



Education for Sustainable Development and Global Citizenship

Towards an Integrated Approach in North Wales

**Higher Education and Teacher Continuing Professional
Development elements**

September 2004 - August 2005

Final Project Report

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Llywodraeth Cynulliad Cymru
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EXECUTIVE SUMMARY

Project Description

This project built on the outcomes of the previous three year ITET project which embedded education for sustainable development and global citizenship (ESDGC) in initial teacher training courses in the University of Wales, Bangor (UWB). Its prime aim was to address the 'gaps' in the education of teachers.

First, it aimed to examine the undergraduate background of postgraduate students to see how well this prepared them for understanding sustainable development and global issues.

Secondly, it aimed to ensure that the global dimension and sustainable development is at the heart of policy in UWB; and that existing provision in undergraduate degree courses is made clear, or new provision developed, so that *all* students can develop an understanding of global citizenship and sustainable development issues.

Thirdly, it aimed to increase provision for teachers' continuing professional development. To do this it:

- used a questionnaire to ask postgraduate teacher training students about how their undergraduate courses had prepared them for 15 aspects of SD and GC;
- produced an audit of SD and GC in undergraduate courses;
- produced a booklet of relevant modules for new and current students;
- discussed the development of new modules with university staff;
- worked with senior university management towards putting ESDGC issues into the strategic plans and policy;
- reviewed an existing taught MA module in *Education for Sustainable Development and Global Citizenship*; and
- produced three new 10 credit, master's level, distance learning modules in Global Education so that teachers can learn at their own pace and time.

It found only around one quarter of new teacher trainees felt that their undergraduate degree had helped them to understand issues relating to sustainable development and other global issues.

The University of Wales, Bangor was found to have 160 modules which dealt with aspects of SD and global issues, but this provided no guarantee that students would be prepared for understanding the breadth of SD and global issues.

Students will now receive a booklet of relevant SD and GC modules which will raise awareness of opportunities to learn about the issues and help them with their choices. Two new cross-disciplinary modules are being planned to increase the number of students with an understanding of sustainable development and global issues. School teachers now also have greater access to flexible opportunities for learning about SD and global issues.

The profile of sustainable development and global issues in teaching and learning has been raised with senior management and staff and is embedded in the university's strategic plans and strengthened in its sustainability policy. This will raise the profile further with students and staff.

The project supports the DFID Millennium Goals by raising awareness and expertise in three groups of people who will contribute to all aspects of civil society, namely undergraduate students, university lecturers and school teachers. It contributes to the National Assembly for Wales' scheme on sustainable development *Starting to Live Differently* and its proposed Action Plan, in particular sections *Working with partners*, *Wales: a global citizen* and *Education for a sustainable future* by 'mainstreaming sustainable development and global citizenship as part of university strategic planning' and by 'developing specific Continuing Professional Development training'.

THE PROJECT

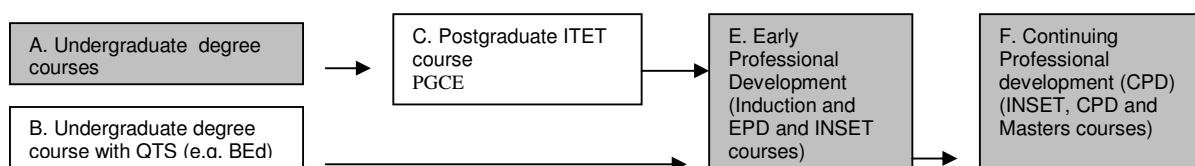
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CONTEXT

From 2001-2004 the World Education Centre (WEC) worked in partnership with the School of Education on a three-year DFID-funded project to embed education for sustainable development and global citizenship (ESDGC) within Initial Teacher Training and Education (ITET) courses. As a result of this project, an effective, sustainable and replicable model for ESDGC in ITET courses has been produced. School of Education staff in UWB are now well-equipped to introduce the ESDGC concepts; nearly 400 new teachers with an understanding and experience of ESDGC graduate each year; and materials from the project have been shared with ITET providers across Wales.

The ITET project identified several further issues that needed to be addressed if its success was to be consolidated and made part of an integrated approach to ESDGC in North Wales. These relate to the stages A and E and F of becoming an experienced teacher.

The shaded areas indicate where the current is directed.



