



Taking Stock

**A report from the UK Teacher Education Network for
sustainable development (ESD) /global citizenship (GC)
survey on provision for ESD/GC in initial teacher
education in the UK**

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1 Executive Summary

In 2009-10, the UK Teacher Education (TE) Network for Education for Sustainable Development and Global Citizenship (ESDGC) developed and implemented an email survey to explore how teacher educators approach ESDGC in their course provision. The survey aimed to establish the pattern of Teacher Education provision for sustainable development/global citizenship across the UK in primary and secondary so as to work with colleagues to support and develop provision in a more consistent form. It was sent to all Heads of Education in all English higher education providers and to named contacts in Scotland, Northern Ireland and Wales. It was also sent to all School - Centred Initial Teacher Training (SCITTs). By June 2010, 32 responses had been received from 27 providers. Researchers at the Development Education Research Centre (DERC) were commissioned to work with the Network Management Team at the Centre for Cross Curricular Initiatives (CCCI) to analyse the data and produce this report.

Data was analysed in terms of perceptions of ESDGC in survey responses, mapping the provision of ESDGC in ITE and barriers and enablers to ESDGC provision in ITE. The UK Teacher Education ESDGC Network hopes to use the results of the survey to better develop networking activities that could help providers meet some of the challenges outlined in the report. Overall issues raised in the report may help policy makers and ITE providers get a better sense of the types of ESDGC provision being offered to teacher trainee teachers and how provision may be enhanced.

The report makes a number of key points regarding the coverage of ESDGC in ITE provision across the UK:

1. There are different levels of understanding and interest in ESDGC and its potential role within ITE with individuals within providers, as well as between

providers. Also there is limited coherence between providers on how ESDGC is defined and used within ITE.

2. Coverage of ESDGC in ITE varied across and within institutes. In most instances ESDGC is not embedded within institutional provision. ESDGC tends to be included in only a few subject areas per institution, most regularly in two subject areas. In only four out of 27 providers, ESDGC was provided in more than four subject areas.
3. At a subject level more time was spent on ESDGC as a whole in design and technology, geography, (global) citizenship and science, than other subjects. Identified coverage of ESDGC was not high, even subjects areas spending more overall time. For example, 70% of providers surveyed did not indicate any input in ESDGC on geography, science or citizenship courses.
4. There was a lack of comprehensive co-ordination of ESDGC within many ITE providers. ESDGC was often driven by ad-hoc or driven by individuals, with limited support. Providers that had received external funding/support were more likely to have more comprehensive coverage and co-ordinated approaches to ESDGC.
5. Most ITE providers work with external bodies such as NGOs on ESDGC, particularly to teach sessions and provide resources. Most responding providers did not work with other ITE providers in the provision of ESDGC, nor did they have strong international links around ESDGC.
6. The following were noted as barriers to ESDGC in ITE provision: a lack of time and funding, limited staff involvement, the perceived importance ESDGC has and a lack of tutor expertise. Some respondents noted no constraints to ESDGC provision. The following were noted as the main facilitators to ESDGC in ITE provision: external support (especially funding), university-wide commitment to ESDGC, an existing knowledge base, enthusiastic individuals and government commitment.

Recommendations

The role of ESDGC in ITE could be enhanced further if:

- Government policy committed ITE providers to including input on ESDGC including across subject areas as is the case in Wales.
- More funding opportunities were available to ITE providers for ESDGC.
- Support for ESDGC was provided at university/institutional and departmental levels across the sector.

- More CPD was provided for ITE tutors to enhance knowledge and confidence in teaching ESDGC.
- The perceptions of ESDGC as an add-on within ITE were challenged.
- A wider range of subject tutors were encouraged to incorporate ESDGC into ITE provision and providers were committed to have more comprehensive coverage over subject areas and cross-subject area provision.
- Links between ITE providers and international links were developed and enhanced.
- Links between research knowledge and ITE tutors be enhanced in providers which have a research base in areas related to ESDGC.

The role of the UK Teacher Education ESDGC Network

The network already provides support and linking through, for example, the website, regional events and the annual conference but there may be other network activities that could help providers meet some of the challenges outlined in the conclusions and recommendations. For example, the network should consider what role it could play in developing partnerships between teacher education providers, between providers and NGOs and international partners. It could also play a bigger role in developing the knowledge and skills base of tutors and demonstrating the importance of an institutional approach to ESDGC.

At the time that the research was undertaken the policy context in all four nations was relatively favourable with respect to ESDGC. In relation to teacher education Scotland and Wales had explicit standards and guidance for ESDGC. Northern Ireland and England made no explicit reference to ESD/GC though the whole approach within Northern Ireland resonated well with the aims and philosophy of ESD/GC. Of the four nations England had the least explicit government support and guidance for ESD/GC. In all four nations ESDGC was built into the school curriculum. Since the survey data was collected and analysed the situation in relation to teacher education standards and guidance remains the same. But in

England we are witnessing what appears to be a major shift in government policy with respect to the school curriculum, the range of types of schools and their freedoms as well as the range of teacher education providers. The signs are that this new landscape will have implications for the teaching of ESDGC with the likelihood that it will become increasingly dependent on the choices exercised by the profession. Thus in the case of England this report should be read in the context of previous government policy.¹

Acknowledgements

The Network should like to thank all the providers who took part in the survey, the steering group for their invaluable advice and support in constructing the survey. Thanks to Lisa Jones at CCCI for handling all the responses and chasing providers for data. We should also like to thank the Development Education Centre at the Institute of Education for undertaking the analysis of the data and collaborating on the writing of the report.

¹ The National Curriculum in England is currently under review. Teaching of the new Programmes of Study for English, mathematics, science and physical education becomes statutory in September 2013 and other subjects in September 2014. The Importance of Teaching: Schools White Paper (November 2010) and the Education Bill (January 2011) contain proposals for changes in the provision of schools and in Initial Teacher Education.

2 Introduction

Discussion at the UK Teacher Education (TE) Network for Education for Sustainable Development and Global Citizenship (ESDGC) meeting on 5th October 2009 highlighted the need to find out more on how teacher educators approach ESDGC in their course provision. We took the term teacher educator to include tutors in higher education institutions, school partners and school based providers.² After discussion about the complexity of the ITE sector it was proposed to develop a survey to find out what is happening in each region.

The Steering Group considered who would be approached and how the survey would be conducted. They gave guidance on the information to be collected from the survey. Specifically the survey aimed to provide information on the coverage of ESDGC in institutional settings across the UK. The survey was designed by the Centre for Cross Curricular Initiatives (CCCI) Network Management Team and administered by CCCI at London South Bank University. It collects both qualitative and quantitative data.

Dr Frances Hunt and Hannah Li Ting Chung offered support for data analysis from the Development Education Research Centre (DERC) at the Institute of Education, who in liaison with Maggie Rogers and Sally Inman (CCCI) have produced this report.

At the time that the research was undertaken the policy context in all four nations was relatively favourable with respect to ESDGC. In relation to teacher education Scotland and Wales had explicit standards and guidance for ESDGC. Northern

² Throughout this report we use the term provider to include the partner schools that work with HEIs to provide teacher education or in the case of SCITTs to refer to the school based teacher education

Ireland and England made no explicit reference to ESD/GC though the whole approach within Northern Ireland resonated well with the aims and philosophy of ESD/GC. Of the four nations England had the least explicit government support and guidance for ESD/GC. In all four nations ESDGC was built into the school curriculum. Since the survey data was collected and analysed the situation in relation to teacher education standards and guidance remains the same. But in England we are witnessing what appears to be a major shift in government policy with respect to the school curriculum, the range of types of schools and their freedoms as well as the range of teacher education providers. The signs are that this new landscape will have implications for the teaching of ESDGC with the likelihood that it will become increasingly dependent on the choices exercised by the profession. Thus in the case of England this report should be read in the context of previous government policy.³

3 Survey methods and response coverage

The survey was sent to all Heads of Education in English Higher Education Institutions (HEIs) and to named contacts in Scotland, Northern Ireland and Wales to pass on to their relevant networks. It was also sent to all SCITTs. A range of methods were also used e.g. Network steering group members, the ITE (initial teacher education) contact list for the TE Network.

