

futures initiative



developing futures thinking



Whole Earth? Our responses

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“What to say before opening an exhibition as significant and important as this... is hard to know. I read through the document that was sent through to me, which is on this sort of placards all around, and in the end I have to say, I sighed. It is not easy, if you read it carefully, and if you look at the pictures, to feel that anything is possible. There is only one way, and that is there on the photographs, and that is through young people. (...)

The reason it is wonderful that this exhibiting is here is that young people are going to see it... and you can change young people. Once you get old, it's finished; you made up your mind and become rigid, locked into the grid system. These ones who are just starting out, and whether it is here, in Kerala, or wherever it is in the world, the more young people whose hearts you can touch, whose intellects you can touch at this age, the more change there is to turn things around... because it's got to be turned around that way. So let's not point at Volkswagen, let's point to ourselves, because we are the ones who've done it... and what is wonderful about this, is, it's an attempt by image and word to turn it around.

I spent quite a bit of my life teaching, and writing, and doing it mostly for younger children. The Jesuits got it right: the younger the better! Because if you can, to some extent get people thinking... very young (...)... the children of today have got to learn to grow up with a love of this planet. If you don't start with a love of it... knowing that it is their investment, it's their place... it is not just on telly..., then it will never happen.”

Michael Morpurgo – *Whole Earth?* launch CCCU, 25th September 2015

EXECUTIVE SUMMARY

The *Whole Earth? Aligning human systems & natural systems* exhibition, created by photographer Mark Edwards and Lloyd Timberlake has been hosted by 20 universities across Europe, and by their partners in Africa, Asia and South America since autumn 2015. The exhibition was launched at the North Holmes Campus in September 2015 by the renowned author Michael Morpurgo who captivated the audience, making connections between children's stories and current environmental challenges. In 2016 it visited our Broadstairs and Medway campuses, and it was sent to South India to be displayed at the University of Kerala and several other institutions.

Based on the premise "*that the future belongs to today's young people and that students and universities everywhere can play a major role in making society more sustainable*" (<http://www.hardrainproject.com/>), the exhibition engaged staff and students across the whole university and instigated a wide range of responses. At CCCU these ranged from religion to criminal justice, early years' education, womanist perspectives, arts, leadership in sustainability, art therapy, health and wellbeing to business...

This report is an account of the many ways in which our university community responded to *Whole Earth?* and the challenges proposed by it, during a period of just over one year, from August 2015 to December 2016. Highlights along a Chronogram (pages 8-9), responses grouped by Faculty (pages 10-11) and three Case Studies providing an opportunity to explore some of these responses in more detail (pages 13-19) are included, along with quotes from varied voices that offer a glimpse into what the exhibition meant to them.

Results from an online survey which gathered feedback about *Whole Earth?* can be found on pages 20-22. Analysis of the data shows that the majority of respondents had engaged by taking students to see the exhibition. They used associated resources to encourage discussion about sustainability, responding to the challenges and questions relating to specific disciplines and incorporating ideas from the exhibition in formal assessment activities. Respondents explored sustainability issues at professional and personal levels, yet not all envisaged changing their day to day behaviour towards sustainability in the future.

Many respondents agreed that the exhibition raised important questions about what to teach students, and that it provided important information about sustainable living. While some felt it raised the profile of areas they are already teaching or doing in their programmes, others felt it alerted them to new thinking. Most considered lack of time and apathy from colleagues as barriers to incorporating sustainability perspectives in their teaching. Results also suggest that in spite of the University's growing commitment to sustainability in all areas, a lack of communication and cultural norms may be preventing it from reaching everyone.

Overall there is strong evidence that the *Whole Earth?* exhibition has had a significant impact on academic life at CCCU. From the special issue of the Inspire Magazine, and the special address by Michael Morpurgo, through images and text being explored in and out of the classroom by students, support and academic staff, to the creation of other events stimulated by the exhibition, it has inspired and provoked reflection amongst our community. Lack of engagement from some sectors of the University also highlighted challenges that we still have to face towards making our commitment to sustainability more visible and far reaching.

Above all, *Whole Earth?* proved to be a valued and dynamic resource for opening people's minds to the multifaceted nature of sustainability issues, bringing the need for cross-faculty cooperation to the front, celebrating creative, critical and innovative ways of looking at the challenges we face.

Brief Tale...

Within the competing demands of daily life, the impact of visual imagery to jolt individuals out of their comfort zone should never be underestimated. The physical presences of Whole Earth? exhibition, overtaking large unoccupied green spaces provided a point at which to stop..... to pause.....to reflect..... for hundreds of people within our community. The extension of the exhibition to the Medway and Broadstairs campus sites, which are co-located with other businesses and HEI providers raised our profile and confronted a wider audience with its powerful messages.