The first of these issues related to students' experience of exploring global issues and sustainable development in university undergraduate degree courses (area A). Analysis undertaken by WEC demonstrates that a large number of students enter their postgraduate ITET courses (PGCE) with a poor background understanding of global issues and sustainable development. Although the University of Wales, Bangor has particular expertise in the field of sustainable development, and there are a number of courses and modules in a variety of disciplines which explore aspects of this, there had been no formal audit or highlighting of this provision, or of those modules which explore global issues or sustainable development.

The second issue related to the need for in-depth professional development for school practice mentors and other teachers (area F). Despite the level of support given to schools in the ITET project, it is still clear that more in-depth work is needed so that schools can fully integrate EGCS into their curriculum and whole school ethos, and can provide support for students. This was confirmed by feedback from students on school experience (only about a third of students were given opportunities to introduce EGCS on school practice and many reported that their mentors did not really understand EGCS) and from feedback from teachers at two Resources Training Days. All 85 teachers at these events said that they would like more in-depth training in EGCS.

AIMS

To build on the success of the ITET project (2001-04) to ensure that it forms part of an integrated approach to education for sustainable development and global citizenship in North Wales.

MANAGEMENT AND IMPLEMENTATION

The Director of the project was Professor Leslie J. Francis. The project was overseen by the World Education Centre Management Committee, chaired by Professor Gareth Roberts, who is a Pro-Vice-Chancellor at the University of Wales, Bangor. The project employed a full-time Project Officer, Sheila Bennell and an administrator for one day per week. The Project Officer carried out the main project activities and liaised with university staff and management.

OBJECTIVES AND ACTIVITIES

The project's activities are described under each objective

OBJECTIVE 1

To ensure that there are increasing, and well signposted, opportunities for all undergraduate students in the University of Wales, Bangor, to develop their understanding of global issues and sustainable development in their degree courses.

Activity 1

Review the courses/modules which postgraduate trainee teachers chose at undergraduate level

A questionnaire (Annex 2) was devised and completed by 193 postgraduate teacher training students (155 secondary and 38 primary). Students were asked to rank their general understanding of SD and GC, and also how their degree had prepared them in 15 areas of SD and GC. Overall only around one quarter of graduates felt that their degree had helped them to understand global interdependence, globalization, sustainable development, causes of famine, causes of poverty, causes of injustice, methods of conflict resolution, causes of conflict and war, biodiversity, HIV/Aids and reasons for economic problems in developing countries. This compared with around a third who *felt* that had a good general understanding of the issues.

More BA students seemed to feel that their degrees had prepared them for understanding diversity (60%), causes of conflict and war (38%), causes of injustice in the world (40%) and human rights and abuses (42%). Students with BSc degrees felt they had been more prepared for understanding climate change (40%), causes of environmental problems (42%) and climate change (40%). These findings confirmed that the promotion of existing modules and the investigation of new cross-faculty modules would be a worthwhile exercise. There appeared to be no correlation of preparedness in SD and GC with place of study and sex. There appeared to be a correlation with year of graduation (more recent students rating their preparation higher), with the number of relevant modules studied and with language of response.

A paper on this activity is being prepared for submission to the journal *Research in Education*.

By completing the questionnaire, *awareness* of sustainable development and global issues was also raised, and this set the scene for further work in their PGCE courses.

Activity 2

Undertake a survey of undergraduate modules at UWB to identify which ones promote consideration, and understanding, of global issues and sustainable development.

An audit was undertaken of undergraduate modules relevant to sustainable development and global issues. Surprisingly, it was found that there are currently 166 modules, across all three years of courses in UWB, which deal with aspects of these issues. Of these, 44 are also available through the medium of Welsh. At least 25 modules studied the interaction of social,

economic, political and environmental factors. 57 dealt with at three of these aspects and a further 37 dealt with at least two aspects. The modules occurred across 23 departments and involved 76 module directors (and even more lecturers), with Education, Biological Sciences, Agriculture and Forestry, Ocean Sciences, Theology and Religious Studies and Regional and Community Studies accounting for those modules covering all four aspects.

The modules included *Globalisation and Community, World Politics, Poverty and Social Exclusion, Global environmental issues, Sustainable Development, Overseas Rural Development, Sustainable Tropical Agriculture, Renewable Energy, Environmental Law and Chromosomes to Genomes*. A full list of module information can be found in the enclosed booklet.