Individuals contacted were introduced to the aims of the survey

... to establish the pattern of Teacher Education provision for sustainable development/global citizenship across the UK so as to work with colleagues to support and develop provision in a more consistent form.

³ The National Curriculum in England is currently under review. Teaching of the new Programmes of Study for English, mathematics, science and physical education becomes statutory in September 2013 and other subjects in September 2014. The Importance of Teaching: Schools White Paper (November 2010) and the Education Bill (January 2011) contain proposals for changes in the provision of schools and in Initial Teacher Education.

They were provided with information on the TE Network on ESDGC and asked to complete a questionnaire (see Annex One), or send onto another relevant member of staff. Reminders were sent. By June 2010, 32 responses had been received from the following providers and locations. Responses came from 27 providers, with four providers supplying more than one response (meaning there were 32 institutional responses). For the purposes of analysis, institutional responses from the same institution were grouped together (but any duplication identified, removed):

Table One: Institutional responses

Regional location	Institutional codes ⁴	Total number of responses	Number of institutional responses
Midlands (M)	1, 14, 17, 19, 21	6	5
South East (SE)	2, 8, 15, 22, 23, 24	9	6
North East (NE)	3, 20, 27	3	3
London (L)	4, 6, 9, 11	4	4
North West (NW)	5, 7, 16	3	3
South West (SW)	10, 13, 18	3	3
Northern Ireland (NI)	12, 25	2	2
Wales (W)	26	2	1

Responses also came from three external organisations (Centre for Global Education (CGE), Development Education in Dorset (DEED) and World Education Development Group (WEDG)) and while this data will not be used in the main bulk

⁴ For purposes of analysis each institution was given a code, these are referred to throughout the text, which allows for connections and patterns between responses to be better understood.

of the analysis, it may add to data where relevant. There were no responses from Scotland. Respondents were from the following subject areas / posts⁵ (see Table Two):

Table Two: Subject area / post of named respondent

Subject area / post of named person	Number of responses
Primary	3 (3 ⁶)
Director of Studies / ITE	7
Geography	3 (2)
Citizenship	1
History	1
Design and Technology	2
Science	(1)
BA Ed	1
Unknown	4
Global dimensions / SD link person	4
International education / development / international links (rather than ITE)	3

Responses offer an indication of the types of coverage institutes are providing, however there are some caveats with the data, which are discussed below.

3.1 Caveats with the data

There are a number of issues with the data collected, in particular around the mapping of institutional provision (see Section 4.2). So while the data provides insight into sustainable development education and global citizenship coverage in ITE which is useful and informative, not too much significance can be placed on the outcomes. Caveats include the following:

⁵ Some responses had more than one respondent.

⁶ Numbers in brackets are where one respondent covered more than one area e.g. primary and geography.

- Respondents have completed the form in various ways. Under time given to ESDGC (per academic year) (q. 3) some have responded in hours; others days; others sessions; others modules and optional modules; others weeks. The authors had to interpret these findings.
- Field trips and school placements were included with little indication as to how ESDGC was addressed or time allocated.
- Several respondents talked of ESDGC being '*implicit throughout the course*' or '*permeating the whole course*', but did/could not quantify this. One respondent stated how it was '*very difficult to quantify (ESDGC) as it "drops" into various elements of programmes*'; another, '*it is very difficult to put a time on this*'. One reply states, '*discussion with colleagues delivering ITT modules have revealed their disapproval for this question because ESDGC is embedded within topics as applicable (rather than having separate dedicated time) ... An estimated 10% for each module has been given*'.
- There is no way of gauging the quality of input, nor how or the extent to which ESDGC is addressed in the sessions highlighted.
- It is likely that not all respondents know the extent to which ESDGC is covered across all subject areas and might not have been able to complete form accurately. One respondent stated, '*the very limited response to the request for information from Institute staff makes it difficult to be confident of the accuracy of any view of the provision of ESDGC in teacher education in the Institute*'; another '*I'm sorry but I can't collect this information*' (due to the depth in ITE provision in the institute); and another, '*impossible to give all this detail – sorry – as we are a large provider*'.
- Some responses to the survey, while included in the results presented are disproportionately high compared to other courses and institutional inputs. For example, one institution (11) indicated design and technology had 156 hours of input on ESHGC and geography had 119 on geography - more

than triple (and double) the other largest course inputs. These numbers appear to be correct numbers, but if not may distort the analysis.

- Whether all providers who responded provide ITE provision in all subject areas is unknown. This would have some bearing on percentage calculations as seen in Table Four.

Where two responses from the same institution are included, they can at times provide opposing views. For example, in listing constraints to ESDGC provision (see Section 4.3) in institution 14, one tutor noted no internal or external constraints, while the other thought time was a significant constraint. Both views were included, but indicate neither respondent is aware of the '*full picture*'.

4 Analysis

The analysis section comprises:

- Perceptions of ESDGC found in responses;
- A Mapping of provision of ESDGC;
- Identification of barriers and enablers to ESDGC provision at ITE level.

4.1 Perceptions of ESDGC

The language used and examples given in the questionnaire responses give us an indication of how the respondents and institutional providers are defining ESDGC and their understanding of where it fits into teaching programmes.

Overall, there are **different levels of articulated understanding and interest** in ESDGC and its potential role within ITE. This varies between individuals within providers, as well as between providers. Some responses indicate a sophisticated understanding of some of the complexities of incorporating ESDGC within ITE, whilst others engage quite lightly with concepts and approaches. Some of the range of responses and understandings are included below:

More comprehensive / complex understandings:

As a result of staff development under the direction of a DFID project several years ago (ESDGC) is well understood by PGCE staff members and tutors have undertaken to incorporate its principles into their teaching programmes (25⁷).

We are aware that this is a highly complex and contested area (2).

Individuals with understanding and interest, but not comprehensive throughout departments:

There are a minority of staff who have an integrated view of ESD and Global Citizenship. For others it is an adjunct to science and technology education ... Knowledge of the Sustainable Schools Strategy is patchy and even fewer members of staff would be able to identify 2005-2014 as the UN Decade of ESD. Those who are engaged with the Global Citizenship and International Education options have a sophisticated understanding of these concepts and their synergies (7).

ESD and GC are understood by a few individuals within the (institution) (22).

Acknowledged limited understandings and interest:

Probably not understood very well or very widely. We are currently trying to address this (17).

There is interest in ESD across different schools but less sure about GC as such (21).

The questionnaire responses indicate that there is **limited coherence between providers** on how ESDGC is defined and used within ITE. Responses articulated ESDGC in different ways, e.g.:

- thematically/ conceptually;
- through subject-specific focus;
- through a policy or research lens;
- at a practical teaching / learning level.

In many cases, there was emphasis on **thematic / conceptual framings of ESDGC**, which were used to shape ESDGC initiatives and approaches. This was done around a number of key concepts (e.g. values, rights, active citizenship), as explored below. Interestingly, many of the responses are located at an institutional

⁷ Number in brackets after quotes relates to the institution code, as per Table One.

level, as opposed to an ITE level (especially with regard to sustainable development). Only a few responses (e.g. providers 5 and 6) offer a conceptual framing for the whole PGCE programme which draws on aspects of ESDGC.

