

NOSTBAKKEN AND NOSTBAKKEN INC

**AGA KHAN FOUNDATION CANADA TEACHER INSTITUTE
NEEDS ASSESSMENT REPORT**

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TABLE OF CONTENTS

1.0	Introduction	3
	1.1 Overview	3
	1.2 Methodology	4
2.0	Findings and Recommendations	5
	2.1 Positioning of International Development	5
	2.2 Teaching Resources	7
	2.3 Professional Development Opportunities	9
	2.3.1 In-service Professional Development	9
	2.3.2 Pre-service Training	10
	2.4 Teacher Institute: Design and Implementation	11
	2.4.1 National vs. Provincial	11
	2.4.2 Format and Approach	12
	2.4.3 Content and Delivery	14
	2.5 Measurement and Evaluation	16
3.0	Potential Partners	17
4.0	Marketing and Promotion	18
5.0	Conclusion and Next Steps	19

Appendices

A	Environment Scan: Canadian Resources on Global Education Themes for Teachers
B	Environment Scan: Global Education Institutes, Workshops & Professional Development for Educators
C	Educator Survey
D	Interviewees and Contact Information
E	Resources

1.0 INTRODUCTION

1.1 Overview

As part of Aga Khan Foundation Canada's public engagement and professional learning (PE&PL) initiative, the Consultants (Nostbakken and Nostbakken Inc) undertook a two-phase research study to: a) validate the concept of and determine the demand for a proposed teacher institute, and b) develop recommendations for building and sustaining a community of teachers engaged in international development.

Our research involved environment scans, an online survey, review of materials, and interviews with several dozen educators and NGO staff. We explored the positioning of international development and of global education within elementary and secondary school sectors, and examined teaching resources and professional development opportunities. Among our key findings:

- The educators we spoke with all agreed that there is a need to find ways to integrate global education and related issues into the classroom. There is lack of clarity about how global education is defined and inconsistency as to how it is covered within the curriculum.
- International development is considered by most educators to be only one aspect of global education and may or may not be addressed within class time.
- Many teachers feel inadequate to effectively engage their students on global issues. They require training and support. Even teachers who do work in this arena often find themselves operating in isolation. They would benefit from on-going communication with colleagues and outside experts.
- While there is an impressive range of teaching tools available, many teachers need help in locating, selecting and making use of them in the classroom.
- Funding cuts have meant the elimination or downsizing of NGO education staff. In many cases this has led to the termination of global training and workshop programs for teachers and has meant resources are no longer updated.
- There are some professional development opportunities currently available, but there is obvious need for more effective, transformative experiences that offer continuous support and that engage a wider spectrum of teachers.

We concluded that there is sufficient demand and need to provide professional development to support global education and to engage teachers in international development.

We investigated the design and components of other teacher institutes (TI) and compiled a long list of must-haves in consultation with educators who have attended and/or delivered professional learning sessions. In the course of our research we came across a proposal for a

multi-faceted teacher institute on global education that met all the criteria on our list. The proposal (from the Alberta Council on Global Cooperation and University of Alberta) outlined not only a teacher institute but also two additional components that would extend learning beyond the summer session by having participants 1) create, test and post online resources for wide access, and 2) conduct workshops in their home school districts throughout the year. The cumulative effect would be to effectively support teachers already engaged in global education and at the same time expand the community to include increasing numbers of teachers.

We tested this concept with educators who all responded positively. They favoured a regional rather than national approach for a number of practical reasons – reduced travel time and costs, stronger links to provincial curricula, closer community connections, etc. – and provided a number of other suggestions for ensuring success.

This report details these and other key findings as well as recommendations for developing a teacher institute and for providing on-going support for a growing community of educators engaged in global education and international development.

“ *The more we open minds, the more demand there will be for global education initiatives.* ”

Faculty of Education Professor

1.2 Methodology

Research was undertaken from mid-November 2013 to mid-March 2014. The process included:

- Environment Scans

The initial scan was broad in scope using keywords (teaching international development, global education, global citizenship,) to seek out relevant resources and professional learning opportunities for Canadian teachers. The focus was then narrowed to:

- a) **Teaching tools and resources** on global education themes – See Appendix A for a listing of more than three dozen relevant resources currently available to classroom teachers from Canadian sources including NGOs, government ministries/departments, teacher associations/federations, and more than a dozen relevant links through social media.
- b) **Professional development opportunities** on global education themes – See Appendix B for links to 48 professional learning opportunities in Canada and elsewhere.