In their learning outcomes, as well as knowledge and understanding many modules also listed a range of skills such as 'participation in discussion groups', 'ability to argue effectively', 'critical analysis', 'considering issues from a range of multi-disciplinary and inter-disciplinary perspectives', 'decision-making', 'using holistic approaches', 'ability to apply analytical concepts of difference and diversity to areas of social life', and 'the ability to engage in criticism of selected models of the citizen and citizenship'. These are all skills useful for dealing with sustainable development and global citizenship.

This result was extremely heartening and shows the extent to which UWB is aware of, and addressing the issues of global citizenship and sustainable development.

The number of students studying some of the modules was recorded. For example, 64 did *Contemporary Political Issues*, 52 did *International Business*, 26 did *Renewable Energy*, 39 did *Global Environmental Issues*, 23 did *Globalisation and Community*. Interestingly only 6 studied the explicit 3rd year module *Sustainable development*.

However, although the range of modules is great, there is no guarantee that any individual student will receive a balanced input on all aspects of sustainable development and global issues. Many modules are specific to certain courses and many are not compulsory. It would be quite easy for a BA student to avoid doing any relevant modules. To ensure all students have at least a basic understanding of the breadth of these issues would require a more structured approach, perhaps with compulsory modules relating to SD and GC. This is a controversial area, relating to students' freedom of choice.

Some course handbooks, including many of those in the environmental sciences, Community and Regional Studies, Education and Law refer to the relevance of modules to sustainable development and global issues. In other cases, for example in History, this is more implicit.

A worthwhile benefit of this audit was the raising of awareness amongst university lecturers and senior management. An audit of this kind had not been done before and many were surprised to find that their colleagues were interested in, and teaching about, the issues. As will be seen in 4. below, it has gone some way towards increasing dialogue amongst staff and led to the discussion of cross-faculty modules. The audit has also prompted senior management to consider other such audits.

Activity 3

Produce a guidance document for undergraduate students at UW Bangor, including intending teachers, which identifies suggested / recommended module pathways which will fully prepare them for work in a globalised, sustainable society.

The guidance booklet, compiled from the audit in 2., has been produced and 4000 copies printed. The booklet contains information about all relevant modules and undergraduate degree courses, as well as information on the University Sustainability Policy and a list of student societies and volunteering opportunities. The latter was compiled through consultation with Students' Union officers.

The booklets have already been distributed to lecturers and will be distributed to students at the Freshers' Fair and Registration at the start of the academic year. Many lecturers have also

agreed to promote them to their students and this is particularly relevant to students deciding on elective modules. The Students' Union website will also advertise the on-line version of the booklet. It is possible that some students will slip through the net and not be aware of the modules. However, with many routes covered, it is likely that this number will be very small.

Activity 4

Conduct a feasibility study for a new level 2 cross-curricular module to be developed by specialists from a variety of University departments.

A meeting of UWB members of staff was arranged to discuss current provision for students and any further need for cross-curricular provision. Staff from 7 departments attended with members from another 9 expressing an interest. It was agreed that it would be worthwhile to design two new level 1 modules, one Arts/Humanities-based for BSc (and BA students) and the other Science-based for BA (and BSc) students. These would be taught by staff from across each faculty and promoted to all students. It was suggested that these modules could be compulsory but this was rejected on the grounds of students' freedom of choice. Members of staff have been consulted on possible content.

Funding to produce these modules in 2005-06 has now been secured from the Welsh Assembly Government scheme for *Education for Sustainable Development and Global Citizenship*.

OBJECTIVE 2

Contribute towards embedding a global dimension and sustainable development in the whole ethos of UW Bangor

Activity 5

Assess the incorporation of global citizenship and sustainable development, in UWB Strategic Plan at meetings of UWB Policy and Resources Committee

A paper containing suggestions for highlighting sustainable development and global issues in UWB was presented to the Sustainability Action Group, of which the Project Officer is a member. At the start of the project UWB was one of the few UK universities to have a Sustainability Policy, rather than an Environment Policy. The Sustainability Policy covers environmental, social and economic issues, addressing, for example, the needs of the local community, Welsh language provision and sustainable practice in the university's estate. The policy was reviewed in 2005 and, largely as result of this project its course audit, now places greater emphasis on education for sustainable development and global citizenship within its learning pathways.

In terms of acting sustainably, the university has moved forward immensely during 2004-05. It has secured new contracts for waste management, carried out an energy audit and implementing changes, begun building a new science block on sustainable principles, reviewed and altered its procurement policies, is about to implement a large publicity campaign and is working towards an environmental award.