Values education

(The programme) is approached as a part of a commitment to values education (1).

Social justice

The (institution) has a commitment to social justice, as evidenced throughout the current Corporate Plan. We are a Fair Trade institution (1).

Active citizenship

(the institution) has a long tradition of offering opportunities for volunteering for students and staff, both locally and through international links (5).

Rights

We do not label any of our work ESDGC across the whole programme as such but we have re-branded the whole PGCE course as a 'rights respecting PGCE' which means we embed Children's Rights through the whole Professional Studies Programme (6).

Sustainable development

It is emerging as an important educational objective – for example being recognised in the university's environmental strategy. We also have an ESD Forum within the university ... to explore ways new ESD initiatives can be developed (19).

High priority – University strategy (2020 vision) has it built in; fair trade purchases; energy efficiency strategy; travel/transport strategy; these are translated at department level (...).

Global group – primary, secondary, administrators and technicians represented - meetings termly. University Sustainability committee with e-newsletter, recently developing ways to improve the campus with ESD in mind ... (11).

Global dimension

Education for Sustainable Development and Global Citizenship are understood and taught through the umbrella concept of the Global

Dimension, with an emphasis on pedagogical approaches, deepening levels of critical enquiry and moving from awareness to action for change (5).

Critical engagement

It is important to us that these areas/ themes maintain their critical, educational and intellectual integrity ... We very much emphasise an enquiring, analytical approach to these issues which demand that students (and their pupils) investigate these highly complex issues in a critical and educationally appropriate manner ... It is an important part of our mission that we help student teachers appreciate the need for young children to have the opportunity to critically evaluate, respond to and understand economic, environmental, political and social issues of relevance to us all (20).

In some responses ESDGC is located within and articulated through **specific-subject area provision**, rather than being embedded / conceptualised across the PGCE programmes in general. Often these subjects tend to be similar, e.g. geography, science, etc. These can be seen in Table Three.

Table Three: Conceptualisations of ESDGC through subject area provision

Subject area	Providers that conceptualise ESDGC through subject area provision	Number of providers
Science	3, 9, 22, 26, 18	5
Geography	8 (GC only), 14, 9, 16, 21, 24, 18	7
History	14 (GC only)	1
Design and technology	9, 16, 26	3
RE	16	1
PSHE	16	1
Cross – curricular module	10, 18	2
Art	22	1
English	22	1
Music	22	1
Citizenship	18	1

Linked to this are respondents who conceptualise ESDGC seemingly within a **teaching and learning** agenda. For example, one respondent describes how ‘the main thrust (of ESDGC) is on defining terms and discussing ways of introducing ESD in the classroom’ (2).

Only two respondents locate ESDGC within a **policy focus / as a requirement for QTS**. One institution (2) describes: ‘*the two stands of ESD and GC (as) cross-curricular themes within the national curriculum*’ (and is such is located both within and across subjects). Whilst another (26) highlights the role of ESDGC ‘*in the professional standards for qualified teacher status*’ and therefore, ‘*an issue of national significance*’. In this regard trainee teachers’ ability to teach ESDGC is assessed at university and school levels.

Other providers highlight a **research focus** to ESDGC, locating the concepts within academic literature (23) and research projects / students (4, 13) – moving away from PGCE provision. For example:

The University has a significant research focus on sustainable development across 13 departments and 7 centres of expertise ... These have all grown out on the interests of academics. The Department of Education is no exception; it has teaching that focuses on education and learning related to sustainable development (ESD) in PGCE / MA / EdD / PhD programmes, and in work with local teachers and schools. The Department has strong links with the International Development group ... where issues of development, citizenship and globalisation are of shared interest (13).

To summarise, there are a range of understandings of ESDGC and its role within teacher training within and between ITE providers. There appears to be limited coherence between ITE providers on how they conceptualise ESDGC in ITE.

4.2 Mapping institutional provision of ESDGC

The survey offers a substantial overview of ESDGC related activities in various providers. There are indications of where activity on ESDGC is more common, for example in specific subject disciplines like geography, and where it is less common. The analysis identifies subject areas which have little or no coverage in

certain providers, and where provision is higher. It provides some indication as to the types of provision and activities delivered, including highlighting cross-curricular / subject area initiatives. The analysis also identifies the kinds of organisations ITE providers are partnering with and the type of support they receive from these organisations.

Table Four maps institutional and subject area inputs in ESDGC (see 3.1. for caveats).

Table Four: Mapping (institutional and) subject area inputs in ESDGC

SUBJECT AREA	TOTAL FOR ALL PROVIDERS (HOURS)	PROVIDERS PROVIDING INPUT IN SUBJECT AREA (NUMBER)	AVERAGE INPUT FOR INSTITUTIONAL PROVIDERS IN SUBJECT AREAS (HOURS)	AVERAGE INPUT OVER ALL INSTITUTIONAL PROVIDERS IN SUBJECT AREAS (HOURS)	PERCENTAGE OF OVERALL TIME SPENT ON ESDGC PER SUBJECT AREA
CROSS SUBJECT					
Cross subject BA	67.5	4	16.9	2.5	6%
Cross subject primary	122	9	13.6	4.5	11%
Cross-subject secondary	59	10	5.9	2.2	5%
SUBJECT AREAS (both primary and secondary)					
Design and technology	206	5	41.2	7.6	18%
Geography	201	8	25.1	7.4	18%
(Global) citizenship	158	8	19.8	5.9	14%
Science	80	8	10.0	3.0	7%
English	60	4	15.0	2.2	5%
Other	40	5	8.0	1.5	4%
International education	35	2	17.5	1.3	3%
History	31	5	6.2	1.1	3%
Religious education	20	4	5.0	0.7	2%
Business and economics	10	1	10.0	0.4	1%
MFL	9	2	4.5	0.3	1%
Music	7	3	2.3	0.3	1%

Art	7	2	3.5	0.3	1%
Humanities	6	1	6.0	0.2	1%
IT	6	1	6.0	0.2	1%
Maths	5	2	2.5	0.2	0%
PE	4	2	2.0	0.1	0%
Home economics	1	1	1.0	0.0	0%
TOTAL	1134.5	27	42.0	42.0	100%

Table Four offers the following insights:

- The 27 providers surveyed identified a total of 1134.5 hours of ITE institutional input on ESDGC across its subject areas.
- Most input in terms of total time spent across the 27 providers was on design and technology (206 hours), geography (201), (global) citizenship (158), cross subject primary (122) and science (80 hours).
- The least time spent in terms of input across the 27 providers was on home economics (1 hour), PE (4), maths (5), IT and humanities⁸ (both 6 hours).
- Providers were more likely to provide ESDGC contributions in the following subject areas: cross subject secondary (10 providers), cross subject primary (9 providers), geography, global citizenship and science (all 8 providers).
- Inversely, 70% (19/27) of providers surveyed did not indicate any input in ESDGC on geography, science or citizenship courses⁹; other subject areas were seen to have fewer providers providing ESDGC (e.g. 85% (i.e. 23/27) of providers indicated no input in ESDGC in religious education ITE courses; 96% (26/27) in business and economics; 82% (22/27) in history; and 85% (23/27) in English).

Table Five maps subject specific inputs per institution:

Table Five: Institutional breakdown of ESDGC inputs per subject area

⁸ Although humanities could be included in the history and geography inputs.

⁹ Presuming that all 27 providers provide these courses.

