



Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers

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Ethical Global Issues Pedagogy: A Framework

BACKGROUND AND ORIENTATION

At the centre of interconnected global issues is a deep concern for the future of our planet and all its species. At the same time that we have pressing environmental problems, social and economic inequalities are persistent and even rising. Our human history includes the forced displacement and exploitation of people, species, and natural materials. Processes of production and consumption today remain entrenched in systems of oppression tied to unequal colonial systems of power. Global environmental issues are rooted in the actions of past and present generations. Critically engaging with multiple and differently positioned perspectives and experiences is essential to responsibly relating to current and future generations.

In 2015, nation-states across the globe adopted the United Nations Sustainable Development Goals (SDGs) directing action on the part of all nations towards improving life on our shared planet by 2030. Goal 4 calls for quality education for all. Target 4.7 requires that all learners acquire the knowledge and skills needed to promote sustainable development through education for sustainable development and global citizenship among other values-based forms of education.

According to *UNESCO* (2014), a main aim of global citizenship education is:

Support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically underrepresented/marginalized

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

Curricula:

- 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

Critical Thinking:

- Help students seek out, listen to and incorporate marginalized perspectives in order to question and possibly unlearn mainstream ways of thinking and address inequitable balance between the dominant and marginalized perspectives

We have chosen the work of *Professor Vanessa Andreotti*, an educator and expert in critical global citizenship education and international development education, to inform a framework that can support teachers to respond to the above imperatives in how they facilitate global learning. Her check-list of historical patterns of oppression that are often repeated in well-intended approaches to understanding and addressing global issues in educational contexts has formed the basis of the resource.



The patterns comprise the acronym **HEADSUP**:

Hegemony Justifying superiority and supporting domination which can be unseen

Ethnocentrism Projecting one view as universal and unknowingly being limited by one's worldview

Ahistoricism Forgetting historical legacies and complexities

Depoliticization 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 infantilization of recipients, including putting young people in the Global North in the position to solve the problems of others.

HEADSUP serves as a jumping off point for teachers and students to engage in ethical global issues pedagogy. Educators can adapt and adjust the suggestions we have compiled in this resource to suit their particular context.

This resource was created with input from teachers of secondary (lower and upper) schools in England, Finland, and Sweden where there are both strong curriculum links and where teachers are currently engaging in this work.

Drawing inspiration from the *UNESCO* (2014) guidance, the *International Youth White Paper on Global Citizenship*, and *Andreotti's* (2012) **HEADSUP** list, we suggest some **guiding principles** for bridging GCE and ESD:

- 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.

"I think HEADSUP is important for them to have...not just to be able to critically think, but also to be able to identify when they don't know something. It's important for global issues, but it's also important in school, and for just being human beings."

How to use this guide

This is a working resource 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.

REFLECTIONS FOR TEACHERS

A tool to help *teachers* reflect on the materials and pedagogies that currently and could in the future support facilitation of global issues lessons.

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ORIENTING LEARNERS TO THE GLOBAL ISSUE: MAINSTREAM AND MARGINALISED PERSPECTIVES

An orientation activity as an introduction to a global issue

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EXPLORING THE ISSUE

An activity that can be used to analyse a campaign directed at students (e.g. KONY 2012)

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BREAKING DOWN AN ISSUE AND IDENTIFYING KEY CHALLENGES

A series of three question sets to support students in their inquiries into a global issue

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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.

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HANDOUTS FOR STUDENTS

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Reflections for teachers

The following is a tool for teachers to use to help them to identify what they are already doing in their practice in relation to **HEADSUP** and to consider what they might consider stopping or starting.

