

# European and External Affairs Committee

## EUR(2) 07-06 (p4)

**Meeting date: 27 September 2006**

**Meeting time: 9.00 to 12:05**

**Meeting venue: Committee Room 1 & 2, Senedd, Cardiff Bay**

**Title: Policy Review: British Council**

### Terms of Reference

To consider how European and global citizenship education is addressed in Wales and elsewhere in Europe. In particular:

- To consider current arrangements for teaching European and global citizenship in schools in Wales and elsewhere in Europe;
- Ways in which this teaching can be strengthened and made more effective; and
- To make recommendations for policy in this area.

### Committee Service July 2006

Education for Sustainable Development and Global Citizenship is an approach which involves the whole curriculum and management of the school, not merely an 'add on' subject. It has its roots in environmental education and development education. As a result, many of the building blocks of education for sustainable development and global citizenship are already present in every school.

Education for Sustainable Development and Global Citizenship is about:

- The links between society, economy and environment and between our own lives and those of people throughout the world
- The needs and rights of both present and future generations
- The relationship between power, resources and human rights

The local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues.

### Issues and concepts debated under ESD/GC

- Interdependence - understanding how people, the environment and the economy are inextricably linked at all levels from local to global
- Citizenship and stewardship- recognising the importance of taking individual responsibility and

action to make the world a better place

- Needs and rights- understanding our own basic needs and about human rights and the implications for the needs of future generations of actions taken today
- Diversity- understanding, respecting and valuing both human diversity – cultural, social and economic – and biodiversity
- Sustainable change-understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry
- Quality of life- acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally
- Uncertainty and precaution - acknowledging that there are a range of possible approaches to sustainability and global citizenship and that situations are constantly changing, indicating a need for flexibility and lifelong learning
- Values and perceptions- developing a critical evaluation of images of and information about the less and more economically developed parts of the world and an appreciation of the effect these have on people's attitudes and values
- Conflict resolution - understanding how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony.

## **"Education for Sustainable Development and Global Citizenship" published by ACCAC for the Welsh Assembly Government (2002)**

### **Skills**

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict
- Resolution

### **Values and attitudes**

- Sense of identity and self esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

Estyn estimates that about two thirds of schools make good progress in teaching their pupils about these issues. Importantly, they point to the best results being made when a school is engaged in practical projects like recycling, reducing waste and joint curriculum projects with schools in other parts of the world.

(Estyn Annual report newsletter, July 2006)

To consider current arrangements for teaching European and global citizenship in schools in Wales and elsewhere in Europe;

## **Wales**

### **The British Council**

#### **Vision for Education**

#### **Connecting people through learning**

We believe in education – because education changes lives. Education is a fundamental human right. We believe in education without borders - because international learning builds international understanding. It binds people together through their shared interest in being the best they can be – for themselves, their families and their communities. This mutuality of interest is central to the purpose of the British Council.

The British Council aims to be the world's leading international education relations organisation. We will connect millions of people from the UK and other countries through lifelong journeys in learning. These journeys will build deeper mutual understanding and will share the creativity and innovation of education in the UK.

We will foster creative international partnerships, building communities of interest among young people, professionals and policy-makers. We will work with people to share our vision that being world aware can help you to become world class.

We believe in education for all and includes people of all ages; the formal, non-formal and informal sectors, sport, vocational and academic training, leadership and capacity building, policy and curriculum reform, student mobility and teaching, virtual and face to face contact – indeed any activity through which people seek to improve themselves through learning.

Within this broad spectrum, we will choose to work only in those areas where:

- the international dimension is a principal factor
- we have something unique to add
- there is a clearly articulated need from our clients or customers.

Our work contributes to British Council outcomes as follows:

#### **Outcome: Improved perception of the UK in other countries**

Education output: Greater international awareness of how education from the UK can help to change lives

#### **Outcome: Greater mutual understanding between the UK and other countries**

Education output: Increased knowledge, understanding and experience of other cultures and countries within UK education, and increased knowledge, understanding and experience of the UK within education in other countries

### **Outcome: Stronger ties between the UK and other countries**

Education output: Demonstrable, sustained education relationships and networks between policy makers, practitioners and participants and their communities in the UK and in other countries.