Institution code	1	14	17	19	21	2	8	15	22	23	24	3	20	27	4	6	9	11	5	7	16 ¹⁰	10	13	18	12	25	26
Location	M	M	M	M	M	SE	SE	SE	SE	SE	SE	NE	NE	NE	L	L	L	L	NW	NW	NW	SW	SW	SW	NI	NI	W
cross subject BA (hours per year)						2.5		18										15	32								
Cross subject primary				20		1			3				48					10	3			24		12		1	
Cross-subject secondary		6	3	2							8					26		5	3				1	4		1	
Subjects																											
Global citizenship	4			8			2									20			52	30				12		30	
RE	12							6									1	1									
geography		6			3	4		16			27						6	119		20							
science									20			18		2	2	3	10						15				10
business and economics															10												
MFL																3				6							
Music								3								3										1	
English																3	16	40								1	
PE																3										1	
Maths																3		2									
international education								26												9							
design and technology								3									6	156								1	40
history		13						13						2			2									1	
art								6																		1	
humanities													6														
IT									6																		
home economics																										1	
Other	2	3						10																10		15	
TOTAL (hours)	18	28	3	30	3	7.5	2	101	23	6	35	18	54	4	12	64	41	348	90	65	0	24	16	38	0	54	50

¹⁰ Respondents 16, 18 and 26 found it difficult to provide this information and did not complete the form accurately.

ESDGC IN SUBJECT AREAS (no.)	3	4	1	3	1	3	1	9	2	1	2	1	2	2	2	8	6	8	4	4	0	1	2	4	0	11	2
Self allocated grade	4	4	1	2	1	4	3	3	4	5	4	5	5	4		5	2	3	4			4		4	1	3	5

Some insights can be drawn from the data in Table Five:

- ESDGC is provided most regularly in two subject areas per institution and on average in three subject areas. These numbers suggest that far from being 'embedded' across subject areas, ESDGC tends to be included in only a few subject areas per institution.
- In only four out of 27 providers was ESDGC provided in more than four subject areas.

Regionally there seems to be some difference in provision, with four providers in London providing on average 116 hours of provision each; the three providers in the north west providing on average 52 hours of provision each; but the five providers in the Midlands providing 11 hours of provision each. The other areas fall somewhere in between, with the north east, south west and northern Ireland all providing on average between 25-27 hours of provision each.

Table Five also includes self-allocated grades, where respondents were asked to identify how they rated on a scale of 0-5 (0 = not relevant at all; 5 = very important) how high the ESDGC agenda was within their department / school / faculty. Only 23/27 providers offered such a grade. The self-assessed grade gives us little actual information about the provision.

For example, institution no.11 in London, which stated it provides 348 hours of provision, rates institutional provision at a 3, as does institution no. 15 with 101 hours of provision.

While institution no. 24 has 35 hours of provision over two subject areas, no. 22 has 23 hours of provision over two subject areas and institution no. 2 has 7.5 hours of provision over three subject areas – and they all allocated themselves a grade 4.

What it might show us is how much providers perceive they should be doing and how much they think might be left to do (see Table Six). In this case many of the providers (14/23) allocate themselves at grade 4 or 5, while the average number

of hours of provision for those 14 providers is 33, the average number of courses covered is 2.5, with the most frequently stated number of courses at 2. It suggests gaps in provision, but with limited awareness or drive to increase the coverage or provision. While the average number of hours of provision for respondents grading their institution at a 3 was 126, with an average of 7.3 subject areas covered. This suggests more of an awareness (or willingness) of what might be done and gaps in current provision. Only 5/23 providers grade themselves at 1 or 2 – with an average 22 hours of provision each.

Table Six: Self allocated grades versus actual provision of ESDGC¹¹

Self allocated grade	Number of respondents	Average hours per annum	Average number of courses with ESDGC provision	Most frequently cited number of courses (mode)
Grade five	5	38.4	2.8	1 and 2
Grade four	9	29.7	2.8	4 and 2
Grade three	4	126	7.3	All different
Grade two	2	35.5	4.5	Both different
Grade one	3	3	0.7	1

ITE providers also gave more qualitative information about the approach to ESDGC they are adopting. These have been unpacked into inputs and activities ITE providers are using with trainee teachers on ESDGC and can be seen in Table Seven.

¹¹ 19 - This is an important question but one that is difficult to answer in terms of different course leaders would score it differently – and this is data I've not been able to gather.

Table Seven: Activities and delivery mechanisms for ESDGC provision across ITE providers

Provider inputs	Providers	Number of responses highlighting this
Introductory lecture(s) to ESDGC (or related areas) and / or professional studies	6, 2, 5, 11, 13, 17, 18, 19, 24, 25	10
Through subject areas e.g. lectures, workshops, etc.	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	24
Relevant modules (optional and non optional) and ESDGC projects	5, 15, 20, 10, 11, 16, 18, 19, 22, 25, 26	11
Use of terms such as 'embedded' and 'integrated' across PGCE	20, 11, 15, 5	4
Activities, resources and pedagogic approaches		
Providing resources on ESDGC for trainee teachers	14, 27	2
Linked to other cross curricula themes e.g. community cohesion	11	1
Discussion of ESDGC concepts	14	1
Range of teaching and learning approaches e.g. role play, drama, student presentations	11, 14, 22, 25	4
Teaching practice / assessment		
Assignments with ESDGC link	11, 1, 4, 10, 14, 22, 26, 27	8
Trainee teachers report on achievements related to ESDGC during school experiences	26	1
Trainee teachers examined during school placements	26	1
Wider opportunities for trainee teachers		
Trainee volunteering programmes / community engagement projects	5	1
Trainee teachers link to relevant awards	5	1

schemes		
Extra curricular activity programmes for trainee teachers	5	1
ESDGC conference for trainee teachers	5	1
Visits, fieldwork, etc.	11, 1, 7, 10, 18, 24	6
International links	15, 12, 2, 5, 25	5
Wider institutional / external support		
Within departmental policy documents	15	1
Institution wide commitment (particularly on SD)	26, 7, 1, 11, 19	5
ESDGC included in module/course validation requirements for tutors	26	1
Linking to external agendas e.g. Agenda 21, sustainable schools	2, 5	2
Links to departmental research	4, 13, 14	3

Table Seven suggests that providers are more likely to provide ESDGC activities through subject area provision and cross-subject area lectures / modules. There is some emphasis on assignments including aspects of ESDGC, but little focus on trainee teachers' teaching practice. While some providers have arranged visits and fieldwork around ESDGC, only one institution (5) notes the link to active citizenship, volunteering and community programmes. While there is sometimes institutional commitment to issues such as sustainable development, more could be done to embed ESDGC into policy and practice within departments as a whole.

4.2.1 Management and co-ordination of ESDGC across PGCE programmes

Respondents were asked how ESDGC is co-ordinated within their institution. There were a range of responses. Most apparent (but often not articulated) was a seeming **lack of co-ordination across subject areas in a comprehensive manner**. This is evident in some respondents' lack of knowledge of provision

across subject areas and the focus of ESDGC with certain individuals who are interested in it, but without an institutional remit to take it further.

The responses locate ESDGC provision in ITE at different stages and with different levels of engagement. Responses indicate that **embedding ESDGC across ITE provision is a process, with providers at different stages**. While many providers seem committed to developing a more co-ordinated response, others have placed less emphasis on this as a priority. Government funding has appeared to help a number of providers in developing more coherent and co-ordinated approaches to ESDGC in ITE.

Responses have been grouped (although some could cross-over categories) to indicate the sort of stages providers might go through and be at in terms of management and co-ordination of ESDGC in ITE.

