

Project No. ESDGC0506/28

**MAINSTREAMING SUSTAINABLE
DEVELOPMENT AND GLOBAL CITIZENSHIP
IN THE HIGHER EDUCATION CURRICULUM**

**World Education Centre,
University of Wales, Bangor**

**Final report to the
WAG ESDGC Panel
September 2006**

INTRODUCTION

This project was funded by a Welsh Assembly Government Education for Sustainable Development and Global Citizenship (ESDGC) grant for the period September 2005 - August 2006. The Project Officer was employed on this project for 2 days per week.

The project built on the outcomes of two previous projects.

- The DFID-funded project, which ran from 2001-2004, worked to embed education for sustainable development and global citizenship in Initial Teacher Education and Training Courses. This also influenced the development of ESDGC training and materials in the successive UCET-Cymru project, funded by the ESDGC Fund;
- The follow-up project in 2004-05, funded by DFID and the WAG ESDGC Fund, audited undergraduate courses dealing with global issues and sustainable development in the University of Wales, Bangor and produced three MA distance learning modules on Global Education.

These ESDGC projects showed that, although there was a considerable number of modules relevant to SD and GC available across current programmes and a large amount of staff expertise in the University of Wales, Bangor, there was no guarantee that students could gain a *balanced* view of all aspects of GC and SD issues. A survey of teacher trainees showed that those with BA and BSc degrees had very different areas of expertise and few had a holistic view of sustainable development and other global issues. In addition, there were few opportunities for teachers to study ESDGC in-depth in their continuing professional development, especially in their own time through distance learning.

AIMS

This project aimed to build on the efforts of these two previous projects and to address some of the gaps in ESDGC provision in the University of Wales, Bangor. The aims of this project were to:

- increase provision for ESDGC in the University of Wales, Bangor by giving a wider range of students, including those who would not normally meet all the issues, opportunities to learn from specialists about the complexity and breadth of global issues and sustainable development. This will thus lead to an increased understanding of these issues in a wide range of occupations in the world of work;
- promote wider awareness of the range of postgraduate degrees which deal with global issues and sustainable development and to increase provision of Master's level modules for practising teachers.

PROJECT OBJECTIVES

The individual outcomes of the project will be dealt with under each of the project's objectives.

a) Undergraduate provision

Objective: Generation of a Year 1 module suitable for arts/humanities and science students using specialist input from across the Faculty of Arts and Humanities

Objective: Generation of a Year 1 module suitable for science/health and arts/humanities students using specialist input from across the Faculties of Science and Health.

As reported in the Interim report in February, since the application was submitted the university has begun a major re-construction exercise. Departments and Schools have been merged to form new 'Colleges' and a major effort is being undertaken to raise the research profile of the university. As a result, at the time of planning for the new interdisciplinary modules, many departments were not yet sure which modules they would be offering and some were inevitably going to be losing teaching staff. These changes meant that we had to re-evaluate the production of the new interdisciplinary modules. Following discussion with the Pro Vice-Chancellor for Teaching and Learning and other colleagues, it was decided to go ahead in this academic year to validate *one 20 credit*, level one interdisciplinary module suitable for all undergraduates.

The outline of the module *Global Citizenship – living with the big picture* was designed in collaboration with Dr David Sullivan of the School of Lifelong Learning and validated through that department. A stimulating consultation with members of staff in other university departments led to an eclectic module being produced with contributions from members of staff in the Schools of Ocean Sciences, Biological Sciences, Environment and Natural Resources, the Welsh Institute of Natural Resources, the World Education Centre, and the School of Lifelong Learning. The module has the objectives of enabling students to:

- identify and explore a number of current major global issues
- gain an understanding of the social, economic, political and environmental dimensions of these issues;
- demonstrate an awareness of the complex links between these issues;
- be able to offer a critical analysis of a major contemporary issue;
- reflect on their own role as global citizens.

It contains lectures and seminars on: *The meaning of global citizenship; Continuous change in a finite biosphere; Economic and Political Globalisation; International Institutions; Cultural globalization; Poverty; Climate change; Sustainable living; Global environmental, social and cultural debt; People on the move; and Global Conflict and terrorism.* The module will be taught in Semester One of the 2006-07 academic year, with the first lecture on 3rd of October. The module materials will be available in English and Welsh and some of the lectures will be offered bilingually. Appendix 1 contains further details of this module including information on assessment.

