

UNITED KINGDOM NATIONAL REPORT ON MIGRATION, SUSTAINABILITY AND DEVELOPMENT EDUCATION

Activity 1.1.1: Audit on migration, sustainability and development education

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1. Introduction

1.1 Rationale

In common with countries across Europe, concerns about immigration and the risks posed by extremism and terrorism have dominated political and public discourse in the United Kingdom (UK) in recent years. This contrasts with lower levels of concern about the risks posed by sustainable development issues, such as climate change, and their role as a factor in movements of people around the world.

This context suggests a pivotal role for education in promoting awareness and critical understanding of the interplay between migration and contributory factors, both to address the rise of negative public feeling towards migrants and the need for action in relation to sustainable development. Whilst the UK has a strong tradition of Global Education, much of this takes place at the margins of education. Challenges remain in ensuring that opportunities are created for participation in dialogue about themes such as migration, climate change and security in education, and that teachers and those in teacher education have the skills and confidence to facilitate these conversations.

1.2 Aims and objectives

To investigate the gaps, needs and expectations of educators, teachers, policy makers and those involved in teacher education in relation to migration, sustainable development, (in)security and risk, public perceptions and possible responses. This will be achieved by:

- Investigating current perceptions and understanding of migration, sustainable development, (in)security and risk by the target groups indicated above and beneficiaries, including school pupils and the wider public
- Investigating needs, expectations and competencies of the target groups indicated in relation to the themes outlined above
- Investigating gaps in understanding and skills, and how these might be addressed, with reference to existing research, policy and good practice.

1.3 Available data and resources

The report has been informed by the following: international and national reports on public attitudes towards and education for migration, sustainable development, (in)security and risk; national policy, research reports and statements from the UK government, as well as universities and organisations with responsibility for and/or interest in the themes of migration, sustainable development and security.



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1.4 Limitations

With regards to public opinion and media, significantly more data was available on migration than sustainable development, and there was a lack of material on the relationship between these themes overall. Data on public opinion was limited by the extent to which it could provide insight into influencing factors; an issue returned to later in the report. Limitations on timescale and scope of the report meant that decisions had to be made about what to include and not to include. For example, whilst the UK consists of four devolved regions, the majority of data and resources came from the English context; to some extent justified by its dominant influence on national discourse on migration and sustainable development. Some bias may have resulted from a tendency to select from certain media or resources which reflect the authors' interest, expertise and access to information.

2. Literature Review

2.1 Public opinion polls

Migration, forced migration and refugees

In recent years immigration has risen to prominence as one of the most highly politicised and salient issues in the UK, consistently ranking in the top 'most important issues' as selected by the British public. Immigration is largely unpopular, 73% of UK participants favouring a reduction in immigration levels in 2013, with roughly equal levels (50%) of concerns against both EU and non-EU migration (Allen and Blinder, 2016: 4).

Attitudes towards humanitarian aid have also shifted in this period. Only 65 % of the UK were aware that the EU funds humanitarian aid in 2016, a 12pp decrease from 2015. The UK has also seen a 6 % decrease in viewing the EU funding of humanitarian as important (89-83), compared to an EU average -2 %. Additionally, only 54 % believe humanitarian aid is more efficient at EU level rather than individual, a 14pp decrease (Special Eurobarometer 453, 2017: 5-10). It is worth considering whether these changing attitudes reflect decrease support of humanitarian aid and refugees in the UK, or instead are the result of worsening EU-relations preceding the 2016 EU referendum.

The UK also views migration as a greater challenge than the EU average, 37 % against 34 %, outweighing issues of unemployment and social inequalities at 27 % and 24 %, differing greatly from the EU average of 39 % and 36% (Special Eurobarometer 467, 2017: 8-11). A significant challenge also arises in who constitutes a 'migrant', the differences with 'immigrants' and the danger of grouping migration with other social issues such as 'race relations', as Ipsos MORI did until 2015 (Allen and Blinder, 2016: 9).



National security risks

With the rise of terrorism, religious extremism and international tensions, some of which the UK has been a target of, this has been reflected in public attitudes towards national security risks.

Across the EU, the UK has one of the lowest agreement rates that 'our country is a safe place to live', with 27% disagreeing. Given the increased frequency of terror attacks in the past five years, this trend is of no surprise, and is reflected across countries, demonstrated with the UK 'severe' terrorism threat level reflected in survey results, while in the Netherlands only 4% disagree with the same statement, their terrorism threat level at 'limited' (Special Eurobarometer 464b, 2017: 6-9). Consequently, the perceived threat level from terrorism has also risen, 97% of those surveyed seeing terrorism as a threat, a rise of 3pp. Interestingly, the perceived threat of natural and man-made disasters level has risen to 85% (+13pp) in the same period, a trend that has arisen across the EU, with the 2017 results showing a positive correlation between the increased perceived threat of terrorism and the increased perceived threat of natural and man-made disasters (Special Eurobarometer 464b, 2017: 15-16). This public fear has resulted in a Government response to the increased risk of extremism in 'Prevent', part of a larger anti-extremism strategy aimed at stopping those at risk of radicalisation, a programme used in schools and community centres across the UK.

In the midst of this, the importance of climate change as a threat to internal EU security is at 69%, comparatively less important than extremist ideologies (86%) and external war/political instability (86%) (Special Eurobarometer 467, 2017: 8-10). This external war/political instability and the forced displacement it causes is inextricably linked to another perceived threat, the so-called migration crisis. With increased migration deeply unpopular in the UK, and one of the leading causes of the pro-Brexit vote, government policy towards this has focused on preventing incoming migration by tackling root-causes such as conflict and poverty, rather than in accommodating migrants and refugees (Leurs and Ponzanesi, 2018: 7-8).

Sustainable development and environmental issues

With the implementation of the United Nations Sustainable Development Goals, European engagement with sustainable development and environmental issues is at an all-time high. The importance placed upon the environment by EU member states is at 90%, and within this, 51% consider climate change one of the most important issues. While this suggests a level of engagement with the SDG's, the importance of drinking water shortages sits at 30%, demonstrating that EU attitudes towards goals that do not usually affect Europe, despite being an SDG, are lessened (Special Eurobarometer 468, 2017: 4-5). This is also seen in the UK, where public awareness of the SDG is 'shockingly low', a pattern repeated in the private sector (HoC EAC, 2017: 7). This contrasts with NGOs and charities, who have been heavily involved in the promotion of the goals, forming the UK Stakeholders for Sustainable Development and other projects to raise awareness.