- Online Survey of Educators
A six-question survey was sent to 139 educators to assess the degree of their interest in the topic/theme and willingness to participate in follow-up research. Teachers in eight provinces (Ontario, Quebec, Alberta, British Columbia, Saskatchewan, Manitoba, New Brunswick, Prince Edward Island) and one territory (Yukon) responded with an impressive overall response rate of 20%. See Appendix C for the questionnaire and analysis of responses.
- Interviews
Email invitations were sent out to contacts in the field requesting information and/or interviews. More than 45 interviews were conducted by phone and email in English or French with educators and professionals in related fields across Canada. See Appendix D for a list of guiding questions, names and contact information of those interviewed.
- Review of Materials
A variety of relevant studies, surveys and reports identified through the scans and interviews were reviewed. See Appendix E for a listing of some of the pertinent resources and links to online materials.

Limitations of the Research

The scans and review of materials undertaken for this project are indicative rather than comprehensive and represent a snapshot of general trends in the field as of March 2014. While every effort was made to review a fair sampling of relevant material and to consult with a wide spectrum of people with experience and expertise to share, consultations should not be considered comprehensive. All responses to the online survey and replies to interview questions provided via email are self-reporting and qualitative in value rather than quantitative. Telephone and in-person interviews have provided more in-depth information and valuable viewpoints that have been instrumental in determining the recommendations provided by the consultants.

2.0 FINDINGS and RECOMMENDATIONS

2.1 Positioning of International Development

An early hurdle we encountered in the research was how to properly establish context for our discussions with educators. The term “international development” was usually quickly replaced in our conversations by “global education,” “global citizenship” or “sustainable development.” International development per se is not commonly found in curriculum documents and teachers at the elementary and secondary school levels are largely unaccustomed to considering it a “teachable.”

Global education may be the entry point to the curriculum for international development, but we discovered that there is lack of clarity even as to how this more widely used term is defined¹. And, because education is a provincial/territorial jurisdiction, there are as well many different approaches to how global education is covered in the classroom, if at all. Some provinces, school boards or even individual schools place a higher priority on global issues than others.

“ *Generally, I'd say there is support for the idea of global citizenship education but putting it into practice is another thing altogether.*

Secondary School Teacher

Ministry of Education policies have not exactly encouraged teachers to take on global education...so our work is still cut out for us. ”

Retired Teacher/Former NGO Staffer

Within most ministries/departments of education and school boards, there are few, if any, staff members designated to deal specifically with global education. It often falls under the purview of social studies curriculum developers or coordinators, who must also deal with a variety of other topics and themes.

Additional links with the curriculum may be made through character education and citizenship where global themes often compete with issues such as bullying and topics that perhaps have more obviously direct relevance to the daily lives of students.

“ *...people don't see that you can use a global ed lens AND get through the curriculum rather than treating global ed as the "add-on" at the end of a unit.* ”

“Activist” Teacher

Which is not to say that global issues are not recognized as important. There has been growing interest throughout the formal education sector in helping students prepare for the realities of a globalized future. Mention was often made in our consultations of the need for developing critical thinking and other so-called 21st century skills to tackle some of the world-scale problems we face today. But it is also evident that global education is considered only one of many pressing priorities. (Aboriginal issues, violence, and environmental

¹ Dr. Karen Mundy alludes to this in her 2005 report, *Charting Global Education in Canada's Elementary Schools: Provincial, District and School Level Perspectives*. *One of the central challenges we faced in designing this study was developing a definition of global education itself. What exactly were we studying? The term is often inflected with different values, meanings and expectations. Thus scholars sometime use the analogy of six blind men describing an elephant, with each man touching and emphasizing a different part or function of the elephant's body.*

concerns were frequently listed – even though they too might be considered “global issues.”) Unless specifically mandated within the curriculum, global education and related issues will remain on the sidelines in most classrooms.

There are, however, many teachers (sometimes referred to as “activist” teachers) whose personal interests motivate them to infuse their teaching with global references, to follow a holistic approach, to explore world issues along with their students, and to integrate learning about those issues across the curriculum. These leaders in the field may be found at both elementary and secondary school levels and they are the base upon which to build an expanding community of educators engaged in global education and international development.