Identify awareness of and challenge the patterns - educational practices	Notes/Ideas/Connections to my practice	What might I continue/start/stop in my practice?
<p><i>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)</i></p>		
<p><i>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)</i></p>		
<p><i>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)</i></p>		
<p><i>In my teaching, how can I ensure issues are not treated 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)</i></p>		
<p><i>In my teaching, 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)</i></p>		
<p><i>In my teaching, 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? (Uncomplicated Solutions)</i></p>		
<p><i>In my teaching, 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)</i></p>		

Orienting learners to the global issue: Mainstream and marginalised perspectives

In this section we provide some activities that could assist students to identify what they bring to an issue. While we cannot solve ethnocentrism as we all work from within our knowledge traditions and experiences, we can do our best to make visible what we do and do not know and what shapes this. Building from the *UNESCO* (2014) aim of global citizenship education, one step can be to recognise what are the mainstream perspectives in order to then critically engage with them rather than take them for granted. The following activities have been co-created and piloted with teachers in England and Finland.

MAINSTREAM PERSPECTIVES:

Mainstream:

In society, certain norms become mainstream while others are seen as 'different'.

For example, fashions come in and out of being mainstream

- What styles of dress are very common among people your age?
- How are they different from what was worn by students 5 years ago, 10 years ago, 30 years ago?

What is deemed normal in one decade may not be normal in another decade. Music can also be mainstream or not

- What style of music is played at your home or at school events or on a popular radio station?
- Are these the same or different from one another? Compared to 5, 10, 30 years ago?

Perspective:

A perspective is an outlook and point of view on an issue. It is informed by one's experience in the world and the types of knowledge to which one has access.

A **mainstream perspective** is held by enough people to seem 'normal' and is a perspective most everyone has heard about. A mainstream perspective might be so normal that it seems obvious or 'common sense'.

Sometimes mainstream perspectives include stereotypes and simplified views of people. When studying global issues and international development, this can include simplified views of people living in so-called 'developing countries' who are seen as 'needing help'. Importantly, all perspectives are limited and all global issues are complex. Mainstream perspectives do not tell the whole story.

Step one: What is known about this global issue (as selected by the teacher: examples- poverty, deforestation):

1.a. Brainstorm what ideas you have about this issue

- What messages or ideas have you heard about it before (from media, from school, from friends, from family, your own direct experience, just 'around')?

1.b. Class discussion:

Share messages and ideas you have and/or have heard about the issue

- Can you identify which groups of people hold these views? How are you defining these groups?
- Which views seem 'mainstream'?
- Do any of them seem different from the 'mainstream' or seem not to fit what you would expect?

Step two: Analysis of texts (including written, visual, audio texts):

2.a. Individually or in groups examine different sources of messaging about the issue

(e.g. newspaper article, social media campaign, advertisement, TedTalk, scientific report)

- What are the main sets of messages about the issue in each text?
- Do the different texts reinforce a similar message or express different views?
- What stereotypes or generalisations are evident in the texts?
- Whose interests are presented to be at the heart of the issue? Can you identify an 'us' whose perspective is driving the story and a 'them' whom the story is about?

2.b. Class discussion: Making marginalised perspectives visible

- Can we together map what mainstream perspectives and/or marginalised perspectives there are?
- Whose perspectives might be important that we have not heard in these texts? Can we find them? If not, how can we remember that they are there even if we can't find them?

2.c. Explore what is in our news:

Cut out headlines from newspapers on the issue and/or social media posts on the issue

- Sort them into Good News versus Bad News –then consider which ones were hard to sort and why, and consider who might agree/disagree with your sorting
- Sort them into topics addressing political, social, or economic considerations (or any other categories you choose) – then consider which category gets the most attention
- Sort them into those that speak to your national context, 'western' countries, and so-called 'developing countries' – notice which interests are most represented in the news we receive

Exploring the issue

In this section we provide several question sequences created by the teachers as ways to apply **HEADSUP** in their classrooms:

Analysing a source

This set of questions was adapted from the work of a teacher in England who wanted to make sure her students would never view a video like Invisible Children's KONY 2012 uncritically. She wanted to develop in them a critical stance on engaging with any presentation related to global and environmental issues. This activity could be applied to analyse any campaign in support of international development. She chose to use the terms from **HEADSUP** and talk them through with her students. The questions can be used with or without the **HEADSUP** terms.

