms, this envisages collaborative research involving multiple stakeholders, including student-led and/or teacher-educator led research. The timescale for research activity also appears in Table 1.

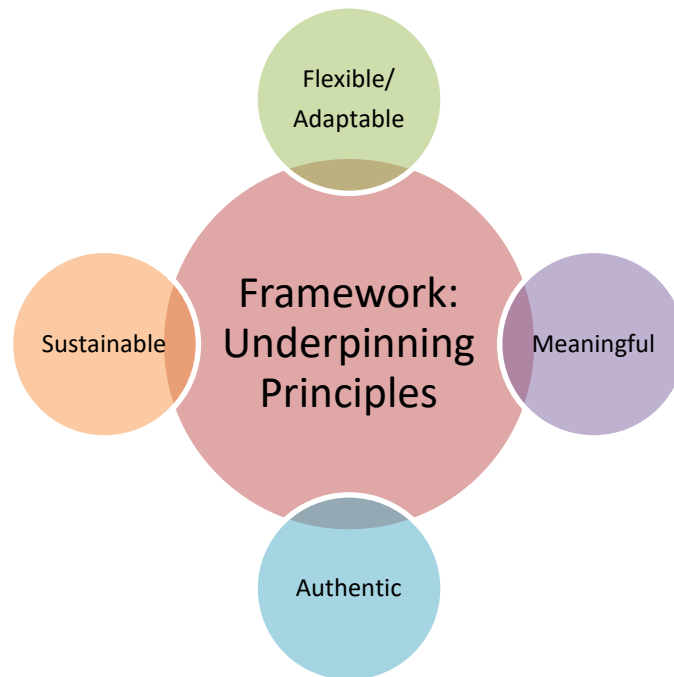
- **Policy and practice**

Following strategic area 3, above, Saolta will continue advocating for changes in policy & practice in this area, for example in an ongoing review of QQI modules for inclusion in Minor awards at levels 3-6. Also of relevance are proposed changes to Teaching Council standards for ITE programmes in this sector as well as inputting to broader education policy and initiatives on the matter.

Underpinning principles

The proposed Framework and implementation process is underpinned by four guiding principles (Figure 2). This in turn is derived from the aforementioned scoping exercise with the respective HEI providers completed in the period February-August, 2021. This further reflects relevant research in this area and a 'what works' approach to embedding GCE in ITE programmes.

Figure 2: Framework: Underpinning Principles



<p>Flexible/ Adaptable</p>	<p>An approach that allows multiple entry points and involvement on the part of HEIs, teacher-educators and student-teachers</p>
<p>Meaningful:</p>	<p>Avoids a token or ‘soft’ approach to the complex issues raised by GCE and which encourages teachers & students to critically engage with, and act on, these issues</p>
<p>Authentic:</p>	<p>A GCE that is relevant to student-teachers & teacher-educators practice and the particular context in which they work. Also, an approach that this is relevant to the lives and lived experiences of both teachers and students alike</p>
<p>Sustainable</p>	<p>An approach where GCE becomes a core feature of ITE programmes, of practice, as opposed to a mere add-on or addendum. Also, the importance of informing existing and future managers, decision makers, policymakers and influencers as to the importance and relevance of GCE to what they do and how they do it</p>

These underpinning principles are further reflected in the specific interventions and measures for

implementing the *Framework* as outlined in Table 1.

Implementation Plan; Specific Capacity Building Measures

Given the need for a flexible approach to take account of ITE provider capacity, levels of (staff/student) interest and so forth, the proposed *Framework* suggests four distinct phases for embedding GCE in ITE programmes over a five-year time span (2022-2027). This further considers the need to gradually build capacity in GCE for HEIs, staff and students, while at the same time developing a framework and an approach that will eventually be overseen by a body independent of Saolta. The building of research capacity to inform both policy and practice in this area is also positioned here as a core activity over the lifespan of the initiative.

Phase 1 is presented here as an introductory/exploratory phase. At a suitable point in the programme, and ideally in semester 1, staff and students can attend introductory workshops on the theme of: ‘Embedding GCE in your teaching practice’. This can be a podcasted event that allows students to attend a post-session presentation, including access to relevant resources. Staff and students may then select from a suite of options to further their knowledge and expertise in GCE, ranging from a self-study programme to participation in the existing Saolta SDG Advocate programme and/or Train the Trainer provision. HEIs can also avail of advice and support in accessing funding to extend their activity in the area of GCE.