In order to facilitate the embedding of sustainable development into the education field the Minister for Education and Lifelong Learning established in 2001 an Education for Sustainable Development Advisory Panel. Alongside it there also existed a separate Global Citizenship Working Group. In 2004, it was decided that these two entities should merge. This was in recognition of the fact that the issues form a continuum of activities and needed an integrated holistic overview taken of them. Membership of the new Panel, which is chaired by the Assembly, comprises representatives from ACCAC, Estyn, ELWA, Environment Agency, Countryside Council for Wales, WLGA, Department for Industrial Development and a range of NGOs and voluntary organisations including British Council, Oxfam, Cyfanfyd, Wales Youth Forum and Keep Wales Tidy. Its principal responsibility is to consider how the concept of sustainable development and global citizenship can best be incorporated into education and training as a whole while developing a long term vision for Education for Sustainable Development (ESD) and Global Citizenship (GC).

It has been collectively and historically responsible for providing a range of resources to assist teachers more successfully to deliver these issues across the curriculum. Some of these include ACCAC's 2002 Guidance on ESD and GC which has been issued to all primary and secondary schools in Wales, the production of a range of relevant videos and an Assembly Global Citizenship Secondary School Curriculum map. A further important development has been the establishment of a virtual bilingual directory which holds information on teacher resources for practitioners within a region, by topic, who may need ESD and GC material.

Two important initiatives that have been taken up by the Panel are the introduction of its annual award scheme and the development of an All Wales ESD and GC Strategy. In the case of the former, this was introduced 3 years ago as a source of funding for innovative pilot projects to test out initially ESD but latterly has been extended to embrace GC type activities. The intention is that if such projects are successful they should become mainstreamed. In the latest tranche of projects for 2005-06, we have specifically sought to support a more diverse range of educational sectors and to move away from the previous concentration on school based type projects. As a result the group has approved a further 9 projects. They are:

<b>Sponsor</b>	<b>Project</b>

Bangor University	Slaves to Slate
PEDEC	Global gang heads for Cool Planet
Field Studies Council	Whole School Ecological Footprint
Cyfanfyd	Embedding ESDGC in Youth Work in Wales
Red Café and Community	OCN units in ESDGC
World Education Centre, Bangor	Mainstream SD and GC in the HE Curriculum
Swansea University	Rolling out ESD and GC to HE CPD throughout Wales
University of Glamorgan	The ECO Ambassadors Project
Ymlaen Ceredigion	Integrating ESDGC into FE Curriculum

In association with Cyfanfyd (the Development Association for Wales), another key initiative in which the Panel is involved with is with the development of a project known as Enabling Effective Support (EES). This is based on an UK wide initiative that has been led by the Department for International Development in response to a need for a more systematic approach to education in global citizenship. In Wales this has been broadened to also embrace ESD and is intended to provide, as its title implies, effective support to schools, other educational institutions and other organisations seeking to implement ESD and GC. EES recently published its strategy recommending how it sees global citizenship and sustainable development taught in a more strategic way.

## British Council Education Programmes

The British Council supports all of these initiatives by promoting its education linking programmes. The most popular programme to be accessed is the Comenius programme, which links schools in Wales and the UK with European schools throughout the European union.

Comenius provides opportunities for FE institutions and schools to introduce or strengthen the European dimension in their curriculum.

Comenius 1 supports a range of school partnerships that enable pupils, students and staff from across Europe to work together on joint projects. Whilst the project listings are wide ranging, Comenius is an invaluable tool in assisting schools introduce the concept of global citizenship into schools. This programme is ever popular in Wales as the table below shows.

<b>Number of funded projects</b>	<b>Wales</b>	<b>Scotland</b>	<b>Northern Ireland</b>
2003	74	47	83
2004	78	45	98
2005	102	78	118
2006	101	61	115

Comenius 2 provides European in-service training for staff involved in school education and opportunities for trainee and intending teachers. It also provides the opportunity to develop teaching resources.

<b>Number of funded projects</b>	<b>Wales</b>	<b>Scotland</b>	<b>Northern Ireland</b>
2003	16	128	97
2004	9	81	95
2005	9	62	92
2006	4	5	8

These figures are of longstanding concern to the British Council. Whilst schools in Wales enjoy the school linking aspect of the programme, relatively few staff engage in the professional development aspect, to further increase their understanding of European issues.

The British Council also manages the DFID Global Schools Partnerships Programme.

DFID Global School Partnerships promotes partnerships between schools in the UK and schools in Africa, Asia, Latin America and the Caribbean. The programme provides advice and guidance, professional development opportunities and grants to schools that are using school partnerships as a means for developing a global dimension within their curriculum.

Additionally, the programme:

- encourages the involvement of local communities in school partnerships
- disseminates information on 'best practice' within global school partnerships
- delivers free professional development opportunities for school staff involved
- is introducing accreditation schemes for teachers involved.

Ultimately, the programme aims to raise young people's awareness of global development issues and

equip them with the skills and knowledge to become active global citizens.

The programme is a consortium initiative of the British Council, Cambridge Education Foundation, UK One World Linking Association (UKOWLA) and Voluntary Service Overseas (VSO), funded by the Department for International Development (DFID).

As well as promoting school links, the programme also runs workshops and offers accreditation to teachers interested in global citizenship issues.

## **Workshops**

British Council run Introductory workshops (Introduction to global school partnerships) for school staff that are considering starting a global school partnership or who have just initiated such a partnership. The one-day session explores the potential educational benefits and practicalities of incorporating the global dimension using a global school partnership and the availability of regional and national support.

We also run a GSP Course for school staff currently engaged in established learning partnerships. Each one-day session investigates different aspects of global school partnerships:

- Building Effective Partnerships - explores motivations for equity-based partnerships and examines relationships between colleagues working in differently resourced teaching environments
- A Global Dimension in the Curriculum- explores the opportunities for collaborative curriculum work with global dimension goals
- Involving communities- explores the benefits of community links
- Understanding education and development- explores issues relating to education in developing countries

The programme is being developed and delivered in collaboration with regional Enabling Effective Support (EES) networks and development education providers.

Teachers participating in a global school partnership can submit the work that they undertake with their partner school to gain accreditation. This accreditation might be used as a part of continuing professional development or contribute to a post-graduate certificate, diploma or Master's degree.

Currently, teachers involved in global school partnership activities can submit their work to specified universities in the UK and in Southern countries to attain post-graduate accreditation. Teachers need to register with their university of choice and discuss with them how work should be presented. It may, for example, take the form of some action research or a piece of curriculum development.

Additionally Wales is the only devolved administration to support this programme further by adding in additional resources to allow Welsh schools to develop links with Lesotho. This work is managed with the input of Dolen Cymru.

<b>Number of funded projects</b>	<b>Wales</b>	<b>Scotland</b>	<b>Northern Ireland</b>
2003	5	2	
2004	11	6	1
2005	26	5	2
2006	13	10	

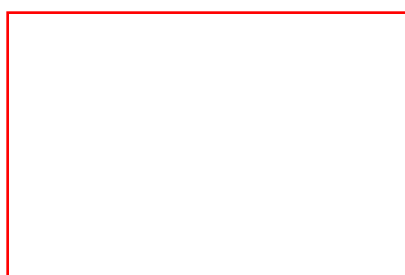
This programme has been a real success in Wales over the last 3 years. Schools have been quick to see the opportunities on offer and make real use of the additional resources received.

### **Connecting Classrooms**



Connecting Classrooms provides cluster groups of 3 UK schools with the chance to partner with schools from two different countries in sub-Saharan Africa. The schools will link for intercultural dialogue, to increase knowledge and understanding of each other's societies.

### **Dreams + Teams, Africa**



Dreams + Teams, Africa will partner 200 schools across 19 African countries with schools in the UK. It will train African teachers as tutors, who in turn will train a minimum young people in sport leadership skills, they will then organise sports festivals and events for 1 million young people in their schools and community.

The school partnerships allow secondary schools to implement a mutually agreed partnership plan which will focus on using sport to achieve positive social and educational change in both the schools and their wider community.

These two schools based programmes are funded by the British Council They are designed through the medium of sport and curriculum based projects to offer more opportunities for schools in Wales to access global citizenship initiatives.



## **Global Gateway**

The Global Gateway is an online website resource which assists schools to find international partners for its programmes. Schools can also register their details online in the hope of being contacted. The website is designed as a one stop shop for schools and further education colleges to get all the information they need to assist them in developing a global dimension in their institutions. ([www.globalgateway.org.uk](http://www.globalgateway.org.uk))

## **International School Award**

The ISA scheme offers a framework within which to form and develop international partnerships and achieve curriculum goals. The ISA encourages and supports schools to develop the following:

- An international ethos embedded throughout the school
- A majority of pupils within the school impacted by and involved in international work
- Collaborative curriculum-based work with a number of partner schools
- Curriculum-based work across a range of subjects
- Year round international activity
- Involvement of the wider community
- Evaluation from a variety of sources allowing you to improve your activities and your international programme.
- Provides ideas for developing collaborative curriculum-based international work with partner schools

## **Fullbright UK/US teacher exchange**

Run by the British Council in collaboration with the US Department of State the programme offers outstanding UK teachers the opportunity to trade places with an American teacher.

You can opt to spend either the autumn term or one full academic year teaching in the United States. Exchanges involve elementary and secondary schools, including kindergarten and community colleges throughout the United States. [www.britishcouncil.org/learning-fulbright.htm](http://www.britishcouncil.org/learning-fulbright.htm)

## **Teacher Exchange Europe- modern foreign languages**

Teacher Exchange Europe offers you the opportunity to follow one of the most valuable and enjoyable forms of professional development while keeping the security of your job in the UK. The programme offers you a unique way to update your language skills, gain knowledge of another education system and experience the culture of another country.

[www.britishcouncil.org/learning-tx-europe-what-is-teacher-exchange-europe.htm](http://www.britishcouncil.org/learning-tx-europe-what-is-teacher-exchange-europe.htm)

## **Fullbright UK/US work shadow**

Offers an opportunity for headteachers, principals, their deputies and other senior managers in the education service, covering all levels from nursery to further education, to exchange with colleagues

in similar positions in the USA.

[www.britishcouncil.org/learning-fulbright-what-is-workshadow-exchange.htm](http://www.britishcouncil.org/learning-fulbright-what-is-workshadow-exchange.htm)

## **Arion**

Opportunities for UK based headteachers, deputies and Local Authority staff to investigate aspects of European education through a 5 day study visit in Europe. [www.britishcouncil.org/socrates-sfe-study-visits-for-decision-makers.htm](http://www.britishcouncil.org/socrates-sfe-study-visits-for-decision-makers.htm)

For those looking at longer term opportunities

## **Lesotho Teacher Placement Programme**

Spend 6 months working and living in Lesotho in a local school. This programme is open to newly qualified staff as well as more experienced teachers. More information can be found by contacting Dolen Cymru on 029 2049 7390 or British Council Wales.

## **Patagonia Teaching Programme**

Teach Welsh in Patagonia for an academic year. More information can be found by contacting British Council Wales.

## **English Language Assistantships**

Opportunities to teach English abroad as a classroom assistant. All positions are salaried. [www.britishcouncil.org/languageassistants.htm](http://www.britishcouncil.org/languageassistants.htm)

## **Comenius language Assistantships**

Posts throughout Europe for students and graduates considering entering the teaching profession. Comenius assistants work for 12 hours per week teaching English and other curriculum subjects. [www.britishcouncil.org/socrates-he-become-a-comenius-assistant.htm](http://www.britishcouncil.org/socrates-he-become-a-comenius-assistant.htm)

## **eTwinning**

eTwinning is a new scheme enabling you to work with other schools in Europe through Information and Communications Technology (ICT). It can be a simple and straightforward way of finding partner schools and working on a range of exciting curriculum projects. <http://www.britishcouncil.org/etwinning.htm>

## **Foreign Language Assistants**

foreign language assistant can bring a language alive for a young learner. Working with small groups, your foreign language assistant can help improve your students' confidence in speaking and

understanding a language. [www.britishcouncil.org/languageassistants-why-employ-an-assistant.htm](http://www.britishcouncil.org/languageassistants-why-employ-an-assistant.htm)

## **The picture in Scotland, Northern Ireland and England**

### **Scotland**

The Scottish Executive's response to the UN Decade of Education for Sustainable Development is being taken forward in the context of the sustainable development strategy due to be published later this year, but the Executive is already taking action which demonstrates the positive contribution that Scotland can make to the objectives of the UN Decade.