"I call the HEADSUP words factors that students can look for and that would suggest to them that they might not be getting the whole story. With Year 8 students it was less about them comprehending these words completely and more about them understanding the dynamic that news, media, stories sometimes are very simple. We need to listen to them critically and figure out not only what we're not being told but also there's room to explore further."

Factors	Evaluative Question	Yes/No/Maybe	If yes, why/how/example
H egemony	Does the solution or action favoured suggest that one group of people could design and carry out a solution that would solve all problems?		
E thnocentrism	Does this presentation of the issue suggest that anyone who disagrees is wrong?		
A historicism	Has this presentation of the issue posed the problem without explaining why it became a problem and how we are also connected to it?		
D epoliticization	Does this presentation of the issue skip over the explanation of how power (politics and leadership) plays a part?		
S alvationism	Are the 'helpers' of the issue acting like exceptional/special people on a mission to save the world? Do we know anything about their problems?		
U ncomplicated Solutions	Does the solution presented seem really simple? Does it seem like you don't need to think very deeply about it?		
P aternalism	Are the people in need seen as lacking money, having poor education, and needing your help without considering what resources they do have?		

Breaking down an issue and identifying key challenges

The following three activities were developed as ways of exploring issues after students have studied contextual information from a variety of sources. They complement what teachers may already be doing in their classrooms. The question sets can be used separately or together, in group work or independent work, and can be adapted to different age and skill levels.

Breaking down an issue 1

This activity was adapted from a class designed by a teacher who used it as a way of consolidating learning after year 9 students were given contextual information about a case study (urbanisation in Kibera, Nairobi). It could be adapted as a way of breaking down a local or global issue. The question topics are adapted from **HEADSUP** into language with which students at different levels of secondary are familiar. The addition of alternative questions helps students to further complexify their approach and to recognise that raising new questions is an important learning outcome.

"Some of the students really, really got into it, and what was really interesting actually is a lot of the less able kids really enjoyed it and really got on and actually came up with some incredibly good questions through their lateral thinking"

BACKGROUND	Key Question	What have been the main causes of this situation?
	My Answer	
	Alternative Question	
PERSPECTIVES	Key Question	What are the different viewpoints of this situation?
	My Answer	
	Alternative Question	
FAIRNESS	Key Question	Who is the most impacted by this issue?
	My Answer	
	Alternative Question	
LEADERSHIP	Key Question	Who is in the best position to make a change for everyone?
	My Answer	
	Alternative Question	
RESPONSES	Key Question	What is one good option for improving this situation?
	My Answer	
	Alternative Question	
FUTURE	Key Question	What do you think this place will be like in the future?
	My Answer	
	Alternative Question	