Information about the module was sent to all university departments and several have chosen it as a recommended module. It has also been advertised to Welsh medium students through the School of Welsh Medium Studies. The module will be further advertised to first year students at the module fair in September 2006. Information about the module has also been circulated to members of the Wales Youth Forum and it will be further promoted at their forthcoming Climate Change Fair near Bangor.

Objective: Revise the Year 3 Sustainable Development module and examination of the composition of the SD degree.

This work was undertaken by the course director and departments involved with the degree, within the context of a general rationalisation and restructuring of courses in the University of Wales, Bangor. The home for the suite of degrees clustered around Geography, and including the BA/BSc in Sustainable Development, has been moved from the School of Business Studies and Rural Development (SBARD) to the College of Natural Sciences and specifically to the School of the Environment and Natural Resources (formerly SAFS). A full review of these degrees is in hand, with two components: a new programme management board will examine them with particular emphasis on ensuring that they call on the appropriate skills and expertise from all parts of the university. The School of Social Sciences will be involved in that board, as well as the existing schools. Secondly an external review of this suite of degrees has been initiated: two senior members of the UK academic community have been invited to comment on, inter alia, curricula.

Other new relevant modules

A new level 3 module on globalisation is also being written by the School of Lifelong Learning. The Project Officer also met with the Student's Union Officer, Andrew Wilson, who was interested in finding placements for students on a new volunteering module. As a result, this was advertised to WEC's NGO contacts, many of whom have since offered placements.

Revision of undergraduate module booklet

The undergraduate module booklet advertising all modules in the university which deal with global issues and sustainable development, and first produced during last year's project, was distributed to students at the undergraduate Module Fair in September 2005. It was then updated and made available electronically in March 2006 to all departments and to next year's second and third-year students (see Appendix 2).

b) Postgraduate and Continuing Professional Development Provision

Objective: Map and promote the extensive UWB postgraduate provision in SD/global issues.

An audit was carried out of postgraduate courses dealing with global issues and sustainable development and this was disseminated to all departments as well as information being made available to students at the University's Masters recruitment day. Forty one courses were identified as being relevant including Sustainable Tropical Forestry, Renewable Materials, Biodiversity Conservation, Community Development, Global Education and Social Research and Social Policy. This audit can be found in Appendix 3.

Objective: Increase provision of Masters level modules for practising teachers.

The three distance learning Global Education modules produced last year were advertised widely to schools in Wales; LEA Officers throughout Wales disseminated information and posters to their schools. One student is currently completing the three modules and around ten have either registered or enquired about studying them in 2006-07. No Welsh speakers have yet expressed an interest in studying them. However, this September, a new wave of advertising has been carried out with posters and information going to all schools in Wales; the School of Education's MA booklet contains information about the modules, and they have been advertised through the development networks in Wales and the UK. The course materials are also being used in several other learning situations, as described below. The leaflet and poster describing these modules can be found in Appendix 4.

One further distance learning module, *Sustainable Change*, has been produced this year. The module booklet contains 25,000 words of reading materials, activities, references and links. A copy of the module booklet is in Appendix 5. Translation of the module has been funded by an external source and is being carried out at present.

The Project Officer is grateful to Dr David Sullivan for critically reading all the modules, to Mark Gahan for gathering some of the new module materials and to all those others who have provided a critical review.

The Project Officer attended the Development Studies Association's conference *Perspectives on Development* at Gregynog in January to hear first-hand about development research in Wales. This kept her abreast of development issues and informed the module writing. It also resulted in her being invited to be a member of a thesis committee for a University of Wales, Bangor, Social Sciences PhD student who is studying global citizenship.

Through research for a new project application, strong new working links were developed with the North Wales Workers Educational Association (WEA) and the North Wales TUC. Although the application (to the Department for International Development) was unsuccessful, as a result of this application the Project Officer was invited to attend a series of European seminars for the Worker's Educational Association's project *Uniting Humanity*. This first was held in Gävle, Sweden, in May and resulted in some excellent learning experiences which have informed the current MA module writing and will also feed into future projects. The three current distance learning modules have been made available to the thirty participants on this European project.

