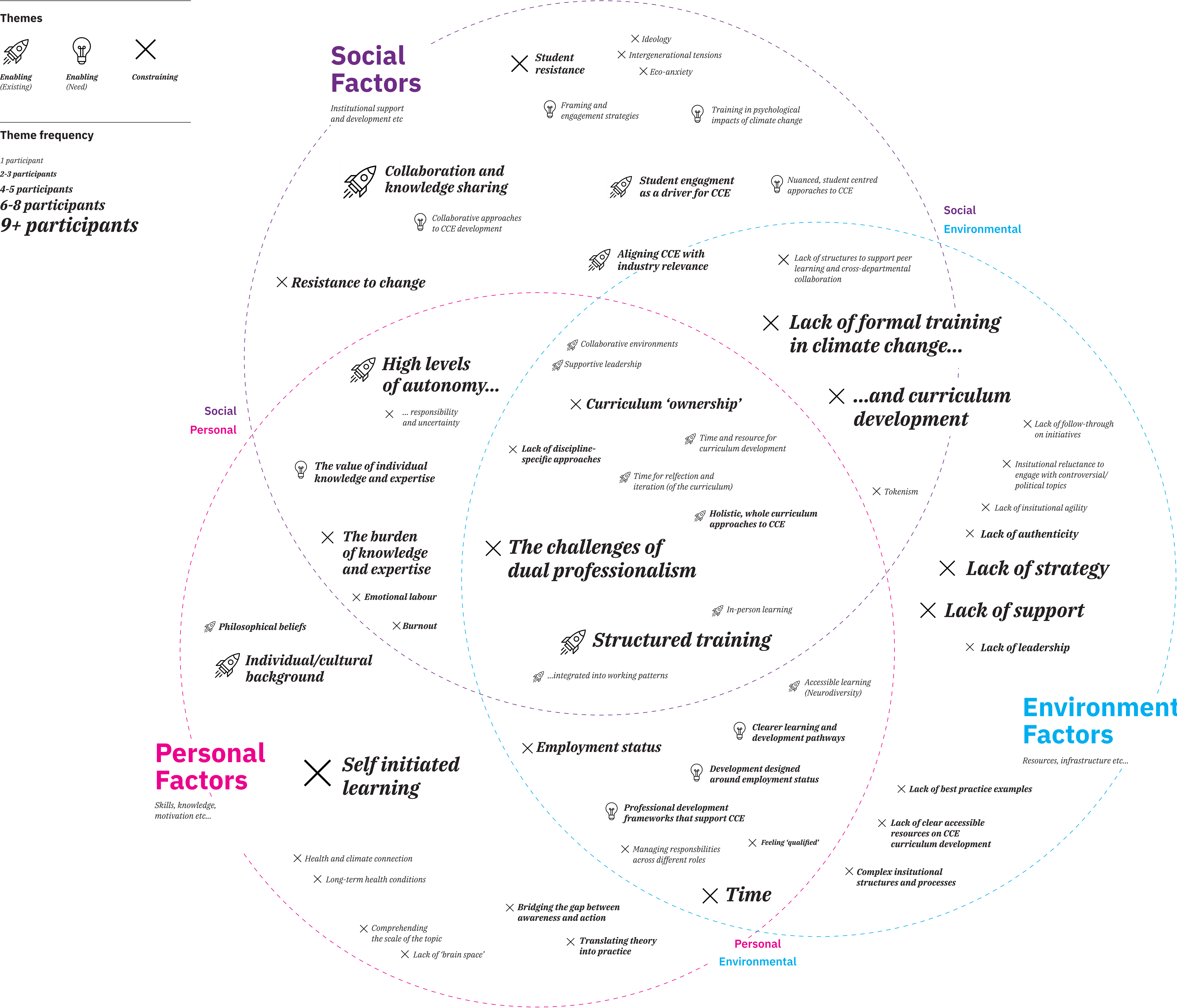


# “Every level a monster”

## Exploring the factors that enable or constrain staff well-being freedom in Climate Change Education development



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Research Problem

Climate Change Education (CCE) is increasingly recognised as a crucial component of higher education's response to the global climate crisis. However, the successful implementation of CCE relies heavily on the well-being of university staff. At present, there is a limited understanding of how staff navigate the challenges of CCE development within institutional structures and the factors that impact their well-being and freedoms.

Defining Well-being freedom

This study explores staff well-being freedom in relation to CCE goals through the lens of Amartya Sen's Capabilities Approach (1992). This study understands well-being freedom as the ability of individuals to achieve outcomes that they have reason to value (Sen, 1992). By focusing on staff well-being freedom, this study aims to shed light on the factors that enable or constrain staff engagement in CCE.

Research Questions

- What factors enable or constrain staff well-being and freedom when developing Climate Change Education (CCE)?
- How can Higher Education Institutions better support staff to develop their CCE capabilities?

Capabilities Explored

The research focussed on three core CCE capabilities. The ability of staff to (1) develop their understanding of climate change, (2) develop curriculum and (3) develop climate change-related curriculum

Methodology

Semi-structured interviews were conducted with 15 academic staff members at Central Saint Martins, University of the Arts London. Purposive sampling was used to the mirror the representation of full-time, fractional and hourly paid staff across the institution.

Data analysis

Data analysis is guided by a coding framework based on Sen's conversion factors: personal, social, and environmental (Sen, 1992). This synthesis map (Jones and Bowes, 2017) visualises the key themes emerging from the research. Themes are organised by factor type, size indicating theme frequency across participants responses.

References

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