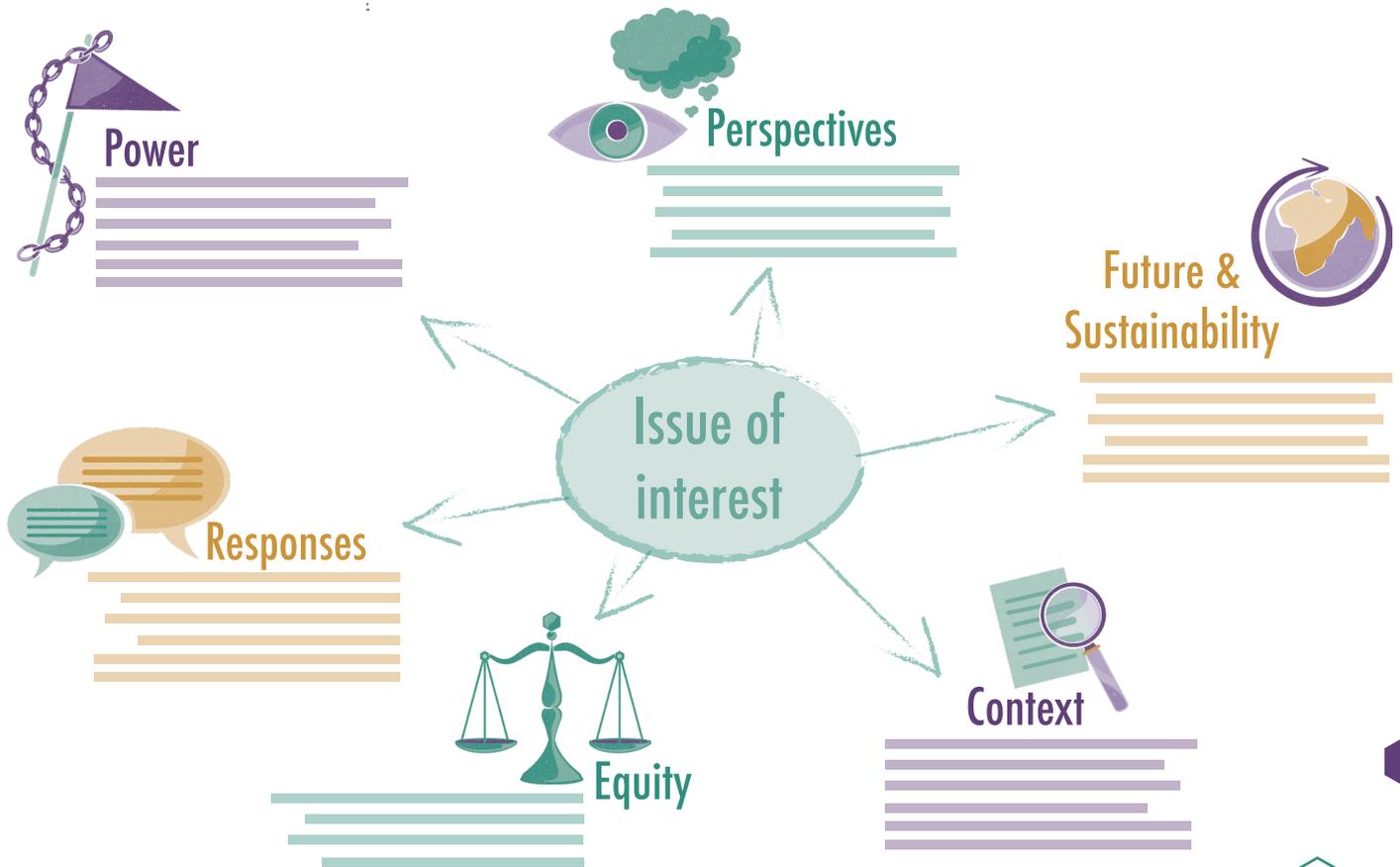
Breaking down an issue 2

This question set is another way of engaging with **HEADSUP** and can be used to inform a variety of classroom activities. Students can use their discussion of the questions to inspire a mind-map of different factors influencing a particular issue as modelled below. Refer to the *International Youth White Paper on Global Citizenship* for further support exploring the difference between equality and equity

Key themes and example questions

Power <i>*who is impacted, involved, in power</i>	<ol style="list-style-type: none"> 1. Who/ which group has the power to define the problem? 2. Who has the power to solve the problem? 3. Who is most impacted by this situation?
Perspectives <i>*mainstream and marginalised</i>	<ol style="list-style-type: none"> 4. Is there a mainstream perspective on this issue? 5. Who could provide an alternative perspective or viewpoint?
Context <i>*interconnections and interdependencies</i>	<ol style="list-style-type: none"> 6. What are some key factors contributing to this issue today? 7. What factors reach back into history? 8. What local issues and global issues does this particular issue link to? 9. In what ways am I connected to this issue?
Responses <i>*improving the situation</i>	<ol style="list-style-type: none"> 10. What responses are proposed to support a solution to the issue? 11. Who would benefit from each response, and in what ways?
Equity <i>*Is there potential to centre the needs of those who are marginalised?</i>	<ol style="list-style-type: none"> 12. Does each response help to promote more equality? 13. Does each response help to empower others (i.e. those least powerful) or to sustain the status quo (i.e. those who already have power)?
Future & Sustainability <i>*looking forward</i>	<ol style="list-style-type: none"> 14. Does each response minimise impacts in the future? 15. Does each response have long term potential? What possible issues may arise and require re-evaluation?