This phase will also start to explore placements for students with GCE providers as well as commencing the process of reviewing ITE curriculum documents for inclusion of GCE themes and topics. HEI involvement may vary at this point and it is not anticipated that all of the respective providers will be involved in all aspects at this juncture. The process of determining research scope and capacity will also begin in this phase. In the following Phases 2-4, students and staff may continue to avail of the range of activities and interventions detailed in Phase 1.

Phase 2 – ‘Capacity Building’- will see the start of students undertaking placements with GCE-related providers as well as the start of the process of embedding in ITE curriculum and modules. On this last point, it is recognised that this will need to follow the natural process of curriculum development/curriculum review and that this work will span the lifetime of the *Framework* and beyond. This phase will also include the design of research projects to capture the staff-student experience, to guide the future development of the proposed *Framework* as well as to inform policy and practice in this area.

It is anticipated that **Phase 3** – Consolidation’- will see the full implementation of the *Framework* with GCE themes and topics being reflected more fully in ITE modules. This phase will see the development and implementation of Fair Trade / Sustainable travel / Sustainable Food policy across the respective HEIs as well as the implementation of key research to capture the experiences of students and staff.

The final **Phase (4)** - ‘Transition’- includes a continuation of the work in Phases 1-3 while preparing the way forward for the transition of the *Framework* and resultant programme to an independent organisation. As per the Ubuntu model, this may be hosted within one of the HEI- ITE providers or another suitable entity.

Timeframe & Implementation

As per Table 2, Appendix 2, the proposed *Framework* will span a five-year period 2022-2027 commencing in the academic year 2022-23. The following timescale is also relevant to the development and implementation of the proposed intervention.

2021- December	Dissemination of <i>Framework</i> to ITE providers and other stakeholders for review and comment
2022- January- February	Compilation of provider and stakeholder comments Publication of Final Framework Document
March- September	Development of resources and funding for implementing the <i>Framework</i>
October	Implementation of <i>Framework</i> – Phase 1

Monitoring & Evaluation

In addition to a standard annual review, it is planned that two extended reviews of the Framework will take place as follows:

- *Interim Review*: End of Phase 2 (2024)
- *Full Programme Review*: throughout Phase 4 (2026-2027)

Next Steps

As per the timescale for implementation, above, Saolta would like to invite comments on the proposed *Framework* from the respective ITE providers and other stakeholders with an interest in its development and implementation. Please forward any comments or remarks to: mark@developmentperspectives.ie or bobby@developmentperspectives.ie

Appendix 1

Table 1: A Framework for Embedding GCE in ITE programmes for ACE practitioners

Phase	Core Interventions & actions	Optional activity; Add-ons
<p>Phase 1: 2022-2023</p> <p>Introductory/ Exploratory Phase</p>	<p>Introductory workshops for Staff & Students: 'Embedding GCE in your (ACE/HE) teaching practice'</p> <p>Explore the option of providing Student Placements in GCE-relevant organisations</p> <p>Start to review ITE curriculum documents for incorporation of DE-GCE themes & topics</p> <p>Exploratory process to determine research scope and capacity</p>	<p>Participation by staff and students in the SDG advocate programme/ Train the Trainer</p> <p>Advice and support on funding for GCE</p> <p>Access to tools and resources for embedding DE-GCE in ITE for ACE practitioners</p> <p>Self-study programme for staff/students endorsed by Saolta</p> <p>Mentoring programme (remote)</p>
<p>Phase 2: 2023-2024</p> <p>Building Capacity</p>	<p>As above plus</p> <p>Incorporation of GCE into student placements</p> <p>Commence process of embedding GCE in ITE modules following natural programme review process</p> <p>Develop Partnerships with NGOs</p> <p>Phase 1/2 Review</p>	<p>As above</p> <p>Devise research to explore impact of intervention</p>
<p>Phase 3: 2024-2026</p> <p>Consolidation</p>	<p>As above plus</p> <p>GCE embedded GCE in ITE modules</p> <p>Development and implementation of Fair Trade / Sustainable travel / Sustainable Food policy</p> <p>Adaptation of changes recommended in the review of phase 1-2</p>	<p>As above</p> <p>Participation in research looking at the impact and effectiveness of the intervention(s)</p>
<p>Phase 4: 2026-2027</p> <p>Transition</p>	<p>As above plus</p> <p>Est. Independent network and structure to supplant Saolta</p> <p>Full Framework Review</p>	<p>As above</p> <p>Participation in review body</p>

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