



Education for Sustainable Development and Global Citizenship

A Strategy for Action – Updates (January 2008)



Information

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Education for Sustainable Development and Global Citizenship

Audience	Headteachers of all Maintained Schools in Wales; Local Authorities; Teacher and other Unions; Church Diocesan Authorities; All Youth Work, Further Education and Higher Education institutions; National and local bodies in Wales concerned with Education for Sustainable Development and Global Citizenship.
Overview	This document is an updated version of the Education for Sustainable Development and Global Citizenship - A Strategy for Action. The original document was derived from the results of a recent consultation on Education for Sustainable Development and Global Citizenship and is intended to highlight actions that will drive the agenda forward over the 3 year period of 2006-2009.
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Additional copies	Further copies may be obtained at the above address. This document can also be accessed from the Welsh Assembly Government website at: http://new.wales.gov.uk/?lang=en .
Related documents	Consultation Document on Education for Sustainable Development - A Strategy for Wales. Education for Sustainable Development and Global Citizenship - A Strategy for Action.

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Foreword



Climate change, poverty, conflict and consumer pressure are all part of our world today.

Education for sustainable development and global citizenship (ESDGC) seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices and prepare us for sustainable living in the 21st century as global citizens.

Since the launch of this ambitious action plan there has been a proactive reaction from all sectors for taking this agenda forward and increased activity within the Welsh Assembly Government on this priority policy area.

We must ensure that policy development is matched with practical actions and support; that developments are analysed to help devise additional actions to take us forward. We need to work between sectors, creating new partnerships that allow ESDGC to flourish, and develop mechanisms to monitor our progress. We must also allow time to celebrate our successes.

I am glad that the education department at Welsh Assembly Government has embraced this agenda and strengthened its ability to take action. The new national curriculum, strategic planning in higher education, further education and work based learning, inclusion within the youth work curriculum and training in the adult and continuing sector have all increased the prevalence and priority of ESDGC.

I will be looking for my department to work alongside other key departments in the coming year to keep education as a top priority in new and revised policies linked to ESDGC.

I congratulate all of you who have helped take this agenda forward and I look forward to hearing more over the coming year how with your enthusiasm and our support we can complete the actions listed here.

A handwritten signature in black ink that reads "Jane Hutt". The signature is written in a cursive, flowing style.

JANE HUTT

Minister for Children, Education, Lifelong Learning and Skills

Summary - Progress in 2006-2007

Delivery of the Education for Sustainable Development and Global Citizenship (ESDGC): A Strategy for Action.

Since the launch of the ESDGC: A Strategy for Action, there has been a great deal of activity focusing on the commitments highlighted within the document.

During 2006-2007 a growing proportion of the actions implemented have been completed. Chapters on each education sector begin with a brief outline of what action has been taken during this time. These can be found highlighted in grey. For the purpose of clarity, this updated document also incorporates a traffic light system which has been developed to show the progress made to date.

	Red that more work is needed to achieve the commitment;	
	Amber/Orange that the commitment is on track or is ongoing; and	
	Green indicates that a commitment has been achieved.	

Developments regarding recommendations for every sector

Support for the ESDGC advisory panel (Action 2.1.1)

The panel has had the services of two designated staff to support the secretariat of the panel and to take forward work resulting from the ESDGC action plan. In addition to this the post of champion was advertised in November 2006 and following interviews Claire Fowler was appointed for a three year secondment starting January 1st 2007.

Organisational Development Programme (ODP)

The Education department has undergone an organisational development programme. The location of ESDGC champion and the remit of the ESDGC panel within the education department has been re-assessed. It has been decided that ESDGC will move to the strategy unit as a result of the ODP. Issues still remain concerning the level of administrative support allocated to the panel and ESDGC champion. These changes are due to be completed by April 2008.

Budget Allocation outline for 2007

A total of £224,000 was allocated to support delivery of actions within the action plan during the year. In summary these are:

1. Further Education: Development of a 'common understanding' for ESDGC and provision of support materials.
2. Welsh Further Education Procurement Consortium (WFEP): Sustainable Procurement Initiative.
3. Cyfanfyd Youth Work ESDGC Policy and Delivery.
4. HEFCW led projects
 - a. An analysis of good practice
 - b. Development of environmental management systems
 - c. Training for leaders.
5. ITET: Developing ESDGC within Initial Teacher Training.



6. Embedding the ESDGC Common Understanding at a local authority level.
7. Developing ESDGC Resources for Work-based learning providers.
8. Establishing the potential for developing 'common understanding' within the Adult and Continuing Education sector.

Further information concerning any of these initiatives can be found on www.esdgc-wales.org.uk

The following table gives a summary of the actions underway to date within each sector.

	Red	Amber	Green	% Active or achieved
Overall Actions	1	2	3	83%
Schools - Priority	0	4	2	100%
Schools - secondary	16	5	3	33%
Youth work - Priority	2	2	2	66%
Youth work - secondary	8	5	4	53%
Further Ed - Priority	0	5	1	100%
Further Ed - secondary	3	5	2	70%
Higher Ed - Priority	1	4	2	85%
Higher Ed - secondary	6	4	3	54%
ACE - Priority	3	2	1	50%
ACE - secondary	8	2	1	27%
TOTALS	48	42	24	58%

1. Introduction

This Action Plan seeks to operationalise the proposals that were contained in the draft all Wales Education for Sustainable Development and Global Citizenship Strategy for Wales. It is split into five chapters, each covering a sector within Education and Lifelong Learning:

- Schools.
- Youth.
- Further Education and Work Based Learning.
- Higher Education.
- Adult and Continuing Education.

Within each chapter, there are common areas that are taken and discussed with regard to identifying actions that will create steps towards the future that is given for ESDGC.

1.1 Common areas

1.1.1 Commitment and leadership

Leaders exist at all levels within education and in every sector and they have a vital role to play. From head teachers and Principals through to subject specialists and teachers; directors of education through to advisory staff and principal youth officers; vice chancellors, lecturers and bursars - all have a crucial role to play in supporting the transition to sustainable development and global citizenship, by guiding institutions' strategic planning, managing major capital programmes and leading the institutions' interactions with external partners and stakeholders. Leaders can raise the status of ESDGC within their institutions or remit, in order to create a climate where ESDGC can flourish. They have a symbolic role in influencing the views of others about sustainable development and global citizenship. Leaders will therefore need knowledge and skills to take decisions which are compatible with this agenda.

1.1.2 Teaching and Learning

To deliver on the Assembly's commitment to sustainable development all students need to acquire the necessary skills, knowledge base, values and attitudes to be active global citizens in creating a sustainable society. This is predominately addressed through developments in curricula, pedagogy and experience. To achieve this there will need to be a comprehensive programme of continuing professional development for practitioners (CPD) at all levels.

1.1.3 Institutional Management

It is important that all educational settings follow a whole institution approach to ESDGC and ensures that day-to-day activity and long-term sustainability are integrated. The various teams operating at each level all need to be aware of the priority being accorded ESDGC within the setting in both a 'greening' aspect and also a social capital and global awareness capacity.

1.1.4 Partnerships

Partnerships are fundamental to the delivery of ESDGC. The breadth of ESDGC itself ensures that no one organisation can adequately span the continuum from environment education to development education that makes up the breadth of ESDGC or include the range of skills values attitudes that ESDGC encompasses. The pedagogy of ESDGC itself requires partnerships that work together and share with others. Developments need to build on the existing partnerships within the statutory and non-governmental organisations (NGO) sectors and their energy and enthusiasm. These existing partnerships, and additional new partnerships, need to be nurtured and enhanced so that they are able to work together with educators across the breadth of the sector to ensure delivery of ESDGC.

1.1.5 Research and Monitoring

As there is much we do not know about achieving a sustainable future, so we need to support both basic and applied research. The relevant information that does exist needs to be integrated across disciplines and placed in the context of SD & GC.

1.1.6 Resourcing

The changes that are needed are not going to simply develop without significant inputs of effort, time, energy and some financial support. Efficient and effective use of resources, both existing and new, both human and financial, are essential to achieve the desired outcomes. Many of the actions envisaged will probably only require a non-financial input (eg) changes in procedures and practices especially where it requires a change in mindset. Others, however, will require some financial input if they are to be fully implemented. The necessary resources to achieve these changes, need to be carefully costed and we would propose that this becomes the key responsibility of the "ESDGC Champion" who it is envisaged should be appointed to drive forward this action plan. Resources to fund this position would be found from within the £150,000 which is available annually for the three years to 2009-10 in the Assembly's ESDGC dedicated baseline. From these resources also, particularly in 2006-07, it is envisaged that key priorities to be funded would be the development of appropriate ESDGC common standards and for the development of an initial continuing professional training programme, especially in the further education sector.

For following years, and depending on the availability of resources, both within the Assembly Government and individual sectors, a rolling financing plan will be developed by the ESDGC Champion and discussed and agreed annually with the key stakeholders and the Welsh Assembly Government. This will crucially determine the pace that the individual proposals can be implemented.

1.2 Actions for Change

Actions listed in each sector have a suggested lead body associated with them. This will not necessarily be the only body involved in achieving the action, but the lead body will be responsible for driving forward the change recommended.

1.3 Timetable

This action plan covers a three-year period - 2006-09. It is the first action plan for ESDGC in Wales and as such, highlights the actions that currently will create the greatest step change to develop ESDGC in Wales. Key to its success will be the appointment of the ESDGC Champion who will drive the entire agenda.

To focus development, actions have been identified as priority or supplementary.

1.3.1 Priority actions

These actions have been identified as key levers for change and as such will receive priority action. However, they should not be seen in isolation from the supplementary actions.

1.3.2 Supplementary actions

These actions are integral to the success of ESDGC within this sector and should be achieved within the three-year timescale. However the specific timings and completion of these actions will be variable depending on the scheduled reviewing of policies or documents that will naturally occur during this period, the local opportunities that arise or developments within other priority action points.

2. Summary of Main Recommendations

There is a great deal of energy and enthusiasm in all sectors for developing ESDGC. Examples of good practice, innovation and developments within ESDGC were shared through the consultation. A key overall recommendation is therefore to evaluate the state of play in each sector, to gain a baseline against which progress can be measured and to disseminate the good practice that exists. Any developments in each sector should harness the energy and enthusiasm that exists and build on successes. Many organisations and individuals are striving to take ESDGC to a wider audience. A common standard or 'quality mark' for ESDGC is needed to harness these developments, provide a basis for identifying good practice and gain synergy from sharing developments between sectors.

In the short term, action will focus on raising awareness, encouragement and recognition of successes and with providing a coherent set of quality criteria which will be the focus for action. This is seen to be the best way forward as many sectors are already beginning to look more closely at ESDGC and what is needed is training, resourcing and mainstreaming. However, it is acknowledged that if sufficient progress is not seen to be made or a balance is not achieved within ESDGC then other measures will need to be considered.