A teacher in Finland adapted these questions to discuss climate change: "We don't need to solve the problem of climate change because even I cannot reply conclusively to these questions. But, we should start now to think what we know and what we don't know, and what is the perspective or world view that is in our mind"



Breaking down an issue 3

Below is a question series that can be used to break down an issue by individuals or groups of students. Teachers have used an image or set of images related to a global issue (e.g. migrants moving away from conflicts, ocean pollution) as a prompt. The questions can be used to consolidate learning or to spark further research into the topic

Stretch & Challenge

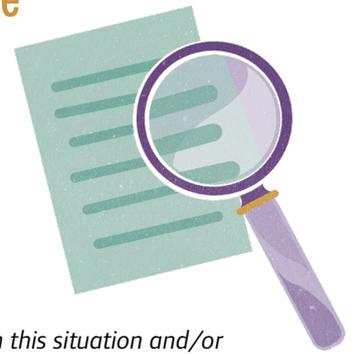
To what extent

Are locals viewed from an outsiders' perspective (e.g. as 'undeveloped')?

Has the situation been over-simplified?

Are outsider-helpers seen as saviours?

Are outsiders benefiting from this situation and/or helping this situation?



Power

- What sources of leadership are there?
- To what extent is there effective systems to organise people?
- Is there a fair balance of power?
- Who/what groups are the most impacted?
- How are their views included?
- Who/what groups are can make the biggest positive impact for change?

Responses

- What are possible responses and/or solutions to improve this issue?
- Who benefits from each response?

Issue of interest

- To what extent do the solutions address the complex set of factors involved in the issue?
- Is there a solution or set of solutions that have the strongest potential for positive change?

Perspectives

- Can you identify a mainstream or dominant perspective on this issue from inside or outside the context?
- Whose perspectives have been considered?
- What are some different opinions from people involved?
- Who will decide which opinions are heard or valued?
- Are there perspectives that are difficult to find but that would be important to understanding this issue?

Future

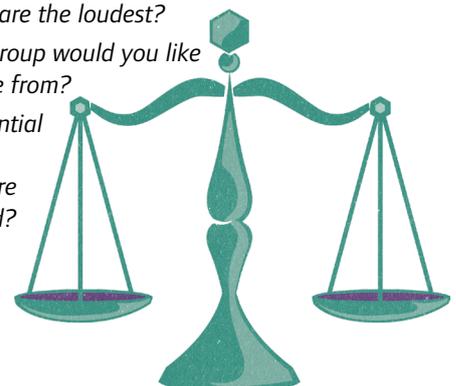
- Will the issues reduce in the future?
- What are the possible futures? What do you think will happen in 1 year, 5 years, 20 years, 100 years?
- To what extent are the solution(s) proposed sustainable?

Background

- What are the main factors contributing to this issue?
- Is there one main cause or set of causes?
- What local issues and global issues does this particular issue link to?
- In what ways am I connected to this issue?
- In what ways is the present or past government of the country I am living in connected to this issue?

Equity

- What inequalities are evident in this issue?
- What voices are the loudest?
- Who/what group would you like to hear more from?
- Is there potential to empower those who are marginalised?



Responses and Actions Checklist (RAC):

The final activity supports the debriefing of any responses to a global issue.

Despite how complex our global issues are, we can find responses and take actions to improve situations. In fact, this is a key responsibility we have as global citizens sharing our planet. As global issues are full of important tensions and complexities, it can be important also to keep asking questions as a key action. Change is constant and responses can be found that will improve situations, but it is important to continually reflect and assess them as sustainable development is not static but ever-changing. This checklist can help to assess solutions determined by students or by organisations.