As I explored it I felt as if I was submerged in a small oasis of quiet...and I recall looking out of Rowan Williams Court at Medway, observing staff and students slowing their walk on the red brick pathways to a halt... as they absorbed the messages and insights into events across the world. It generated sparks of curiosity, conversation, and discussions between strangers and for me it raised fundamental questions about the way in which I live my life, how I enact my role and questioning how we provide opportunities within the university to play a leading role in raising aspirations for a sustainable future for all.”

Debra Teasdale, Dean of the Faculty of Health and Wellbeing

WHAT IS WHOLE EARTH?



Whole Earth? is a large-scale exhibition on sustainability and education created by the pioneering photographer, Mark Edwards, with text by the writer and journalist, Lloyd Timberlake. Consisting of six banners each ten metres long, it raises questions for both staff and students about how sustainability perspectives can be meaningfully incorporated into programmes and courses in every academic discipline. The exhibition is loosely structured around a song (Hard Rain) by the acclaimed singer and poet, Bob Dylan, who was recently awarded the Nobel prize for literature. The subtitle 'aligning human and natural systems' neatly encapsulates the key message of the exhibition. At the current moment in the early 21st century we urgently need to find ways of living in harmony with our surroundings and the planet that supports us.

Whole Earth? was launched at the Eden Project in Cornwall, UK and at 20 universities across Europe in autumn 2015. Each of these first phase universities was then encouraged to send their banners to a partner institution in Africa, Asia or South America to reach as many students as possible. At Canterbury Christ Church University (CCCU) the exhibition was opened with a short speech and open lecture by the author Michael Morpurgo. It was subsequently taken to the south India where a two-day international symposium marked the start of a touring programme that has directly involved thousands of students.



Exhibition being opened at CCCU, Canterbury

The rationale behind *Whole Earth?* is that the leaders of tomorrow are at university today and that universities have a major leadership role in addressing environmental problems. It follows that students need to have engaged critically and creatively with sustainability issues within their area of study by the time that they graduate. It is also recognised that tutors and other academic staff need to develop the capabilities and capacity to support such work. By providing information and asking questions *Whole Earth?* seeks to serve as a provocation that will raise awareness of environmental thinking and sustainability issues. It is part of a wider university-wide movement which is increasingly recognising the importance of the sustainability agenda most notably, perhaps, through the publication of sector guidelines by the Higher Education Authority (HEA) and Qualifications and Assessment Authority (QAA) in 2014. These national developments are paralleled by initiatives within Christ Church where sustainability is now included as a cross-cutting theme within the University Strategic Framework 2015-2020.

“I study ‘Sustainable Businesses’ at Canterbury Christ Church University which is hosting Whole Earth? exhibition. I have to admit I walked past it without reading it until my tutor sent us all out to look at it and write an essay on the issues it presents. Then I got it: the impact MY plastic, MY meat, MY waste paper is making to the planet that is keeping me alive. Then I felt anger toward the people I saw as role models who never taught me about sustainable development. What’s good is that the exhibition doesn’t just show problems, it shows what my generation – and universities – can do to bring about real change. Now I’m going to campaign to make those changes.”

Sadie Barton, Student, CCCU (*Whole Earth?* Newsletter, April 2016)

CHRONOGRAM

26th August 2015

Future Leaders Away Day

Kent The Future Leaders team went to Earth Craft UK's forest school site for an away day, to develop ideas for engaging academia with *Whole Earth?*

September 2015

Inspire Magazine

Edition dedicated to *Whole Earth?*

14th September 2015

Exhibition Opened – Canterbury

25th September 2015

Exhibition Launched – Canterbury

The exhibition was officially launched by Michael Morpurgo, OBE, on the Anselm lawn of the North Holmes Road campus.

25th September 2015

Public Lecture – Canterbury

Michael Morpurgo, OBE, gave a public lecture at Old Sessions House, on '*The Best of All Possible Worlds*', exploring the subject of writing about the environment for children.

9th October 2015

SOS & *Whole Earth?* Launch – Cornwall

We sent a number of students and some staff to the official launch of the *Whole Earth?* international project at the Eden Project in Cornwall.

21st October 2015

EcoReligion: An Interfaith Council response to *Whole Earth?* – Canterbury

An inter-faith discussion around the *Whole Earth?* project and challenges, held in the Chapel.

29th October 2015

Exhibition Closed – Canterbury

2nd November 2015

Exhibition Moved – Broadstairs & Medway

The exhibition was split into two halves, with one half going to Medway and one half to Broadstairs. The exhibition was opened by Debra Teasdale, Dean of the Faculty of Health and Wellbeing, and attended by Debbie Cotton, from Plymouth University.

3rd and 10th November 2015

***Whole Earth?* : Developing an Early Years Response to Sustainability – Broadstairs**

This event was led by Dr Nicola Kemp and Polly Bolshaw, with the theme of "*WHOLE EARTH?* : *Developing an Early Years Response to Sustainability*", aimed at early years' practitioners and students.

20th –23rd November 2015

Exhibition Changed – Broadstairs & Medway

The two halves of the exhibition were swapped over between Broadstairs and Medway, to be displayed in the same places as the previous halves.