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As seen earlier in humanitarian funding, UK support for increased EU investment in environmental protection is one of the lowest surveyed at 78 % (Special Eurobarometer 468, 2017: 20), but again questions arise to how much this is a product of Brexit or actual attitudes. Resultantly, while there is a high level of importance placed upon environment issues nationwide (Special Eurobarometer 468, 2017: 7), this far outweighs awareness of the SDGs. While NGO, charity and government initiatives aim to increase this awareness, the current interlinkages with the EU have the potential to decrease support to the SDGs, potentially affecting UK progress in achieving them at home, and aiding internationally.

2.2 Media response

In the past 20 years, media has undergone a transformative process, transitioning from a largely television and print-based medium to one of internet and social media. In the process that has seen internet/social media rise to 41 % of EU citizens' main source of information on the environment, second only to television at 58 % (Special Eurobarometer 468, 2017: 29). The role of media has also changed. Rather than simply relaying information, the media is an active agent in shaping and developing immigration and environmental policy, largely driving hostile immigration attitudes in the UK (Threadgold, 2009). The internet has also led to a hugely increased prominence of so-called 'fake news', in which false news stories and information are circulated, the increasing prominence of which had a profound effect on the 2016 U.S election (Allcott and Gentzkow, 2017: 211-213).

Asylum, migration and integration

Most useful examples in understanding media responses to asylum, migration and integration are again found in the media coverage of the European Union vote, in which these issues were prominent, if not the primary factor for many who voted (Allen, 2016: 2). In the period leading up to the vote there were under 400 mentions of immigration/migration per month in 2012 in the British Press. This rose, to over 800 by 2016. This same period marked the increase of the importance of immigration in the UK, overtaking economy by 2015 (Allen, 2016: 4-5).

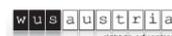
While there is obviously variance in this coverage, between different political perspectives, a majority of coverage has anti-immigration and anti-asylum rhetoric. Refugees and migrants are often portrayed as numbers rather than people; the rhetoric of economy and danger overwhelmingly prevalent (Nagarajan 2013). Integration is an additional focal point of these responses, with perceived lack of integration by asylum seekers often suggested by media as a reason for a reduction in numbers, though evidence for this is often anecdotal, relying on newspaper/ editorial opinion rather than expert, and fails to include migrants in this process (Migrant Voice, 2014). Although it is difficult to say whether this media coverage is led by public sentiment or leads it, it is doubtless the combination of these which has shaped government policy, a significant factor in the rise of increasingly far-right politics which shaped the discourse of the EU referendum.



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'Refugee crisis'

The refugee/migrant crisis has received perplexing coverage in UK media. Following the outbreak of Syrian civil war in 2011, 'Syrian' began to far outweigh uses of 'Palestinian' and 'Jewish' as a modifier of 'refugee' in the media (Allen, 2016: 13), with clear stages in media response, reflecting public opinion. Despite an initially empathetic press coverage in 2015/2016, this reverted to the more negative portrayal familiar currently. Similar to immigration, the salience of this issue begets major coverage. While the left-right split exists across the press in this coverage, reflected in coverage of the same people as 'migrants' or 'asylum-seekers', the prior often with connotations of economy/EU and used by right-wing papers and spokespeople (Berry, Garcia-Blanco, Moore, 2016). Despite right-wing media prominence, anti-immigration/asylum coverage has occasionally lapsed in consistency. Most notable of these was during the 2015 reportage of death of 3-year-old Aylan Kurdi, part of a family of asylum seekers who attempted to travel from Turkey. Perhaps in response to public outcry, the UK press moved strongly in support of granting asylum, even from papers leading the charge against 'migrants' weeks earlier (Sumen, 2016). Despite affecting some government policy, as the public memory of this event faded, standard coverage returned with the depiction of refugees as dangerous or economy-damaging playing a large role in the EU leave vote (Moore and Ramsay, 2017). Concurrently, social media has offered a haven for more extreme views, offering a platform for racism and the aforementioned 'fake news', significantly affecting public perceptions of refugees (Wilcock, 2017).

Climate change, environmental issues and sustainable development

In this same period, issues of climate change, environment and sustainable development have been much less discussed. Although there are regular news reports on environmental issues, such as natural disasters, a clear focus on climate change and sustainable development have been lacking from this coverage (Hymas, 2017). While action has begun, such as the Guardian Media Group setting out targets of sustainability education among their audience (Buckingham, 2011), until the government sets out a complete strategy on the SDG's and environmental education, information is being led by NGO's rather than print media.

The coverage of these issues across social media has been much more prominent, offering a platform to read, discuss and inform on sustainable development and climate change, encouraging greater knowledge.¹ Though social media offers a platform for positive discussion, it also hosts climate change denial and false facts, potentially drawing people into misinformation.

¹ The Oxford Research Encyclopedia of Climate Science
<http://climatescience.oxfordre.com/view/10.1093/acrefore/9780190228620.001.0001/acrefore-9780190228620-e-369>.



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National security threats with the focus on terrorism

Alongside immigration, likely due to the links drawn between them by the media, national security threats, in particular terrorism, are covered often. Drawing on 2.1 EU Barometer data, terrorism is perceived as the most significant national security threat, with media coverage representing that.

As expected, coverage of national security threats mostly aligns with terrorist incidents, sparking debate over the providence and causes of these attacks. Some right-wing press

have encouraged strong associations between terrorism and immigration, particularly from outside the EU (Murray, 2017), as part of an agenda for stronger border regulations. During the same periods, British social media sees increasing anti-immigration/anti-Islam prominence, extreme instances of which have resulted in far-right groups being banned from social media (Hern and Rawlinson, 2018). Clearly, despite United Nations evidence to suggest otherwise (Dearden, 2016), terrorism has a far greater association than climate change with forced migration in the UK press.

UK media has focused in particular on 'home grown' individuals closely associated with Daesh (Isis) and acts of terrorism, such as 'Jihadi John' and Sally Jones, with media sensationalism over their origins and eventual deaths (Sawer, 2015). It is this kind of emphasis which means there is much less focus or balanced reporting on other issues and may explain lower awareness and perceived importance of other more common risks (Special Eurobarometer 435, 2015: 6).

In summary: Findings from public opinion polls endorse concerns that public anxieties about security issues and migration will continue to have a high profile. Whilst there is growing awareness of environmental concerns, connections are not being made with issues such as migration, and awareness of the wider policy context, including the SDGs, is very low in the UK. Analysis of media response also highlights the way in which attention is focused on migration as a threat to security, both in economic terms and from terrorism. This contrasts with lack of media coverage of sustainable development and the environment. The role of the media in shaping public discourse on all of these issues is complicated further by the rise of social media, which has created space for expression of extreme views and 'fake news' on the one hand and, more recently, prompted limited backlash against some of these views and provided space for different perspectives on issues such as climate change.