The UNESCO decade for ESD (2005-2014) offers a forum for Wales to share the progress to date, the developments and uniqueness of ESDGC in Wales and to learn from others. This action plan forms a statement of intent for developments in ESDGC within Wales at the start of the decade. An active part of the strategy is to share with and learn from others.

2.1 Within every sector

2.1.1 Increase support to the ESDGC panel to enable it to develop from a reactive panel to a more focussed, proactive panel. Have a designated lead (champion) for ESDGC who has responsibility for taking forward the ESDGC action plan.



2.1.2 Welsh Assembly Government to remit Estyn to carry out a baseline survey of ESDGC in schools, youth work and adult community-based learning.



2.1.3 Common Standards for ESDGC are developed: training, resourcing and development of ESDGC are then all linked to this national standard.



2.1.4 All education settings working towards obtaining suitable environmental management systems for their own business premises and processes, thereby beginning the process of whole institution approach to ESDGC. The Welsh Assembly Government is taking this forward across all Departments and locations including seeing in Green Dragon Level 5 accreditation.



2.1.5 Establish a 10 year strategy tying in with Millennium Development Goals (MDG's) and UNESCO ESD Decade to ensure that Wales as a country contributes to these objectives.



2.1.6 A clearly identified person with responsibility for ESDGC and within major institutions in statutory and non-statutory sectors is identified. They will form the conduit for information and the focal point for development of ESDGC within each organisation. The Welsh Assembly Government will encourage each organisation covered by this strategy to identify lead champions.



2.2 Within Schools Sector

2.2.1 Each ITT institution ensures that training is provided for staff to enable ESDGC to be embedded within all courses.



2.2.2 Local Authorities work towards developing local ESDGC strategies that link to their strategic plans and the Welsh Assembly Government action plan.



2.2.3 Produce Common Standards for ESDGC that highlight the breadth of ESDGC across the environmental, socio-economic, and global spectrum that is ESDGC. Ensure this quality mark highlights the links between ESDGC within the school and through aspects such as out of school learning.



2.2.4 Schools review the scope for changing food procurement, increasing biodiversity in the school grounds, using healthy and sustainable food and drinks, fair trade policies for both pupils, staff and as institutions; and local authorities to take account of sustainability in developing school transport policies and safer routes to school.



2.2.5 Ensure that the EES¹ action plan to support the delivery of ESDGC is implemented as intended.



2.2.6 A body of evidence demonstrating good practice in ESDGC is made available for all schools and their partners to access.



2.3 Within Youth Sector

2.3.1 The youth work curriculum statement for Wales is revised to include specific references to sustainable development and global citizenship.



2.3.2 YPP are audited as to ESDGC provision within their remit and delivery.



2.3.3 Training for YPP coordinators in ESDGC is provided and ESDGC embedded into their planning processes.



2.3.4 The common standards for ESDGC devised for schools should be adapted to produce a version that incorporates youth centres and youth work.



2.3.5 Draw together a continuation of the project to coordinate ESDGC action within the NGO sector focusing on the youth sector.



2.3.6 Good practice in training for ESDGC is identified and brought to a wider audience.



¹ Enabling Effective Support is a UK wide DFID initiative (and in Wales partly funded by WAG), the aim of which is to put in place mechanisms to support the delivery of education for sustainable development and global citizenship in Wales.

2.4 Within Further Education and Work Based learning Sector

2.4.1 Undertake a targeted communications campaign, including key concepts - what sustainable development and global citizenship is; its role and importance within the sector.



2.4.2 Commence discussions on how sustainable development and global citizenship can be better embedded into institutions activities.



2.4.3 Support given to providers that improve their sustainable development and global citizenship approach, in line with the aims set out in research and monitoring section of this document.



2.4.4 Audit FEI training needs, and work with FEI and private training providers to provide an analysis of pathways for development.



2.4.5 Through the WFEPC all FEIs will be asked to develop a sustainable procurement strategy within their institution.



2.4.6 Best practice of ESDGC partnership development is shared within the sector.



2.5 Within Higher Education Sector

2.5.1 HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share with HEIs.



2.5.2 HEIs undertake a self analysis of where ESDGC is being taught within their institution and where it could be further incorporated.



2.5.3 All HE institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures which cover all their operations in order to minimise their overall resource use to sustainable and globally aware levels.



2.5.4 HEIs are encouraged to commit to and work with the Welsh Sustainable Procurement Initiative.



2.5.5 An audit is carried out as to what third mission initiatives include ESDGC at present.



2.5.6 The potential to establish or strengthen dedicated interdisciplinary funding streams for ESDGC research is explored with the research councils and the EU.



2.6 Within Adult and Continuing Education Sector

2.6.1 Supplementary guidance is developed to ensure balance between Sustainable Development and Global Citizenship is achieved and support the assessment of ESDGC within Adult Community Learning (ACL) work provision.



2.6.2 ESDGC to be included in FE PGCE course and other certificates and training for adult education tutors.



2.6.3 Produce and mainstream good practice guidance and use as a basis and model for other providers.



2.6.4 All institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures which cover all their operations in order to minimise their overall resource use to sustainable and globally aware levels.



2.6.5 Encourage all networks within this sector to take ESDGC to their members.



2.6.6 Define a common standards for ESDGC relevant to this sector.



3. The School Sector

Developments in the schools sector in 2006-2007

It has been an active year within the schools sector. The development of a revised national curriculum offered opportunities to embed ESDGC throughout the curriculum increasing prevalence and prominence. We have begun the task of increasing coordination and stakeholder involvement in ESDGC developments through the EES fora and also with the new local authority ESDGC representatives.

LA representatives (Action 2.1.6)

Directors of Education in each local authority have nominated a representative to act as the conduit for information regarding ESDGC in their local authority. Following a meeting with some of the representatives in South Wales a full national meeting was held on December 11th 2007. The agenda will look to cover bridging national strategic leads with the diversity of approaches in regions. This group will be vital in forming enhanced communication between further developments in ESDGC and the needs of teachers.

Enabling Effective Support (EES) (Action 3.4.1)

EES has developed and now has 10 fora throughout Wales. EES has continued to ensure that developments in ESDGC are taken through the EES fora and that the fora are inputting into developing resources such as the Common Understanding document. The ESDGC Champion is involved in the discussions as to the next phase of EES (2009 and beyond) and close working between the EES co-ordinator and the ESDGC Champion will continue.

National Curriculum (Action 3.2.3)

The national curriculum was out for consultation during January - March 2007. The ESDGC panel sent in a formal response and was also able to be involved in the developments of the PSE framework and its supplementary guidance. Discussions since have enabled links to be made between the ESDGC common understanding document and the PSE framework as it emerges post consultation.



Common Understanding (Action 3.2.1)

As a result of the Estyn Baseline report on ESDGC (March 2006) work was undertaken to find a new way to address helping teachers to understand the breadth and depth of ESDGC. A 'common understanding' for ESDGC was developed and trialled by both new to ESDGC teachers and teachers already engaged with ESDGC in their schools. It has been aligned with the draft curriculum and an interim version (July 2007 - Jan 2008) is now being used as a guide for developing resources, training and developments at a local, regional and national level. Feedback from EES fora, local authority advisory staff, various networks and individuals will help adjust this interim document and when the new curriculum is published in January 2008 a final version of the common understanding will be produced, along with a curriculum map and the good practice case studies mentioned below.

Out of Classroom Learning - good practice guidance (Action 3.4.5)

Out of Classroom Learning can provide a vital link between the theoretical aspects of ESDGC and the reality of the issues that affect our future lifestyles and the natural world around us. This document, published and sent out to all schools in October 2007, is aimed at those organisations, individuals and teachers that seek to encourage young people to learn about appreciate and enjoy the natural environment and cultural heritage through first hand experience. A downloadable version can be seen on www.esdgc-wales.org.uk. It offers a guide on the planning required to organise a safe, effective and enjoyable visit. It will support initial teacher training students to work towards QTS Standard S3.1.5 which requires trainees to demonstrate that they are able to plan opportunities for pupils to learn in out of school contexts and will make the link between this and ESDGC.

WLGA framework (Action 3.3.1)

The Welsh Local Government Association has been working with Forum for the Future, Environment Agency and Value Wales to look at how to support local authorities in ensuring increased

effective delivery of sustainable development across all delivery areas. A sub group of the ESDGC panel have been working with WLGA to develop the framework focussing on LA responsibilities and possibilities within ESDGC. The framework concentrates on highlighting opportunities for increasing ESDGC within Wales, the UK and further afield. These frameworks will be used by the LA coordinators in their work to look at embedding ESDGC at a local authority level and in achieving changes to food procurement, issues relating to fair trade, increasing biodiversity and encouraging schools to develop out of classroom learning. A copy of the framework can be found at www.esdgc-wales.org.uk or at the WLGA site www.wlga.gov.uk.

Welsh Assembly Government Local Authority Co-ordinator (Action 3.1.2)

In order to take forward work at a local authority level, a coordinator has been appointed on a twelve month secondment, focussing on Strategy and Youth.

Good Practice (Action 3.5.1)

Good Practice examples of schools delivering ESDGC style activities relating to the key themes in the common understanding document have been collected together. These will form part of a resource for schools that will look at ESDGC under the headings of the ESDGC action plan - leadership and commitment, teaching and learning, institutional management, partnerships and research. This resource will be available to schools by March 2008.

ITET (Action 3.1.1)

A tender has been let to develop clear learning outcomes, support materials and resources for qualifying teacher status (QTS) students relating to ESDGC. The project will provide training for staff at ITET institutions to raise awareness of ESDGC and offer best practice for delivery to teacher trainees. The project will take the common understanding for ESDGC out to each ITET college and provide resources for trainee teachers. This will follow up the UCET Cymru pilot project, and develop links and momentum created within that project.

Setting the Scene

Energy use, climate change, the loss of biodiversity and the impact of global poverty are just some of the many ESDGC issues that are essential ingredients of today's generation of learners. Learners are mainstream throughout various Welsh Assembly Government policies and governance. High quality education must ensure that these aspects are brought to life, understood, acted upon and evidenced through actions by individuals, whilst at the school, and through their lives in the wider community.

ESDGC is currently being delivered inconsistently in schools in Wales. There are examples of excellence and areas where little is happening. Most involvement is reliant on enthusiastic individual teachers or visionary head teachers. One or two local authorities have taken up the challenge and have dedicated officers for ESDGC. Other authorities have developed county-wide initiatives to drive forward aspects of ESDGC such as Green schools in Gwynedd and Anglesey and the sustainable schools award in Pembrokeshire. Others are using Welsh Assembly Government initiatives such as the healthy school scheme and safe routes to schools to begin related work in this area. Other popular ways of addressing aspects of ESDGC are programmes such as Eco Schools or Forest Schools.