The first stages of the Executive's contribution to the UN Decade will focus on work in schools. These plans were launched by the Education Minister Peter Peacock in June 2005. They focus on:

- Embedding education for sustainable development within the new curriculum;
- Increasing participation in the Eco-Schools programme;
- Modernising the school estate - building sustainability in from the outset.

Two additional objectives have been developed in relation to:

- Improving support for schools (including the development of materials);
- Making best use of the spaces beyond the classroom (including the development of outdoor education opportunities)

The vision of the UN Decade is broad and far-reaching. The Scottish Executive is currently working with stakeholders to develop actions across a wide range of sectors to help deliver the broad vision of sustainable development supported by this initiative.

### **Curriculum**

The Executive has recently set out – for the first time - a set of clear statements about the purposes of education in Scotland. Concepts of responsible citizenship and sustainability are at the heart of the vision for future education set out in A Curriculum for Excellence. The aim is for young people in Scotland to be:

- Successful learners, enabled to make reasoned evaluations and link and apply learning in new situations
- Confident individuals, who can develop and communicate their own views of the world and their place in it
- Effective contributors, clear thinking and articulate with problem solving skills and ‘can do’ attitudes to life; and
- Responsible citizens, who can develop knowledge and understanding of the world and Scotland's place in it, evaluate environmental, scientific and technological issues, enabling them to develop informed, ethical views of complex issues.

Furthermore the Scottish Executive has also published an international strategy for education in Scotland, entitled 'An International Outlook- Educating Young Scots about the World'. This paper sets out why an international outlook in education is critical to the future of Scotland. It lists:

- Standards will be raised through increased motivation to use core skills in an international context
- The skills of teachers will be raised, especially in the use of ICT and cross curricular themes
- Issues of equality, awareness of difference and linguistic development are central to international understanding
- The responsibilities of citizenship and the capacity for creative thinking in accepting change will be enhanced through learning internationally.

This is an ambitious agenda, shifting the balance of the curriculum from a highly content-based system to one which concentrates on outcomes for young people. It also identifies very clearly the potential contribution young people can make to debate and action on global and local issues.

## Northern Ireland

The Northern Ireland Government is currently working in partnership with a wide range of consortiums across government and throughout all sectors of society to produce a sustainable development strategy for Northern Ireland.

The goal of the strategy is to modernise Northern Ireland so as to make its society more resource-efficient, a process of change that will drive innovation, new jobs, growth and welfare. In a more sustainable Northern Ireland, good economic progress will be reconciled with social justice and protection of the environment.

The strategy is intended to achieve this by providing a broad strategic direction and framework for government to direct policy and decision making in Northern Ireland and by facilitating a co-ordinated and co-operative approach to sustainable development.

Considerable work has already been undertaken to identify a set of guiding principles, the priority areas for action, the key issues for Northern Ireland and establish a range of potential solutions.

The agreed principles and priorities areas for action which form the basis of the strategy are listed below.

<b>Guiding Principles</b>	<b>Priority Areas</b>
Living within Environmental Limits	Climate Change and Energy
Ensuring a Strong, Healthy and Just Society	Sustainable Consumption and Production

Achieving a Sustainable Economy	Natural Resource Protection and Environmental Enhancement
Promoting Good Governance	Sustainable Communities
Using Sound Science Responsibly	Governance For Sustainable Development
Opportunity and Innovation	Learning and Communication

These have been adopted from the UK Framework for Sustainable Development.

The role of education is vital in promoting the sustainable development agenda at all stages from pre-school to university to ensure that the concept is instilled into the citizens of tomorrow throughout their formative years.

This links well with the launch of the UNESCO Decade of Education for Sustainable Development and the work that has been carried out in Northern Ireland by a group from the education sector who have produced a cross-phase, cross-curricular ESD good practice guide for Primary, Secondary and Special schools.

The strategy which will contain high level strategic objectives, targets and indicators is currently progressing with further intensive engagement with Departments and others to finalise this element of the project. This will be followed by further work on an implementation plan. The implementation plan which will be launched alongside the strategy will set out the lower level objectives, targets and indicators which will help to translate the Strategy into action on the ground and which will permit progress to be measured.

## England

Last year DfES published its Putting the World into World Class education strategy. This international strategy for education for schools in England focuses on three goals:

- Preparing all learners for the global context, by promoting global citizenship in the curriculum, twinning all schools with schools overseas and implementing the national language strategy.
- Working with international partners to achieve mutually beneficial goals. For example: making the EU the world's most competitive and dynamic knowledge-based economy.
- Maximising the contribution of the education, training, and university research sector to overseas trade and inward investment.

This policy sets out across all education sectors the need for global citizenship to be used as a daily part of educational life. It makes direct links between global citizenship and the global economy. As part of this process it outlines the following key areas where schools in England must teach and inform:

- Citizenship- gaining the skills, knowledge and understanding of concepts and institutions necessary to become informed, active, responsible global citizens;
- Social justice- Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people;
- Sustainable development- Understanding the need to maintain and improve now without damaging the planet's life now;
- Diversity- understanding and respecting differences and relating those to our common humanity;
- Values and perceptions- developing a critical evaluation of images of other parts of the world and an appreciation of the effect these have on people's attitudes and values;
- Interdependence- Understanding how people, places, economies and environments are all inextricably linked, and that events have repercussions on a global scale;
- Conflict Resolution- understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony;
- Human Rights- Knowing about Human rights and in particular, the UN Convention on the rights of the child

The policy sets out an ambitious target that every school in England will have an international partner by 2008-09.

## **Ways in which this teaching can be strengthened and made more effective;**

WAG should lead the promotion of European linking programmes such as Comenius and DFID Global Schools Programme, and the broader European lifelong learning programmes, in order to ensure that these programmes reach every teacher in Wales.

More training and analysis of the understanding of the twin concepts of global citizenship and sustainable development. Ironically, it is newly qualified teachers who are most comfortable with issues surrounding ESD/GC having been trained on such issues during their PGCE. More training courses need to be delivered though to engage the wider teaching community.

A major drive in partnership with Local Authorities and key stakeholders, like the British Council to actively promote these issues throughout Wales.

A renewed drive to promote the values of the Comenius programme to aid understanding of global citizenship and sustainable development. This should have particular focus on how best to engage Welsh teacher's to participate in European training sessions.

Promote the workshop and accreditation route offered under such programmes as the Global Schools programme to teachers throughout Wales.

Linked in to Estyn's inspection reports. Inspection reports now make specific references to a school's global citizenship ethos and its teaching. On this particular issue, referring schools without a satisfactory score to such programmes as Comenius gives schools a tool to develop such an ethos.

The Association of Directors for Education (ADEW) can play a more active role in urging its schools to make more of the opportunities on offer to them, through such organisations as the British Council.

Additional resources are required to make available more of the British Council's education initiatives to schools and teachers. The British Council receives £200,000 a year for its education programmes in Wales. This means that not all British Council initiatives designed to aid the teaching of global citizenship and sustainable development are offered in Wales.

## **To make recommendations for policy in this area**

The British Council believes that each school in Wales should be encouraged to link to a school in a different country. Such a move would not only immediately improve schools, teachers and pupils understanding of the basic tenets of ESD/GC issues but also provide significant professional development opportunities for all teaching staff in Wales. In this the British Council supports Estyn's view that school who engage in a specific project or school linking initiative, understand best the issues behind ESD/GC.

Welsh schools have a strong tradition of school linking. Wales regularly outperforms Scotland, Northern Ireland and parts of England in registering new international school linking initiatives.

British Council believes that an international strategy for education in Wales is needed. Such a policy would prioritise the values of global citizenship (and sustainable development) across all of the education sectors in Wales.

Each local authority should include in their education strategic plans (ESPs) that global citizenship and sustainable development should be addressed in both primary and secondary sectors.

There needs to be greater collaboration between stakeholders to promote the opportunities already available in Wales for schools and teachers.

The International School Award is a British Council award that is not highly promoted in Wales. The Council has held discussions with officials from WAG to create a Welsh version of the ISA. To date there have been no further developments. The British Council recommends that a Welsh version be incorporated that takes in the work of the new Welsh baccalaureate, to support schools in gaining a quality mark for their work in global citizenship.

The Welsh Bacc offers a new and exciting avenue to widen knowledge and participation around ESD/GC issues. More awareness should be given to institutions running this qualification of the range of programmes available currently to help them in the teaching of global citizenship and sustainable development.