There is a need to facilitate spaces which offer opportunities to explore perceptions, consider more critical perspectives on issues of migration and climate change, and promote understanding of the wider policy context. The significant influence of media requires more analysis of its scope and effects and a sharper focus on promoting critical literacy, particularly in relation to social media.



2.3 Research and project production

Migration

Research on migration could be said to focus on a number of themes: how migration is experienced within the UK; the relationship between migration and issues of identity, diversity and cohesion; and the relationship between migration movements and sustainable development internationally.

A number of research reports and projects focus on the experience of migration from the perspectives of immigrants in the UK (Braakmann, Wagas, Wildman, 2017; University of Bristol, 2018). Others focus on impacts of migration for host communities, their attitudes and that of media towards migrants (Migration Advisory Committee, 2012; Allen, Blinder,

McNeil 2017). For example, the Centre on Migration, Policy and Society (COMPAS) at the University of Oxford is currently leading projects on Inclusive Cities², which supports five UK cities to 'achieve a step change in their approach towards integration of newcomers, and Messaging Mobility³ which aims to create new narratives about migration through participatory methods including drama.

There is significant interest in the relationship between migration and issues of identity, diversity and cohesion. This takes place both through research focusing specifically on the impact of migration on social cohesion (Demireva 2017) and broader research on identity and cohesion which includes reference to migration effects (Foresight 2013; Casey 2016). It includes substantial critique of government policies and political and media discourse (Kofman 2005; Katwala, Ballinger, Rhodes 2014), the conflation of migration with security concerns and implications for schools (Lander 2016; Lundie 2017; Busher et al 2017)

A third area of research focuses on the international context in terms of the relationship between migration movements and sustainable development themes, including poverty and climate change, and the reasons people move both internally and internationally (Waldinger 2015; University of Sussex, 2016; Crawley et al 2017). One of the most significant projects was the Foresight Report (2011) on behalf of the UK government which looked at how changes in environmental conditions will affect patterns of human migration over the next fifty years. The Migration Observatory at University of Oxford has explored both benefits and challenges in the relationship between migration and development (Vargas-Silva 2011), and the Department for International Development (DfID) has gathered 'best available evidence' on the impact of livelihood opportunities and interventions on migration (Fratzke and Salant 2018).

² Inclusive Cities Project, Centre on Migration, Policy and Society (Compas) www.compas.ox.ac.uk/project/inclusive-cities/

³ Messaging Mobility: Exploring and creating new narratives about migration human movement in a changing world. Centre on Migration, Policy and Society (Compas) www.compas.ox.ac.uk/project/messaging-mobility-exploring-and-creating-new-narratives-about-migration-and-human-movement-in-a-changing-world/



Sustainable development

Research and projects on sustainable development, particularly in the context of education, have tended to focus on sustainability in terms of environment. Much of the research in this area has focused on impact on children and young peoples' learning, social-emotional skills and well-being, and skills for living more sustainably, both in schools and in higher education (DCSF 2010; Keep Britain Tidy 2013; NUS, 2018). Research has also focused on progress in integrating sustainability in education (Jackson nd; UKNC, 2013; QAA/HEA 2014; EUAC et al, 2017), including arguments which challenge government policy to include more emphasis on climate change in the National Curriculum (Hicks and Ward 2013). Currently SEEd is attempting to take this work forward in its Evidence Alliance for Sustainability and Environmental Education⁴.

More recently, research has focused attention on monitoring UK progress on the UN Sustainable Development Goals, both through assessing progress against indicators (Newcastle University/UKSSD, n.d) and making recommendations to government and wider groups with responsibility for taking the agenda forward (Hickson 2015; St Georges House 2017). Research undertaken by Oxfam and DfID has also explored new ways of engaging the public in global poverty through frames theory (Darnton and Kirk, 2011).

Global Learning and Education for Sustainable Development

Migration and sustainable development is often framed educationally within broader concepts of Global Learning (also Global Education or Global Citizenship Education) and/or Education for Sustainable Development (ESD). Building on a long history of Global Learning/ESD initiatives in the UK (Hicks 2008), the Development Education Research Centre (DERC) publishes a large number of research reports on Global Learning as a pedagogy for addressing global themes and on evaluation of its impact. A number of reports have also been published in Scotland and, to a lesser extent Wales, where Global Learning/ESD is much more embedded in policy and practice through concepts such as Learning for Sustainability⁵ (Estyn, 2014). Some of this is captured in research and case studies of practice in teacher education and schools which has been collected and published by TEESNet (Teacher Education for Equity and Sustainability). These include conference papers and case studies available through its web site⁶. TEESNet's activities have also been highlighted in a review of ESD and Global Citizenship Education in Teacher Education prepared for UNESCO's 2017-18 Global Education Monitoring Report (Bourn, Hunt, Bamber 2017).

Projects on themes related to migration or sustainable development and education have tended to come through funding by DfID or the EU. A three year project to embed the 'global dimension' in teacher education at Liverpool Hope University resulted in a significant range of outcomes, including an embedded course for all students in Global Education and

⁴ Evidence Alliance for Sustainability and Environmental Education, Sustainability and Environmental Education (Se-ed) <http://se-ed.co.uk/edu/evidence-alliance-sustainability-environmental-education/>

⁵ Learning for Sustainability Scotland <http://learningforsustainabilityscotland.org/>

⁶ Teacher Education for Equity and Sustainability Network (TEESNet) <http://teesnet.liverpoolworldcentre.org/>



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a number of research papers and publications (Ellis and Hogard, 2010). Other projects have focused on promoting dialogic and critical pedagogy to apply to global themes⁷

2.4 Case studies of good practice

As suggested in the previous section, some of the most successful initiatives on raising awareness of migration and sustainable development are those using broader educational frameworks such as the United Nations Sustainable Development Goals (SDGs) or Global Learning. The initiatives below are highlighted for being effective through building networks and stakeholder engagement, closely aligning with mainstream education and schools' values, or offering a model with potential for sustainability and long term impact.

United Kingdom Stakeholders for Sustainable Development (UKSSD)

UKSSD is a multi-stakeholder network which brings together organisations across business, civil society, academic and public sectors to mobilise all sections of society to engage with the SDGs. Their activities include:

- organizing conferences and workshops to bring sector representatives together and promote 'influencing skills'
- undertaking research on coherent integration of the SDGs (Coopman et al, n.d)
- mobilizing sector representatives to contribute evidence to and inform how the UK government is reporting on progress in meeting the SDGs⁸ (UKSSD, 2016), including use of national media⁹

Teacher Education for Equity and Sustainability Network (TEESNet)

TEESNet is a national network of university teacher educators, schools and CSOs which aims to share research and practice in relation to Education for Sustainable Development and Global Citizenship Education (ESD/GCE). TEESNet used its 2017 conference to promote awareness of and engagement with the SDGs across education¹⁰. The 2018 conference will build on this momentum to encourage more critical engagement with SDG 4.7. Building alliances between universities, schools and CSOs also provides a platform to influence policy makers and contribute evidence to other networks such as UKSSD outlined above.