ESDGC comprises knowledge, skills, values and attitudes. Skills development includes aspects such as critical thinking, the ability to argue effectively, showing the ability to challenge injustice and inequality and cooperative working. It is essential that the development education aspects of values, attitudes, pedagogy and methods of interaction between school, child and community are equally weighted alongside the environmental education aspects within ESDGC. This will help ensure that the whole school practice reflects the true breadth of ESDGC.

ESDGC goes far beyond individual actions such as recycling, the existence of an international pen pal scheme or the healthy snack shop. However, all of these are elements within ESDGC. Current evidence indicates that the majority of schools embarking on ESDGC are tackling the 'green' elements and are then finding

it difficult to expand their actions and consider the full range of ESDGC. What is needed is a clear set of criteria that illustrate what constitutes a whole-school approach to ESDGC, a 'map' showing where existing schemes and awards support this vision and a method of recognising and rewarding excellence in ESDGC.

These criteria would also help the myriad of NGOs that offer support and training in ESDGC. Clarity about what is contained within ESDGC would help schools target organisations that can offer support and resources. NGOs could map their services against the criteria leaving areas that are least developed to be identified and resources targeted effectively to provide additional support.

The curriculum reform that is currently underway offers a great opportunity to increase the role and relevance of ESDGC within the curriculum. It is vital that during the process of change ESDGC is considered by all working groups.

The Curriculum in Wales is being reviewed with the aim of establishing a curriculum for the 21st century that meets the needs of individual learners whilst taking account of the broader needs of Wales. From September 2009 a revised National Curriculum in Wales will be introduced in Key Stage 4 with implementation in the earlier Key Stages from September 2008.

Within the school curriculum review in Wales the Personal and Social Education Framework will be revised to reflect Assembly's policies and cross-cutting themes, and to ensure clearer links with the other elements of the school curriculum. The framework will also be extended to include 16-19 year-olds. Revised Programmes of Study and Framework for PSE are being prepared, for implementation from September 2008.

ESDGC offers an overarching concept for schools to be able to see the links and interrelationships between other complementary Assembly Government initiatives. Schools may already be involved in schemes such as Healthy schools, Eco Schools, the Food and Fitness

Action plan or international school programmes such as Connecting Classrooms or the Global Schools partnership, amongst others. This action plan for ESDGC offers them a holistic vision of how to embrace the full aspects of sustainable development and global citizenship, which lie beyond any individual scheme that currently exists. This action plan aims to build on the very successful work of these existing awards and initiatives and offer schools a mechanism to work effectively towards the broader aspects of ESDGC from a number of start points.

The common standards that are mentioned throughout this document will clearly set out for teachers how existing schemes and awards fit within ESDGC and encourage schools to develop aspects within ESDGC that are at present underrepresented in schools such as those relating to global citizenship.

At the heart of the ongoing activity is the Eco Schools initiative which is having an impact in over 750 schools in Wales. It is already delivering many of the aspects of the sustainable development agenda and it will clearly have a key role to play in embedding these wider principles into the ethos of the school.

Another important initiative is the Welsh Network of Healthy Schools which now involves some 1,200 schools. The Welsh Assembly Government has already indicated that it wishes 75 per cent of maintained schools to be participating by March 2008 with all schools being part of it by March 2010. These schools already look holistically at issues relating to health, citizenship, sustainability and environmental issues and will be able to act as flagships for the progressive rollout of this wider ESDGC agenda.

Overarching is the Food and Fitness Action Plan which sets out over a 5 year period to promote healthy eating and physical activity for children and young people in Wales. This brings together a series of actions, some of which impact directly on citizenship and there will need to be a close correlation between their delivery and the objectives of this Plan particularly within the schools sector.

3.1 Commitment and Leadership

A clear and consistent lead concerning the scope and priority of ESDGC within schools is needed. This would be backed up by appropriate training and support for the integration of ESDGC for head teachers, teachers, ancillary staff and parents.

ESDGC has recently received increased prominence within the revised QTS standards and supporting materials. Standard S.3.3.15 covers sustainable development and global citizenship and asks that all teachers “take appropriate opportunities to promote ESDGC in all relevant aspects of their teaching”. Similar inclusions within the Headteacher Training Qualification (NPQH) and within initiatives and qualifications aimed at all strata of education will ensure that ESDGC is incorporated into all aspects of leadership within schools from the head teachers, governors, subject leaders and teachers. Matched with training and support at local authority level this will enable ESDGC to become more integrated into the curriculum and school life. In the short term this may involve one off courses to bring people up to date but over the longer term this should be embedded within all training courses to ensure an integrated approach.

Another measure that is seen to be vital to increase leadership and commitment is to have designated ‘champions’ for ESDGC within an organisation or set up teams focused on ESDGC, such as the head teacher group and beacon group in Caerphilly County Borough Council, both focused on ESDGC. These champions act as a conduit to ensure that information regarding ESDGC is transferred effectively through an organisation or shared between a wider group working to similar aims. They can also form essential links between organisations, groups and external parties. All local authorities should work towards developing local ESDGC strategies that link to the Welsh Assembly Government’s ESDGC action plan, to provide the link between local and national frameworks.

Links beyond the education sphere to other associated sustainable development initiatives should be strengthened. Leadership programmes for sustainable development leadership, such as that operated by Cynnal Cymru, should contain references and messages concerning the role of education, and leaders from the education sector should attend these programmes.

Actions		Who	
3.1.1	Each ITT institution ensures that training is provided for staff to enable ESDGC to be embedded within all courses.	HEIs	
3.1.2	Local authorities work towards developing local ESDGC strategies that link to the Welsh Assembly Government Action Plan.	LAs	

3.2 Teaching and Learning

Excellence in ESDGC is dependent on inspirational school leadership, teaching innovation and the promotion and replication of effective school practices. The result is an integrated approach to the development of ESDGC - from subject content, through to teaching and learning and school ethos and management.

The mechanisms that have been identified to develop the priority and importance of ESDGC across knowledge, skills and action orientated outcomes for ESDGC include:

- curriculum reform;
- ESDGC framework;
- hands-on experiences;
- training and support.

Curriculum Reform

During the current review of the National Curriculum Orders and PSE and RE Frameworks there is an excellent opportunity to ensure that ESDGC embeds itself fully throughout the statutory curriculum. The NC Orders and Frameworks should be updated and content

reduced where necessary for 2008 to ensure the promotion of education for sustainable development and global citizenship.

Similar prioritisation and support for ESDGC should be included within other parallel processes in curriculum developments such as the 14 - 19 Learning Pathways work, the Welsh Bacalaureate and the Foundation Phase.

ESDGC quality criteria and standards

To ensure coherence in developments linked to ESDGC there is a need to produce comprehensive ESDGC standards that offer all those involved in the development, delivery and monitoring of ESDGC a common understanding of the content and scope within ESDGC. These standards would demystify some of the complex content issues related to ESDGC. They would highlight the characteristics of ESDGC that are essential to the creation of future Welsh generations of well-informed and active sustainable global citizens. This national standard for ESDGC would ensure core aspects are planned, delivered and supported through training within statutory, non-statutory and NGO sectors alike.

Hands-on Experiences

Teaching and learning environments play a vital role in the delivery of ESDGC and in the pupil's understanding of ESDGC issues. For example teachers act as role models in the way they refer to other countries, races or religions and the teaching environment may contain images reflecting ESDGC within displays. Other education activities such as offering first hand experiences of the natural world, residential visits and practical action bring ESDGC to life and embed the knowledge attitudes and skills that are integral to ESDGC. Opportunities for out of classroom learning are essential as they offer pupils an opportunity to investigate complex issues, resolve problems and gain experience of real world situations.

Training and support

Many NGOs, experienced teachers and advisory staff are able to offer support to aspects of ESDGC but this support is patchy across Wales and sometimes is difficult to access. Networks for ESDGC and supporting resources are needed to enable the good work that is available through NGOs and other organisations to reach those that need it. The funding for these initiatives needs to be on a long-term footing to ensure that actions become embedded and are effectively monitored.

Many resources are available to support aspects of ESDGC. A kite mark for ESDGC resources was not seen to be the most effective way of driving resource production. Mapping resources against ESDGC quality criteria would, however, enable a GAP analysis to be carried out on existing resources and to highlight any under-resourced areas that need to be targeted.

Actions		Who	
3.2.1	Produce common standards for ESDGC that highlight the breadth of ESDGC across the environmental, socio-economic, and global spectrum that is ESDGC. Ensure these common standards highlight the links between ESDGC within the school and through aspects such as out of school learning.	ANID	

3.3 School Management

School management is vital to develop and embed ESDGC. If pupils are learning about respect for the environment, valuing diversity and awareness of global implications while at the same time having snack machines with unhealthy and unsustainable food and drinks, dreary school grounds and a low awareness about other cultures, then ESDGC will not flourish.

We need to prioritise ESGC so that it extends beyond a school’s mission statement, and impacts on the teaching and learning, the management of the school and its grounds, being integral to the school council and creating effective links for the school to the local and global community.

We need to build on the positive first steps that schools are making within ESGC such as recycling, waste awareness and water use and develop deeper understanding and appropriate actions. Aspects such as global poverty, rights and responsibilities, energy usage and climate change are lesser explored aspects of ESGC that need to be developed and mainstreamed. This ‘deeper’ phase of looking at the breadth of ESGC elements within the school will involve all teaching staff, support and ancillary staff plus parents, governors and the local community.

Many systems and awards currently exist that can help schools work towards excellence. However, at present schools would need to complete several complementary awards to gain an overall achievement in ESGC. There is a call for national standards in ESGC against which these award systems could be mapped. Schools could see which scheme best fits their needs, and once completed what else there is to achieve.

Whichever scheme or programme of delivery is chosen it is vital that children are involved in the process, not just through curriculum learning but through participation in the decision making, the delivery and the evaluation.

Actions		Who	
3.3.1	Schools review the scope for changing food procurement, increasing biodiversity in the school grounds, using healthy and sustainable food and drinks, fair trade policies within their School Development Plans; and local authorities to take account of sustainability in school transport policies and developing safe routes to school.	Head teachers/ Governing bodies/LA	

3.4 Partnerships

It is the partnerships that are built within a school that ensure ESDGC success. This includes partnerships between subject specialists and senior staff, between estates, catering and teaching staff, or between the local authority, school, community, parents and the children.

The school often acts as a hub for ESDGC. It is well positioned to disseminate learning in relation to ESDGC to the wider community through parents and relatives and through others that use the school buildings.

Vitality, it is also the partnerships between other local, national and global organisations that will enrich, support and bring ESDGC to life.