ESDGC seen as not core

These responses indicate that ESDGC is not seen as core and tutors have limited understanding. Two of the responses suggest future development in the area.

It is not core and there are no specific policies or assurances to make it an integral part of any of the courses (9)

We appreciate the importance, but only at the beginning of the process (11).

I still think a lot of staff would not see this to be a core aspect of all teacher training courses (19).

Probably not understood very well or very widely. We are currently trying to address this (17).

We really struggle to devote time over and beyond 'core' coverage (17).

Lack of awareness of ESDGC provision

These responses suggest that while ESDGC might be taking place, respondents are unaware of the types of provision across subject areas within the institution. This hints at an uncoordinated approach to ESDGC by these providers.

The very limited response to the request for information from Institute staff makes it difficult to be confident of the accuracy of any view of the provision of ESDGC in teacher education in the Institute (7).

We are still at an early stage in terms of auditing and developing where the GD appears in our courses. We have begun by working specifically with (four subject areas) ... we have yet to gain the full picture from across the board (4).

Lack of co-ordinated response to ESDGC

These responses indicate that ESDGC provision within ITE in these providers is often informal and ad hoc, without designated responsibility.

What the table below (in response to q. 3) indicates is that there is no orchestrated or integrated provision for ESDGC ... (7)

This is currently done informally within the University by the BA (Ed) teaching team. There is no individual with overall responsibility. (A DEC) plays a role in coordinating the ESDGC work since they are involved with the different programmes, e.g. PGCE and BAEd (22).

Within the PGCE Curriculum Area leaders plan their own programmes, Tutor meetings are used to discuss and share ideas (27).

It is encouraged but not co-ordinated (26).

If ... these returns do convey a relatively authentic view of ESDGC provision they indicate at best an idiosyncratic, subjective and patchy approach (7).

Features in certain subject areas, not core or compulsory

The following responses indicate ESDGC is covered in certain subject areas, but is not co-ordinated across the department. Subject area specialists manage this work within their own workload, but it's not core or compulsory for other subject areas to take this forward.

Features in the PGCE Geography course but not aware that it is part of any other course (21)
I don't (think it's co-ordinated) – it is just me in the School of Ed (21).
Through PGCE Geography tutors and in contact with DEC (14).
... Within the School of Education and ITE this is work (ESD) that I currently lead on by myself mainly (19).

Awareness of staff, but not necessarily a priority

In the following responses respondents indicate awareness and commitment to ESDGC, but with it not necessarily being a priority within their workload.

Staff are familiar with its terms and principles, and it is clearly visible (sic.) in the Local and Global Citizenship elective programmes. There is evidence of ESDGC across the curriculum but such is the nature of ITE that teaching and learning concerns continue to dominate (25).
There is a Faculty commitment to GC however ... this is not necessarily evident in course provision (16).

Responsibility of one staff member

The next responses show individual members of staff co-ordinating ESDGC provision within an institution. Often these staff members have a particular interest in the subject area and promote it to other tutors.

Tends to be the responsibility of one or two members of staff who are interested and motivated rather to suggest ideas, act as role models rather than it being statutory part of the institution and embedded within it.
I am the module leader and teacher advocate for the global dimension and I co-ordinate all the work in this area (10).
I'm not sure I do (co-ordinate ESDGC within the institution). I don't have any hours to coordinate GC although I've been involved with promoting it for a number of years (16).
The primary lead tutor for Humanities (history, geography and RE) co-ordinates most of this aspect of provision at present with support from other members of staff (in particular the Art lead tutor) (20).

Responsibility of more than one staff member

The following responses indicate a more co-ordinated approach to ESDGC in ITE among a group of subject tutors.

Programme tutors work together – there is little cross programme co-ordination. A small group of interested tutors have published a paper and meet from time to time to discuss ESDGC (22).

Via a working group of 4 curriculum tutors (24).

One person is i/c (institution co-ordinator) Prof Studies on primary and another i/c the electives. One person i/c the CCD day on secondary and another i/c the Cit PGCE, another is i/c Geog PGCE (18).

The coordinator's post was discontinued when funding ended. Co-ordinated by the two ... Citizenship tutors (25).

Developing a vision and co-ordinated approach towards ESDGC

The final responses indicate a more comprehensive and substantive effort in embedding the ESDGC in ITE within and across subject areas. The responses are at different stages (with no. 4 at the beginning of the process). Some have developed a vision and plan for ESDGC they are working towards. Many of these providers have had external (financial) support to help this process. For example, one institution (4) indicated that external funding is allowing them to map ESDGC provision across the subject areas, with the aim of developing and embedding it within the curriculum.

As a result of staff development under the direction of a DFID project several years ago (ESDGC) is well understood by PGCE staff members and tutors have undertaken to incorporate its principles into their teaching programmes (25).

In 2005/06, a strategic review of (the institution's) Education faculty identified the need to address the global dimension explicitly within its provision. (External funding was then received to develop active global learners and embed the global dimension within teacher training and education programmes; there is also an emphasis on volunteering and active citizenship across programmes) (5).

The project was supported by senior management, but maintaining the ESDGC agenda and developing the project has been largely due to a lead tutor supported by a steering group, a core group of Global Dimension “champion” tutors and a consultant from (a DEP). The employment of a Global Dimension Support Officer ... offered the opportunity to raise the profile of the project still further (5).

Our Geography team pioneered raising awareness of ESDGC a few years ago with a visiting speaker and a launch afternoon sharing ideas, activities and fair trade tea! (the institute) has been developing the ITE programme to include ESDGC ever since. We are fortunate to have support from the majority of staff who are committed to the importance of ESDGC in education. (It is) becoming more explicitly included as we move to embed ESDGC in many modules. We have validated modules with ESDGC embedded in them such as geography, design and technology and science in the UG and PG programmes. A ‘global’ group co-ordinates initiatives across primary and secondary phases and (the institute’s) ‘sustainability’ group oversees university wide initiatives (11).

In the PGCE (Primary) programme, education for sustainable development and global citizenship are considered to be fundamental to student teacher development. For this reason, they are approached through an embedded and focused approach within the taught PGCE programme. It is an important part of our mission that we help student teachers appreciate the need for young children to have the opportunity to critically evaluate, respond to and understand economic, environmental, political and social issues of relevance to us all (20).

4.2.2 External links

Many of the providers who responded have worked with external organisations in the pursuit of ESDGC. 23/27 providers (i.e. 85%) of those responding had worked with external organisations, only 4/27 (i.e. 15%) had not. The range of external partners identified include government donors (DEP, DFID), international organisations (EU, UNESCO), NGOs (Oxfam Education, UNICEF, Amnesty, BIHR, Red Cross, Cafod), local DEC’s (WEDG), global learning networks (TIDE Birmingham), HE resource centres (Escalate), local schools, and children’s services. One organisation notes links to other institutions in Nepal and Mauritius, but the majority are UK-based.

Respondents were asked how they had worked with external organisations, they were allowed to include as many ways as they liked. Results can be found in Table Eight.

Table Eight: How ITE providers work with external organisations on ESDGC

How providers had worked with external organisations	Number of responses	% of providers who worked with external organisations (i.e. 23)
Develop a focus on ESDGC / course planning	5	21.7
To find resources	16	69.6
Study / residential visits	2	8.7
CPD for tutors	5	21.7
Deliver teaching sessions	18	78.3
Develop links (e.g. to schools, Las, etc.)	2	8.7
Allow trainee teachers to deliver teaching sessions	1	4.3
Funding	3	13.0
Auditing of provision / trainee teachers work	2	8.7
Providing venues	1	4.3

Table Eight indicates that in most cases, external support is being used to deliver teaching sessions and provide resources for teaching and learning. There is much less focus on external providers working longer term guiding courses and CPD for tutors. This in itself is interesting. It appears external partners give expertise (in delivering sessions) probably in areas where tutors feel less willing/able, yet tutors seem less concerned with using external partners to develop their subject knowledge (e.g. with CPD), in order for them to run ESDGC sessions in the future.