⁷ Teachers: Agents of Change Project, Varianty <https://www.varianty.cz/projects/65-teachers-agents-of-change>

⁸ United Kingdom Stakeholders for Sustainable Development (UKSSD) www.ukssd.co.uk/News/the-uks-performance-against-the-sdgs

⁹ <https://www.ukssd.co.uk/open-letter-to-pm>

¹⁰ Teacher Education for Equity and Sustainability Network (TEESNet) <http://teesnet.liverpoolworldcentre.org/conferences/>



Global Learning Programme (GLP)

The GLP is a national programme introduced in 2013 and funded by the Department for International Development (DfID) to help schools deliver effective teaching and learning about development and global issues, and build a network of like-minded schools across the country¹¹. Emerging evidence of its impact (Centre for Global Education, 2018) suggests the programme has been effective in increasing school engagement in Global Learning and raising awareness of resources and good practice on themes such as migration and sustainable development (see case study example of St Nicholas of Tolentine RC Primary School¹²).

Schools of Sanctuary

This initiative, which grew out of the City of Sanctuary network¹³, encourages schools to show how they are a welcoming and safe place for all, especially children from asylum seeking and refugee families. Schools of Sanctuary works in collaboration with organisations, including Oxfam, to provide teaching resources and advice on supporting children seeking sanctuary. By providing audit and evaluation tools, it encourages schools to demonstrate their values in practice and offers opportunities for wider community awareness and engagement.

Wider Perspectives in Education (WPE), Liverpool Hope University

WPE has been established as a course for all students training to be primary school teachers at Liverpool Hope University since 2010. It has been identified as an example of good practice nationally (HEA, 2014). Students are introduced to theory, concepts and teaching ideas relevant to themes of migration and sustainable development, as well as enquiry-based, participatory and dialogic methods seen as effective for exploring topical and potentially controversial issues (Kerr and Bonnell, 2011). This learning is applied in Global Learning projects which students negotiate and deliver with local schools or organizations linked to education. For example, a group worked with a local organisation supporting refugee and migrant mothers to provide them with accessible information about school education, using SDG 4 and the goal of quality education to frame their approach. The combination of theory and practice, cultivates a shared vision that transforms students' perspective on the role of education (Bamber and Bullivant 2016) and raises the profile of this work in schools.

In summary: there is evidence of significant research is taking place on migration which offers broader perspectives and insights than those represented by the media. This includes research exploring the relationship between migration and sustainable development. Research on sustainable development more specifically tends to focus on environment and sustainability, at least in the context of education. However, there is growing momentum around the SDGs, led largely by CSOs and organisations acting

¹¹ Global Learning Programme (GLP) <https://glp.globaldimension.org.uk/>.

¹² Global Learning Programme (GLP) <http://glp.globaldimension.org.uk/pages/11162>

¹³ Schools of Sanctuary <https://schools.cityofsanctuary.org/>



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independently of government. This is also taking place through broader educational movements of Global Learning and Education for Sustainable, reflected in the case studies of good practice. However, there is a need to ensure research has wider impact on public understanding of, engagement with and discourse on migration and sustainable development. Similarly, there is a need to ensure that activities and momentum relating to these themes and the SDGs does not remain with those organisations currently leading, but links with wider movements, formal institutions and policy makers; exemplified in the efforts made by UKSSD.

2.5 Migration policies and sustainable development

Government policy on Immigration and Migration is found in the Immigration Act 2016. The aim of the Immigration Act 2016 is, that “This act will make it harder for people to settle in the UK when they have no right to do so, building on the Immigration Act 2014 to restrict access to services for illegal migrants” (Home Office, 2016). The UK Government website is the source of information explaining what this act means in practice and consists of procedural information – for example, explanations of who is entitled to apply to settle in Britain, how to apply for asylum, access to services for asylum seekers and refugees, and the process for conducting appeals against deportation.

The Government also monitors and reviews the processes connected to immigration, for example, appeals and detention, and publishes those reports (Bolt 2017). Further government publications that implement the law on immigration relate, for example, to the Dublin III regulation, and how the UK fulfils its role in the protection of unaccompanied refugee children. These reveal the twin (conflicting) drivers of migration policy in the UK – to keep net migration low and reduce illegal immigration, and to present a government with a compassionate (but firm) attitude to requests for settlement in the UK.

There is no link in legal documents on immigration to sustainable development. Where government sources come closest to a link is in press releases, when the root causes of migration are discussed. Examples of those root causes identified by the Department for International Development (DFID), include poverty, war and unstable governments. Penny Mordaunt, the Secretary for International Development stated, on 18 December 2017, that the rationale for UK action was a feeling of responsibility for “vulnerable migrants whose lives are at risk due to a lack of food and medicine, or whose freedom is at risk from traffickers and criminal thugs” (DfID/Mordaunt, 2017). However, along with this somewhat paternalistic attitude is an attitude of self-interest, as a press release for the Prime Minister (June 2017) stated that aid “will not only save lives, but also reduce the need for dangerous journeys and reduce irregular migration – which is also in Britain’s national interest” (DfID/Patel, 2017).

Another theme of the current government is the belief that migration has been ‘forced’ and asylum seekers and refugees want to return to their country of origin; therefore, procedures for voluntary returns are a cornerstone of the government’s policy. This is, however, a somewhat simplistic view of migration, as an independent academic review of migration discovered. Van Hear et al identified a variety of “drivers” of migration, beyond economics



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and conflict; and furthermore, found that certain drivers may be grouped into “complexes”, which may have varying impact within the same movement of peoples. He explained, “In any one migration flow, several different ‘driver complexes’ may themselves interconnect in shaping the eventual direction and nature of a group’s movement.” (Van Hear et al 2012: 5)

A further report, similarly commissioned by the government, but independent of it, was the Foresight review of Migration and Environmental Challenge (Foresight 2011). This report links the two issues of climate change and migration, but found that migration into areas of environmental challenge was just as likely as from such areas (Foresight 2011: 9). Again, it shows that migration is a complex matter.

More recently, the Overseas Development Institute (ODI) have produced a report on Climate change, migration and displacement (Opitz Stapleton et al, 2017). This is part of a larger research project, which may serve to inform government and public opinion in the future (Foresti and Hagen-Zanker, 2017).

2.5 Migration policies and international commitments

There is a commitment to the EU’s Policy Coherence for development (EU PCD 2017). This is primarily seen in the response to SDGs within Government departments. The Department for International Development, (DFID) is leading the UK Government on the Sustainable Development Goals, and the intention to link the goals to the Single Development Plans (SDPs) of each UK Government Department. The main response comes in the form of a report, Agenda 2030 (2017), which states, “Integrating the Goals into the SDPs is a clear demonstration of the UK Government’s commitment to this agenda.” (DFID 2017: 1) Agenda 2030 addresses each of the SDGs through parallel sections entitled “Around the World” and “At Home”. The document gives detail on action both historic and current that supports each goal. Migration and SDGs are not linked, except in two places: Goal 13: Climate Action and Goal 16, Peace and Justice. In the context of Climate Action, the focus is on extreme weather events which leave countries vulnerable, “leading to social upheaval, conflict, and forced migration” (DFID 2017: 31-32). Therefore, Climate Change is regarded as a risk to the UK, due to its links to migration. The use of the term *forced* reflects the government’s belief in a reluctant migratory population, as seen previously in government press releases and policy.

In the context of Peace and Justice, migration is seen as part of a wider issue of serious crime and corruption, again, showing UK Government belief that problems in developing countries are preventing proper economic development, and so leading to migration; and that migration itself feeds into crime and corruption. Agenda 2030 states, “Supporting developing countries requires tackling many of the challenges that affect us at home – such as corruption, money laundering and tax evasion, serious organised crime and irregular flows of migration.” (DFID March 2017: 39)

The reporting and monitoring of SDGs has now begun, although it is at a very early stage of development, as stated on the Office for National Statistics (ONS) website, “ONS is responsible for the development and collection of UK data for the Sustainable Development



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OXFAM Italia



INTERCULTURA



DIVERSITY DEVELOPMENT GROUP



WU austria



ZAVOD GLOBAL



Kopin



UNIVERSITY OF DUBLIN



IOWARZYSTWO EDUKACJI ANTYDYSKRYMINACYJNE



ICU Istituto per la Cooperazione Universitaria Dubai



kmop KNOWLEDGETEAM WORLD



WUS World University Service



Euro training

Goals (SDG) global indicators and for reporting UK progress towards them.”¹⁴ The first report was produced in November 2017 (ONS, 2017). This was followed by a letter from Lord Bates, at DfID, that the “UK will put itself forward for a VNR (Voluntary National Review) in 2019 to showcase our work on the SDGs’ to the United Nations.”¹⁵ Both of these actions appear to show that the UK is in line with the international community’s expectations, in taking the first steps to engage with, monitor and report on the SDGs.

Following the publication of Agenda 2030 in mid 2017, by the end of 2017 a further document was produced, *Implementing the SDGs* (Cabinet Office, 2017). This document forms an audit of the government’s eighteen department SDPs, and the SDGs. Of note, the Government department SDPs do not use the terminology of the SDGs (with the exception of DFID).

Implementing the SDGs links the 17 SDGs to 51 actions within the entire bank of SDPs. Of the 51 actions, 37 are linked to just four Government Department plans: 13 are the responsibility of DfID, 10 are the responsibility of the Department for Education, 9 lie within the remit of the Department for Business, Energy and Industrial Strategy, and 6 with the Department for Environment, Food and Rural Affairs. Six departments have no links at all to this document, and so to the SDGs. Even in places where such a link might have been made, it does not occur; e.g. Department for International Trade SDP 4:2 (Department for International Trade, 2018). In the civil society sector, UKSSD has created a network of groups that is monitoring UK government progress on the SDGs.¹⁶ More detail is provided on UKSSD in section 3:4, the Case Studies.

A report on Integration (Casey 2016) has brought some of the issues of Migration and Integration in Britain into the public domain; yet the actions contained within it are mainly local and national, and not clearly linked to the SDGs, nor other international reports. This has been acted on by a government grant to support integration in five towns over the next few years in the wake of Brexit. The report highlighted the impact that Brexit has had on the amount of reported race-hate crime, and also the isolation felt by some groups within Britain in the post-Brexit vote era.

This section has provided evidence of some government-led action on issues relating to migration in the UK, and the SDGs. However, this action appears to be superficial in the case of the SDGs, and under-resourced in the case of migration. Furthermore, there is little evidence either at national or local government level of a plan to increase the general public understanding of the SDGs; even the school-based Global Learning Programme run by DFID is not being effectively disseminated into the public domain, and this is a missed opportunity.

¹⁴ Office for National Statistics (ONS). Sustainable Development Goals. About <https://sustainabledevelopment-uk.github.io/about/>

¹⁵ Letter from Lord Bates, United Kingdom Stakeholders for Sustainable Development (UKSSD) <https://www.ukssd.co.uk/Handlers/Download.ashx?IDMF=7cd07d1d-f392-4bfa-9c7f-07c9907c7bb1>

¹⁶ United Kingdom Stakeholders for Sustainable Development (UKSSD) <https://www.ukssd.co.uk/>



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3. Field Research

3.1 Introduction

There were ten participants for this field research, four of whom identified as male, and six as female. Six of the participants were directly involved in the UK education system. Two were **teachers** within the schools system, one in Primary education (ages 4-11), and the other with Secondary education (ages 11-16). The Primary teacher was a champion of the SDGs within her school; the Secondary teacher was head of *Citizenship, PSHE, and Life Skills* in school, as well as delivering guest lectures on these topics for Initial Teacher Education (ITE). Four were **lecturers** in Higher Education (HE) at university level. Two were from a university in the north of England, one from a university spanning England and Wales, and the other from a university in the south of England. The HE lecturers all had recent or active research projects in schools. Two of the HE lecturers were also leaders in ITE, and one was also a member of the *Geographical Association*, and editor for the magazine, *Primary Geography*, for school teachers. Another of the HE lecturers, having migrated to the UK from Canada, was working on international projects related to migration and schools. Finally, one HE lecturer had recent publications in global education, as well as previous experience of managing an ITE programme. Two participants worked full-time for a **Civil Society Organisation (CSO)**. One worked at a national level in the field of Development Education for an international NGO, the other in an international organisation providing materials for UK schools on global education, and for the *Global Learning Programme* led by DFID. One participant was an **Officer in Local Government** with responsibility for the 'Prevent' Agenda (HM Government, 2011) and worked with schools on issues of radicalisation, terrorism, fundamental British Values, and community cohesion. Finally, one participant was an **Artist** working with community groups and refugees, in the north of England, and nationally, focusing on climate change and migration through creative media and technology.