Solutions/Responses check list:

- What are the key rationales/reasons for choosing this response?

Notes:

- How will we know if this response has been effective and what types of information will be important to indicate this?

Notes:

- What groups of people will be monitoring the effectiveness of the response? Is this a diverse group representing different sets of interests?

Notes:

- Whose perspectives are most attended to in this response? Whose are missing or less evident?

Notes:

- Who might not agree with the response? How will the response include those with different, even conflicting perspectives?

Notes:

- Can you anticipate any further complications or factors that could arise that would change the issue and therefore the response?

Notes:

Notes:

Biographies

Karen Pashby is Reader of Education Studies at Manchester Metropolitan University, docent at University of Helsinki, and Adjunct Professor at University of Alberta. An experienced secondary school educator, teacher educator, and university lecturer (having taught in Canada, Brazil, Finland and England), her research draws on postcolonial and decolonial theoretical resources to support critically reflexive classroom practices in education for global citizenship in Global North contexts. Karen speaks, teaches, and writes about the critical questions and imperatives at the heart of global citizenship education to youth, teachers, civil society organisation, and policy makers.

Louise Sund is an experienced secondary school teacher, a teacher educator at Mälardalen University and a researcher in Education at Örebro University. Louise has an interest in environmental and sustainability education and citizenship education. Her research interests include philosophical and postcolonial perspectives and approaches to education and sustainable development.

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International Youth White Paper on Global Citizenship

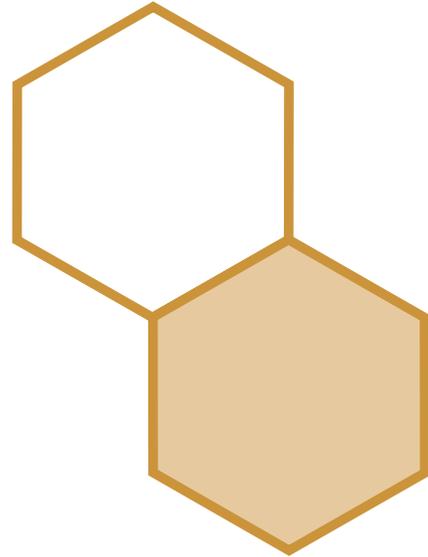
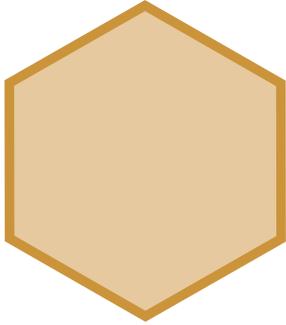
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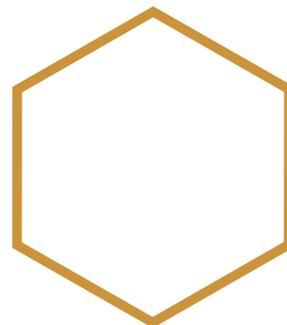
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Handouts for Students



Exploring the Issue

Factors	Evaluative Question	Yes/No/Maybe	If yes, why/how/ example
H egemony	<i>Does the solution or action favoured suggest that one group of people could design and carry out a solution that would solve all problems?</i>		
E thnocentrism	<i>Does this presentation of the issue suggest that anyone who disagrees is wrong?</i>		
A historicism	<i>Has this presentation of the issue posed the problem without explaining why it became a problem and how we are also connected to it?</i>		
D epoliticization	<i>Does this presentation of the issue skip over the explanation of how power (politics and leadership) plays a part?</i>		
S alvationism	<i>Are the 'helpers' of the issue acting like exceptional/special people on a mission to save the world? Do we know anything about their problems?</i>		
U ncomplicated Solutions	<i>Does the solution presented seem really simple? Does it seem like you don't need to think very deeply about it?</i>		
P aternalism	<i>Are the people in need seen as lacking money, having poor education, and needing your help without considering what resources they do have?</i>		