Most responding providers did not work with other HE ITE providers in the provision of ESDGC (see Table Nine), although some noted that this is something they might like to pursue in the future. Only 4/27 respondents (i.e. 15%) stated their institution had worked with other ITE providers on global issues; 21/27 (i.e. 78%) had not and there were 2 providers that did not respond. 5 respondents indicated an interest in working with other ITE providers on this issue. These results indicate limited intra-institutional support for ESDGC, with many providers working in isolation on similar topics.

Table Nine: Number of providers working with other ITE providers on ESDGC

Yes	4 (1 research focus)
No	21
Don't know	2

Only five of the responses (no. 2, 5, 12, 25 and 15) note the importance of international links within their ESDGC provision. These links include groups of students visiting India 'so they can experience a different culture and ways of working at first hand' (2), a 9 day student visit to Malawi (25), and students getting opportunities to volunteer through international links (5). The direct international links with student teachers and ITE from the other two providers was less explicit (e.g. no. 12 seemed research-related). Given the role that international links can play in enhancing knowledge and awareness, perhaps this is an area that could be developed within ITE programmes.

4.3 Constraints to ESDGC in ITE programmes

A number of constraints and potential constraints to incorporating ESDGC into ITE were highlighted by respondents in the survey. One question specifically asked for brief descriptions of the internal and external constraints faced by ITE providers in promoting ESDGC; however constraining factors were also mentioned throughout survey responses. Respondents were able to identify

multiple factors, with some tutors responding on the basis of their subject areas and others with regard to the whole institution. These are recorded in Table Ten and explored in more detail in the section to follow.

Table Ten: Constraints to ESDGC provision in ITE programmes

Constraint	Number of providers mentioning as a constraining factor	% of providers who noted this as a constraint
Lack of time	18	67%
Lack of funding	9	34%
Perceived importance of ESD/GC	6	22%
Lack of tutor expertise	2	7%
Limited staff involvement	8	30%
No constraints	4	15%

These responses are unpacked in more detail below.

4.3.1 Lack of time

Many tutors perceive teacher training courses as becoming increasingly crowded with content that it is essential to cover related to the Qualified Teacher Status (QTS) standards and the Training and Development Agency (TDA). Where ESDGC is not seen as 'core', but rather an add-on, a lack of time becomes more evident. Respondents note, for example:

Lack of time within the programmes particularly the PGCE programme is a real problem (22).

Constraints are mainly related to time. There is much content in teacher training courses and we need to cover it all (26).

Time! We really struggle to devote time over and beyond 'core' coverage (17).

We are faced with many very important demands on time/space in the programme (27).

There are over 80 adjectival educations and a smaller number of prepositional educations competing for space in the crowded teacher education curriculum. When faced with such vociferous demands for curricular space the gatekeepers of teacher education are inclined, in the absence of external directives, to refuse all these claims in a sense of equity or to allocate some of these educations elective space. Unless the ESDGC lobby argues that ESD is more important than all the other prepositional and/or adjectival educations it becomes difficult to prioritise curricular spaces in its favour (7).

Time was also a factor for one respondent who was the main contact for ESDGC in ITE in her institution, but had no allocated time to develop this role further:

I don't have any hours to coordinate GC although I've been involved with promoting it for a number of years (16).

In PGCE courses, in particular, student teachers are on placements for the majority of their training with time-limited input from the University. In some subject areas such as Citizenship/Geography aspects of ESDGC are covered naturally in the training sessions regarding subject knowledge and curriculum. However, there are often perceived difficulties in embedding ESDGC in courses that have a less obvious connection to their subject matter with it being seen as an expendable add-on.

There were some examples of more substantial modules in longer BEd / Education Studies (some) with QTS courses which have more flexibility and contact time with trainee teachers over a number of years. These modules provide more time and space for students to come to a critical understanding of their role as educators. Many were optional modules and relied on trainee teachers selecting them for study.

Global Citizen and Education – optional module for Education Studies degree students, including opportunity to deliver a session on a global dimension theme to Year 8 pupils in partnership schools. Topics covered in the module include: citizenship/global citizenship; comparative education; poverty and interdependence; methodologies such as Open Spaces for Dialogue and Enquiry (5).

4.3.2 Lack of funding

34% of institutional responses noted a lack of funding was an issue in supporting ESDGC in ITE. Comments include the following:

Finances, like everyone else! (10).

The need for external research funding is a large constraint (13).

Funding for other agencies (as mentioned in Q4) to be paid in order to come in and share their expertise (19).

Lack of time and funding for extra-curricular events (25).

Here tutors indicate the restrictions a lack of finances can play in terms of time and the ability to bring in external providers. Many tutors have pressures to bring in other funding sources. Financial restrictions tie in closely with the issue of time and the perceived importance of ESDGC as many ITE practitioners do not view it as part of their core role, and therefore core funding as a teacher educator. It is uncertain how many respondents / providers have applied for external funding in order to develop and embed ESDGC more thoroughly.

There are also issues of sustainability when funding of ESDGC run out. Two responses from providers which had external funding to develop ESDGC within their ITE programme highlight this tension:

Whilst many activities will be sustained beyond the life of the project, some aspects of the agenda (e.g. links with schools, DEC's) could be lost through lack of funding for a designated role (GDSO) to foster and maintain these links (5).

The coordinator's post was discontinued when funding ended (25).

4.3.3 Perceived Importance of ESDGC

The perceived importance of ESDGC is explored both externally (within its wider policy context) and internally, as linked to some respondents' perceptions of ESDGC.

Underlying the two prominent factors of time and money is the status of ESDGC as indicated by the Training and Development Agency in England. Both time and

money are prioritised and only allocated to the features of ITE that are defined as essential. ESDGC does not feature in the core requirements of ITE in England although this is not the case in the other Wales and Scotland. Many of the ITE providers who had developed their ESDGC training in England did so through externally funded projects. Thus for many, the external perception of ESDGC is seen as peripheral and expendable, which influences in turn how some providers and tutors respond to and prioritise ESDGC agendas:

The most significant external constraint is the absence of any formal requirement from the TDA for the inclusion of ESDGC into the Teacher Education unlike the ITE requirements in Wales and Scotland. Internally there is an understandable focus on meeting TDA standards and OFSTED requirements but this focus unfortunately appears to have led to the omission of ESDGC from the more powerful subject disciplines (7).

These areas are not aspects which are formally assessed in ITE and therefore they are not afforded due priority. Other aspects such as literacy, numeracy, ICT, curriculum design, pedagogy and assessment require more formal accountability and are therefore naturally prioritised (20).

... the nature of policy in ITE means that the professional commitment of staff to it has to be very high. This is because there are too many government initiatives, largely emphasising literacy, numeracy, ICT and pedagogical or assessment issues, making it difficult to find time and resources to prioritise areas such as ESDGC (20).

GC not being a statutory subject is a key factor in its low, optional modular status. ITE colleagues do not necessarily share a commitment to GC or regard it as high profile (16).

The fact that GC is not a statutory NC subject is a major factor affecting its integration into our ITE courses (16).

ESD is considered important by a few individuals but is completely overshadowed by other agendas as a far as most colleagues are concerned (2).