3.2 Awareness about international migration and sustainable development

All participants were familiar with the Sustainable development Goals, and related materials, including teaching materials. Some participants were less familiar with the current UK Government response and action on SDGs; the most secure knowledge was with those working directly in CSO Development Education. One CSO described the SDGs as the 'cornerstone' of the organisation's work with schools and teachers. Teachers spoke of the positive impact of *The Global Learning Programme (GLP)*¹⁷, a school-based programme run by DFID which has reached 7000 schools (age 7 to 14) in England and Wales. It provides resources and training for teachers as the leading UK response to SDGs.

¹⁷ Global Learning Programme (GLP) <https://glp.globaldimension.org.uk/>



CSO workers supported the *World's Largest Lesson*¹⁸ with school pupils. In all three universities, Sustainable Development was a key aspect of both Education Studies and Initial Teacher Education. One lecturer organised 'Summit Simulations' to discuss climate change issues with students, and another provided opportunities for university students to work with refugees (linked to Goal 10 - Reduced Inequalities). Another lecturer indicated that there was little guidance in the Primary *National Curriculum for England and Wales* on ESD; however, his ITE programme supports teachers of the future to develop SDGs in school, within Primary Geography.

Few participants were aware of Habitat III and Policy Coherence for Development (PCD). Those involved in CSO Development Education and working on EU projects knew of them, but did not use them in the course of their daily work on UK projects. Teachers explained that there was no direct reference to the schools' *Citizenship* curriculum for many of these policies, unless the teacher made that link.

Migration still formed a key theme in the work of the teachers, lecturers, and those involved in CSOs linked to Development Education. However, both schools and CSOs explained that they tend to react to what is in the news, and migration had been less in the news in 2017-2018, compared with the news before, during and immediately after the Brexit vote in June 2016. One lecturer was currently involved in research into how schools support newly-arrived children through the *Schools of Sanctuary* project.¹⁹ However, one CSO participant stated that it was difficult to engage civil sector groups in a global agenda, as the relevance to their (often) locally-driven agenda and work was not always clear. Few participants were aware of Habitat III and Policy Coherence for Development (PCD). Those involved in CSO Development Education and working on EU projects knew of them, but did not use them in the course of their daily work on UK projects. Teachers explained that there was no direct reference to the schools' *Citizenship* curriculum for many of these policies, unless the teacher made that link.

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3.3 Link between migration and sustainable development

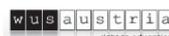
While it was felt that there was, and should be, an explicit link between migration and sustainable development, all participants felt that this link had been overlooked in the UK.

¹⁸ World's Largest Lesson <http://worldslargestlesson.globalgoals.org/>

¹⁹ Schools of Sanctuary <https://schools.cityofsanctuary.org/>



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This was due to the superficial and simplistic discussion of migration, and the way that it was presented as primarily conflict or economy driven, despite the Prime Minister announcing support for climate change issues at the *One Planet* summit in December 2017 (Prime Minister's Office/May, 2017). The artist representative commented that a problem was that much of the process of climate change was gradual – for example, the slow drying of riverbeds or gradual desertification, compared with a major flood catastrophe. The latter would catch public attention due to its iconic nature, but the former unlikely to be seen as headline news.

One HE lecturer cited their Global Citizenship course and their role in hosting **TEESNet** which supports research into Sustainable Development.²⁰ 'Summit Simulations' in one university showed how climate change was a key driver of migration; another lecturer described the role of student teachers from Initial Teacher Education initiating or supporting ESD projects in schools where such a link could be made. However, one lecturer felt that resources may not emphasise the significance of the link between the two, nor were there forums verbalising it. Another lecturer had previously worked on a UNESCO project in Canada looking at migration and climate change and was aware of similar work through the UK's *Royal Geographical Society*²¹ where case studies are available, and the *Geographical Association's*²² work on school curriculum, where migration and climate change link both Human and Physical Geography, and global themes are examined nationally in *World Wise Week*²³.

CSOs cited *The Climate Coalition*²⁴ and *Show the Love*²⁵ campaign were reaching thousands of people in the UK and both linked migration and sustainable development, as was another organisation, *SEEd*²⁶, which also draws on the Paris Agreement. However, all participants from this sector commented these topics appear to be mainly discussed as standalone issues and that there was a great need to help students and pupils see the SDGs 'through interconnected lenses'. It was felt in this sector that the SDGs can be used to illustrate the 'interconnectedness' of the issues, therefore, they provide a framework for taking action. A further example of linking migration and sustainable development is in the *Footprint Modulation Project*, which brought together academic research, creative narrative, art and film, in July 2015.²⁷ However, while there has been flooding in the UK recent years, it was felt that it was rarely linked to climate change, in the media.

²⁰ Teacher Education for Equity and Sustainability Network (TEESNet)

<http://teesnet.liverpoolworldcentre.org/practice/>

²¹ The Royal Geographical Society <https://www.rgs.org/>

²² Geographical Association <https://www.geography.org.uk/>

²³ Worldwise, Geographical Association <http://worldwise.geography.org.uk/worldwiseweek/>

²⁴ The Climate Coalition <https://www.theclimatecoalition.org/>

²⁵ The Climate Coalition <https://www.theclimatecoalition.org/show-the-love>

²⁶ Sustainability and Environment Education (Se-ed) <http://se-ed.co.uk/edu/>

²⁷ Footprint Modulation: art, climate and displacement. Meta'ceptive projects + media

<http://metaceptive.net/footprint-modulation/>



3.4 Insecurity

The discussions here identified the complexity of the issue, and no specific answer to whether people see the UK as a safe place to live was given by the participants, although, with reservations, there was a tendency to agree that it was a safe place to live. Part of the issue was that “there is no UK population, but there are lots of UK populations” as one participant commented, indicating the diversity of lived experience in the UK.

Issues such as terrorist attacks, economic uncertainty, austerity measures and lack of control of future were the main areas cited for insecurity in the UK, with the media and social media enhancing feelings of insecurity. Examples were given, by all participants, of schools trips to London being cancelled in the wake of terrorist attacks, and the Manchester Bombing, in 2017. All spoke of the increase of zero-hour employment contracts and student debt as part of current economic insecurity. Immigration was perceived as a scapegoat for economic insecurity (evidenced in its role in the Brexit vote); Brexit was explained as both an expression of insecurity around migration and the impact of it in the UK, and the creator of feelings of insecurity. Insecurity in this context was felt to be about managing a changing world, and the older generation (largely held responsible for the swing to exit in the Brexit vote) were clearly insecure with how Britain was changing. Giving a different perspective, one lecturer spoke about how newly-arrived people might also feel insecure, given the hostile attitude they experience both from government officials and local people. Similarly, vulnerable groups, such as people with a disability, also had to cope with ‘absurd bureaucratisation’ in order to access state support, which creates acute insecurity.

Concern was expressed by all participants about the fears of children and young people. The rise in the UK of mental health issues among young people was linked to fear of the future both economic and related to global issues. ESD agenda could be a burden on children, creating insecurity and fear of the future. Teachers and CSO representatives saw it to be their role to present the SDGs in a positive light - hope rather than fear - and emphasise action for change; and similarly, they needed to provide a different narrative around fearful events – for example, the acts of kindness and bravery of those attending the scene of atrocities.

3.5 The main factors that shape public opinion

All participants were agreed on the role of the media, particularly the daily newspapers, and of social media in forming public opinion and informing public discourse. Newspapers were seen as fear mongering especially in relation to migration, creating a negative link between migration and insecurity, a reaction to which was the campaign, ‘*Stop funding Hate*’²⁸. The demise of local newspapers has meant that discourse is guided by fewer perspectives. Similarly, high-budget films could be funded by interest groups (e.g. military) and so present particular moral or political perspectives. Another powerful factor was cited as social media,

²⁸ Stop Funding Hate <https://stopfundinghate.org.uk/>



given the amount of time young people spend using it. It was felt that the danger was that there would be a lack of diverse opinions available to them through like-minded groups and search engine algorithms. Chat rooms, such as those in games (e.g. Call of Duty) could lead to and reinforcement of attitudes and beliefs associated with the game. The internet was seen as a key influence; while there were diverse views available both in the press and on the internet, the key question was how views were formed, and also changed. It was felt that this needed greater understanding.

On the positive side, suggestions were made of ways that public opinion could be shaped, for example, the power of ordinary, face-to-face conversation, and through an education which encourages critical reflection on different perspectives. In particular, Primary Schools (ages 4-11) could reach families as well as children through ESD campaigns that they may organise, for example, *Schools of Sanctuary* creating welcoming environments for newly arrived children was seen as important.

A positive example of the media is the impact of the BBC series *Blue Planet II*, in 2017, which has created an astonishing shift in public opinion about plastics and the impact on oceans and marine life (Allen, n.d). A further example of TV shows, films, blogs and music as shapers of public opinion in the UK was given, with the example of M.I.A., the rapper who has written songs on migration (Godwin, 2016). Another participant stated that the shift to recycling showed society's change, and that younger people he worked with were more positive about influencing aspects of sustainable development.

3.6 Gaps of information and how those gaps might be filled

Discussion between participants related to both the need for information, and also for development of skills. Areas for information included increasing the level of critical discussion around ESD and global issues, for example, historical perspectives on migration and conflict; fuel issues such as fracking; migration stories, showing the multiplicity of experiences of migrants including why they travel, the conditions of travel, experiences of arrival in the UK, and the problems they face of language, health care and rights; and providing a wider understanding of extremism, from being simply focussed on Islamic fundamentalism to incorporating right-wing extremism and anti-vivisection protests. There was also a desire for positive messages, such as examples of migration as a positive benefit, to provide a counter-narrative to the one that the media presents; positive aspects of ESD to counteract a 'doom and gloom' message; and how sustainable development has been of benefit to economies.

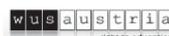
It was agreed by all that educators needed time, appropriate curriculum resources and training to use them; teachers in schools, it was felt, would be too busy to create such resources. Training gaps – for teachers - included how to welcome people from other communities into the classroom as teacher fear of “doing it wrong” is strong, according to both the teachers and CSO workers. The lack of training for teachers to manage controversial discussions that might arise in the classroom relating to issues of migration and sustainable development was a deterrent to many teachers in school. One participant



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working for a CSO felt that there needed to be more support for teachers and CSOs in understanding the SDGs, as they may be couched in inaccessible language.

A further information gap identified by a lecturer in Teacher Education was the link between SDGs and the Teachers' Standards (DfE, 2011). The *Geographical Association* have introduced a Quality Mark (mainly accessed by Secondary level schools), which included the following criteria: "Geographical skills promote a better understanding of difference and diversity" which could link to the SDGs and migration, as exemplars.²⁹

Examples of organisations that might be of help were given, such as the *Refugee Council*³⁰. Programmes such as *Safer Skills*³¹ in the Merseyside area of England were available to support teachers and other professionals. It was also suggested that tapping in to expertise that youth workers have, including artists and musicians, might help bring the SDG message to schools in a way that connects with young people. Similarly, young people, bringing the message to their peers were seen as a powerful tool. An example of this was *Youth Parliament*³², a programme available to all schools which encouraged political engagement.

3.7 The role of education systems

At school level, there is a great deal of activity taking place relating to global education, despite being in a negative context in education. It was felt that the many other initiatives in schools in England were the result of politicians trying to make schools compensate for society's failures, in particular, related to mental health, e-safety and anti-social behaviour. For many schools, pressure on their budgets was significant with austerity cuts; and, with other educational priorities taking precedence, resources for developing ESD was limited. Furthermore, the growth of academisation in English schools, and the reduction of the role of local government in local schools has led to the growth of profit-making companies providing support to schools. There is a lack of diversity in the school system, dominated by white British teachers, with very few non-white teachers, and only a minority of white non-British. The paucity of diverse cultures is particularly seen in the Primary sector (age 4-11). In addition, schools may be reliant upon a teacher with a particular interest in promoting global education– which may mean that some schools might be very aware of SDGs and sustainable development issues, and others not at all aware. The lack of time in the curriculum to address issues effectively, rather than simply raise them was seen as a major issue for schools; having training and appropriate resources would be of no benefit if there was not enough time to explore issues properly, rather than superficially.

²⁹ The Primary Geography Quality Mark. Geographical Association, <https://www.geography.org.uk/The-Primary-Geography-Quality-Mark-PGQM>

³⁰ The Refugee Council <https://www.refugeecouncil.org.uk/>

³¹ Ariel Trust <http://www.arieltrust.com/>

³² UK Youth Parliament <http://www.ukyouthparliament.org.uk/>



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That said, it was recognised by all participants that there are many examples of creative and imaginative use of existing resources and limited time. Teachers cited the use of ‘drop down days’ (where the normal curriculum is suspended) to have in-depth discussions with young people. Opportunities existed for the inclusion of global education in curriculum areas of Citizenship and Geography, which are compulsory subjects in school, and through programmes linked to personal development.³³ At Primary level teachers had some freedom to interpret the Geography curriculum, and tap into interest among young pupils on sustainable development and Climate Change.