2.2 Teaching Resources

For those teachers who do address global education, a broad range of classroom resources is available for all grade levels covering topics such as health, education, gender equality, the environment, poverty and other issues relevant to AKFC’s focus. They run the gamut from step-by-step lesson plans to multi-media toolkits. Some encourage in-depth study and critical thinking; others promote one-off fundraising events. NGOs, government departments/ministries, foundations, universities, and publishers produce resources expressly for classroom use. For example:

- *Educating for Global Citizenship*, a 246-page [e-book](#); Elementary Teachers’ Federation of Ontario (50,000 teachers) in collaboration with OISE/UT
- *Development in a Box*, a teacher’s guide and collection of thematic [resources](#) for Gr 1 to 6, Gr 7 to 12, used in over 1,000 schools; Alberta Council for Global Cooperation
- *Un Monde différent - Vers une justice globale : Trousse d'outils éducatifs*, deux [modules](#) pour les enseignantes et enseignants de l'école secondaire; le Comité pour la justice sociale

For links to these and other resources see Appendix A: Environment Scan: Canadian Resources on Global Education Themes for Teachers.

“ *There are myriad resources that exist on global education/global citizenship & international development for teachers; what is needed is dialogue...and learning experiences for teachers to come together to better understand the issues...* ”

Faculty of Education Professor

Many teachers appreciate and make use of these resources, especially those that are:

- curriculum-linked
- Canadian-made

- complete and ready-to-use
- supported with up-to-date references and statistics
- available in French and English
- easy to access
- from trustworthy sources
- endorsed by or produced with input from classroom teachers.

Some of our contacts commented that teachers are overwhelmed by the array of available resources and would appreciate guidance on accessing and choosing among them². At the same time, some NGOs expressed concern that there is lack of awareness of their resources on the part of teachers. This points to the on-going need to promote availability of the teaching tools and to assist teachers in their use of them. However, recent funding cuts have meant that many organizations are no longer able to offer this kind of training and support to educators and are unable to refresh or expand their teaching materials – particularly troubling since one of the criteria teachers look for in useful resources is up-to-date information.

“ *We used to give a number of workshops, but the funding has dried up for this...so now we're back out in the wilderness.* ”

NGO staff member

We heard from a few teachers that they prefer to “stick to the textbook” (when there is one), and from others who said they only incorporate outside resources when presented by a visiting “expert.” Educators at all levels agreed that most teachers, especially at the elementary school level, feel they do not have the necessary background to cover global issues properly, even with the use of reliable teaching tools. For this reason many prefer to bring in outside presenters to speak to their students, or to take their classes on field-trips to rally-style events, or to encourage participation in extra-curricular fundraisers. Without suitable training and support, many classroom teachers feel inadequate to engage their students in global issues beyond these types of one-off activities.

“ *How many times have I heard folks in schools, little folks and older folks, say: Well, we did... [one event] and so that's global ed done for this year?* ”

Faculty of Education Professor

² As noted in the UNICEF/Mundy report (see Appendix E): *It would also help NGOs to deliver their support in a manner that is more evenly distributed and carefully targeted, eliminating the sense among many educators that they are being overwhelmed by intermittent initiatives only loosely related to formal curricular expectations.*

What educators identify as a challenge may be seen as an opportunity for AKFC: professional development offered through a teacher institute can provide much-needed support for classroom teachers and can advance engagement and learning about international development and global issues.

RECOMMENDATIONS

- **Provide professional development opportunities to raise confidence in teachers about international development and global issues.**
- **Promote existing resources and assist teachers in accessing and adapting them for effective use in the classroom.**

2.3 Professional Development Opportunities

There is widespread acknowledgement of the need for professional development to aid teachers, especially in helping them gain confidence in dealing with global issues. Complaints we frequently heard: “We are working in isolation.” “I can’t keep up with world issues.” “There is no one to compare notes or share stories with.”

“ *Since the government funding for global education was significantly cut, there has been a lack of support for professional development, networking, exchanges of ideas and practice, etc. Classroom-based project funding does not facilitate this kind of interaction among teachers.* ”

Teacher, former NGO staff member

2.3.1 In-service Professional Development

Some professional learning opportunities are currently available. For example, *Learning for Global Citizenship* is an e-course and workshop from TakingITGlobal; *Common Threads* is a program from the Ontario Secondary School Teachers Federation – teachers travel abroad to explore various issues and create unit-plans for classroom use. (For links to these and other examples see Appendix B: Environment Scan: Global Education Institutes, Workshops & Professional Development for Educators.)

When asked about the value of past professional development experiences, educators had mixed responses. Many appreciated the chance to learn alongside like-minded colleagues who shared an interest in global issues, and they did value presentations that modeled teaching approaches, preferably provided by other teachers. However, a frequent complaint was that half-day workshops or weekend sessions usually fell far short of expectations, in part because of lack of time to explore in depth, but mostly because of lack of follow-up. In other words, most PD offerings were neither transformative nor sustaining.

“ *The provision of in-service teacher education is an important investment in expanding the desire and capacity of teachers to integrate global education...* ”

Educational Consultant

Teachers are looking for professional learning that:

- is high quality from respected sources
- models teaching
- is grade-appropriate and curriculum-linked
- provides content that can be adapted to suit different styles of learning
- is designed by or with input from classroom teachers
- offers on-going support and interaction beyond the course or workshop session

“ *I’ve taken workshops and got all fired up about the possibilities for exploring this with my students, but by the time I get back into the classroom and I no longer have colleagues around who share my enthusiasm, things begin to fall apart. A one-off experience is simply not enough, especially when it comes to something as vast and daunting as global ed. We need follow-through.* ”

Elementary School Teacher

RECOMMENDATIONS

- **Design a teacher institute that is high quality, in-depth, transformative, and created with in-put from classroom teachers.**
- **Ensure on-going support for participants throughout the school year and beyond.**

2.3.2 Pre-service Training

Many people we interviewed pointed to the importance of reaching pre-service teachers or teacher candidates. We did not find any programs at faculties of education with mandatory courses related to global issues or international development. However, some schools do offer relevant courses (for example, Simon Fraser University), and the University of Ottawa has a unique “Global Cohort” of students enrolled in the Developing a Global Perspective for Educators [program](#). Also of note is University of Alberta’s [Centre for Global Citizenship Education and Research](#), a “hub for research, policy and dissemination in the area of global citizenship education” that brings together local, national and international researchers, students, the education community and civil society organizations. Faculty and students at University of Toronto’s Ontario Institute for Studies in Education are also active in this arena producing some important research, such as the *Charting Global Education in Canada’s Elementary Schools: Provincial, District and School Level Perspectives* for UNICEF Canada.

Several professors at faculties of education we contacted acknowledged the increasing importance of addressing global perspectives and expressed enthusiasm for expanding course offerings in this arena.

Of special interest is a study conducted by UNICEF Canada and OISE/UT, 2009-2012: *Strengthening Global Education Training in Canadian Faculties of Education*, involving nine universities in four provinces in a series of 114 workshops reaching 6500+ teacher candidates, practicing teachers and professors.

RECOMMENDATION

- **Follow up with universities from the UNICEF/OISE study and with faculties of education contacted by the Consultants as possible partners in teacher institutes for both pre-service and in-service teachers.**

2.4 Teacher Institute: Design and Implementation

The original concept for AKFC's proposed teacher institute involved gathering approximately 50 teachers from across Canada for a three-day training session to learn more about international development and become better equipped to incorporate it in their classrooms. Participating teachers would also then serve as resources for other teachers within their schools and districts. The institute would be pilot-tested, then refined and delivered annually over the next three years. Related educational resources would be developed and measures taken to build and sustain a community of teachers engaged in international development.

We invited reaction to this concept from a variety of sources and found positive response. The majority of those canvassed saw merit in a teacher institute (as long as conditions outlined in section 2.3 were satisfied) and again all emphasized the importance of making the institute multi-faceted, more than a one-off experience. It was also noted that the most likely participants in the initial TI would be teachers already engaged in some form of global education.

2.4.1 National vs. Provincial

Whereas a few educators commented on the value of interacting with colleagues from other parts of the country in a gathering, the vast majority challenged the notion of a *national* teacher institute citing reasons such as:

- Lack of financial resources – to cover costs of travel, accommodation, and supply teachers' pay, if required³;
- Lack of encouragement – from some administrators, school boards, ministries who do not recognize global issues as a priority and do not support out-of-province travel; and

³ Some teachers must cover costs of a supply teacher during their absence from the classroom.

- Lack of on-going local support – there is need for continuing support from colleagues close at hand who can collaborate on ensuring relevance to the curriculum (provincial/territorial jurisdiction) and to students’ daily lives.

We looked to the Teacher [Institute](#) on Canadian Parliamentary Democracy as a possible model to emulate. This well-respected, weeklong forum held annually in Ottawa has been operating since 1996 and has been extremely successful in engaging teachers and building community. However, we discovered that this TI is a significant undertaking involving full-time staff and considerable financial support. Even with a strong track record the TI organizers face some of the same challenges as those outlined above.

The response to the possibility of a *regional or provincial* TI, however, was universally well received. Some advantages over a national gathering:

- More directly relevant to specific provincial/territorial curriculum requirements
- More manageable from an operational standpoint
- More easily organized within a shorter time-frame
- Less costly in terms of travel expenses and time
- More likely to result in a readily accessed, supportive community of educators for on-going collaboration and encouragement.

RECOMMENDATIONS

- **Develop a provincial/territorial teacher institute to best meet teacher’s needs.**
- **Pilot-test the concept with a view to replicating the model across Canada for national impact⁴.**

2.4.2 Format and Approach

In the course of our research we came across a proposal for a multi-faceted, regional teacher institute from the Alberta Council for Global Cooperation and University of Alberta Faculty of Education’s Centre for Global Citizenship Education and Research. The three-pronged model included a summer institute, online resources developed by teacher-participants and tested in their classrooms the following September, and workshops delivered by the teacher-participants to groups in their home school districts throughout the school year. The TI would be open to both in-service and pre-service teachers.

⁴ A continuing series of regional or provincial/territorial TIs promises to have greater impact than a single national endeavour. In fact, this should be seen as an initiative with national scope delivered in stages.

We recognized this as an approach that would satisfy most, if not all, of the needs that had been identified in our consultations to date, and used this model to gauge reaction in subsequent interviews. Response was overwhelmingly positive.

Advantages of this approach include:

- The plan offers several contact points for reaching educators at all levels – pre-service as well as in-service teachers, so-called “activist” teachers already committed to global ed, as well as mainstream educators seeking ways to introduce global issues into their classrooms.
- Content will be based upon sound pedagogical research from a respected source (U of A) and largely teacher-driven, an approach well regarded by educators.
- On-going workshops delivered to teachers by their peers throughout the school year is a design known to be effective in building a supportive community that grows from year to year. Given that the initial TI may involve 30 or so teachers, who then go on to facilitate other groups in workshop sessions, the number of teachers reached over a three-year span can number well into the hundreds – from a single regional TI.
- An ideal set of partners is in place:
 - Alberta Council for Global Cooperation (ACGC), known and respected for its work in the formal education sector
 - University of Alberta’s Centre for Global Citizenship Education and Research (CGCER)The Alberta Teachers’ Association (ATA) and Alberta Education have also expressed interest in participating.
- The groundwork has been laid for launching the TI in 2014. Logistics have been considered, a budget has been prepared, content is in development, facilities at U of A are secured, and an infrastructure is in place.

This approach was seen as having potential to make a meaningful contribution to the furtherance of global education and to a better understanding of international development issues at all levels.

RECOMMENDATION

- **Collaborate with ACGC/UofA and partners to develop and launch a teacher institute in Summer 2014.**
- **Test and evaluate the concept, content and delivery of the program**
- **Adapt and replicate the program in other regions across Canada in subsequent years.**

“ ...it [the TI] needs to be very high quality; too much PD is piece-meal and ineffective. ”

Secondary School Teacher

2.4.3 Content and Delivery

We were advised by one of the organizers of the TI on Canadian Parliamentary Democracy that the single most important step to take in ensuring success for a teacher institute is to involve classroom teachers in the planning from the beginning. A Teacher Advisory Committee would be invaluable in collaborating on the design and delivery of the TI in order to provide credibility and guarantee relevance for all participants.

RECOMMENDATION

- **Invite a cross-section of teachers to form a small Teacher Advisory Committee to contribute to the planning and implementation of the TI.**

In the meantime, we gathered suggestions from our contacts in the field as prompts for discussion. Some of their comments we had heard in earlier conversations, but they are included here because we've deemed them worth repeating:

- Define and make clear what is meant by global education and the role of international development so that everyone has the same starting point.
- Establish definite objectives and learning outcomes.
- Ensure that the TI is designed to be transformative – more than a one-off experience.

“ My experience was that they [workshops] really only scratched the surface of the topic and focused on organizations sharing resources vs. trying to support a lens-shift in teachers and students. ”

Teacher/Former NGO staff member

- Provide opportunity for big-picture learning – establish context, offer multiple perspectives.
- Build confidence in teachers to approach the subject matter along with their students through the inquiry method of learning/teaching – model the approach.
- Make strong curriculum connections; demonstrate the integration of global issues across the curriculum (from social studies to math, science, art, language, character education and skill-building).
- Explore the pros and cons of various approaches to international development, including the charity model.

“ *Education and awareness of what global education is NOT is also important.* ”

Former NGO Fieldworker/Teacher

- Be inspiring – motivational speakers who touch the heart as well as the mind.
- Be relevant – how to connect meaningfully with students on these issues.
- Be collaborative – task participants with evaluating and fine-tuning the TI to improve subsequent versions.
- Explore online components (beyond posting resources) to expand participation, such as podcasts.
- Generate resources from the TI in both French and English.
- Some respondents felt a credit for participation would increase interest; others thought the increased cost for this added value might deter some participants.

“ *A summer teacher institute is a good idea. An online certificate program with necessary topics might work for in-service teachers too.* ”

Faculty of Education Professor

- Build a community with opportunities for on-going communication and support; seek out best methods of ensuring continuing engagement for participants. For example, have at least two teachers from the same school district participate when possible.
- Most agree that a TI will initially attract teachers who are pre-disposed to global issues. Help those participants fine-tune skills for reaching out to teachers, administrators and policy-makers in the wider educational community to share their experiences and advocate on behalf of making global issues and international development higher priorities.

Some additional practical advice:

- We were also advised by those who have experience in teacher-generated resources to look carefully at ways of ensuring quality. For example, have materials adjudicated by an expert panel or posted online only after processing through a pre-determined filter.
- Apply appropriate pricing – enough to signal the quality of the initiative but affordable to be inclusive.
- Video-record all elements of the TI for evaluation, for reference when staging TIs in other regions, and for posting online for access by teachers.
- Plan ahead for long-term sustainability of the program.

2.5 Measurement and Evaluation

Rigorous evaluation measures are vital in a pilot-test scenario. Specifics should be developed in collaboration with the TI partners and with input from the Teacher Advisory Committee. Aspects to address may include selection process, participant groupings (elementary/secondary school, pre-service/in-service teachers, bilingual/unilingual), format, duration, cost, content, requirement to develop/adapt classroom resources, and follow-up time commitment.

Evaluation approaches to consider:

- Pre- and post-TI questionnaires and interviews (in person or via telephone/email) with participants, August 2014
- Short weekly email exchanges and/or contributions to a wikispace or other online forum in which participants provide updates on application of their TI work in the classroom, September to December 2014
- Questionnaires to be completed by participants in follow-up workshops led by TI “graduates” during the school year 2014-15
- Outside expert assessment of resources developed by TI participants before posting online, completed by February 2015
- Video recording of all aspects of the summer TI for evaluation by partners and the TAC for the purpose of fine-tuning components (format and content) for future sessions

Because the pilot-test TI is to serve as a model to be replicated in other regions with other partners it is important not only to evaluate outcomes but also to document the process followed in developing the TI. For this purpose it may be advisable to hold a follow-up session with the original stakeholders to capture lessons learned and advise on future direction.

RECOMMENDATIONS

- **Build in evaluation measures from the start with input from the TI partners and the Teacher Advisory Committee.**
- **Ensure that lessons learned are documented and shared.**



Many teachers are interested in exploring the globalized world with students, but need to know how to go about it.



Elementary School Teacher

3.0 POTENTIAL PARTNERS

Among ideal partners for future teacher institutes are faculties of education, teacher federations/associations, ministries/departments of education, school boards, and non-governmental organizations.

Although seeking out possible partners for future TIs in other regions was not a primary focus of the research, a number of possible collaborators emerged from our discussions⁵. For example:

- **Quebec** – Faculté des sciences de l'éducation (Université de Montréal), Le comité pour la justice sociale (CJS)
- **Ontario** – Elementary Teachers Federation of Ontario, Toronto District School Board, OISE/U of T, Faculty of Education (University of Ottawa), Ontario Council for International Cooperation
- **Manitoba** – Faculty of Education (University of Manitoba), Canadian Museum for Human Rights, Manitoba Council for International Cooperation

Several people from these organizations indicated willingness to attend the initial TI as observers either in person or via video, especially if costs were covered. Their early involvement would enhance likelihood of staging TIs in their regions within the next year or two and would facilitate replication or adaptation of the 2014 model.

RECOMMENDATIONS

- **Follow-up identified leads immediately in order to plan for 2015.**
- **Bring in potential future partners from other regions as observers of the 2014 TI.**
- **Expand the search for potential partners in all regions of the country for 2015-17.**

“ We all have to work together if we're going to make a difference – especially since budget cuts have decimated some of the organizations that have been working so diligently to provide resources and support to teachers. It would be a shame to abandon global ed at the very time when the world needs thoughtful responses and creative solutions to so many crises. ”

Elementary/Secondary School Educator

⁵ See Appendix D for names of contacts who expressed interest in possible future TIs in other regions, including British Columbia (BCTF) and Nova Scotia (Acadia University).

4.0 MARKETING AND PROMOTION

It is generally felt that a ready-made audience of teachers eager to participate in a global ed TI exists in most regions of the country. These teachers would likely make up the first contingent of TI participants and would fill up vacancies with little need for advance publicity. That having been said, there is value in undertaking some promotion in order to generate interest across the broader educational community and to attract attendance in subsequent years. Starting points include outreach mechanisms targeting teachers with a pre-existing interest in global education themes (for example: social studies teacher associations, *Green Teacher* magazine, NGO websites) as well as promotional vehicles with wider scope (for example: teacher conferences, professional development events, newsletters of teacher federations/associations).

“ *One of the problems is that you don't know where to look or how to find good support for doing what you'd like to do in global citizenship. There's stuff floating around out there but not everybody knows about it or how to access it.* ”

Classroom Teacher

In terms of long-range considerations, it is worth looking at how best to make the case for global education as a priority among educators at all levels – ministries of education, school boards, faculties of education, and the like. Collaborating with NGOs, teacher federations/associations, foundations, and other stakeholders to encourage integration of global ed themes across curricula and, in particular, to endorse professional development initiatives like the TI would offer much-needed support for teachers and for the greater cause⁶.

Further encouragement and support might be offered through:

- Teaching awards to provide recognition of leaders in the field at elementary and secondary school levels as well as within faculties of education (See examples of teaching awards for [history](#), environmental [education](#) and other [subjects](#))
- Endowments for chairs or bursaries at faculties of education to encourage specialization in global education
- Sponsorship of an award for a trade book (not textbook) for children/youth on global education themes that teachers may use in the classroom; an award would raise the profile of global education among educators as well as students and the general public, and would encourage the publication of more books on related topics (See examples of [book awards](#) on other themes administered by the Canadian Children's Book Centre)

⁶ As noted in the UNICEF/Mundy report: *Mechanisms that encourage NGOs and other external partners (such as teachers' associations and universities) to work collaboratively at the provincial level are essential. Such coordination would allow external actors to engage productively and effectively in ministry-level curriculum development and revision.*

RECOMMENDATIONS

- **Initially, coordinate efforts to market the TI through partners' existing outreach activities and other means targeting teachers already engaged in global education.**
- **In the post-pilot phase, expand promotion and marketing to reach the wider educational community.**
- **Work with NGOs, teachers' federations/associations, and other stakeholders to make the case for global education as a priority for educators at all levels and to endorse the continuation and expansion of TIs.**
- **Consider awards and other forms of support to acknowledge and encourage achievement in the field.**

5.0 CONCLUSION

By launching a pilot teacher institute in collaboration with key players, AKFC is taking a first step toward establishing a self-sustaining learning community focused on global education and international development issues. After testing and evaluation, the institute can be adapted and replicated with more regions added each year. The hope is that over time TIs would be operating in all provinces and the North. In the future, a national team of representatives might be formed to collaborate on updating and refining the program for on-going relevance. Involving educators from all regions at all levels and working with a variety of partners for continuing innovation and information-sharing enhances the likelihood of success in this critically important arena.

The time is right for a global education professional development initiative to support classroom teachers, to enhance understanding of international development and to engage a wider community of educators in preparing students for life as global citizens.

“ *To ignore the global contexts of our students' lives is equivalent to ignoring one of the most significant aspects of their lives and the position and role they hold in relation to the world they live within.* ”

Faculty of Education Professor