1st December 2015

Seminar with Mark Edwards – Broadstairs

Mark Edwards, the photographer behind the *Whole Earth?* project, came down to our Broadstairs campus to run a seminar for Karen Shepherdson's photography students.

14th December 2015

Exhibition Closed – Broadstairs & Medway

The exhibition closed at RWC and Carey, in preparation for its move to our partner organisation, Kerala State University in India for the Spring Term

January 2016

Exhibition goes to India

Whole Earth? is taken to Kerala and South India universities by Dr Stephen Scoffham; International Symposium on Science Education and Sustainable Development, opening lecture by Mark Edwards.

8th March 2016

Exhibition Re-opened – Canterbury

International Women's Day workshop - Canterbury

Toni Wright (Women Staff Network) and Adriana Consorte-McCrea organized this writing workshop, led by Vicky Fields in which staff and students collaborated to create a poetic response to *Whole Earth?* with a womanist perspective, called 'A Wonder-Web of Life.'

24th May 2016

Textiles workshop – Canterbury

A practical workshop was led by Esther Miles to celebrate the contribution of women to a fair and sustainable world in social, economic, environmental and personal terms. The resulting artwork created took inspiration from the poem 'A Wonder-Web of Life.'

6th-7th July 2016

Sustainability in Higher Education: Challenges and Opportunities- Canterbury

Responses to *Whole Earth?* were presented during the Sustainability Research Conference; Mark Edwards unveiled the artwork legacy of *Whole Earth?*

August 2016

Exhibition Closed – Canterbury

28-30 November 2016

Whole Earth? features at the National Seminar on environmental concerns in the Government Women's College Trivandrum, Kerala, India.

December 2016

Whole Earth?: a legacy. Exhibition- Canterbury

Whole Earth? Report; exhibition of *Whole Earth?* artwork legacy and photos at SCR

RESPONSES BY FACULTY

Many people engaged with the exhibition at a personal and professional level, across faculties and sectors of the university. The table below is not exhaustive, but exemplifies some of the ways in which our community responded to the challenges proposed by the exhibition.

Faculty Responses to *Whole Earth?*

Faculty	Responses to <i>Whole Earth?</i>
<i>Faculty of Arts and Humanities</i>	<ul style="list-style-type: none"> • Karen Shepherdson and Media students' seminar with Mark Edwards; FI project: Engaging with <i>Whole Earth?</i> – reflections & responses to Mark Edwards' <i>Whole Earth</i>
<i>Faculty of Education</i>	<ul style="list-style-type: none"> • Polly Bolshaw, FI project: <i>Whole Earth?</i> : Developing an early childhood response for sustainability • Nicola Kemp and Polly Bolshaw, Early Childhood Studies: workshops for South East England Early Childhood Research and Practice Association at Medway, Broadstairs and Canterbury; workshop at Anglia Ruskin University as part of their Faculty of Education series in May 2016; developed a case study booklet for ECE practitioner; presented paper 'Whole Earth: An Early Childhood Response' at Manchester Sustainability Research in Higher Education Symposium April 2016; OMEP European conference in May 2016 and Conference Sustainability in Higher Education: Challenges and Opportunities, July 2016. • Terry Whyte, School of Teacher Education and Development: students visit to exhibition • Alan Pagden, School of Teacher Education and Development: students visit to exhibition • Sue Hammond, Viv Wilson and others, BA Ed course
<i>Faculty of Health and Wellbeing</i>	<ul style="list-style-type: none"> • Debra Teasdale, Dean of Faculty of Health and Wellbeing, opened the exhibition in Medway • Chloe Griggs, Centre for Work Based Learning and Continuing Development: Foundation students visit to exhibition • Edith Lewis, BA Social Work: students visit to exhibition • Adele Phillips, School of Public Health, Midwifery and Social Work: discussed exhibition in class, using photographs to provoke discussion. • Toni Wright, England Centre for Practice Development, & Art Therapists, Conference Sustainability in Higher Education: Challenges and Opportunities, July 2016, ESD Showcase: 'I would have been/ could be amazing': A social justice oriented visual art rejoinder to <i>Whole Earth</i>.

Faculty Responses to *Whole Earth?* (continued)

Faculty of Social and Applied Sciences

- Katja Hallenberg & Maryse Tennant, School of Law, Criminal Justice and Computing, FI project: Criminal Justice Responses to *Whole Earth?*; presented "[Criminology Picks Up the Gauntlet](#): Responses to the *Whole Earth?* Exhibition" at HEA Teaching and Learning in Social Sciences Conference, November 2015, Manchester
- Katja Hallenberg & Margit Guenther, School of Law, Criminal Justice and Computing, Conference Sustainability in Higher Education: Challenges and Opportunities, July 2016, ESD Showcase: Criminology Picks up the Gauntlet: Responses to the Whole Earth Exhibition
- Tan Yoke Eng, Business School: Business and Sustainability module students visit to exhibition