Breaking Down the Issue 1

BACKGROUND	Key Question	What have been the main causes of this situation?
	My Answer	
	Alternative Question	
PERSPECTIVES	Key Question	What are the different viewpoints of this situation?
	My Answer	
	Alternative Question	
FAIRNESS	Key Question	Who is the most impacted by this issue?
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	Alternative Question	



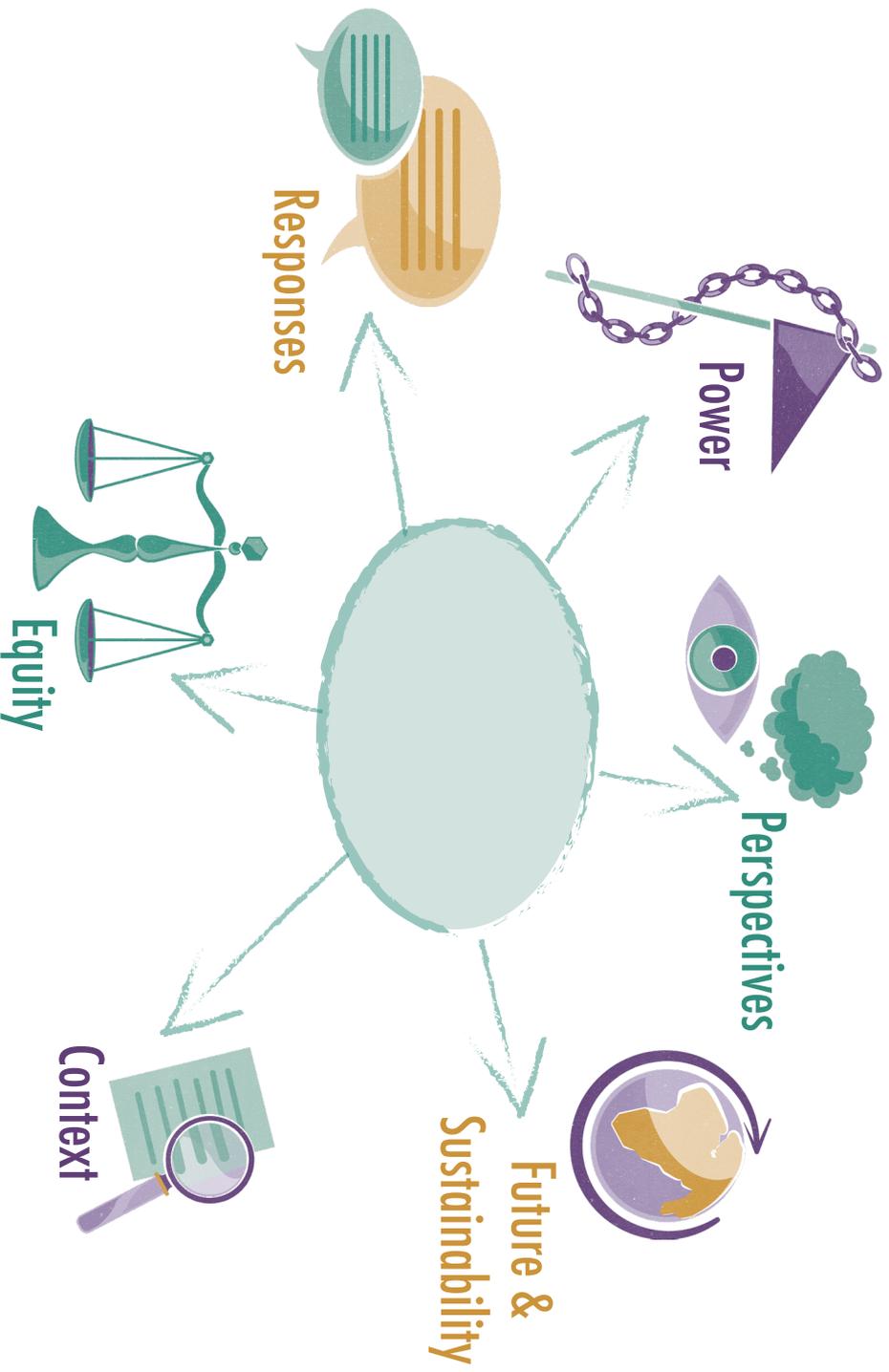
Breaking Down the Issue 2

Key themes and example questions

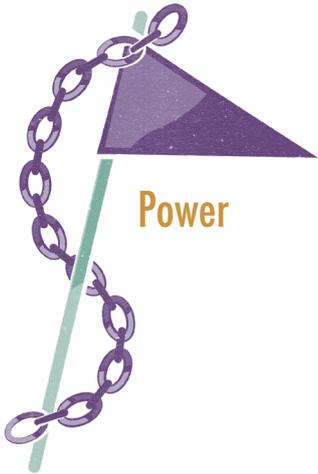
Power <i>*who is impacted, involved, in power</i>	1. Who/ which group has the power to define the problem? 2. Who has the power to solve the problem? 3. Who is most impacted by this situation?
Perspectives <i>*mainstream and marginalised</i>	4. Is there a mainstream perspective on this issue? 5. Who could provide an alternative perspective or viewpoint?
Context <i>*interconnections and interdependencies</i>	6. What are some key factors contributing to this issue today? 7. What factors reach back into history? 8. What local issues and global issues does this particular issue link to? 9. In what ways am I connected to this issue?
Responses <i>*improve the situation</i>	11. What responses are proposed to support a solution to the issue? 12. Who would benefit from each response, and in what ways?
Equity <i>*fairness</i>	13. Does each response help to promote more equality? 14. Does each response help to empower others (i.e. those least powerful) or to sustain the status quo (i.e. those who already have power)?