Many examples were given by participants of ESD activities in UK schools. Those relating to understanding migration were: *Refugee week* activities, including visitors to schools to speak about their experiences; and examining the *Rights of the Child* and understanding the impact of migration on children; initiatives such as *Schools of Sanctuary*³⁴ were influencing not only pupils, but also their wider family; some schools linked the SDGs to fundamental British Values, for example, *personal liberty*. However, it was recognised by one teacher that themes from the SDGs, e.g. gender equality, could have been linked more explicitly with World Women’s Day in March 2018. Those linked to the environment included: reducing plastics, and learning about impact of plastic on *life under the sea*, also supported by news articles on the BBC (state-financed media) about plastic waste, and high profile companies such as the *Iceland* food chain targeting their use of plastic packaging; investigating the issue of energy supplies, including fracking, which has also received a strong media focus in the UK. Those with the aim of deepening understanding of the SDGs, and global learning consisted of: conducting a *global learning week* with all subjects linking to ESD; supporting *Send a Cow*³⁵ linked to improving the life of families in Africa; exploring the impact of consumerism on young people, and the demand for designer goods being challenged as unsustainable; and the initiative *Send my Friend to School*.³⁶

A lecturer explained how there was an increase in service learning opportunities for students. The role of CSO Development Education networks continued to be important, for example *Think Global*³⁷ and *SEEd*, providing expertise. It was felt that a network of experts was needed to take this agenda forward, particularly at a local level. In addition, it was felt that a monitoring organisation would be needed to examine what would work effectively.

4. Conclusion and recommendations

The evidence from EU surveys, national reports and the field research conducted for this report, confirms that migration remains a prominent issue for debate in public and political discourse in the UK. This is both conflated with and heightened by anxieties about risks

³³ Personal, Social, Health and Economic Education (PSHEE); Life Skills.

³⁴ Schools of Sanctuary <https://schools.cityofsanctuary.org/>.

³⁵ Send a Cow <https://www.sendacow.org/>

³⁶ Send My Friend to School <https://www.sendmyfriend.org/>

³⁷ Think Global <https://think-global.org.uk/>



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posed by extremism and acts of terrorism, and the UK's troublesome relationship with the European Union (EU). It also creates challenges in understanding *actual* perceptions towards issues. For example, in section 2.1 it was suggested that UK attitudes towards humanitarian aid might be the result of attitudes towards the EU as a donator of aid, rather than humanitarian aid per se. Similarly, whilst the UK appears to feel less secure than other EU country populations, explained at least partially by the experience of terror attacks, responses in the field research suggested that factors affecting perceptions of security may be much more complicated and variable across groups.

The research confirmed that media, combined with political rhetoric and policy responses focused on security, ongoing debates about diversity and cohesion and a growing far right discourse, has created a powerful and largely malign influence on public perceptions and concerns. The rise of online and social media has emerged as a major factor in shaping the views of young people. The field research also highlighted the positive potential of media in raising awareness and offering different perspectives and narratives. The role of social media in mobilising young people to act against mainstream media and political consensus in a recent general election is one example of this.

Evidence from both EU and national reports, and the field research, similarly confirms that the UK public is less focused on and concerned about issues of sustainable development, including climate change. This is also reflected in far less media coverage overall, although again the role of social media in shaping the debate around climate change was raised. Of particular concern is the low level of UK public awareness of the United Nations Sustainable Development Goals, despite evidence of significant activity and engagement by CSOs and in some universities and schools. Conversely, responses in the field research pointed to evidence of growing awareness of the impact of lifestyles and need for behaviour change in relation to the environment. However, a strong emergent theme was the need for more critical understanding of environment and sustainable development concepts, and the relationship with migration. It was also acknowledged that insufficient links were being made between these themes educationally, despite significant activity in the field of Global Education broadly.

In addition to the role of the media, lack of coherence in government policy is also contributing to gaps in critical understanding of the interrelationship between migration and sustainable development. Whilst steps are being taken by the government to address its responsibilities in reporting on the SDGs, this remains piecemeal and explicit reference to the SDGs is often absent. This is complicated further by a discourse of paternalism rooted in the UK's colonialist past and an emphasis on tackling root causes of migration in order to protect the UK from incoming movements of people. As one of the field research respondents highlighted, this reduces understanding of the effects of long term and less immediately observable climate change on movements of people to being seen as nothing more than economic migration.

By contrast with policy, there are significant research activities and projects taking place in the UK which offer more complex and critical insight into migration and sustainable development, and the possibility for alternative narratives. What is less clear is to what extent these are taken account of in policy and practice. There is evidence of a growing



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body of research and practice working in tandem to support educational responses framed by Global Learning and Education for Sustainable Development. This was reflected in responses in the field research, although gaps still exist in teachers' skills and confidence, and use of approaches which could promote more critical understanding of migration and sustainable development, including historical legacies. Concerns were also expressed about the challenges faced by universities and schools where Global Education is still marginal, where schools face pressures from competing priorities, including an array of agendas aimed at tackling social issues, and reduced funding and support from local authorities. As the case studies in 2.4 suggest, the most successful initiatives are those which can support schools' values and align with wider or mainstream educational movements; often led or supported by CSOs.

4.1 National and local level recommendations for NGOs

- An increased focus on making explicit links between migration and sustainable development, and translating this into resources for teacher educators and schools.
- Increased support for teacher educators, pre and in-service teachers, in using approaches which can promote dialogue, critical thinking and opportunities for participation in conversations about issues such as migration and sustainable development. This includes the need for wider community engagement which allows contributions from different perspectives
- Increased engagement with international policies which can support their work; Habitat III and Policy Coherence in particular.

4.2 National and local level recommendations for governmental institutions

- A more coherent approach between government departments with responsibilities towards migration and sustainable development, including more explicit use of the language of SDGs. This is where external networks such as UKSSD (2.4) may be influential
- Renewed funding for initiatives such as the national Global Learning Programme (currently under review) which can support mainstreaming of Global Education in teacher education and schools. This needs to recognise the role played by CSOs

4.3 Local level recommendations for municipalities

- Whilst recognising limitations on the contribution of local authorities (LAs) given significant reductions in their funding and role in supporting schools, it is important



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for connections to be made between educational responses to migration and sustainable development and wider responsibilities of LAs, including localising of the SDGs.

4.4 National and local level recommendations for educational institutions

- To support collaboration with CSOs who can bring expertise in critical understanding of migration and sustainable development, and approaches for critical thinking, dialogue and participation, particularly for those in teacher education.
- To support research on migration, sustainable development and education, which can provide evidence of good practice, and encourage mutual exchange between research and practice (see TEESNet in 2.4).

4.5 Recommendations for future research areas

- Increased research on public opinion and media influence in relation to sustainable development, and the relationship with migration
- Increased research which explores qualitative data on public awareness, perceptions and understanding
- Increased efforts to ensure research filters through to public awareness and understanding as a mechanism for influencing policy



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ICU Istituto per la Cooperazione Universitaria Dada Crete marzo del 1998

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WUS World University Service

Euro training



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