Other groups

- Jeremy Law (Chaplaincy) organized an Interfaith dialogue discussion in October 2015. Additionally, the Inter Faith Council organised a special debate in which speakers from four major world religions outlined their particular beliefs and attitudes towards the environment.
- Tony Wright (Women Staff Network) and Adriana Consorte-McCrea (Futures Initiative), FI project: *Whole Earth?* – Creating a Poetic Response for International Women's Day
- Tony Wright (Women Staff Network) and Adriana Consorte-McCrea (Futures Initiative), FI project: *Whole Earth?* Many Hands Make a Lighter Future: creating a textile legacy



“Dear Mark and Stephen,

I am back home after a very fruitful week in Bangalore. Things worked in a fantastically more effective way than I anticipated. The banners were on display in three campuses. Beyond that I had the opportunity to directly address about 1250 students in nine spells of two hours each. I combined your stories with mine and Mark's video was viewed in state of the art auditoriums by all. Several faculty members too attended. I also did two quiz programs which also involved a good amount of conscience raising. The feedback has been overwhelming. We have really done some little bit here, I would say. Infinitely more than during the symposium or the exhibition in my university.(...)”

Dr Lal C.A., Kerala University, Department of Botany, writes to Mark Edwards and Stephen Scoffham.

CASE STUDIES



WHOLE EARTH? IN INDIA



Canterbury Christ Church University has a long standing association with Kerala University in south India. This stems from initial links established by tutors from the CCCU Faculty of Education in 1999 with their Indian counterparts in the Departments of English and Education. These links were consolidated with a partnership agreement in 2004 and have matured since then through a programme of regular visits and exchanges. *Whole Earth?* fitted naturally into this framework, particularly because it focussed on issues of common concern.

To mark the launch of *Whole Earth?* in India the University of Kerala Department of Botany, collaborated with CCCU to organise a two days' symposium on science education and sustainable development. It was decided to hold the event in January 2016 when it would coincide with a study visit by a group of CCCU initial teacher education students. Mark Edwards, who devised the exhibition was invited, and agreed to participate. The symposium was opened and attended by the University deputy Vice Chancellor. Tutors from the both Kerala and the UK shared the platform together with Indian and English post-graduate students.

Whole Earth? was initially displayed at Kerala University both in on the main campus in the heart of the state capital, Trivandrum, and at the Department of Botany some 10km out of town. It was then exhibited and used by other institutions in Kerala and most notably by Christ University in Bengaluru (Bangalore) during the summer of 2016. The impact was very considerable. In Bengaluru, for example, some 1 250 students on three separate campuses studied the banners, took part in quizzes and engaged in a programme of awareness raising lectures. Dr Lal C. A. who together with Dr Jino took the lead in organising this programme declared that the feedback from students was overwhelmingly positive and they noted the knock-on effect on their colleagues.

The exhibition continues to bear fruit: from 28-30 November 2016 there was a National Seminar on environmental concerns in the Government Women's College Trivandrum, in Kerala, which in the words of Dr Lal C.A. "has been inspired by *Whole Earth?*" Dr Lal continues:

"I will be doing a Whole Earth? quiz. We have used images from your site in the flyer, with acknowledgement. This is a major college and we expect a lot of students to see the posters. Also there will be teachers from different state of India from Kashmir down to Tamil Nadu!"



CCCU initial teacher education student Katie Barnes speaking at the Symposium, University of Kerala

Why should we come and see the Whole Earth? exhibition? Well dear friends, this is the reason.

An elephant came into our room some years ago. He was just a baby then; we didn't take any notice. Now he has grown and fills the room, but we continue to pretend he is not there.

Do forgive this story, but this is what we have been doing globally with our environmental issues. Even when we seem to pay them some attention, it's like giving a dying man endless first aid, when what he needs is radical surgery. Can we reach out across the globe, to rich and poor, educated and uneducated, of every colour, whatever our beliefs, and support young people everywhere in making a more secure and just world? That is why Whole Earth? ends with a question mark.

Text from the *Whole Earth?* exhibition flyer devised by Dr Lal C.A.



WHOLE EARTH? CREATING A WOMANIST LEGACY



Poetic response to Whole Earth on International Women's Day

On the 8th of March 2016 the *Whole Earth?* exhibition came back to Canterbury as part of International Women's day. To go beyond the knowledge and explore the messages in alternative ways, Adriana Consorte-McCrea (Futures Initiative) and Toni Wright (Women Staff Network) devised a series of events to unleash creative and emotional responses. A creative writing workshop was led by Victoria Field (writer and poetry therapist), focusing on the challenges that women face towards a future that is fair and sustainable in social, economic, environmental and personal terms. During the workshop Victoria weaved connections between the exhibition and International Women's Day, motivating staff and students. Through the use of creative prompts, sustainability issues became very tangible and personal. The resulting poem is the "A Wonder-Web of Life" (page 17), which Victoria Field assembled using selected writings from each one of the participants of her workshop. The workshop also resulted in Sophia and Danica (students, Feminist Society) writing a paper to submit for publication, and on [Sofia's blogpost](#) about her experience. A parallel event was organized by Toni Wright for art therapists from across east Kent, entitled *Whole Earth? – Creating a Visual Art Response for International Women's Day*, and the artwork exhibited during the Sustainability Conference in July 2016.

Whole Earth? Many Hands Make a Lighter Future

The poetic response was followed by a textile workshop to create a textile artwork as a long lasting legacy of the women's response to *Whole Earth?*. The brief was inspired by the traditions of women all over the world sitting around in a circle to sew, to weave and to talk. Thoughts of patchwork quilts, tapestry and embroidery came to mind, like the reference to the Bayeux Tapestry drawn from the photographic exhibition itself. The workshops carried out on the 24th May and 7th June were facilitated by Esther Miles (Textiles and Fine Artist). Participants brought along some of their own pieces of 'waste fabric' (old clothes etc.) to be incorporated into the piece to weave their own 'wonder-web', inspired by the poem. Participants worked on individual rectangular panels creating pattern and texture, while they shared their stories and explored their connections to each other and to the poem. The final artwork skilfully assembled by Esther was also named "A Wonder-Web of Life".



These workshops celebrated the contribution of women to a fair and sustainable world. Like the old saying, working together, incorporating the challenges offered along the way into new opportunities for creative solutions, we can tackle the intricacies of "wicked" sustainability problems, making adjustments, adapting, thriving in the face of change. Working together requires flexibility, where individual women carry out actions for the collective, and each step is unclear and yet, welcome!

Mark Edwards unveiled the tapestry "A Wonder-Web of Life" during the Sustainability in HE Conference.

A Wonder-Web of Life

(refrain taken from Denise Levertov's poem Web)

What are we eating, what are we really eating?

I'm really eating grain, seeds, nourishment.

Where from?

A kitchen, farms, labour ... women.

Food at the family's table, plenty, blessed by gratitude

Food in the rich west, waste, bitter, poisoned by guilt

Women are food.

all praise,

*all praise to the
great web.*

My memories, however distant or distressing, make me who I am today

Forget the cold winter, look forward to sunny summer

Sunflowers and the way they reach towards the sun

The smell of cut grass

Keep a sense of home

Things to come

all praise,

*all praise to the
great web.*

I would like to keep the woods, all woods

I need to keep spiritually attached to nature, the woods, music, sounds

Symbiosis enables all of us to live, breathe, yes, but truly live

Solidarity, survival, teaching injustice, talking, yelling

To feel, to touch, to eat, to never, ever waste

Yearning for new hands to feel the world again

To weave a wonder-web of life is what women want.

all praise,

*all praise to the
great web.*

Composite poem with lines from Albertina, Adriana, Annie, Maz, Helen, Danny, Henrietta, Lynette, Sophia, Anna, Toni, Vicky



EARLY CHILDHOOD EDUCATION
FOR SUSTAINABILITY:
EXAMPLES FROM SOUTH EAST ENGLAND

SOUTH EAST ENGLAND
Early Childhood Research
and Practice Association



WHOLE EARTH? AN EARLY CHILDHOOD RESPONSE



Whilst Education for Sustainable Development (ESD) is now a growing area of research interest particularly within the Higher Education sector, Early Childhood Education for Sustainability is by contrast much less well developed. The *Whole Earth?* exhibition provided a novel way of engaging staff, students and practitioners working within the field of Early Childhood with sustainability.

The exhibition coincided with the development of the South East England Early Childhood Research and Practice Association by staff within the Early Childhood Directorate at CCCU. It was therefore decided to launch the association with an event at each of the campuses (Canterbury, Broadstairs and Medway) based around the *Whole Earth?* exhibition. Each launch event was designed as a two-hour twilight session starting with the reflective activity below:

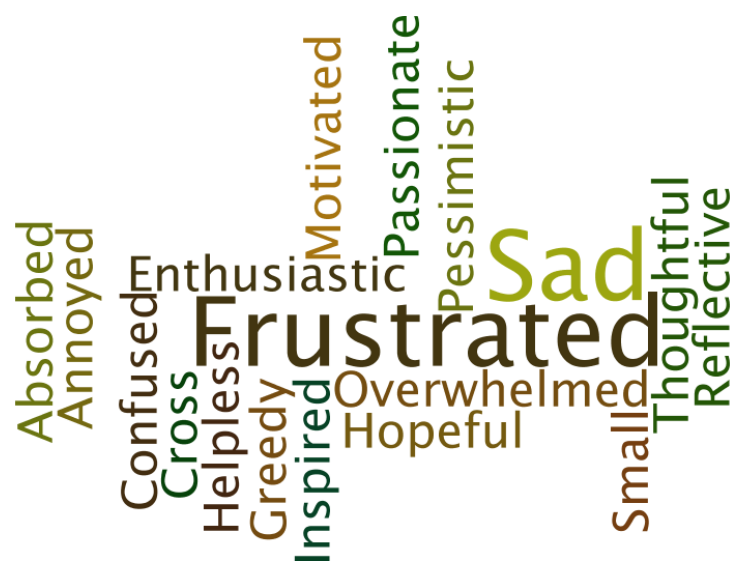
Reflective activity: draw around your hand on a piece of paper and try and think of five words that you associate with sustainability – write one in each of the digits of your hand. Discuss with a partner and redraw a hand and negotiate five words which you as a partnership agree are most important. Find another pair and redraw a hand, again negotiate within your group to identify the words you feel are most important. Try and write your own definition of sustainability by incorporating your five words into a sentence which starts ‘Sustainability is...’ This may be difficult to start with but try and think about where and when you have heard the word being used