Selected materials from the modules will also be used in other courses, such as the new undergraduate module, and as background reading for the School of Education's MA ESDGC module. Copies have been sent to educational bodies in Wales.

WORK TO BE CARRIED OUT

Although the funding for the Project Officer came to an end at the end of August, and the project objectives have been attained, some of the most exciting work resulting from

the project is still to be carried out. This includes:

- further promotion, teaching and co-ordination of the new undergraduate module. This will take place from September 2006 to January 2007 and will involve members of staff from across the university. The module will also be offered in succeeding years;
- teaching of the postgraduate modules. This will continue for the next three years at least, until revision of the modules is required.

FOLLOW-UP WORK AND OUTCOMES FROM THE PREVIOUS YEARS' PROJECTS

a) Higher Education Project (2004-05)

The report from last year's project was sent to all universities in Wales and advertised through the UK Universities Global Network. It has aroused considerable interest from other universities. A representative from the university was invited to attend a meeting at the Institute of Education London on research in development education. Dr David Sullivan from the School of Lifelong Learning attended and is feeding back information to others in the university.

The questionnaires from last year's PGCE students have now been fully analysed and two papers are being written with Professor Leslie Francis, *Fragmented education for global citizenship and sustainable development: the two worlds of science and arts graduates* and *Assessing and predicting understanding of global citizenship and sustainable development issues, gained from undergraduate study, among secondary PGCE trainees in Wales*.

The Project Officer continues to serve on the University's Sustainability Task Group. The university has taken major strides to increase its emphasis on sustainable development with a new waste campaign, the commencement of the building of the new eco-friendly Environmental Sciences block and a new Estates Plan which will, over the next ten years, ensure that the university's buildings are brought in line with modern sustainability standards. Fairtrade and local produce is now available from all university outlets.

b) Initial Teacher Education and Training

The Project Officer this year contributed six sessions to ITET courses in the University of Wales, Bangor.

The ESDGC Teacher Education website was updated for the UCET-Cymru ESDGC project. In November the Project Officer gave a presentation on ESDGC in Teacher Education in Wales to the Annual Conference of the Universities Council for the Education of Teachers (UCET), which was well-received. This work was funded through the UCET Cymru ESDGC project (7 days' work).

There have been several indicators that show that WEC's previous project (2001-04) to embed ESDGC in Initial Teacher Education and Training has been disseminated widely. The Higher Education Academy included a case study of the project in a

publication on Education for Sustainability. The Australian Government-funded project *Whole-school approaches to sustainability: A review of models for professional development in pre-service teacher education* is also including a substantial profile of the project in its report. The evaluator for the Irish project on Global Citizenship in Teacher Education has also contacted WEC for guidance.

It has also been heartening to see that students are continuing to learn about ESDGC in their studies, to borrow resources and introduce ESDGC into schools. We have evidence of many former students who are now leading the way as ESDGC teachers and coordinators in both primary and secondary schools.

RESEARCH ON SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP IN THE UNIVERSITY OF WALES, BANGOR

Although not directly related to this project it is worthwhile pointing out some of the research into sustainable development and global citizenship currently taking place in the university. The university has had, for many years, an excellent reputation in research in these fields. Details of most current research projects can be found at http://www.bangor.ac.uk/ies/Research/SD/sustainable_development.htm Research topics cover climate change impact, environmental impact, socio-economic change, ESDGC, Wales in a Global neighbourhood, language learning in global contexts, and young people's values.

SUMMARY

The past year's work has consolidated the place of ESDGC in higher education in the University of Wales, Bangor. It has increased provision for studying ESDGC at both undergraduate and postgraduate level and has reviewed and highlighted existing courses and modules dealing with these issues. There is also evidence that this, and previous projects, have influenced institutions across Wales, the UK and further afield. It remains to be seen how the new provision impacts on students and this will be monitored during the coming years. A study of the number of University of Wales, Bangor students entering the workforce in positions which deal with sustainable development and other global issues would form a useful piece of research.

APPENDICES

1. Outline of Undergraduate module *Global Citizenship – living with the big picture*.
2. Revised undergraduate module booklet for 2006-07.
3. Postgraduate module audit.
4. Poster and leaflet advertising the new ESDGC postgraduate modules.
5. Module 4. *Global Education: Sustainable Change*.