The Project Officer also met with three of the University's Pro-Vice-Chancellors, to discuss the project. All were very supportive. As a result, the matter of ESD and global issues in UWB teaching was forwarded to the Executive Committee for consideration of incorporation in the UWB Strategic Plan and Mission Statement. The project coincided with the implementation of the Welsh Assembly Government's document *Starting to Live Differently* (and the writing of its Action Plan for *Education for Sustainable Development*) which asks universities to write sustainable development into their strategic plans. UWB already had mention of pursuing sustainability in its existing strategic plan and this has been strengthened in the revised plan.

The university has amended its Mission Statement to:

To be a world-class research-led university, to provide teaching and learning of the highest quality, and to play a leading role in developing the economy, health and culture of a sustainable Wales and a sustainable world.

It has also agreed to sign the international universities' Talloires agreement on sustainable development.

The Chair of the Sustainability Committee (one of the PVCs) has held discussions with the Head of Student Recruitment Unit concerning marketing the university and how to include the sustainability agenda in student recruitment material.

The project's consultation with the Students' Union has also been fruitful by drawing their attention more closely to what is happening with the sustainability policy. It has also been able to draw attention to the SD and GC efforts of the Students' Union, which include the supply of fair trade goods (for several years), their support of Make Poverty History, their concern about climate change and their Diversity Fair.

OBJECTIVE 3

Provide a model for other universities in Wales and the UK on embedding global issues and sustainable development.

Activity 6

Network with other universities in Wales and the UK to continue to compare progress and practice.

The Project Officer attended a meeting with staff in Swansea University to discuss and compare progress on our two Higher Education projects, which are both funded by the Welsh Assembly Government. She has also consulted with projects in Bournemouth University, Glasgow Universities and the Higher Education partnership for Sustainability. She was asked to provide suggestions for the draft plan for Sustainable Development and Global Citizenship in Higher Education in Wales. The Project officer attended the April DEA Conference '*Graduates as Global Citizens*' in April and is taking part in the on-line discussion group formed as a result of that conference. The section on *Information, Dissemination and Networking* deals further with this objective.

OBJECTIVE 4

Provide in-depth, master's level continuing professional development (CPD) opportunities in EGCSd for practising teachers

Activity 7

Review and promote the bilingual module in EGCSd, offered within the University's postgraduate MA/MEd programme for part-time study.

The existing MEd/MA taught module on *Education for Sustainable Development and Global Citizenship* has been revalidated and reviewed and will be available in October 2005. It contributes to the School of Education's MA course and is advertised in the course handbook.

Activity 8

Co-ordinate, write and validate a 30 credit Master's level, bilingual, distance-learning module on EGCSd

The single 30 credit distance-learning Level 4 module was replaced by a series of 3, 10 credit modules in order to attract more teachers. These will provide an opportunity for teachers across Wales and UK (and further afield) to study in their own time, in achievable-sized modules, and in Welsh where required.

The modules were submitted for validation in January and validated in June. They are:

- *Global Education: Introduction*
- *Methods* (including teaching and learning strategies and curriculum planning); and
- *The Interdependent World*.

Three further modules, *Sustainable Change, Needs, Rights and Responsibilities* and *Diversity and Conflict Resolution*, were also validated in order to form the framework of a future Certificate course. These will be written in later academic years. Funding has already been received from the Welsh Assembly to produce the fourth module in 2006. The modules can count towards to any of the School of Education's MA courses.

The first two modules have been completed are currently being translated into Welsh. The third will be completed by mid-September. Each has around 13,000 words and 10 activities. The modules will be available from October 2005 and can be started at any time of the year.

Colour posters advertising both the taught and the new distance-learning modules have been sent to all LEAs. Details of the courses have also been e-mailed to all schools in Wales through our LEA adviser contacts. The distance-learning modules, in particular, have received much interest from LEA advisers who are actively recommending them to teachers. It is not yet known how many teachers will enroll on the courses. This will be known by October (for the taught course) and during 2005-06 for the distance-learning modules.

MONITORING, EVALUATION AND LEARNING

Monitoring and evaluation

Many of the project's objectives have already been achieved. These include all of the 'hard' outcomes such as the module audit and booklet, the distance-learning modules, the changes to the Sustainability Policy and the Strategic Plans. Some outcomes still have to be achieved, such as incorporation of a statement within the university's mission statement.

In general there is evidence that the project has considerably raised awareness of education about global issues and sustainable development within the university of Wales Bangor, and in the university sector of Wales as a whole. Within this sector, lecturers and senior management have become more alert to the issues. New teacher training students have also had their awareness increased.