As ESD/GC is not a formally assessed aspect of the PGCE programme ... , it is not allocated a great deal of time or special resources for its provision beyond the timetabling (20).

Perceptions of ESDGC and its perceived importance are noted in some detail in Sections 4.1 and 4.2.1. Here respondents note how ESDGC is understood and the role it plays within the providers. In many cases ESDGC has a peripheral status within providers and is not seen as core. Understandings of and

commitment to ESDGC vary, with some tutors taking on responsibility for ESDGC within and across subject areas, and others engaging on a minimal level. This is replicated, to some extent, in the time allocated to ESDGC across the subject areas / providers (see Tables Four and Five).

4.3.4 Lack of Tutor Expertise

Sections 4.1 and 4.2.1 give insight into knowledge and awareness of tutors around ESDGC. While some tutors have significant knowledge and expertise in ESDGC within ITE providers, this is generally not transferred across the teaching staff. Respondents state for example:

Lack of knowledge in house (17).

Internally there is a lack of understanding amongst some tutors of the importance and relevance of ESDGC (22).

This lack of expertise may also be evident in the role external providers are playing in ESDGC provision. Section 4.2.2 notes that 23/27 providers work with external providers on ESDGC, with almost 80% of these 23 respondents noting that external providers teach trainee teachers about ESDGC. This suggests many teacher educators do not feel they have the expertise to explain ESDGC to their trainee teachers. It highlights confidence and capacity issues in ESD/GC for ITE tutors and the need for accessible CPD.

Only 22% of those who worked with external providers for ESDGC had used them for CPD of tutors. In many cases, there appears to be little time or funding available for ITE practitioners to undertake CPD training in ESDGC. One respondent notes this as an issue:

...Constraints on staff time to undertake relevant CPD (5).

4.4 Facilitators/ Drivers for change

There are examples of good practice in ITE which offer insights into how to navigate the development of ESDGC in ITE and/or how to overcome real and perceived barriers. Respondents highlighted the following factors which could be

seen as facilitators / drivers of change. These are recorded in Table Eleven and explored in more detail in the section to follow.

Table Eleven: Facilitators and drivers of change to encourage ESDGC in ITE¹²

Facilitator	Number of providers mentioning as a facilitating factor	% of providers who noted this as a facilitator
An existing knowledge base	2	7%
External support	19	70%
Enthusiastic individuals and good practice case studies in specific subject areas	2	7%
University-wide commitment	9	33%
Government commitment	1	4%

4.4.1 External support

Many of those providers with more developed and integrated approaches to ESDGC in ITE had received some kind of external funding support (see 4.2.1). This external funding (often through DFID-DAF funding) had allowed providers (to varying degrees) to map existing provision of ESDGC in ITE, develop a vision or plan for future development, instigate a programme of action to embed ESDGC within ITE and the institution more widely. For example providers used external funding to:

Develop active global learners and embed the global dimension within (the institute's) teacher training and education programmes (5).

Look... at where all aspects of the Global Dimension fit into our ITE courses ... we are still at an early stage in terms of auditing and developing where the GD appears in our courses (4).

¹² Responses are possibly lower with regard to facilitators (as opposed to constraints) as there was no designated question asking for this information; rather this data was gleaned from questionnaire responses as a whole.

As noted in Section 4.2.1 those providers who have received external funding for ESDGC in ITE have on the whole got more developed management and co-ordination of ESDGC. There are other impacts, for example:

As a result of staff development under the direction of a DFID project several years ago (ESDGC) is well understood by PGCE staff members and tutors have undertaken to incorporate its principles into their teaching programmes (25).

A conference attended by 180 delegates on the global dimension in practice, developing links with schools around GD practice and supporting tutor's professional development around global learning (5).

Whilst initially driven by key "champion" tutors, other staff have been engaged through opportunities for involvement in activities linked to the project which have enhanced their professional development and research profile e.g., via module delivery ... also tutor contributions to a publication on the KS3 cross-curricular dimension of global dimension and sustainable development. This has ensured a broader impact within the faculty (5).

4.4.2 An existing knowledge base

There seemed to be a connection at some providers between existing courses and academic research around ESDGC in the wider institution and the potential for links to ITE provision. In an institution that already has a tradition and knowledge base in issues of sustainability and global citizenship there can be a more natural cross-pollination of those ideas into the teacher education departments. Two respondents describe the wider knowledge links as such:

The University has a significant research focus on sustainable development across 13 departments and 7 centres of expertise...The Department has strong links with the International Development group within the faculty of Humanities and Social Science where issues of development, citizenship and globalisation are of shared interest (13).

As well as training teachers, the (institute) runs Masters and PHDs and conducts research into Education in all aspects of education and there are a number of departments that look specifically at Development Education, Human Rights, Citizenship and International Development issues in Education (4).

That said, links between research and ITE do not happen automatically, especially where ITE tutors are less involved in research agendas (which can be the case). Neither of the institutional responses above correlated with a significant focus on ESDGC in ITE. Yet, a knowledge base exists and efforts could be made to develop expertise in ESDGC from within this existing institutional knowledge base. One institute provided a day each year on global citizenship within history:

Mixture of lectures, seminars etc exploring recent research and international work on global citizenship (14).

4.4.3 Enthusiastic individuals

In many of the providers the coverage of ESDGC in ITE is led by one individual or small groups of individuals who have a particular interest due to their own research, background or the relevance to their subject area. This can act as a catalyst for the embedding of ESDGC within an institution, although evidence suggests a larger core of enthusiastic people (including management) need be involved for more comprehensive coverage. Various respondents highlight the role enthusiastic individuals play in developing ESDGC (see Section 4.2.1. also):

Our Geography team pioneered raising awareness of ESDGC a few years ago with a visiting speaker ... and a launch afternoon sharing ideas, activities and fair trade tea! (the institution) has been developing the ITE programme to include ESDGC ever since (11).

The ESDGC agenda was driven by academic staff within the education faculty leading to ... funding secured for a 3 year project ... the project was supported by senior management, but maintaining the ESDGC agenda and developing the project has been largely due to a lead tutor supported by a steering group, a core group of Global Dimension "champion" tutors and a consultant ... (5).

There are potential downsides to individuals / small groups of individuals driving the agenda, unless wider groups of people become committed to ESDGC agendas. This can lead to isolation and lack of co-ordination. Respondents' state:

ESD is considered important by a few individuals but is completely overshadowed by other agendas as a far as most colleagues are

concerned. It receives little active support at senior management level. The main driver here is a compliance agenda from central government and its various bodies (2).

Tends to be the responsibility of one or two members of staff who are interested and motivated rather to suggest ideas, act as role models rather than it being statutory part of the institution and embedded within it (9).

4.4.4 University-wide and departmental commitment

A significant driver for change seems to be where a clear direction is set by the senior management and ESDGC is incorporated into plans and strategies for the institution as a whole. Examples of this occurring include the following responses:

The University College has a commitment to social justice, as evidenced throughout the current Corporate Plan (1).

We also have an ESD Forum within the university that meets monthly and has a university wide membership for staff and students to explore ways new ESD initiatives can be developed (19).

It is important that senior management provide support to ESDGC in ITE if it is to become embedded within programmes. Institute no. 5, which has developed a comprehensive approach to ESDGC, had the full backing of management to allow this to take place:

The project was supported by senior management (5).

Departmental commitment to ESDGC could be evidenced in how Professional Studies training promotes and prepares trainee teachers in ESDGC. An emphasis in the Professional Studies programme or a compulsory module in ITE courses has a great potential for 'reaching' all trainee teachers regardless of their subject specialism. Here ESDGC can be presented as a matter of professional identity and best practice as an educator rather than a topic only certain teachers cover. Examples of the types of programmes and modules on offer include:

(We embed) Children's Rights through the whole Professional Studies Programme (6).