Local networks involving the Local Education Authority, NGOs, schools and communities have proven to be a most effective way of building on the good practice that exists and capitalising on the impact of NGOs and other support organisations. These local networks are seen to be a key success criteria - contact with an individual 'specialist' in ESDGC is often the catalyst for an initiative or resource being taken up and used. Where networks exist they have resulted in a greater level of ESDGC being promoted and delivered in schools, with teachers feeling supported and empowered to deliver ESDGC and instigate appropriate actions. We need to build on these good practice examples of partnership approaches and where a proven model is found ensure that it is shared with others. The Enabling Effective Support (EES) initiative has begun to put in place mechanisms that will enable schools and others to work together in a local area. This work needs to expand across Wales.

Actions		Who	
3.4.1	Ensure that the EES action plan to support the delivery of ESDGC is implemented as intended.	LEA/ ANID/EES	

3.5 Research and Monitoring

ESDGC is a relatively new concept for schools, teachers and all those in formal education. It has emerged from environmental education and development education and as such there is already knowledge amongst practitioners about the key concepts involved, what constitutes good practice and the importance of participatory teaching styles. A number of ESDGC pilots have been running in different locations throughout Wales and within diverse organisations, over the past three years funded by WAG through its ESDGC advisory panel.

Estyn has carried out a baseline survey of ESDGC delivery in Wales during 2006. This survey highlights areas for development, those requiring support and areas of excellence. The survey will be repeated at the end of this current period (2010) and the resulting evidence will be used to highlight gaps and areas that will need to be strengthened in the further ESDGC strategy.

The purpose of future research should be to gauge the improvements made by schools and to assess the impact of ESDGC teaching and learning on schools and pupils. The desired outcome from ESDGC is a change in our individual and collective behavior.

Actions		Who	
3.5.1	A body of evidence demonstrating good practice in ESDGC is made available for all schools and their partners to access.	ANID	

3.6 Supplementary Actions for School Sector

These actions are integral to the success of ESDGC within this sector. They are all actions that should be achieved within the three-year timescale of this action plan. However the specific timings and completion of these actions will be variable depending on the scheduled reviewing of policies or documents that will naturally occur during this period, the local opportunities that arise or developments within other priority action points.

The actions listed have a suggested lead body associated with them. It is not suggested that this is the only body that will be involved in achieving the action, but that this body will be responsible for driving forward the change indicated by bringing onboard all relevant organisations, initiatives and individuals as partners.

Actions		Who	
3.1	Commitment and leadership		
3.1.3	Consider whether an ESDGC strategy is required or recommend for inclusion in Children and Young People's Partnership Plans (required from 2008).	LA/SMD	
3.1.4	Corporate support mechanisms are put in place at local authority level to ensure coherent links between advisers, officers and schools to support ESDGC.	LEA	
3.1.5	Advocate ESDGC as a top priority for local authorities in developing links between corporate and Children and Young People's Plans.	ADEW	
3.1.6	Raise awareness of governors to the relevance of ESDGC within their responsibilities.	Governors	
3.1.7	Maintain ESDGC as a priority action within the Better Schools Fund and identify other sources of funding that can be used for ESDGC.	PID	
3.1.8	ESDGC is incorporated and prioritised within the NPQH and other training schemes for head teachers. (LPSH, PHIP).	PD	

Actions		Who	
3.2	Teaching and Learning		
3.2.2	Interagency discussions are held to investigate how EDGC could be embedded more effectively into all post-16 qualifications.	LLS/QCA/ CCEA/WJEC	
3.2.3	Ensure that within the 2008 curriculum review process ESDGC is prioritised and embedded where appropriate in the NC Orders and PSE and RE Frameworks. Ensure that ESDGC is featured within the supplementary guidance and additional materials produced to support curriculum 2008.	C&Q	
3.2.4	Ensure that the pedagogy review that WAG is producing supports and interacts with developments in ESDGC.	PD	
3.2.5	Support and guidance publications will be reviewed to ensure that ESDGC features throughout NQT development and encourages students to develop ESDGC within their induction period, EPD and CPD.	PD	
3.2.6	Ensure that ESDGC is highlighted within the induction standards for newly qualified teachers.	PD	
3.2.7	Ensure that ESDGC receives a specific focus and prominence within any professional development framework for teachers and the associated professional milestones and standards.	GTCW	
3.2.8	Provide training to ensure that governing bodies take account of sustainability issues.	LAs	

Actions		Who	
3.3	School Management		
3.3.2	All schools to produce an ESDGC audit within their next SDP review.	Headteachers Governors/ LEA	
3.3.3	Sustainability criteria in grant conditions for new school buildings and the number of new school builds achieving BREEAM standards for schools.	SMD	
3.3.4	Networks for ESDGC and supporting resources are needed to enable the good work that is available through local authorities, NGOs and other organisations to reach those that need it.	EES	

Actions		Who	
3.4	Partnership		
3.4.2	Schools become a focus point for community activities focusing on ESDGC and as part of their community focused role provide events and activities to enable shared learning for pupils and their families.	Schools/ LEAs	
3.4.3	ESDGC and community links are embedded within the school development plan (SDP)*.	Headteachers Governors	
3.4.4	To ensure that there is linkage between schools, their ESDGC plans and initiatives such as the out of schools hours framework.	Education Extra/ ContinYou/ CSD	
3.4.5	Schools develop links with external organisations that support their delivery of ESDGC. Schools develop a sustained programme of out of school visits to support ESDGC.	Schools/EES/ LA	

Actions		Who	
3.5	Research and Monitoring		
3.5.2	Following the development of the quality criteria for ESDGC, produce a gap analysis for areas low on resources. Commission specific resources that support the areas that are not adequately supported.	ESDGC advisory panel	
3.5.3	Estyn are remitted to repeat the ESDGC baseline survey at the end of the current strategy and this is used to inform the development of the next ESDGC strategy.	PID/Estyn	
3.5.4	Schools develop and make educational use of a sustained link with a school in another area or country, including developing countries.	Headteachers	
3.5.5	Research work is carried out to further developments in ESDGC.	ANID	

4. The Youth Work Sector

Developments in the Youth work sector in 2006-2007

Key to the developments within the youth work sector has been building relationships between ESDGC and YALO. The lead person nominated from YALO (Action 4.1.3) is Courtney Taylor, who has been working closely with Cyfanfyd to deliver priority actions and has also taken forward the actions relating to YALO. Courtney has now moved into the ESDGC local authority coordinator role for strategy and youth for a twelve month period.

Youth Work curriculum Statement (Action 4.1.1)

The youth work curriculum statement has been updated and references to ESDGC have been included.

YPP audit (Action 4.1.2)

All local authorities were contacted regarding ESDGC within their young people's partnership programmes. The results of this audit have influenced the development of training listed below.

Common understanding for the sector (Action 4.3.1)

Cyfanfyd are bringing together a group of representatives from the sector to begin the process of developing a common understanding for the sector. This work will then develop into a tender being offered to take forward the recommendations of the group.

Global Youth work (Action 4.4.1, 4.4.3, 4.4.7,)

Cyfanfyd are continuing their global youth work network with support from the panel for this year. Regular updates, meetings and information are distributed.



Communication for ESDGC (Action 4.2.6)

The resources held at the YALO library have been updated to include resources relating to ESDGC. These are now available to all interested staff. Relevant ESDGC information is also included within the twice yearly mailing via Staff College, to all participants in youth work training.

Estyn Survey (Action 4.1.5)

Estyn have been remitted to carry out a baseline survey for ESDGC within the youth work and adult and continuing education sectors. This report will be available by March 2008. The report will influence further developments in each sector.

Training (Action 4.5.1, 4.2.4, 4.2.5,)

A contract has been let to Cyfanfyd who will liaise with the YMCA Community College, which has been appointed by the Assembly to manage training to local authorities within this area and it is their role to ensure the overall quality of delivery of this work. Cyfanfyd will set up structures in order for the College to deliver this objective and delivery is ultimately their responsibility.

For the purposes of this chapter, the term youth work sector is concerned with the non-formal community based education and learning of young people aged between 11 - 25 years, particularly those aged 13 - 19 years. The youth support services delivered in the voluntary and maintained youth work sector, involves young people in a broad range of activities concerned with education in its widest sense. This 'sector' also includes all those organisations, young people's partnerships (YPP) and individuals working with young people in a non-formal environment. It also includes those agencies and policies that affect the lives of young people when working through non-formal education channels.

Setting the Scene

ESDGC can help young people to face this uncertain future by giving them the skills to address a changing world, such as focussing on attitudes and developing values that enable them to take personal action.

Youth work and youth support services are vital to this development. By working alongside young people whilst providing adult guidance to mentor and support them, young people gain developmental opportunities.

Within youth work, young people can find positive approaches to uncertain futures and can have the opportunity to debate issues that are real to them with solutions for personal action explored wherever possible.

The involvement of young people within this process is vital. They must be involved at all stages from consultation about changes, to delivery and evaluation. Appropriate methodologies such as peer-to-peer learning and the use of established initiatives such as Funky Dragon or local/regional youth fora should be encouraged.

There are many examples of excellent work in engaging young people in ESDGC within Wales especially within the voluntary youth work sector. This energy, enthusiasm and experience needs to be coordinated and enhanced to ensure that more young people are aware of and involved in ESDGC. Networking organisations such as the Council for Wales of Voluntary Youth Services (CWVYS) and Cyfanfyd have an important role to play. Training will be an essential element of this development. From the setting of national standards and the development of a common standards for ESDGC, through to training for those delivering ESDGC to others, appropriate training in ESDGC must be aimed at both part time and full time workers. The use of relevant methodologies and the development of resources to support them will all be a key to future success.

4.1 Commitment and Leadership

The curriculum statement for youth work sets the boundaries and scope for all those involved in the strategic, delivery or support aspects of youth work provision. It should be expanded to include specific references to sustainable development and global citizenship.

Estyn's common inspection framework has incorporated ESDGC principles since September 2004. A key part of inspection is evaluating how well learning experiences meet the needs of learners and the wider community, which includes evaluating how well the provider's policies and practices promote sustainable development and global citizenship, and how far the learning experiences help learners to become more aware of and understand relevant issues.

It is imperative that the training and awareness function of the former Wales Youth Agency (WYA) with respect of ESDGC is maintained within the DELs YALO Division of the WAG and that the continued commitment to ESDGC is taken forward by a specified champion from within the team.

The Extending Entitlement document highlighted ten commitments for action. This has led to the creation of young peoples partnerships (YPP) in each of the local authorities. ESDGC needs to be embedded into these structures and to be included within any training or actions that fall out of these initiatives.

Actions		Who	
4.1.1	The youth work curriculum statement for Wales is revised to include specific references to sustainable development and global citizenship before Autumn 2006.	YALO	
4.1.2	YPP are audited as to ESDGC provision within their remit and delivery from 2006.	LA/LEA	

4.2 Teaching and Learning

ESDGC is currently being delivered within youth work provision in Wales in various ways. However the delivery is patchy and of varying standards.

Improved training and continuous professional development for all involved in youth work is seen to be the keystone to moving ahead with ESDGC. Quality criteria for setting out basic components of ESDGC, relevant methodologies, pedagogical styles and case studies of good practice are a high priority. This is essential to ensure that there is a consistent knowledge, skills and values base in ESDGC work across the statutory and voluntary sectors. This should raise awareness of key issues, provide experience of activities and actions and enthuse, so that youth workers want to use it in their work. The training will need to be appropriate for full time and part time workers and be integrated into existing training packages and not merely bolted on. The possibility of accrediting training needs to be investigated.

Good youth work methodologies include young people within their processes and this should be reflected in new initiatives and developments within ESDGC. Opportunities exist to make links between the formal educational aspects of young peoples lives

and their informal activities. If ESDGC is being given a higher priority within schools and FEIs and within Wales generally then this should be built upon within youth work or visa versa. There are many topics within ESDGC such as climate change, global poverty, campaigning for change and dealing with insecurity, which could be developed between formal and informal settings.

The working toolkit that supports delivery of the youth work curriculum statement contains some references to global citizenship but these need to be enhanced to provide examples of activities for ESDGC at all levels of youth work provision. Resources need to use clear language and ensure that they are audience appropriate ie young people friendly.

Actions		Who	
4.2.1	Training for YPP coordinators in ESDGC is provided and embedded in their planning processes from 2006.	YALO/LA/ LEA/ANID	

4.3 Institutional Management

Youth organisations should address their sustainability as institutions and practice what they preach. Young people should be involved in this process through decision-making, monitoring and the evaluation of results.

Many good examples exist of ESDGC within youth work and how this impacts on the way centres and systems are run. From art and drama interpretations concerning the effects of energy use, through to environmental managements systems such as Green Dragon and Eco-Centres are being used to look at practicing what ESDGC preaches. Conservation work in grounds surrounding the youth centres and young citizen programmes can all combine to bring ESDGC to life for young people.

To move forward in this area case studies and sharing of good practice is needed. A consistent framework and the opportunity to meet and discuss experiences is vital ensuring that we build on the current good work that is being carried out by various organisations, and share this with others who are yet to start in this field.

Actions		Who	
4.3.1	The common standards for ESDGC devised for schools should be adapted to produce a version that incorporates youth centres and youth work.	ANID/ YALO	

4.4 Partnerships

Improved co-ordination and promotion of ESDGC using youth work methods across the statutory and voluntary youth work sectors is essential. With an estimated 200,000 young people involved in non-formal groups, effective partnerships are crucial to supporting them. Such coordination is seen as invaluable for supporting best practice in ESDGC, offering training, sharing ideas and resources and promoting work in this area. The development of young people’s partnerships provide an ideal mechanism to increase involvement in, and delivery of, ESDGC. Training in ESDGC for those involved in YPPs is essential.

The most essential partnership within youth work is that between the organisation or initiative and the young people themselves. Involving them in the process is essential at all levels: being part of the decision making process, being involved in the development and implementation of change, and being part of the delivery mechanism and the evaluation rationale will ensure that young people are totally involved in ESDGC as an integral part of their lives. Existing initiatives such as Funky Dragon, local/regional young people’s fora, along with the Wales Youth Forum on Sustainable Development will be crucial to taking this forward.

An example of a successful partnership is the ESDGC youth work project that has been running as a partnership project between WYA (now YALO) and Cyfanfyd. This has generated widespread support and interest, has engendered new partnerships and increased development of ESDGC within the statutory and voluntary youth work sector thus providing valuable coordination between the myriad of NGOs working in this sector. This project needs to move into a further phase to continue to develop training the trainer courses, grow awareness and embed ESDGC within training, networks and provision.

Many awards and initiatives exist already in Wales, the UK and globally that could form a greater partnership with others in supporting ESDGC. Initiatives such as Duke of Edinburgh and John Muir Awards, The Scouts and Guides movement, the Woodcraft Folk, Urdd Gobaith Cymru, youth exchange and numerous others have already begun to look at ESDGC within their contexts. Partnerships between organisations and initiatives will ensure that mutual support is given and that young people can find a route to increased ESDGC in their lives through existing channels. Co-ordination will be vital if this is to develop as a common standard for ESDGC that will allow organisations and initiatives to map out what they offer within the breadth of ESDGC and see where they complement others.

Partnerships also need to be developed and enhanced between youth work and other sectors. Community strategies, education plans and other initiatives within the health and sports fields could all complement work in the youth sector and bring about a holistic picture of ESDGC. Regional and local networks such as Communities First should look to the synergies that partnerships can bring.

Actions		Who	
4.4.1	Draw together a continuation of the project to coordinate ESDGC action within the NGO sector focusing on the youth sector.	YALO/ ANID	

4.5 Research and Monitoring

An audit of current provision is needed to give a baseline to assess progress in increasing delivery and support of ESDGC across all youth work provision in Wales.

The good practice identified needs to be highlighted and made available to others to encourage further provision. Research into the skills required for 'facing an uncertain future in a changing world' would enable progression in ESDGC thinking.

Actions		Who	
4.5.1	Good practice in training for ESDGC is identified and brought to a wider audience.	ANID	

4.6 Supplementary actions for the Youth Sector

These actions are integral to the success of ESDGC within this sector. They are all actions that should be achieved within the three-year timescale of the plan. However the specific timings and completion of these actions will be variable depending on the scheduled reviewing of policies or documents that will naturally occur during this period, the local opportunities that arise or developments within other priority action points.

The actions listed have a suggested lead body associated with them. It is not suggested that this is the only body that will be involved in achieving the action, but that this body will be responsible for driving forward the change indicated by bringing onboard all relevant organisations, initiatives and individuals as partners.

Actions		Who	
4.1	Leadership and commitment		
4.1.3	Ensure a specific lead person is identified within DELLS (YALO) to take ESDGC forward.	WAG/ YALO	
4.1.4	Introduce ESDGC into the youth worker courses at HE/FE level to ensure that this is seen as a priority area for newly qualifying youth workers.	HEIs/ YALO	
4.1.5	Remit Estyn to undertake a baseline survey of ESDGC in sector.	Estyn	
4.1.6	Supplementary guidance is developed to ensure balance between sustainable development and global citizenship is achieved and support the development of ESDGC within youth work provision.	ANID/ YALO	
4.1.7	The top ten commitments leading from the Extending Entitlement document should be reviewed with respect of ESDGC and an audit produced to highlight opportunities for further work.	YALO	

Actions		Who	
4.2	Teaching and Learning		
4.2.3	Within the statutory sector all staff including youth services managers and principal youth officers, should become aware of ESDGC and the impact on youth work provision through their CPD.	LEAs/ YALO	
4.2.4	Ensure that 'benchmarked' training, (including training the trainers courses) in ESDGC and supporting materials are available to all within the youth work sector including both statutory and non statutory sectors.	YALO, CWWYS, HEIs	

Actions		Who	
4.2	Teaching and Learning		
4.2.5	Investigate accreditation for ESDGC training.	YALO	
4.2.6	The twice yearly mailing, via staff college, to all participants in youth work training and the lending library should be enhanced, promoted and maintained and used as a main conduit to increase awareness concerning ESDGC.	YALO	

Actions		Who	
4.4	Partnership		
4.4.2	Initiate a dialogue with young people to enhance their ability to access information and resources with regards to ESDGC.	YALO, WYFSD Funky Dragon	
4.4.3	Opportunities to come together and share good practice within ESDGC need to be organized.	LA/YPP	
4.4.4	Schools and youth sector need to work more closely together within ESDGC through aspects such as alternative curriculum and youth workers in schools.	LAs	
4.4.5	Look to develop service level agreements throughout Wales between LA and ESDGC networks.	LAs	
4.4.6	Increase direct involvement and communication with young people and their forums using established mechanisms such as Funky Dragon to ensure inclusion of the views of young people and share expertise.	Funky Dragon WYFSD	
4.4.7	Increase the regional coordination of ESDGC within the youth work sector.	YALO	

Actions		Who	
4.5	Research and Monitoring		
4.5.2	A research project is established to look at how best to develop ESGC skills within a youth work sector context.	ANID/ YALO	
4.5.3	Develop good practice guidance for work in this sector.	Cyfanfyd CWWYS/ YALO	

5. Further Education and Work Based Learning Sector

Developments in the Further Education and Work Based Learning Sector in 2006-2007

There has been a lot of energy and interest within this sector across a wide range of ESDGC aspects from procurement, to whole college planning to estates. Several initiatives to take forward work in this sector have received funding from the ESDGC panel for this year. The ESDGC champion has met with staff within the FE sector and links have been made with existing ESDGC work in colleges (Ymlaen Ceredigion project at Coleg Ceredigion) and current initiatives build on the expertise that has been developing to date.

Strategic planning letter, ESDGC report and resources (Actions 5.1.4, 5.3.3, 5.3.2)

The Welsh Assembly Government included a request within the annual strategic planning letter to further education institutions (FEIs) to produce a report on ESDGC within the college. These reports have now been collated and are being used as a baseline to assess developments, needs and successes within the sector. After discussions with the colleges regarding their reports additional resources and good practice examples will be produced to share back with the sector. It is planned to repeat this request to colleges in 2008.

Work Based Learning audit (Action 5.2.2)

All Work Based Learning (WBL) providers were asked to report on their ESDGC actions as part of their reporting requirements by the Welsh Assembly government. This has given a clear indication of need for the sector. A funded project is now underway to address the needs of this sector and to provide them with materials, support and best practice to move them forward in addressing ESDGC within their organisations and within their training delivery.

Conferences (Action 5.2.3)

The ESDGC champion has spoken at numerous conferences and meetings within the sector this year, from the national Fforwm conference in Cardiff to individual colleges' staff training days and at project meetings within colleges.



Conference planned for April 2008 - (Action 5.1.3)

Following the development of additional resources for colleges (mentioned in 5.1.4 above) a conference is being planned for April 2008. This will be aimed at senior college staff to raise the profile of ESDGC and to offer additional training and workshops on key areas for delivery.

Additional links

Following a pilot project bid from the ESDGC panel, Ymlaen Ceredigion has been successful in finding funding to carry forward their project embedding ESDGC within Coleg Ceredigion. As part of the developments the Sus Gil project will endeavour to support national developments with feedback from their project and through these links best practice will be taken out to other FE colleges over the next three years.

Sustainable Procurement Strategies (Action 5.3.1)

The Welsh Further Education Procurement Consortium (WFEP) has been allocated funds from the ESDGC panel to take forward an initiative that looks to develop sustainable procurement strategies for each college. A mixture of workshops, resources and face to face support help will ensure that policies, and practice are altered to ensure sustainability is at the heart of procurement within the colleges.

Setting the Scene

ESDGC should be embedded in each individual's education and training, from 'cradle to grave'. Further Education Institutions (FEIs) and private training organisations that partly provide the Government funded Work Based Learning programme, offer a rich diversity of education and training opportunities for both adults and young people. The sector accounts for a large proportion of A-level provision, most vocational qualifications, and the majority of post-16 learning for people with learning difficulties and/or disabilities. It draws a disproportionate share of its learners from deprived communities, ethnic minorities, the disadvantaged and other groups that traditionally rarely participate in learning after they leave school. As such the sector is not just a driver of inclusion, social mobility and economic competitiveness, but can play a key role in creating a sustainable, globally aware society.

The Welsh Assembly Government recognises that for a number of reasons - not least the diversity of organisations delivering post-16 learning - FEIs and training providers are at varying points in delivering ESDGC. This part of the action plan focuses on building on the excellent examples that exist, and making progress with those providers that have been slower to embrace leading edge practice. The strategy presents a series of actions for the sector as a whole, to ensure a realistic and consistent approach to embedding sustainable development and global citizenship.

Actions outlined in this chapter focus on building the capacity of providers in the sector to engage with and deliver ESDGC. Providers will be helped to achieve outcomes that are relevant to their individual needs and circumstances, recognising their different starting points on the journey towards best practice. As such, this action plan does not advocate the use of funding sanctions to secure progress. The role of the Welsh Assembly Government will be to provide support, guidance and feedback to the sector, along with monitoring progress - for example through the provider strategic planning process.

5.1 Commitment and Leadership

For ESDGC to be implemented effectively across the sector, it is crucial that leaders and managers are knowledgeable in the application of sustainable development and global citizenship principles. The first stage in building capacity is to raise awareness of ESDGC.

In April 2005 the then ELWa asked all FEIs to provide an update on their sustainable development activities through the strategic planning process. This provided a useful baseline on how far the FE sector is promoting ESDGC through its work. This, taken together with a review of the available literature and guidance on ESDGC, suggested that awareness of ESDGC in the learning and skills sector had some high points, but was generally lower than in pre-16 education. Awareness levels need to be raised if a real impact is to be made. It is therefore deemed necessary to undertake a targeted communications campaign.

The desired increase in communications and awareness concerning ESDGC must be backed up with support for practical delivery and effective training within the sector. Sector specific training will be vital in taking ESDGC forward. Ideally this will be delivered with specialists working in partnership with the sector.

Actions		Who	
5.1.1	Undertake a targeted communications campaign, including key concepts - what is sustainable development and global citizenship and its role and importance within the sector. Produce guidance and good practice guides and disseminate advice.	LLS	
5.1.2	Commence discussions on how sustainable development and global citizenship can be better embedded in FEI and WBL provider activities.	LLS	

5.2 Teaching and Learning

A considerable amount of work has been undertaken in Wales to embed the principles of sustainable development and global citizenship into the school curriculum. It is important that this good work is built upon in later stages of the education system, so that all learners acquire ESDGC skills that will equip them to live their lives in a sustainable manner, to be aware of the global dimension and be able to influence others to do the same.

Lecturers and trainers who are not sustainability literate and globally aware, will not be able to deliver ESDGC effectively through their teaching. Therefore, it is crucial that such individuals have the competencies to include and promote sustainable development and global citizenship principles into their teaching. Furthermore, it is important that global citizenship is afforded, whenever appropriate, parity with sustainable development. Clarity of what quality ESDGC teaching would include within the variety of post 16 settings is required to ensure that any progress is seen across the breadth of subjects and learning programmes.

Estyn's common inspection framework has incorporated ESDGC principles since September 2004. A key part of inspection is evaluating how well learning experiences meet the needs of learners and the wider community. This includes evaluating how well the provider's policies and practices promote sustainable development and global citizenship, and how far the learning experiences help learners to become more aware of relevant issues.

Working in partnership with external agencies and specialists can help identify within a FEI where opportunities for ESDGC can occur. One example is where Ymlaen Ceredigion have worked with Coleg Ceredigion during staff development days. College staff are now able to better identify ways in which they can integrate the sustainability message into their curriculum and note this on their learning programmes and lesson plans. More examples of how to integrate ESDGC need to be developed to avoid simply having extra items bolted onto courses irrespective of suitability and best fit.

Actions		Who	
5.2.1	Support given to providers that improve their sustainable development and global citizenship approach, in line with the aims set out in the research and monitoring section of this document.	Fforwm/ Private Training Providers/ LLS	
5.2.2	Audit FEI training needs, and work with FEIs and private training providers to provide an analysis of what development activities are needed.	Fforwm/ LLS	

5.3 Institutional Management

Sustainable Estates

An organisation can demonstrate its commitment to sustainable development and global citizenship through the management of its estates and facilities. The quality of the physical environment for learning is fundamental to the learning experience. There is considerable good work already taking place in the sector and it is important that this work is built upon and shared. It is essential that all providers are aware of a wide range of sustainability, global and environmental issues when they plan, design, build and manage their facilities. There is a growing expectation that FEIs should subscribe to suitable environmental management systems (EMS) such as Green Dragon.

Support materials and good practice examples need to be made widely available. This will help providers yet to start on this journey to benefit from those who have already taken many positive steps towards environmental and sustainable management.

Procurement

The spending power of the learning and skills sector provides a real opportunity to buy in a sustainable and globally aware manner. In 2003/04 the Further Education Institutions in Wales had a total income of £350.1m, of which £256.3m was core funding from ELWa. A further £15.4m was received from Work Based Learning contracts. As this is public money and the Assembly Government

has a duty to promote sustainable development through all of its functions and the way it does business, this money should be spent in a way that supports ESDGC objectives. This is increasingly being done by considering the impact of the way goods are procured on the environment, the community, and the social conditions of those delivering or receiving the product or service (in the developed and the developing world). Sustainable procurement is about looking not only at financial aspects of a product, but also ethical considerations such as what the products are made of, where they come from and who has made them.

All FEIs in Wales are members of the Welsh FE Procurement Consortium (WFEPCC). The WFEPCC has the overriding aim of making a recognised and measurable contribution to the success of the Welsh FE sector through professional procurement practices. Both sustainable development and global citizenship aspects should be a regular feature on the agenda and with finances and support, clear achievable and realistic targets should be set by the group. Other alternatives such as FEIs working within the Value Wales Sustainable Development Initiative should also be looked at through providers’ strategic planning processes.

Transport Impact

It is important that the environmental impact of transport is kept to a minimum, especially as the Assembly Government wishes to move towards a ‘low-carbon’ economy in the face of climate change. The impact can be reduced by minimising petrol consumption, pollution and car mileage and increase the amount of students and staff travelling sustainably (by walking, cycling, car sharing or public transport).

Actions		Who	
5.3.1	Through the WFEPCC all FEIs will be asked to develop a sustainable procurement strategy within their FEI.	FEIs/ WFEPCC	

5.4 Partnerships

There is tremendous energy and enthusiasm within the voluntary and NGO sector for ESDGC. Learning providers should develop partnerships with external specialists in ESDGC, such as NGOs, to help them develop appropriate measures within their own institutions.

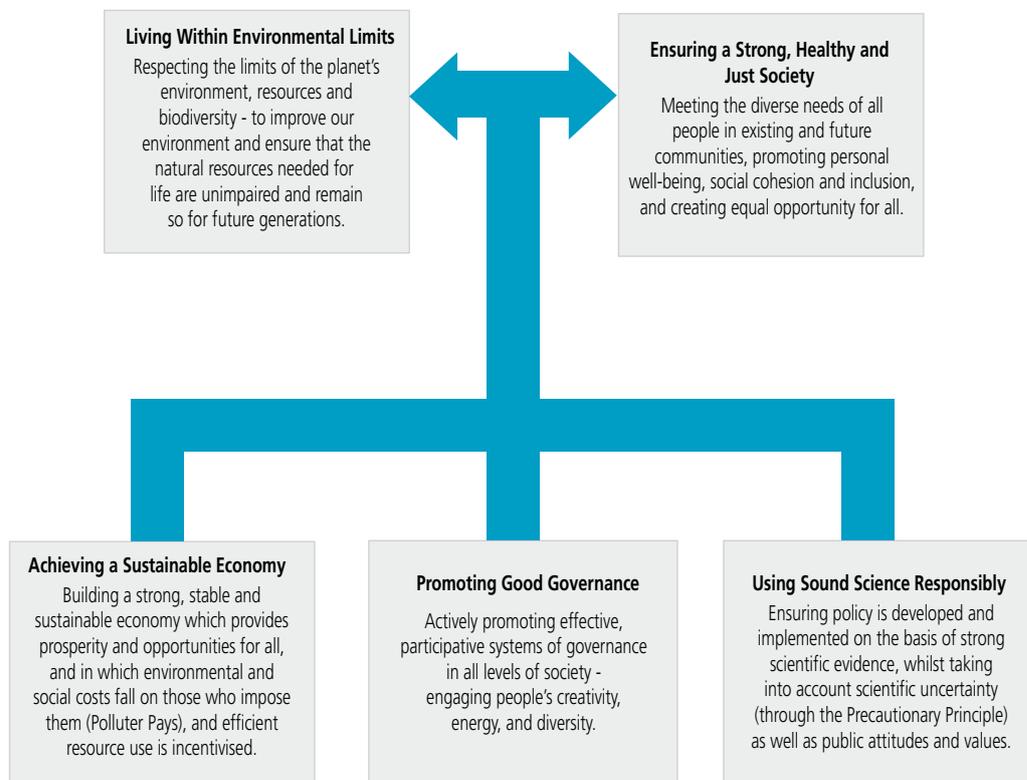
Pilot projects and innovation such as shown by Ymlaen Ceredigion and Coleg Ceredigion need to be shared with others.

Actions		Who	
5.4.1	Best practice of ESDGC partnership development is shared within the sector.	Ymlaen Ceredigion/ Fforwm	

5.5 Research and Monitoring

In building the capacity of the further education and work based learning sector, the expectations that the Assembly Government has for the sector must be articulated.

Set out below are the sustainable development principles as described in the UK Sustainable Development Framework. Through the ESDGC Panel, the sector and its funders should aim to build on this work and identify clearly what constitutes successful ESDGC in the learning and skills sector. This will facilitate clear communication and enable progress to be monitored.



Source: 'One future - different paths'. The UK's shared framework for Sustainable Development

5.6 Supplementary Actions to Support ESDGC Development in FE and WBL Sector

These actions are integral to the success of ESDGC within this sector. They are all actions that should be achieved within the three-year timescale of this action plan. However the specific timings and completion of these actions will be variable depending on the scheduled reviewing of policies or documents that will naturally occur during this period, the local opportunities that arise or developments within other priority action points.

The actions listed have a suggested lead body associated with them. It is not suggested that this is the only body that will be involved in achieving the action, but that this body will be responsible for driving forward the change indicated by bringing onboard all relevant organisations, initiatives and individuals as partners.

Actions		Who	
5.1	Leadership and commitment		
5.1.3	A series of bespoke leadership programmes, aimed directly at leaders and managers to take place.	Fforwm/ LLS	
5.1.4	Utilise the FEI strategic planning process to embed ESDGC in the sector e.g. by including a section on ESDGC within the strategic plans that are submitted by FEIs annually.	FEIs/ LLS	

Actions		Who	
5.2	Teaching and Learning		
5.2.3	Ensure that current networks and curriculum development groups are encouraged to include ESDGC on their agendas.	Fforwm	
5.2.4	Interagency discussions are held to investigate how ESDGC could be embedded more effectively into all post-16 qualifications.	LLS/ QCA/ CCEA/ WJEC	
5.2.5	Best practice examples and supplementary guidance is made available.	LLS	

Actions		Who	
5.3	Institutional Management		
5.3.2	Fforwm's sector-wide working group will continue to produce guidance on energy management within the FE sector and will expand to examine other aspects of estate management with a view to sustainability issues, such as water consumption, minimising waste, sustainable building regulation and enhancing biodiversity.	LLS/ Fforwm/ FEIs	
5.3.3	All institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures relating to global awareness, which cover all their operations in order to minimise their overall resource usage to sustainable and globally aware levels.	LLS/ FEIs	
5.3.4	Welsh Assembly Government to provide guidance to LEAs on ESDGC aspects within the local transport policy circulars.	LLS	

Actions		Who	
5.4	Partnerships		
5.4.2	Initiate dialogue between FEIs , WBL providers and NGOs to look at best use of providers/resources/ support for ESDGC.	LLS/ Fforwm	
5.4.3	FEIs take active steps to become involved in local networks relevant to ESDGC.	FEIs	

6. Higher Education Sector

Developments in the Higher Education Sector in 2006-2007

HEFCW have taken ESDGC to their committee and produced a work plan to take forward the actions attributed to them. The ESDGC champion has been involved in meetings with HEFCW and the Third Mission committee to look at developments. Three interconnected projects have been funded this year to take forward specific initiatives.

Strategic lead (Action 6.1.2)

HEFCW asked HEIs to include a section on ESDGC within their strategic reports for 2007. HEI's were asked that they consider the implications for their institution in terms of actions they were undertaking to develop and embed ESDGC principles across a range of activities, for example in terms of learning and teaching activities; third mission activities and the training of leaders and senior management teams. We asked them to provide this information in terms of the overall strategy of the institutions, linking it to the Third Mission Strategy and/or the Learning and Teaching Strategy as appropriate. In particular, we asked HEIs to set out how they intend to develop a framework and timetable to deliver their contribution to this key Assembly strategy. As a result of this exercise, HEFCW has amassed a body of information that can be used as a baseline for future reference and analysis and to ensure that the developments proposed for the HE sector are in line with their requirements.

HEI representatives (Action 2.1.6)

All chancellors at each higher education institution (HEI) were contacted to nominate a representative from their institution to act as a conduit for ESDGC for information in and out of the institution. This list is now mostly complete and the first meeting of this group was held in October 2007. They will input into developing projects and help to focus energy on future developments resulting from the strategy.



Budgeted projects for 2007/08

Sharing of Good Practice (Action 6.1.1)

HEFCW will commission, in early 2008, an external analysis of the information provided via the Strategic Planning exercise (see 6.1.2 above) and to share best practice with the Welsh HE sector.

Environmental Management Systems (Action 6.3.1)

Funding has been allocated to HEFCW to facilitate the development of suitable EMS within HEIs. Details are currently being agreed, with funding to be released to HEIs early in 2008. HEFCW is also working with Swansea University and WEAUC to provide further support and direction to HEIs in this area.

Training and Awareness Raising (Action 6.1.3)

HEFCW will hold an ESDGC conference for the HE sector in May 2008. This event will focus on good practice and on training and leadership needs. Discussions are ongoing with the Higher Education Academy and with ESDGC leads within HEIs.

Sustainable Procurement Initiatives (Action 6.3.2)

A number of related activities can be reported here. HEFCW monitors HEIs via their Procurement Fitness Health Check action plans, of which sustainable procurement is one element - the action on HEIs is to maintain a watching brief and to work with Value Wales. HEFCW is currently working with Value Wales officers on the refresh of their sustainable procurement tool: this work will involve targeting and working with, first, the larger Welsh HEIs (with a kick-off meeting at Cardiff University in January 2008). HEFCW is also actively promoting the Value Wales 'Making It Happen' Sustainable Procurement Course with the sector and via HEFCW.

Third mission provision

(Action 6.4.2)

HEIs were asked to report on third mission activities within their new three-year Third Mission Strategies (2007/08 to 2009/10). This information will feed through into the best practice study.

(Action 6.4.3)

HEIs were asked to link their Strategic Plans (under 6.1.2) to their Third Mission Strategies (under 6.4.2).

ITET (Action 6.2.3)

Develop clear learning outcomes, support materials and resources for QTS relating to ESDGC. Provide training for staff at ITET institutions to raise awareness of ESDGC and best practice for delivery to teacher trainees. Take the common understanding for ESDGC out to each ITET college and provide resources for trainee teachers. This will follow up to UCET Cymru pilot project and develop the links and momentum created within this project.

Setting the Scene

Implementing ESDGC will impact on all parts of society and all areas of our lives. The widest dissemination of an understanding of ESDGC will be vital if people are to be enthusiastic participants in the social transformations that will occur. Information will need to be available to all sectors of society - from those currently in positions of leadership to those taking their first steps in education. HE has a key role, since the students passing through it include a significant percentage of young society, of an age where questioning and forming views is critical, and of those who will be tomorrow's leaders. The method of teaching in HE encourages a critical, involved view, which will be vital in implementing ESDGC. Those integrative ways of thinking are implicit in ESDGC and can only enhance learning.

The role of HEIs within ESDGC is pivotal in that they:

- educate a great number of the professionals and leaders of tomorrow's society;
- have a large role to play within the environmental management of their institutions and procurement policies ensuring that globally aware, ethically sound and environmentally balanced processes are introduced;
- have a potential for influencing others outside the university through professional development and training opportunities.

There are 12 HEIs in Wales, plus the Open University, and together they are major local, regional and national employers and consumers. They represent a considerable range of expertise in the fields of ESDGC and their combined impact can be turned into a major catalyst for learning about ESDGC.

The sector employs almost 6,874 staff and educates over 120,000 full or part-time students.

This action plan is a starting point for coherent action for ESDGC. The steps outlined will ensure that institutions begin to address aspects of sustainability and global awareness amongst staff, students and as institutions themselves. They are designed to respect the curricular autonomy that HE traditionally and properly enjoys. The first step is to find out what is being taught in relation to ESDGC, and where it could easily be beneficially and voluntarily introduced. The plan also advocates that HEIs self-assess their current practices, analyse where ESDGC could easily fit within current curricula and highlight any gaps in provision. Examples where other HEIs have done this to great effect - for instance at the University of Wales Bangor (UWB) - should be shared as case studies. In addition, environmental management systems (EMS) and procurement changes can make significant improvements to sustainable development and global citizenship within the institution.

Institutions will only be able to produce sustainably literate and globally aware graduates if they are taught by sustainably literate and globally aware staff. Awareness raising and training for all staff will be a priority area. Sharing of good practice will be vital to build on current successes and help others begin to take similar steps. This will involve not only staff, but students, management and estates staff plus universities' local communities.

6.1 Commitment and Leadership

Leaders have a crucial role to play in supporting the transition to sustainable development, by guiding institutions' strategic planning, managing major capital programmes and leading the institutions' interactions with external stakeholders. Leaders also have a symbolic role in influencing the views of staff and students about sustainable development and global citizenship. It is vital that there is a commitment seen at the head of each HEI towards ESDGC and that a clear vision for ESDGC within each HEI is seen by all staff. Thus leaders within HEIs will need themselves to have the skills to take decisions which are compatible with this agenda.

Actions		Who	
6.1.1	HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share widely with HEIs.	HEFCW	
6.1.2	HEIs to include a section on sustainable development and global citizenship in their strategic plans. This should explain how training in ESDGC is being addressed and delivered.	HEFCW	

6.2 Teaching and learning

HE should consider offering the opportunity for students to learn about ESDGC as either:

- a degree scheme wholly or partly dedicated to ESDGC,
- or as a voluntary or compulsory component of some or all other degree schemes.

Examples for each of these options are beginning to be developed such as the use of sustainable development and global citizenship to provide interdisciplinary and challenging issue-based teaching in generic modules, an approach being explored and pioneered at UWB. Work needs to be undertaken to assess how a sensible progression from undergraduate first year through to Masters courses could be achieved with ESDGC at appropriate points throughout this route.

Some institutions have already undertaken an audit across their entire teaching to assess where ESDGC is being taught and could be appropriately incorporated. Adequate CPD and support will then be needed to increase the ability of teaching staff to be able to incorporate aspects of ESDGC within their work.

One crucial area is teacher training. ESDGC has been included within the new draft standards for teacher training which is a big step forward so that now Wales is well placed to deliver ESDGC in teacher training. This a simple and cost-effective way of ensuring that all teachers are ESDGC literate. However, support materials, for both lecturers and students, will need to be developed which is reflected in action 3.2.5 above.

Actions		Who	
6.2.1	HEIs undertake a self analysis of where ESDGC is being taught within their institution and where it could be further incorporated.	HEIs	

6.3 Institutional Management

Were HE institutions just to teach and research sustainability and global citizenship they could be accused of hypocrisy; it is imperative that they also practice it. This means having, and implementing, a policy for the sustainable management and global awareness of each institution. Such a policy can cover the obvious environmental issues of energy, waste, water and transport; it should also consider social and economic issues both local and global. Procurement needs to be examined in the light of the Assembly's agenda and the SD Action Plan. These messages have been reinforced by a recent Wales Audit Office (WAO) report on energy and water management to which the HE sector is responding positively.

Together these institutions are responsible for:

- consuming 120 million kWh of electricity per annum at a cost of over £5 million;
- consuming 231 million kWh of gas per annum at a cost of over £3 million;
- this amounts to a combined total of equivalent carbon dioxide emissions of over 87,000 tonnes;
- consuming over 1.3 million cubic metres of water per annum at a cost of over £2.5 million;
- annual travel on business for a medium size Welsh HEI can be as much as 7.7m km.

Becoming more sustainable and globally aware is in the best interests of institutions - it can save money, provide good PR, and help meet the changing demands of the student body and of student recruitment. Students can and should be involved with the process of becoming more sustainable.