Assessment later in the year, and in future years, will show the full effect of the project on the student population when we will know how many students choose to study the modules and the impact this has on them. Longer term outcomes will also include the impact on the workforce when SD and GC students graduate. This will need to be evaluated in later years.

The increased provision of continuing professional development learning opportunities will enable more teachers to become experts in this areas. We await the longer term outcomes such as impacts on teaching ESDGC in schools. We already have some excellent examples from the previous ITET project. Several PGCE and BEd students who took part in ESDGC projects have secured positions in local schools on the strength of their work. One such student also carried on to study the MA module in which she planned the school's work with Jamaica. On the strength of this they have now secured a £10,000 BT grant to continue the work.

The further evaluation procedures will be incorporated into the evaluation of the forthcoming, and related, project.

Learning

The example of the project's activities (and of the previous teacher training project) has been fed into, and influenced, the Higher Education section of the new Action Plan for Education for Sustainable Development

WEC's next project, to co-ordinate production of two new undergraduate modules on SD and GC arises directly from this current project, and builds on the learning and expertise gained.

There have also been some specific learning points from the *execution* of the project.

First we have been very pleased with the way the project has been supported and encouraged by the university's senior management. Without this support many of the activities would have been difficult to achieve. It is therefore recommended that any similar projects ensure that senior management is on board from the start.

Secondly, we have been encouraged by the amount of activity related to SD and GC which is going on in the university. However, universities are large organizations and often staff do not know what others are doing. We recommend that all universities audit current SD and GC practice and that they encourage cross faculty meetings of staff to discuss the issues. This can stimulate new ideas and ways of working.

Thirdly, many universities are undergoing a difficult process of restructuring and consolidation in order to satisfy funding council recommendations and to break even financially. This can cause low morale amongst staff and make it difficult to bring about change. It is essential that staff feel valued, and listened to, by senior management.

Finally, we recommend consultation with students. This has proved to be a very valuable part of our project and has given us many insights into how students see their courses, and also into the large amount of enthusiasm that students have for global issues and sustainable development.

INFORMATION, DISSEMINATION AND NETWORKING

This report will be sent to all universities in Wales, and made available to others in the UK through the Higher Education Councils Funding Councils (e.g. HEFCE and HEFCW) networks, through the Development Education Association Higher Education networks, the Cyfanfyd network and equivalent networks in Scotland and Northern Ireland.

The Project Officer has been invited to talk about the Bangor projects at a meeting of UCET (Universities Council for the Education of Teachers) in November. Information has also been presented to UCET-Cymru. There has already been considerable interest in the project from other universities and from the Higher Education Academy. This latter organisation has included the UW Bangor teacher training project and elements of this project in a book of case studies.

In addition, an academic paper is being written on the results of the student questionnaire. This will be submitted to the journal *Research in Education*.

The professional development modules have already been advertised widely through the Local Education Authority adviser network and through the Cyfanfyd newsletter.

Annex 2 PGCE student questionnaire

Your understanding of global issues and sustainable development

We are conducting a survey to find out if postgraduate ITET students acquired an understanding of global issues and sustainable development from their undergraduate degree courses. We would be grateful if you would answer the following questions. Your responses will help inform policy in UW Bangor and in higher education throughout the UK. Your replies will be kept private and confidential.

Title of ITET course	PGCE primary		PGCE Secondary	
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How would you rate your understanding of global issues and sustainable development?

very good	good	moderate	poor	very poor

In my undergraduate studies I gained an understanding of:	None at all	Very little	A fair amount	A great amount
Global interdependence				
Globalisation				
Sustainable and unsustainable development				
Poverty in the world				
Causes of famine in the world				
Causes of injustice in the world				
Causes of conflict and war				
Methods of conflict resolution				
Causes of environmental problems				
Human rights and abuses				
Climate change				
Reasons for economic problems in 'developing' countries				
Diversity of cultures in the world				
Biodiversity				
HIV/Aids				

What was the title of your undergraduate degree? e.g. BSc (Hons) Agriculture Year awarded

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At which university/college did you study?

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Which modules/options did you study?

Year 1	Year 2	Year 3	Year 4 (if applicable)

How old are you?

20-24		25-29		30-34		35-39		40 and over	
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What is your sex?

M		F	
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Thank you for taking time to complete this questionnaire. This project is funded by the Department for International Development (DFID) and the Welsh Assembly Government..