Wider Perspectives in Education – compulsory module for ... primary 4 year degree students, incorporating a 9 day community engagement project in a school or other setting which addresses an education/global learning issue. Topics covered include: Education in 21st century; ... GD practice in schools and key agendas; reflective practice; citizenship; comparative education; teacher accountability (local and global) (5).

One respondent notes the need for teaching about ESDGC to be explicit for trainee teachers, rather than embedded implicitly within modules:

Feedback from students who study these elective modules suggests that they are not always aware of GC when it is embedded in discrete subjects and many recommend that learning about GC is an entitlement for all ITE students (16).

4.4.5 Government Commitment

A significant driving factor would be government commitment to ESDGC in ITE, whereby all providers are required to deliver training in ESDGC and are assessed on this. Responses from English providers indicate how the lack of official impetus can set the tone for how ESDGC provision is approached (see Section 4.3.3.). The response from Wales (where ESDGC forms part of the Standards for ITE) shows a different approach:

As a specific inclusion in the professional standards for qualified teacher status, ESDGC is recognised as an issue of national significance. All trainee teachers have to demonstrate their understanding through university-based and school-based assessments (26).

Here the responsibility does not lie on passionate individuals or subject specialists to champion ESD/GC to their institution but places the onus on the institution as a whole to have a systematic and embedded system in place for training teachers for ESDGC (26).

Where government has provided additional funding to embed ESDGC in ITE (see Section 4.4.1) this has also provide significant in developing initiatives.

5 Conclusions

The report makes a number of key points regarding the coverage of ESDGC in ITE provision across the UK. These are summarised below.

5.1 Perceptions and understandings

- There are different levels of understanding and interest in ESDGC and its potential role within ITE with individuals within providers, as well as between providers.
- There is limited coherence between providers on how ESDGC is defined and used within ITE. Responses articulated ESDGC thematically/ conceptually; through subject-specific focus; through a policy or research lens; or at a practical teaching / learning level.

5.2 Coverage of ESDGC in ITE

- Coverage of ESDGC in ITE varied across and within institutions.
- At a subject level more time was spent on ESDGC as a whole in design and technology, geography, (global) citizenship and science, than other subjects. The least time was spent on ESDGC in home economics, PE, maths and IT.
- Identified coverage of ESDGC was not high, even in subject areas spending more overall time on this area. 70% of providers surveyed did not indicate any input in ESDGC on geography, science or citizenship courses.
- These numbers suggest that far from being 'embedded' across subject areas, ESDGC tends to be included in only a few subject areas per institution.
- In most instances ESDGC is not embedded within institutional provision. ESDGC tends to be included in only a few subject areas per institution, most regularly in two subject areas per institution. In only four out of 27 providers, ESDGC was provided in more than four subject areas.
- Most often there was a lack of comprehensive co-ordination of ESDGC within ITE providers. ESDGC was often ad hoc or driven by individuals, with limited support. Institutions that had received external funding/support

- were more likely to have more comprehensive coverage and co-ordinated approaches to ESDGC.
- Most ITE providers work with external bodies on ESDGC, particularly to teach sessions and provide resources.
 - Most responding providers did not work with other ITE providers in the provision of ESDGC, nor did they have strong international links around ESDGC.

5.3 Barriers to ESDGC in ITE provision

- a lack of time and funding
- limited staff involvement
- low perceived importance of ESDGC
- lack of tutor expertise.

5.4 Facilitators to ESDGC in ITE provision

- external support (especially funding)
- university-wide commitment to ESDGC
- an existing knowledge base,
- enthusiastic individuals
- government commitment.

6 Recommendations

The role of ESDGC in ITE could be enhanced further if:

- Government policy committed ITE providers to including input on ESDGC including across subject areas as is the case in Wales.
- More funding opportunities were available to ITE providers for ESDGC.
- Support for ESDGC was provided at university/institutional and departmental levels across the sector.
- More CPD was provided for ITE tutors to enhance knowledge and confidence in teaching ESDGC.
- The perceptions of ESDGC as an add-on within ITE were challenged.

- A wider range of subject tutors were encouraged to incorporate ESDGC into ITE provision and providers were committed to have more comprehensive coverage over subject areas and cross-subject area provision.
- Links between ITE providers and international links were developed and enhanced.
- Links between research knowledge and ITE tutors be enhanced in providers which have a research base in areas related to ESDGC.

7 The role of the UK Teacher Education ESDGC Network

The network already provides support and linking through, for example, the website, regional events and the annual conference but there may be other network activities that could help providers meet some of the challenges outlined in the conclusions and recommendations. For example, the network should consider what role it could play in developing partnerships between teacher education providers, between providers and NGOs and international partners. It could also play a bigger role in developing the knowledge and skills base of tutors and demonstrating the importance of an institutional approach to ESDGC.

We hope that the issues raised in the report may help policy makers and ITE providers get a better sense of the types of ESDGC provision being offered to trainee teachers and how provision may be enhanced in the future.

If you would like more information about the UK Teacher Education Network please visit www.lsbu.ac.uk/ccci or email inmansj@lsbu.ac.uk

8 Annex One: Questionnaire

UK survey of Teacher Education provision for Education for Sustainable Development and Global Citizenship (ESD/GC)

NAME OF INSTITUTION:

CONTACT PERSON AND DETAILS:

The global learning agenda is a key aspect of current education policies in the UK. Schools are now required to have a global dimension within their curriculum and ethos. Education for Sustainable Development and Global Citizenship is at the core of these government strategies and we would like to explore to what extent this is embedded in your ITE programmes. Please take a few minutes to complete the questions below. Information will help us to develop a strategy to support HEIs in this area. Results of this study will be available in the summer term 2010. Thank you very much!

1. How is Education for Sustainable Development and Global Citizenship (ESDGC) understood in your organisation? Please provide some examples.
2. On a scale from 0 (not relevant at all) to 5 (very important), how high is the ESDGC agenda within your department/school/faculty of Education? Please explain your answer.
3. How much time is devoted to ESDGC in your ITE programmes? Please use additional sheets if needed.

Programme/Module/Course/Area	Time given to ESDGC (per academic year)	Nature of provision (e.g. lecture, workshop, school-based session)
For example: <i>PGCE primary English Children's literature</i>	<i>4 hours</i>	<i>Workshop</i>

4. Civil society organisations with an educational remit such as Oxfam and the UK network of Development Education Centres (DECs) have a focus on ESDGC and have developed relevant resources and methodologies over the years. Do you work in partnership with them and/or other educational organisations such as schools and LAs for the planning/delivery of ESDGC?

If Yes

Which organisations do you work with?

What support do they provide (e.g. delivery of sessions, teaching resources)?

If No

Would you be interested in finding out more about the work of these organisations and how they can support you? Please provide some examples of the sort of support you might need.

5. Do you work with any other HEIs in developing ESD/GC? If so can you tell us which ones you work with at the moment?
6. How do you co-ordinate the work on ESD/GC within your institution?
7. Are there internal and external constraints on what you do in ESD/GC? If so, please briefly describe these.
8. Do you have practice that you would like to share with colleagues across the UK? If so, please briefly describe.
9. Do you have any other relevant information you would like to pass on to us? (Your views will help us to devise a strategy to support HEIs across the country in further embedding a global dimension within their ITE programmes).

Would you like your contact details to be included in the network database?

Thank you for taking part in this survey. Please return to XXX