Future & Sustainability <i>*looking forward</i>	15. Does each response minimise impacts in the future? 16. Does each response have long term potential? What possible issues may arise and require re-evaluation?

Responses Grid: Map your responses on to the organiser below

	SOCIAL/CULTURAL	ECONOMIC	ENVIRONMENTAL	POLITICAL
LOCAL				
NATIONAL				
INTERNATIONAL				

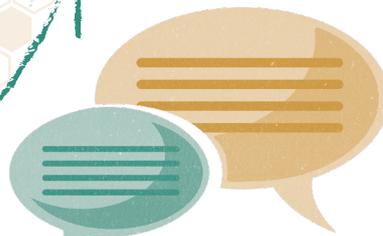


Breaking Down the Issue 3

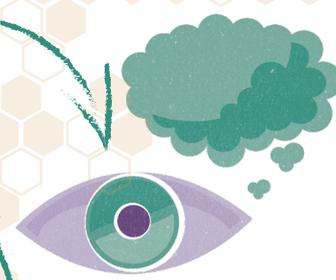


Power

Responses



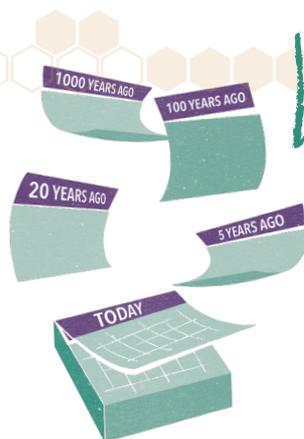
Perspectives



Future



Background



Equity



Responses and Actions Checklist (RAC):

Solutions/Responses check list:

- What are the key rationales/reasons for choosing this response?

Notes:

- How will we know if this response has been effective and what types of information will be important to indicate this?

Notes:

- What groups of people will be monitoring the effectiveness of the response? Is this a diverse group representing different sets of interests?

Notes:

- Whose perspectives are most attended to in this response?

Notes:

- Who might not agree with the response? How will the response include those with different, even conflicting perspectives?

Notes:

- Can you anticipate any further complications or factors that could arise that would change the issue and therefore the response?

Notes:

Notes: