Viability For Sustainability: Two Sides of the Coin for Global Education in Faculties of Education

Lorna R. McLean and Sharon Anne Cook
University of Ottawa, Canada

Abstract

This article outlines a Global education initiative run by a group of professors, graduate students and pre-service teacher education candidates in a Faculty of Education at a Canadian university. The goal of this far-ranging program is to encourage teacher candidates to incorporate curricula on sustainable development, peace and global citizenship education into the conventional curriculum. The authors of the article have been involved with this initiative since its inception ten years ago. They have adopted Kotter's Strategic Model for Transforming Organisations (1995) as the basis of our investigation into effective organisational change in this project. In particular, the article considers the importance of leadership styles, infrastructural supports and consistent evaluation in their research. Ultimately, the authors probe ways to sustain educational change and innovation over a lengthy period during times of expansion and a leadership restructuring.

Keywords: Global Citizenship, Global Education, Peace Education, Teacher Education, Transforming Organisations

Introduction

Over the course of the past ten years, a core group of the professoriate – including the two authors of the article – from the Faculty of Education have vigorously organised a broad range of extra-curricular and course-based events to promote global citizenship through an extensive Global and Peace education initiative. The goal of the project has been to encourage the integration of global and peace education into the mainstream curriculum by our undergraduate, post-degree Bachelor of Education students. These students spend a single year earning a Bachelor of Education Degree, and are at a formative stage in their teacher education.[1] Because we interact on a daily basis with pre-service teachers, our efforts are directed towards enriching their teaching practice (Gilliom, 1993) through Global and Peace education.

This article explores how to sustain educational change and innovation over a long period, as is found in Global and Peace education initiatives. To do so, we adopt Kotter's Strategic Model for Transforming Organisations (1995) as the basis of our investigation into effective organisational change in this project. In particular, we consider the importance of leadership styles, infrastructural supports and consistent evaluation in sustaining such initiatives.

To appreciate the range of the initiative, a brief summary of the project as a whole will be provided. Beginning as an extra-curricular program, the Developing a Global Perspective for Educators began by mounting an annual Fall Institute where teacher candidates were offered practical workshops presented by non-governmental organisations (NGO) partners. These partners have developed teaching resources for students in Canadian classrooms, but often have difficulty getting them into the educational mainstream. Hence, the workshops at the Fall Institute are a first opportunity to expose teacher candidates to the wealth of materials available. The Fall Institute also presents panel discussions to problematise Global and Peace education, a keynote speaker or film festival of recent materials followed by discussions, and work groups for students to begin developing their own materials. A second Institute is held in the Spring of each year, this one is organised entirely by students who offer their own curriculum materials to other students. Some NGOs also attend this Institute, but it remains primarily a 'student space'. Many of these curricula are posted on the project's website for general usage: www.developingaglobal perspective.ca.

Throughout each academic year, the program offers festivals of film resources to be used in teaching global education, a resource fair where free materials are distributed to students, noon-hour seminars and workshops on special themes (for example, ('How to be a Social Activist with your students'), outreach projects where students instruct in local classrooms, inject global education topics into the regular curricula and encourage full-time teachers to carry on the global education programs begun by pre-service teachers, organise field trips to work with First-Nations' students on global education, and develop on-going curriculum projects. For example, by the second term, candidates take the NGO-produced curricula and critique them, suggesting ways that the NGOs can improve their educational materials.

Over the course of the decade, the program has progressively moved from extra-curricular to curricular. It now offers three elective courses for credit within the B.Ed Degree program with Global and Peace education at their root. Two special cohorts of candidates self-identify to be part of a Global education cohort, one at the elementary level and the second at the middle school. In each case, the cohort receives compulsory courses that are specially designed to stress topics of Global and Peace education. Whenever possible, these classes are taught by the core professoriate, but in cases where this is impossible there is a strong coordination and communica-

tion by all professors to support the introduction of materials and problematics into the cohort's educational experience.

The success of this initiative has been recognised by continuous grants from the largest development government agency in Canada, the Canadian International Development Agency [CIDA]. Long- term funding has allowed the project to extend its network and take on innovative projects. It is now the largest and reaches more students of any Faculty of Education in Canada. In any academic year, committee members interact with about 1400 teacher education candidates from the home university, from other provincial universities and from the local teaching community.

In this article we discuss the leadership, infrastructural and evaluative challenges of sustaining a large Global Education program in a Faculty of Education over ten years. Global Education programs fall into the category of 'moral/ethical' educational movements which require enormous energy by a few people to mount and maintain, as they are not specifically sanctioned or even welcomed in the mainstream curriculum (Cook, 1995; Hargreaves and Fink, 2006; Hargreaves and Fullan, 2009). Global and Peace education, like other ethically-based movements in education, has a tendency to gain popularity in a climate calling for urgent educational responses to societal ills, develop rapidly through energetic leadership, and to decline just as quickly as leaders wear out in the face of inevitable challenges (Kee and Newcomer, 2008; Hargreaves and Fullan, 2009). While working with a committee which continues to mount a yearly agenda now comprising 14 separate activities, we have explored those structural features which will allow our large program to survive without exhausting or deterring faculty members, graduate students or teacher candidates and to continue to influence positively these novice teachers' education. To better understand this process, we draw upon the literature on change management to explain ways to sustain this global education program.

We argue that to be sustained, professionally oriented groups like ours and other Global and Peace education initiatives need to regularly transform themselves through a process of visioning and re-visioning in response to community partners' needs, the needs of the participants and the students they serve. Our research shows that projects of this kind can be most successful if they consciously and consistently 'cross boundaries' – not only of interdisciplinary subject specialties but also of jurisdiction, academic and administrative organisation and personnel, use a flattened and receptive leadership structure and regularly and consistently use a 'train the trainer' model (Fullan, 2001a). The role of networks and community activists is critically important in this process. Sustaining a global citizenship program over time and through multiple crises requires a shared sense of a common goal within a community of purpose characterised by interlocking networks, with the benefits of belonging accruing to the entire group, not just a few individuals (Davies *et al*, 2005). In so doing, we extend Wenger's (1998) idea of 'constellations of inter-

connected practice' from connecting with colleagues in other communities to organisational structures and curriculum (Wenger:127). So too is the feedback loop of systematically-gathered information, through regular assessment and evaluation, important to sustaining authentic initiatives of this type (Reimer and McLean, 2009).

Research Questions

In this article, we focus on the issue of sustaining a Global and Peace education initiative, characterised by a strong 'mission' over time. These research questions have guided our investigation of infrastructural features which help such programs survive:

1. How can an expanding Global Educational program with a strong ethically-informed mission be sustained?
2. What significance do these factors have in sustaining such programs?
   - Leadership styles
   - Administrative and infrastructural systems
   - Assessment and evaluation

We address each of these dimensions in turn. While this research might be seen as primarily a 'program review', it moves far beyond this to examine similar kinds of mission-oriented projects found among Global and Peace educators, all of which depend disproportionately on a committed core group of organisers.

Methodology

Through a careful survey of the literature on programs associated with other ethically-infused movements, and studies on change management (Kotter, 1995; Hargreaves and Fullan, 2009), a documentary history of the program, indirect assessment methods through data sources such as focus groups,[2] questionnaires and individual reports by the program's core professoriate, and direct assessment strategies based on student-demonstrated knowledge and skills (Martell and Calderon, 2005; Martell, 2007), we investigate the challenges to longevity in such programs as those addressing Global and Peace education.

This case study is an exploration of a system which is bounded by time and place. Such an approach allows the researcher 'to enter the field of perceptions of participants; seeing how they experience, live and display the phenomenon; and looking for the meaning of participants' experience' (Cresswell, 1998:31). Moreover, a case study design offers the opportunity for the researcher to arrive at an in-depth understanding of the program – in this instance, one addressing Global and Peace education – and to capture the meaning for those who are involved (Merriam, 1998:19). When adapted for use in applied fields, 'problems and programs can be examined to bring about an understanding that in turn can effect and perhaps even

improve practice' (Merriam, 1998:14). The case study also allows for suggestive generalisations to be made for other similar sites of learning.

Conceptual Framework

The recent re-awakening of national and international interest in global citizenship education is evident not only in our Faculty, but more generally among the various special issues of journals and numerous edited books. This surge in attention by academics reflects a wide political, pedagogical, curricular, environmental and social interest in teaching a diverse student population (Téllez, 2007; Gallavan, 2008; Jenks *et al*, 2001). Given that 'Citizenship education has been viewed historically as one of the principal obligations of public schooling' (Sears and Hughes, 1996: 123) as Mundy and others have observed, 'there has never been a better time to pay attention to global education' (2007:1). Moreover, as Holden argues, 'Central to citizenship education is the principle of participation: participation as an active learner with opinions, thoughts and beliefs and participation as a citizen, actively working to make a difference ... It includes teaching about rights, justice and equality ... And at its heart is teaching about democracy' (Holden, 2008:1). Closely aligned with Citizenship education is that devoted to Global education.

A survey of the literature on Global Citizenship education demonstrates a significant degree of analysis and interest in pedagogy and activism, especially in certain areas of 'teachables' (Hicks and Bord, 2001; Goldstein and Selby, 2000; Hicks 2003; Merryfield, 1990; Schweisfurth, 2006; Selby and Pike, 2000; Evans, 2006; Horsely *et al*, 2002) and in the personal qualities, experiences, education and political orientation of professors and teacher candidates (Freeman, 1993; Gilliom, 1993; Holden and Hicks, 2007; Zong 2009; Gallavan, 2008; Abdi and Shultz, 2008; Davies, 2006; Shultz, 2007). And yet, despite the burgeoning interest in Global Citizenship and the recognised importance of organisations engaging youths in various aspects of Global Citizenship, as yet, no one has examined it from the perspective of sustainability and/or renewal of leadership. Nor has this been done for Global and Peace education itself. For purposes of exploring this question, we turn to the literature on organisational studies and change management.

Kotter argues that there are eight steps through which organisations successfully meet challenges. He maintains that what is required is for institutions or projects to be transformed for this purpose. This would be especially true for practitioners of Global and Peace education who seek to sustain an ethical vision. Through his research he has observed that the process of transforming structures goes through a predictable series of phases which he codified in his Strategic Model for Transforming Organisations (Kotter, 1995 cited in Betters-Reed *et al*, 2008:227). The phases of his model are:

1. establishing a sense of urgency;
2. forming a powerful coalition;

3. creating a vision;
4. communicating the vision;
5. empowering others to act on the vision;
6. planning for and creating short-term wins;
7. consolidating improvements;
8. institutionalising new approaches.

We are aware of the irony of using an organisational change model to pursue research in an (often counter-cultural) domain like Global and Peace Education. However, as Betters-Reed and her colleagues demonstrate in their adaptation of Kotter's model for program development at Simons College in the United States, organisational transformation which is informed by the change management literature helps to produce programs that result in continuous improvements (Betters-Reed *et al*, 2008:224). For our research, we see Global and Peace education programs as reliant on sustainable organisation as anything else, and perhaps more so. Therefore, we have utilised Kotter's conceptual framework as a springboard to explore the scope of leadership in sustaining complex projects, and in creating and communicating a vision. We have explored as well the role of administrative and infrastructural supports in sustaining such programs, and the significance of systematic evaluations (see figure 1).

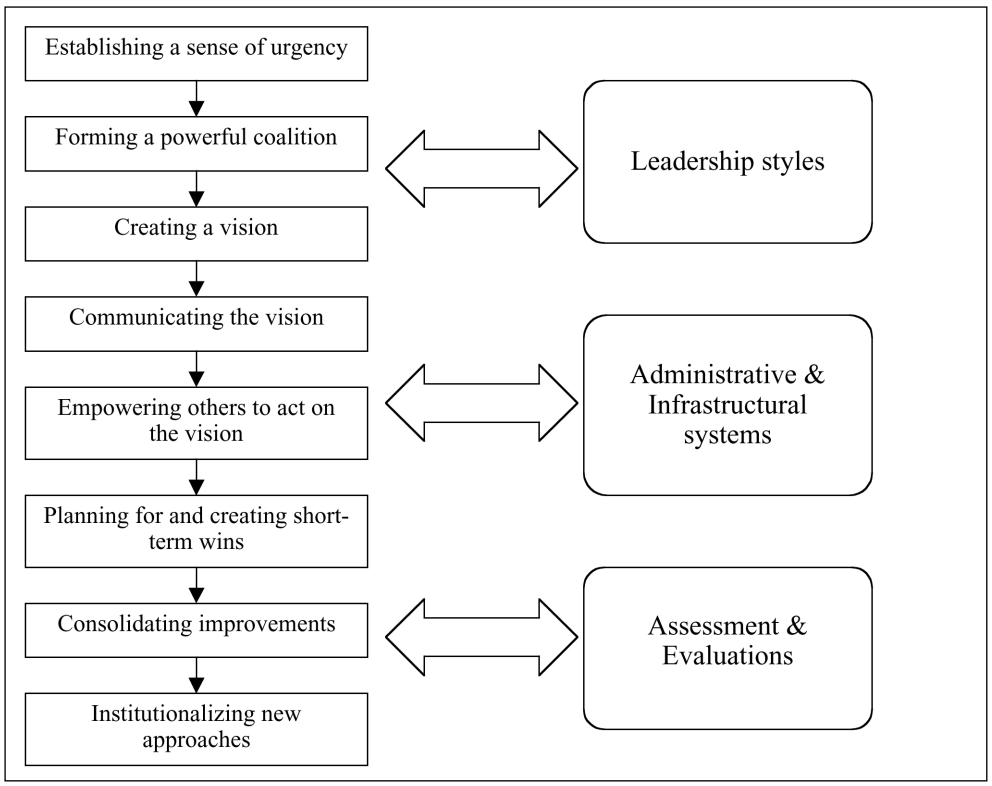

Figure 1: Conceptual Framework

Global and Peace education has always stressed interconnections – of disciplines, of communities and of perspectives (Pike, 2000:65). We have researched the importance of interconnecting as many elements of our program as possible to make the 'mission' one that is understood by all sectors of our community. We have also explored the importance of community, not just in the social activist work at the basis of a project of this type, but to empower members in their own needs. Coalitions or networks amongst community supporters, faculty and students, and the interconnecting of all of these by planning for and creating short-term wins have been investigated, consolidating improvements and recognising the need to institutionalise these approaches in order to sustain the project.

Sustaining Programs Through Transformation

Kotter's analysis helps us to understand how the process of transforming the structure of an organisation or program progresses through stages over time. This Global education project was begun as an extra-curricular program, comprised mainly of NGO-sponsored workshops presented during breaks in formal classes and in some classrooms. The object of the program was to encourage candidates in a post-degree, one-year B.Ed program to introduce teaching materials relating to Global and Peace Education into the regular curriculum. There was a sense of urgency at this early stage, as the organising committee recognised that while many were concerned about Global Citizenship education, there still was only a limited knowledge base among students and professoriate of how to teach this. The committee chose to provide direct pedagogical instruction in the classes of the core professors and at after-hours workshops over the eight months of the B.Ed Degree.

The pedagogy which underpins Peace and Global education is interactive and interdisciplinary, with many advocating a holistic approach to instruction (McLean, Cook and Crowe, 2008; Siebler, 2008). As important as Peace and Global education is for everyone in the project, we regard it as most importantly a model of teaching, as a lens through which many specific pedagogical devices can be taught (Davies, 2006). As Begler points out, 'the instructional processes used in the classroom are as critical for the successful development of a global perspective as is mastery of the substantive content of the field ... The implications for teacher education programs are that we need to pay close attention to the process-content relationship both in the design of our own programs as well as in our conceptualisation of what we would like teachers to do in their classrooms' (Begler, 1993:14).

The short period during which the initiative could influence the students presented its own sense of urgency; as did the small number of professors involved in the Global and Peace education initiative with a relatively limited reach, and the fact that some of the NGO-produced materials on which students depended were pedagogically unsophisticated and even ineffective.

In the first years, in addition to our few classroom presentations, a Fall Institute was organised where NGOs had the opportunity to introduce their teaching materials to these candidates in a series of practical workshops. Soon, lunch-hour workshops were added, and then a Resource Fair of free materials for the same candidates. These new components were added through a growing coalition comprised of university, community, NGO and government aid agencies (Freeman, 1993). The partnership with new and enthusiastic partners extended the initiative rapidly, providing many more resources to students than would otherwise have been the case. However, it also placed pressure on the core faculty to respond to the many partners' needs and keep the initiative coordinated. As partnerships and a developing vision of how to implement Global and Peace Citizenship education evolved, the program came to offer fourteen separate extra-curricular and professional learning events, and in-class programs, during each academic year.

With the rapidly expanding program becoming increasingly burdensome to the core professoriate, we began to engage the talents of a remarkable group of graduate students to work with the partners in organising events and carrying out research. This further developed into a 'train the trainer' model in which the graduate students, tutored by faculty, developed networks with undergraduate candidates and NGOs around specific projects (Fullan, 2001b). These networks both communicated the original vision and extended it, as participants strove to put their own stamp on events or research. In turn, improvements were further consolidated and others were empowered to act on the vision. These networks created a decentralised web of working groups which came together at times to plan and present activities or research and to participate in celebrations of short term and long term wins by marking achievements such as the renewal of funding, or discussing feedback following events. As Carter reminds us 'visible celebrations demonstrate that leaders are serious about the new state [of change] and that the organisation is on the correct path to achieving it.' (Carter, 2008:23).

The Global and Peace education initiative was an early and sustained success in terms of the extra-curricular activities it presented to the educational and local community. However, to consolidate these advances, and to remove some of the burden of maintaining the program from the core professoriate, we sought ways to institutionalise the initiative within the Educational Program. This institutionalisation had its own trajectory, with the faculty at first resisting taking any ownership of the initiative, then accepting the value of a closer association, and finally, pushing the initiative to expand further. An early example of closer integration with the Faculty involved at first one and then several optional courses for undergraduate students in Global education. This was followed by the creation of a Global education cohort at one divisional level for elementary-school teacher candidates and then a second one for intermediate-school teacher candidates. These 80 self-selected candidates receive specialised programming in Global education as part of

their compulsory courses. As the initiative has become better known, the Faculty has recognised its value for its own purposes, using it freely in its own marketing strategies. The core professoriate has been encouraged to expand the initiative even further. Hence, all of Kotter's eight stages have found resonance in our Global and Peace education initiative.

Along with the dynamic expansion of the program and its active adoption by the Faculty have come some outcomes that have required further rethinking and assessment. These are discussed in the next section.

Data and Discussion

Drawing on the organisational change management literature (Martell and Calderon, 2005; Martell, 2007) we analysed the data using direct assessment methods based on the students' demonstrated knowledge and skills. We combined this with indirect assessment strategies gathered from focus groups, questionnaires, funding reports, and observations of faculty members involved in the project from the beginning stages. The evaluation component of the initiative is further discussed in section 3 below.

This research has allowed us to detect some anticipated changes (Kotter, 1995), but also some that surprised us. First, our coalition of networks across traditional boundaries created complications. The partnerships place unlikely partners in close proximity as activities are organised, funding sought or research engaged. For example, NGOs, local community activists, graduate and undergraduate students and university partners sitting around the same table will often have different agendas. This has been apparent from the many evaluations we have done of facets of the program. These tensions need to be negotiated mindfully and carefully, and by everyone involved, not just the nominal leaders. To take another example, NGOs need to promote their own organisations for funding, and this has on occasion generated confusion and misunderstanding amongst the students as to 'our' vision. Are 'we' a charity or an educational pressure group, a wing of the educational institution that shelters us, or 'free actors'? The Global and Peace education initiative's partnerships with outside organisations are clearly one of its strengths, and yet finding and maintaining a common joint agenda has been challenging.

A second unexpected outcome from the initiative's expansion has been the consequent expansion of the core group of professors. This has removed some of the burden from the original organisers, but it has also required much more time to coordinate the many branches of the initiative. Particularly keen to join the ranks have been new professors, several of whom have a strong background in cultural studies and development education. However, the on-going 'activity' base of the initiative presents a particular danger to new hires who need to generate research and publications for tenure applications. We are aware that this tension often exists in Global and Peace education programs with an activity base. The needs of newly

hired faculty members have required a regular consolidation of activities and goals, and a re-visioning of the goals of the entire initiative. This challenge is further discussed in section 2, following.

Finally, the nature of the leadership required to corral this growing initiative has changed along with the various stages through which the initiative has passed. We begin with a discussion of this issue:

1. The changing nature and structure of the initiative's leadership:

Whereas in the early stages, the initiative necessitated joint leadership stressing urgent responses to a gap in the educational experiences of teacher candidates, the creation of productive coalitions and networks and a clear vision of goals to be achieved, later developments required different leadership qualities. As the program expanded and diversified, leadership structures flattened and crossed more boundaries.

The literature of ethical movements shows that our Global and Peace initiative shares many characteristics with those which stress a sense of joint ownership and community (Cook, 1995). From the program's start, demands were so heavy on the initiators, that any style other than a shared one would have been impractical. Furthermore, the subject matter at the root of this program – that of peace and global citizenship education – holds to an interactive pedagogy, interconnected subject matter and strong interdisciplinarity (Selby and Pike, 2000). As Betters-Reed *et al* conclude of institutional structures, 'leadership and the formation of a powerful coalition can make or break the effort'. Moreover 'rotation of committee members and ongoing training of faculty help extend and expand the coalition.' (Betters-Reed *et al*, 2008: 238). One of the original faculty members of the Peace and Global Education Program exemplifies this practice in her observation that:

> ... 'When we started off ... there were lots of things to do on a very short time frame and on a shoestring in terms of money and it became sort of expedient to do it in a way that was really sort of fast. And the types of activities were activity-based ... What is nice ... is that it moved beyond that to other kinds of elements and each person has brought new things'. (Focus Group:3)

Moving beyond the short-term, quick activities became possible once the leadership structure expanded to include more 'leaders' of distinct events and curriculum initiatives, and fewer compliant followers. Because of the pressure of sustaining this demanding program, a flattened structure developed (Durán, 2007) with increasingly more localised leadership as participants began to develop their areas of expertise and interest: 'I'm so happy that other people are doing things,' noted one member in a focus group (Focus Group:9). Notably, in Kotter's study of organisations which succeeded in undergoing transformations, a commitment by a large number of people to a common vision was key. 'Obstacles (the biggest ones at least) must be removed as faculty take risks, try new ideas, and try new approaches. Faculty must feel motivated and empowered to take the programs they have and move toward a shared vision.' (Kotter, 1995 in Betters-Reed *et al*, 2008:234).

One important function of leadership is to represent the values which underpin any societal structure. That has been an avowedly important feature of this flattened leadership. One graduate student expressed it this way:

> 'I think one thing that struck me right away from the beginning working with this group was that I was really impressed with the consistency with how you dealt with everything that came up. Whether it was a contract, whether it was, you know, liaison, to work with other schools or others in the university, everything was consistent with what you were teaching' (Focus Group:13).

Early-career faculty witnessed the style of leadership and concluded that it was authentic, based on the values and vision espoused by the wider movement of Global Citizenship education. This in turn provided a model for its own developing practice:

> 'I know for me being a new professor that making links between University and the institution that you work at and the community, whether it's the community inside or the community outside, it's really important. So in terms of leadership, seeing three other women roll up their sleeves and not just talk about the stuff that we want to do but actually doing it, and anything from making sure the coffee's there to getting speakers, is a way of modelling that you're going to get down and roll up your sleeves and get your hands dirty, and that's an important part of leadership'. (Focus Group:12)

Projects that depend on community-based networks, such as local and national NGOs in our case, by necessity often adopt flat, open governance structures without a clear hierarchy of authority. A number of our student trainers had previously worked with NGO communities, arriving with knowledge and visions that advanced our working relationship with NGOs (Focus Group:3). A network of interlocking sub-projects further developed this flat structure. The few faculty members involved each took on several discrete, but connected sub-projects, and supervised one or more graduate students. These students in turn supervised undergraduate education students in one or more of the sub-projects. This created interlocking coalitions in support of a common vision. As one graduate student reported:

> ... 'We were watching you guys [more experienced graduate students] for pretty much our first year, and coming in that way. But I think it does take time, just as a grad student, to have that history.... And then, it took me kind of that first year, of interacting with the two of you and seeing everything. It's only been ...the last part of this year that I've felt really comfortable leading things and knowing what's going on' (Focus Group:3-4).

Mentoring provided by teams of graduate students to other incoming teams was critical. The benefit of the partnerships spilled over into their academic work as well, yet another instance of 'shifting boundaries.' As one graduate student stated:

> 'I found once I got involved [in the program] I found it really easy actually, to get involved and to take things... you know because we had J and A [graduate students] to kind of follow in their footsteps '.... (Focus Group:5)

The leadership required by faculty members in this type of structure emphasises a shared vision, in this case, of encouraging novice teacher education candidates to interject Peace and Global education topics into the mainstream curriculum, and

collaboration to reach long-range goals. The sense of shared vision is crucial. As one faculty member noted:

> 'I think that there's a very strong tie to being part of this team ... because I've belonged to a whole bunch of different groups, I think one of the values of this team is that there is a strong philosophical desire, or passion that makes it somewhat different than any of the other kinds of groups' (Focus Group:10).

Rather than directing participants to execute a task in a particular way, the objective has been to construct a community of interest where common interests transcend individual interests. A high degree of flexibility is required to lead such groups, with faculty, graduate and undergraduate students taking on leadership as the need requires and as skill levels permit. Above all, the notion of 'shifting boundaries' pertains in this style of leadership: task prescription, running events, research and publication all crossed conventional boundaries with participants undertaking tasks as they could, while helping others or taking a break if timing was difficult for them to take the lead.

One consistent failing of this program has been its limited ability to penetrate the francophone sector of teacher education. Many explanations have been provided by the program over the years, including the lack of a critical mass of professors, a small teacher education program on which to draw, the relative paucity of francophone education materials, and the absorbing focus of being a minority cultural group. Chief amongst the explanations, however, has been the lack of francophone leaders who might have represented the program to their colleagues (Questionnaires, Fall Institute, 2010). As Gilliom has concluded, 'the success of efforts to bring a global perspective to undergraduate teacher education candidates is largely dependent on the commitment of faculty members to the cause' (1993: 45.) This view is echoed in the comments of a francophone graduate student who notes:

> 'Because there is no role model, leaders, what not – maybe there are but they're hidden – we don't see them, they're out of sight, and I think that's really the big problem. Why would I do this if no one I know is doing it? I have no examples?' (Focus group).

Thus, even if the leadership structure is a flat one, having definable faculty leaders does seem to play a role in the initiative's success. One faculty member observed that:

> ... 'within any organisational structure, the position of the head of that structure, in this case the Dean, is critical. And the fact that we have had her support throughout ...is really critical in the success of our being able to go forward'. (Focus Group:15)

Leadership on this model does not deny, however, that every participant or collective does have individual needs within the over-arching vision. Included in these are the needs of undergraduate students to be given enough instruction to raise their confidence that they are able to integrate these themes into their curricula. Graduate students needed not only opportunities to lead a portion of the program according to their interests and skills, but also the opportunity to push the

research front forward, publishing in the field. Faculty members, and particularly those in early-career positions, needed the opportunity to transform their service to this project to more conventional academic purposes, such as research and publication as a route to tenure. The NGO communities need an audience for their worthy products and a means to disseminate and improve those products. The role of leadership in managing these needs, some of which bring individuals into coalitions and possibly into conflict, is to facilitate these productive coalitions rather than raise barriers. These will be discussed further for their organisational implications in the next section.

2. Administrative and Infrastructural systems:

All administrative structures are idiosyncratic in their operation, and new participants need time to negotiate even the simplest of these. Using the 'train the trainer' model, our students explored the nature of those structures, some of which were arcane and complex. As one graduate student explained:

> 'Around the question of 'train the trainer' ... for me coming on at a later [time]..., it took a while as a trainee to learn the history and infrastructure of the program and in relation to the B.Ed, to the Faculty of Education, and how that works. And so, once you could get an understanding of how the organisation of the Faculty of Ed works, and our organisation, then you can kind of see the interconnections and where there are spaces to actually do things' (Focus group:2).

This statement demonstrates the importance of being 'schooled' in administrative structures in order to find 'spaces to actually do things,' as she expresses it. Another student shuddered at the spectre of being without this 'train the trainer' model:

> 'Can you imagine if it was just like, a clean break, two people leaving, two people coming in, that would be very difficult' (Focus Group:8).

Thus, more experienced graduate students advised less-experienced ones, and more experienced undergraduate students (in a one-year B.Ed degree program) took on greater or lesser responsibility, depending on their experience in the field and expertise, allowing for training and activism to coexist. Despite the appearance of a hierarchy of authority, in fact, the students tended to become experts in their area, and exercise authority as they proceeded with plans.

Yet even with a strong shared vision, in this case one supporting Global and Peace education, participants' effective action can be blunted if the infrastructure is either not understood or is hostile to the group's goals. Thus, the graduate students' personal goals had administrative dimensions, and depended for their success on both their personal value system and in understanding how to work productively within the formal structures.

Faculty members in the early stages of their career – a significant component of our professorial group – needed to prove their scholarly value in ways acknowledged by these administrative structures. Traditionally, research and writing is carried out as a solitary pursuit where a few colleagues might join forces to research a question

and publish their findings. In this project, however, service to the community through a heavy extracurricular and curricular program took up enormous amounts of time, and in service of others, rather than serving the scholar's career aspirations. The challenge for these new faculty, and indeed all faculty associated with the program, was to translate service into a scholarly program that was recognised by the institution granting tenure and promotion. This hurdle was addressed by developing formal research structures within the service program which helped to redefine what counted as 'research' and forced the faculty participants to think in more conventional academic terms as this multi-faceted program was mounted (e.g. McLean, Cook and Crowe, 2008).

But the process was reciprocal also. Through the initiative's productiveness, both in service and academic dimensions, the Faculty was encouraged to redefine what was meant by 'academic production' including a certain measure of our Initiative's activities as legitimate academic endeavours. Initiatives of this kind bring further premiums to their sheltering institution. Imbued with a sense of 'mission,' faculty members working with graduate students and the community demonstrates a university's ethical civic responsibility, lending an air of authenticity to it.

With all of the organisational structures and interest groups at the centre of this initiative – student, professor, university, NGO community – the preferred approach has been to acknowledge and welcome the 'shifting boundaries' as conditions and needs have changed, as skill levels increase or are seen as deficient, and as the requirements of maintaining this community of interest changed or refocused. The structures have changed and in cases, have been transformed in order to sustain the project, and the ideals which underpin it. As one of the graduate students expressed it:

> ... 'that just shows how you can start at one point and move on, move on, move on, and everyone's ideas build upon the previous ones'.... (Focus group)

3. Assessment and evaluation

As Kotter (1995, cited in Betters-Reed, 2008:238) argues: 'Being integrally linked to continual improvement, by design it is neither linear nor static. It requires continual looping between the institutional mission, the program goals, and objectives on one side, and course content and assessment on the other. It also requires continual updating as the mission, program goals, and objectives of all institutions change over time to reflect newer, better understandings.' For assessing and evaluating the program, we implemented two methods throughout the year: direct and indirect evaluation to continually monitor, assess and improve it. Undergraduate and graduate students engaged with this project have provided a great deal of evidence of direct evaluation strategies. Indeed, the program is grounded in the idea that there should be clear demonstrations in the community of learning. Several examples of many will be offered here.

Each year, our university hosts a one-week course for gifted students at the intermediate level from several counties within driving distance of the university. Teacher Education students have developed a course of study in Peace and Global Citizenship education under the direction of several graduate students and a faculty member. The class utilises a wide variety of interactive pedagogies, including a 'social justice walk,' where students found examples of social justice in the local community, photographed it, and then created a collage. The student-led course is always popular, fully registered, and receives high marks on course evaluations. Through designing and teaching this course, graduate and undergraduate students demonstrate the depth and creativity of their learning in the Global and Peace education initiative.

A second example of direct evaluation concerns the mounting of two major conferences at the start and near the end of the academic year. Undergraduate and graduate students help to plan and run an opening-year conference (for about 300 people) where practical workshops are combined with keynote presentations and panel discussions to encourage the incorporation of Peace and Global education into the mainstream curriculum. Based on this first conference in September, the students' ideas and networks were harnessed to present a second, entirely student-organised conference in March.

A third example of direct evaluation concerns the many undergraduate students' involvement in Community Service Learning. The basis of this type of learning is closely aligned with the project. The notion is that students should apply their classroom learning to the community around them. We have upwards of 60 undergraduate students volunteering at least thirty hours in the community and on campus.

Likewise with our ongoing assessment of the initiative through indirect methods – questionnaires following each institute, focus groups among the core membership of 12 people, reports to funding agencies by the five committee 'leaders' and personal reflections of these 'leaders' – we identified areas which required further research and implementation of changes in the structure of our Global and Peace Initiative program. By continually tracking pre-service teachers' responses to the selection of workshops that are presented at the Institutes and by offering more instruction in pedagogical practices, we are able to assess the quality and relevance of the instruction alongside the students' understanding of issues and strategies. The goal is to increase their confidence, capability and knowledge to present this material in their own classrooms. The 2010 Winter Institute, for instance, offered 16 workshops. Of those, we obtained evaluations from 14 presentations. The topics ranged from reflective options such as 'Empowering educators against oppression and injustice' and 'Authenticity in Education' to issue-oriented themes of organisations such as UNICEF. Among the 161 responses recorded on a Likard scale, all but 8 people rated the workshops as 'useful'. Thus, through a system of looping between

the institution, the program, course content and assessment, we are able to alter the initiative to reflect the needs of the teacher education population.

Conclusion

With our study of factors allowing projects like this Global and Peace education initiative to persist over time, and indeed to thrive, we have applied Kotter's (1995) Strategic Model for Transforming Organisations. Our Global education initiative is collaborative and invites teacher education and graduate students to participate in the educational enterprise as legitimate authorities. With this experience, students have assumed leadership roles that have shaped the initiative through the various stages of planning, executing and evaluating events. As such, our formulation of a 'process-content relationship' for teaching Global Citizenship education is more in keeping with a progressive, democratic model of learning than the traditional, hierarchical top-down approach.

We are aware that sustaining this significant Global and Peace education initiative has been accomplished through a number of features on which we have concentrated our energy: regularly re-visioning our 'mission', building strong and fluid coalitions with partners, communicating the vision through a broad range of activities and research, creating infrastructural systems which facilitate the implementation of our mission, and empowering leaders through a flattened structure and a 'train the trainer' model, while regularly and systematically evaluating our program of action. In the end, the objective has been to institutionalise Global and Peace education into the mainstream system of education from a position of authority, both ethical and pedagogical.

Lorna R. McLean *is Associate Professor of Education at the University of Ottawa. She is a founding member of the Canadian International Development Agency (CIDA)-funded educational project, Developing a Global Perspective for Educators/Développement d'une perspective globale pour enseignants et enseignantes. Her other research interests include the history of citizenship and global education, gender and 'race'. mailto:lrmclean@uottawa.ca*

Sharon Anne Cook *is Distinguished University Professor at the University of Ottawa where she is Co-Director of Teacher Education. She is also co-ordinator of the CIDA-funded educational project, Developing a Global Perspective for Educators/ Développement d'une perspective globale pour enseignants et enseignantes. Now in its tenth year of operation, the goal is to facilitate the inclusion of peace and development curricula into regular classroom curricula. scook@uottawa.ca*

Notes

1 In her study of teachers who 'prioritised global citizenship issues in their teaching,' Schweisfurth found that these 'teachers were demoralised by public opinion and perceived themselves as restricted by the curriculum.' M. Schweisfurth. Education for global citizenship: teacher agency and curricular structure in Ontario Schools. *Educational Review* 58, 1 (Feb. 2006): 41-50. See also, M. Evans. Educating for Citizenship: What teachers say and what teachers do. *Canadian Journal of Education* 29, 2(2006): 410-435.

2 The focus group relating to this study was held in June 2009. Eleven people attended, including graduate students, core professors, and professors who supported one component of the project. The focus group was two hours in duration.

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