Once the sentences had been shared, the film *Hard Rain* was shown before participants were invited to go and explore the *Whole Earth?* exhibition at their own pace. They were then asked to respond to the following questions.

1. How does it make you feel?
Below is a *wordle* of the responses.

2. What issues for early childhood does the exhibition raise?

3. What will you do in response to the exhibition?



As well as individual responses and commitments, it was agreed that we

would collate a series of simple case studies illustrating the ways in which sustainability can be incorporated into practice. This has been made and circulated within the association and beyond. The project has also been shared at several conferences.

The work has also been important in developing thinking and understanding and in particular in the development of a book chapter: (Forthcoming) Kemp, N. ‘Early Childhood Education for Sustainability’ chapter in Powell, S & Smith, K. (eds.) *An Introduction to Early Childhood Studies*. London: Sage

Nicola and Polly have also made connections with Anglia Ruskin University and presented their work at an education faculty workshop in May 2016. This is being reciprocated with a visit to CCCU in January 2017.

“I attended Mark Edwards' initial talk and was provided with a free photo book and weblinks. Giving me practical resources was great as I am always looking for additional materials to pique the students' interest during taught sessions. I think that giving people practical tools/resources might be a good 'way in'. (...) The initial presentation was wonderful. I felt sad that more people were not there as Mark's work is wonderful. The content was highly thought-provoking, but also empowering. I think that lots of people (myself included) feel despondent about sustainability issues, as it feels 'too big' to do anything about. It is important to make individuals realise that they can personally make a difference.”

Adele Phillips, Senior lecturer in Health Promotion and Public Health, CCCU.

In the summer 2016 all academic staff were invited to participate in an on-line survey to help understand how *Whole Earth?* had impacted on the academic community. Nineteen responses were received, mostly from respondents who were already involved with sustainability in a number of ways especially the University's *Futures Initiatives* project. The survey consisted of 3 multiple response questions, 4 items questions using a Likert scale and 3 open-ended questions. All the questions had an open-ended element and colleagues were given the opportunity to identify themselves or to remain anonymous. The results were analysed using IBM SPSS Statistics 23 computer programme.

Survey results

The majority of respondents had engaged with *Whole Earth?*. Around half said that the exhibition had changed the way they thought about sustainability and a fifth said it had inspired them to more sustainable behaviours and actions. Professional engagement included:

- taking students to see the exhibition,
- using associated resources to encourage discussion about sustainability with students,
- responding to the challenges and questions relating to specific disciplines and
- incorporating ideas from the exhibition in formal assessment activities.

Personal responses ranged from sorting out rubbish and materials for recycling, becoming more interested in soil science and recognising that maintaining personal health and well-being is part of a sustainability mind-set. Alongside these positive responses, a small but significant proportion of respondents said they probably would not change their day to day behaviour towards sustainability in the future.

Many respondents agreed that the exhibition raised important questions about what to teach students, and that it provided important information about sustainable living. Some believed that *Whole Earth?* created an opportunity to highlight or reinforce what they are already teaching or doing in their programmes. A smaller number felt that it alerted them to things they hadn't thought about before, and/or left them feeling there are things they can do which will help address sustainability problems. It is worth noting though that only about 15% believed the exhibition raised awareness about technological advances to deal with sustainability challenges. The same percentage of respondents said they did not find the exhibition valuable. One participant criticized it for being politically charged.

All the respondents were asked about the barriers of incorporating sustainability perspectives in their teaching. The most recurring problem that emerged was lack of time (30% of responses) followed by apathy and negative attitudes from colleagues (15%). A similar percentage cited the perceived lack of institutional support (15%) whilst 11% mentioned the absence of resources and materials to support their teaching. As one colleague put it: '*Sustainability is still an 'add-on' and not considered part of your proper role.*'

These responses may suggest that communication and the cultural norms of the university remain a problem. Although sustainability features as a cross-cutting theme in the CCCU Strategic Framework 2015-2020 and in the opening sentence of the Mission Statement, it still doesn't seem to be properly embedded at a department and programme level. There also appears to be a great diversity of opinion amongst academic colleagues who responded to *Whole Earth?* in markedly different ways (see box page 21). The message here is that one size doesn't fit all.



The exhibition was helpful and well-presented. Grateful thanks to the team.

The presentation wasn't great. It was oversold somewhat as it was ultimately a load of posters on some scaffolding. Looked like the advertising boards you get at football matches.

I engaged with the exhibition several times. I liked the range of information about forms of active engagement in sustainability issues.

I so wished it could have been a great deal more creative using art, music, sculpture and so on to engage us in a much less mechanical way, tweek our imaginations, sow seeds of ideas, build something.....

It was really thought provoking and for me the visual impact hit home more than the words. It made me think about the way I live and the amount of waste that I produce!

It gave me a wider perspective on sustainability than I previously had.

I hardly knew the exhibition was there.

Waste of time and money. Students and staff are all able to watch news and seek out information online.

The photos were wonderful but I did find the text quite a lot to take in.

It was a very nice presentation and should have been in a more central area than the tennis courts.

I did a session on sustainable development for one of my modules during the exhibition. It sparked a lot debate amongst the students.

I thought *Whole Earth?* was useful and the presentation was good.

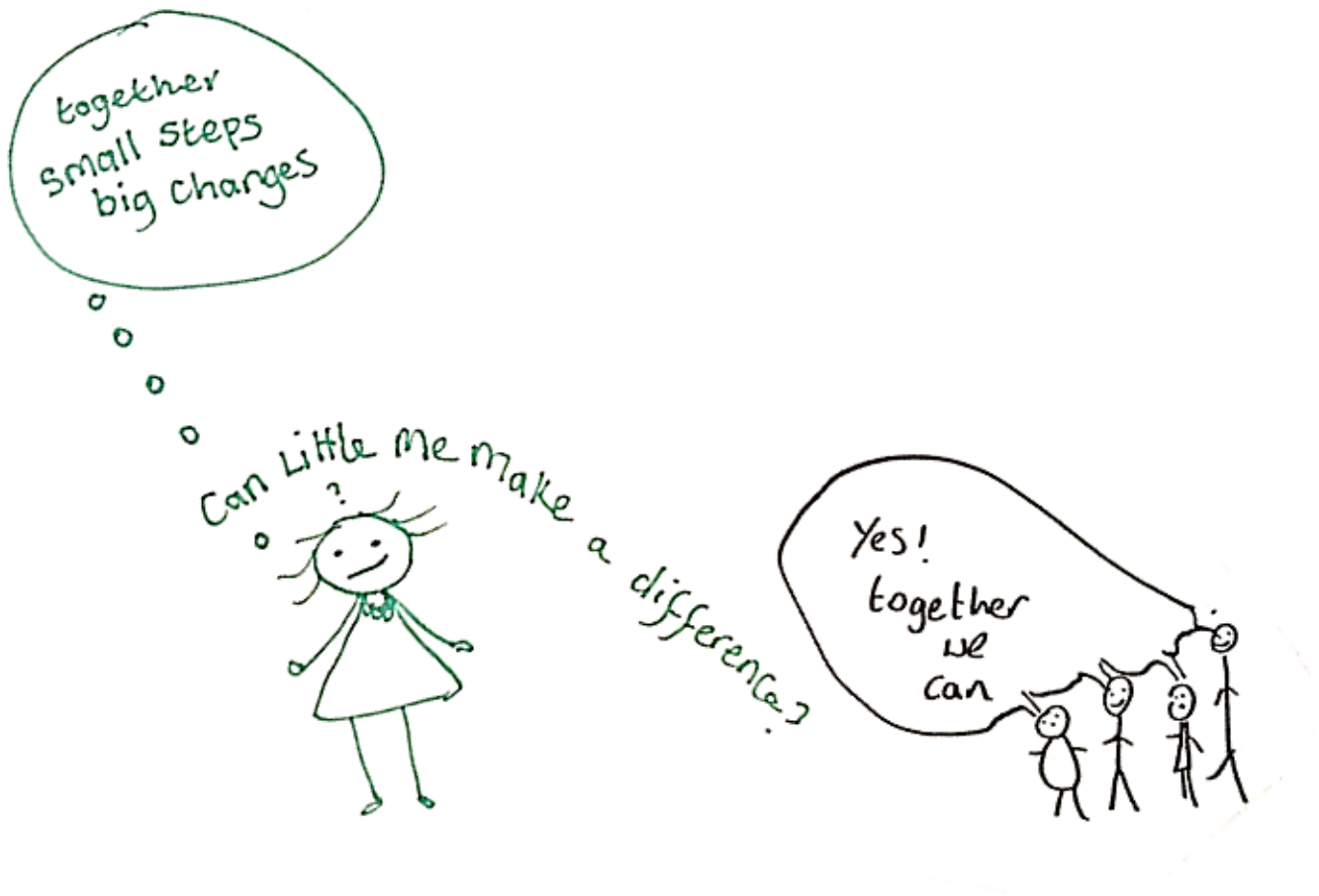
The initial presentation was wonderful. I felt sad that more people were not there as Mark's work is wonderful. The content was highly thought-provoking, but also empowering.

Content was very engaging. Great photographs caught your eye and made you stop and read it – which to be honest I might not have done otherwise.

Yes it's good but not focused on local issues enough. This can promote the idea that (un)sustainability is something that happens elsewhere.

It was a very dull presentation. The information was very simplistic. It seemed unnecessarily large and trite.

The responses to the question in the on-line survey about the value of *Whole Earth?*, indicate a diversity of views amongst the respondents. Full results and analysis are available from the Futures Initiative.



Feedback about the *Whole Earth?* exhibition written inside the yurt, Canterbury, October 2015.

Evidence that *Whole Earth?* has had a measurable impact on academic life at CCCU comes from a range of sources. The launch, open lecture and special issue of 'Inspire' (the termly magazine devoted to university activities) attracted considerable interest. During the autumn of 2015 the banners were exhibited at all three CCCU campuses (Canterbury, Medway and Broadstairs). Students, tutors and support staff all studied the banners. Some tutors incorporated *Whole Earth?* into their teaching programmes. At the same time the exhibition stimulated a number of other events and special discussions. One of these was the seminar on ethics and the environment organised by the university's InterFaith Council to explore sustainability from different faith perspectives.

The on-line survey replies indicate a range of responses according to the needs of participants. There is good evidence that *Whole Earth?* supported the development of communities of practice (Wenger 1998) in every faculty of the university. The sustainability conference (Catalyst) which was held in July 2016 confirmed the growing interest and support for sustainability at CCCU. Over 120 staff attended

It is important to note the barriers which inhibit incorporating sustainability perspectives into academic life. The on-line survey, which was completed by 19 staff, highlighted lack of time, the absence of relevant resources, apathy and negative attitudes of colleagues as significant factors. It appeared that many respondents were not aware of the array of sustainability related achievements and initiatives currently being undertaken at CCCU and some 15% noted a perceived lack of institutional support. The *Whole Earth?* exhibition and its associated events address such issues head on.

Engaging students with sustainability agenda is another long term challenge. Mark Edwards was not the only person to comment on how few students came to launch and Michael Morpurgo's open lecture. In the following months, although the banners were prominently displayed in the centre of the main university campus, there was little evidence that students engaged with *Whole Earth?* spontaneously. When students used and engaged with the exhibition it was usually because they had been directed to do so by their tutors.

The value of *Whole Earth?* as far as CCCU is concerned, lies not only in the questions and issues that are raised in the banners, important though these are; It served as a catalyst and provocation which has galvanised staff and students in unexpected ways. The fact that *Whole Earth?* is framed around a seminal protest song is significant as 'the arts' in the broadest sense may well be a particularly effective way of promoting the sustainability agenda. The women's poetry group and tapestry is just one example of how the exhibition was interpreted and provided impetus for an inspired and interested group. More tangentially, the programme of 'symbolic walks' by Sonia Overall, which were pioneered at Christ Church during the summer months and the workshop "A stitch in time – develop your own creative response to the conference", led by Tan Yoke Eng for the conference Sustainability in Higher Education also explored sustainability through a 'creative lens'. The wider point is that there is no single route to creating the conditions for cultural change and that activities need to be undertaken across a broad spectrum. When these are undertaken in a supportive environment and endorsed at a senior level such activities have the potential to flourish. Scoffham (2016:295) notes that introducing sustainability perspectives in higher education is 'a major challenge which involves negotiating multiple, complex, conflicting agendas'. *Whole Earth?* has proved to be a valuable tool which has contributed significantly to this process.

REFERENCES

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A PDF version of the full *Whole Earth?* exhibition is available on request from the Futures Initiative office, along with other resources related to the exhibition.

ACKNOWLEDGMENTS

This report was compiled by Adriana Consorte-McCrea and Stephen Scoffham, with the CCCU Sustainability Office, December 2016. For more information on the contents of this report, please contact:

Adriana Consorte-McCrea
ESF Lead
Futures Initiative
Canterbury Christ Church University
North Holmes Road, Canterbury CT1 1QU
Fg10, tel: +44 1227 767700 Ext:1607
adriana.consorte-mccrea@canterbury.ac.uk

The embroidery work tiles were created by participants of the workshop “A stitch in time – develop your own creative response to the conference”, led by Tan Yoke Eng (CCCU) for the conference Sustainability in Higher Education: Challenges and Opportunities, July 2016.



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Whole Earth? feedback, Medway launch, photo by Felicity Brambling-Wells

'WHOLE EARTH?' provides a catalyst for debate and action in response to the most pressing sustainability issues of our time.

TELL US WHAT YOU THINK.

Please write down any thoughts, feedback you have after viewing the exhibition.

- Thought provoking; sad; concerning + scary. But the world needs to stop it's wars as well!
- we have much work to do - and potentially little time to do it!