Most of the cost of implementation of a sustainability policy can and should be met from institutions' own resources; an exception may be the capital cost of new build and major refurbishment. The extra cost of 'greening' buildings to reduce their energy consumption and maintenance, and to achieve a high BREEAM

rating, is significant, yet results in reduced running costs. The way in which capital projects and revenue are funded works against a sustainable and globally aware approach to building and a rational approach to reducing total expenditure. Best value for money on capital projects as currently funded effectively precludes many 'green' measures and unnecessarily increases expenditure during the life-time of the building. We suggest that a fresh approach, perhaps using life-cycle costing, might solve this problem.

Actions		Who	
6.3.1	All HE institutions are encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures which cover all their operations in order to minimise their overall resource use to sustainable levels.	HEFCW	
6.3.2	HEIs are encouraged to commit to and work with the Welsh Sustainable Procurement Initiative.	HEFCW	

6.4 Partnerships

HE has a 'third mission' - in addition to teaching and research, it is tasked with working with business, government and communities of location or interest, to enhance quality of life and facilitate knowledge transfer.

The partnerships that an HEI forms with its local community, businesses, schools and continuing education providers are an integral part of its third mission focus. ESDGC needs to be embedded within these working relationships.

HEIs can offer a pivotal role in the training of LA staff in ESDGC matters through professional development and other courses.

Actions		Who	
6.4.1	An audit is carried out as to what third mission initiatives currently include ESDGC.	HEFCW	

6.5 Research and Monitoring

Staff in HEIs both teach and research. Thus to deliver ESDGC there needs to be a parallel strand of research which supports sustainable development and global issues (SDGC). A critical and focused research base for SDGC in Wales is a crucial part of the country delivering its commitment to SDGC. A body of committed and able researchers on the SDGC agenda will not simply appear - it needs to be developed. Development of a research community working on SDGC will require discussions and developments with organisations such as Research Councils, individual institutions and the procedure of the Research Assessment Exercise.

SDGC is not a traditional research discipline: it is not for example represented by a panel or sub-panel in the UK's Research Assessment Exercise. Further, it is not the subject of any specific funding streams for research. Some important areas are not being funded, and the truly interdisciplinary research - which is central to the concept of SDGC is under funded. Thus for a country with a commitment to SD, the existing mechanisms for funding research might seem haphazard, fractured and uncoordinated. A mechanism for ensuring that research in SDGC appropriate to Wales' needs with a funding stream accessible to researchers in HE is needed.

HE research has the potential to create excellence in sustainability both within the institution and within Wales as a leader in this field. This would be concomitant with Wales' uniqueness with its duty to promote sustainable development being enshrined in its constitution.

Actions		Who	
6.5.1	The potential to establish or strengthen dedicated interdisciplinary funding streams for SDGC research is explored with the research councils and the EU.	WAG/ UK Research councils/ EU	

6.6 Supplementary HE Sector Actions

These actions are integral to the success of ESDGC within this sector. They are all actions that should be achieved within the three-year timescale of this action plan. However the specific timings and completion of these actions will be variable depending on the scheduled reviewing of policies or documents that will naturally occur during this period, the local opportunities that arise or developments within other priority action points.

The actions listed have a suggested lead body associated with them. It is not suggested that this is the only body that will be involved in achieving the action, but that this body will be responsible for driving forward the change indicated by bringing onboard all relevant organisations, initiatives and individuals as partners.

Actions		Who	
6.1	Leadership and commitment		
6.1.2	HEIs to include a section on sustainable development and global citizenship in their strategic plans. This should explain how training in ESDGC is being addressed and delivered.	HEFCW	
6.1.3	Training for ESDGC is provided to leaders and senior management teams in all Welsh HE institutions.	HE/ HEFCW/ HEW	

Actions		Who	
6.2	Teaching and Learning		
6.2.2	HEFCW to hold initial discussions with the Quality Assurance Agency (QAA) to explore whether a contribution to ESDGC could be considered within quality assurance arrangements.	HEFCW, QAA	
6.2.3	Support and guidance publications will be reviewed to ensure that ESDGC is implicit in them and encourages students to develop ESDGC within their induction period, EPD and CPD.	WAG	

Actions		Who	
6.3	Institutional Management		
6.3.3	The use of life cycle costings for major build and refurbishment projects is reviewed with a view to revising the funding of capital projects and maintenance and running costs.	HEFCW/ HEIs	
6.3.4	Institutions adopt and implement a Sustainable Development and Global Citizenship Policy that actively promotes SD and GC through corporate planning.	HEIs	
6.3.5	HEIs are encouraged to adopt a whole institution approach to SD in the grant settlement letter.	HEFCW	

Actions		Who	
6.4	Partnership		
6.4.2	HEIs are encouraged to include ESDGC as part of what they offer as third mission provision.	HEFCW	
6.4.3	Aspects of ESDGC within third mission strategies should be should be cross referenced to the institutional strategic plans or other relevant strategies sent to HEFCW.	HEFCW	
6.4.4	Consider where HEIs could help LAs deliver their ESDGC action plans.	WLGA/ LAs	

Actions		Who	
6.5	Research and Monitoring		
6.5.2	A gap analysis on the current funding streams for research relevant to SDGC is commissioned.	HEIs	
6.5.3	Following on from the initial audit of current practice within HEIs relating to SDGC, commission a project to explore the barriers to SDGC in HE and how they might be overcome.	HEFCW	
6.5.4	Dialogue is initiated with the RAE governing bodies to work towards ensuring that the interdisciplinary research central to SDGC is properly recognised and evaluated in future assessment exercises beyond RAE 2008.	HEFCW/ HEW	

7. Adult and Continuing Education Sector

Developments in the Adult and Continuing Education Sector in 2006-2007

This sector has been the slowest to begin addressing ESDGC. However a significant development for ESDGC has been the inclusion of ESDGC within the sector skills work Lifelong Learning UK (LLL UK). Meetings with various groups from the sector have shown that there is a positive reception and an interest in developing sector specific work and it is envisaged that once the work for common understanding develops then the pace will quicken in this sector as well.

Common Understanding development (Action 7.5.1)

Budget has been allocated to identify twenty key stakeholders and practitioners in the field and organise a two-day residential event to bring together the identified individuals to look at the "Common Understanding" for the sector. The group will consider how to integrate it into the adult and community learning (ACL) field linking it with current ACL policy and the learning ethos of the sector.

Lifelong Learning UK developments (Action 7.2.1)

The new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales have been produced and ESDGC is integrated throughout. Work is now progressing on the Teacher qualification framework and the sector skills agreement. ESDGC will be represented in each of these aspects.

Qualifications and accreditation

There are a several specific action points relating to accreditation, training and embedding ESDGC in post 16 learning within the ESDGC action plan.

- 7.2.5: work with OCN and other awarding bodies to incorporate elements of ESDGC into modules and units aimed at adult courses;
- 7.2.1: ESDGC to be included in FE PGCE course and other certificates and training for Adult education tutors;



- 5.2.4 and 3.2.2: Interagency discussions are held to investigate how ESDGC could be embedded more effectively into all post-16 qualifications;
- 4.2.5: Investigate accreditation for ESDGC training;
- 4.1.4: Introduce ESDGC into the youth worker courses at HE/FE level to ensure that this is seen as a priority area for newly qualifying youth workers.

Several meetings have been held with LLL UK, OCN Wales, City and Guilds and CQFW to look at aspects of taking these forward. Following these discussions it has been decided that a project will be developed to look at the action points across all sectors. The project will scope out possibilities and develop a holistic series of learning units across the breadth of ESDGC. These units will need to work across the context of 14-19 learning and post 19 learning, at a range of levels, including initial Entry Level - Level three. These will provide a transferable credit scenario to support and embed ESDGC in post 16 learning and will inform developments in training for teachers, lecturers and youth workers plus personal and professional development for individuals.

An initial meeting has taken place to scope this project and further work is planned to take this forward.

For the purposes of this chapter, this sector includes community education, adult education, basic skills English for Speakers of Other Languages (ESOL) and staff development.

Setting the Scene

Within this sector, ESDGC provision is piecemeal. Some organisations and a few individual tutors are doing more than others but there is no policy in place to direct progress or provide a holistic picture of what is involved within ESDGC. There are however examples of good practice within the sector demonstrating working in partnership, addressing staff development, effective networks and some individual 'beacon' projects. An additional feature within this sector is that there are similarities between ESDGC principles

and adult and continuing learning approaches. These similarities may mask the 'latent' contribution that this sector may have to the incorporation of ESDGC within teaching and learning activities. Research and development work planned will look at this potential and begin to distil out distinct aspects and approaches to ESDGC that are sector specific.

Initial action within the sector must focus on raising awareness at both a strategic level and through training to all course planners and tutors. Immediate actions will ensure that support, guidance and feedback is provided to the sector, along with initiatives to develop a quality mark for ESDGC relevant to the sector against which progress can be monitored. In the short to medium term, these actions will develop expertise within the sector. However it is acknowledged that if adequate progress is not made, then direct mechanisms on how to effect change will need to be considered.

7.1 Commitment and Leadership

Actions		Who	
7.1.1	Supplementary guidance is developed to ensure balance between sustainable development and global citizenship is achieved and support the assessment of ESDGC within ACL work provision.	LLS	

7.2 Teaching and Learning

ESDGC is at an introductory stage for much of the lifelong learning sector. Few ESDGC resources exist and work will be needed to provide sector appropriate resources.

Incorporating an ESDGC strand into training programmes for tutors in adult education is a necessary measure. Any training provision will have to be tailored to be available and appropriate to both the part time and full time nature of staff in this sector. One potential route is through each organisation's policy of staff training or development.

Actions		Who	
7.2.1	ESDGC to be included in FE PGCE course and other certificates and training for Adult education tutor.	HEIs, training providers and qualification/awarding bodies eg City and Guilds	
7.2.2	Produce and mainstream good practice guidance and use as a basis and model for other providers.	ANID	

7.3 Institutional Management

For success in ESDGC it has to be viewed in a holistic way and mainstreamed into the practice and running of the whole institution or organisation so that sustainability and a global perspective are part of the whole ethos. Progress and success in institutional management needs to be rewarded.

Actions		Who	
7.3.1	All institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures relating to global awareness, which cover all their operations in order to minimise their overall resource usage to sustainable and globally aware levels.	LLS/ Training providers/ ACL institutions	

7.4 Partnerships

Working in partnership has been commonplace in lifelong learning and has been encouraged in more recent years with funding initiatives and criteria.

There are some existing established networks in lifelong learning that could be used in the promotion of ESDGC. These include FFORWM, CLW, NIACE, CCETs, WEA, YMCAs, DEC's, other NGOs and the Arts Council for Wales. Work is needed to introduce these networks to ESDGC and ensure that core aspects of ESDGC are then delivered through these networks to those undertaking lifelong learning courses.

Actions		Who	
7.4.1	Encourage all networks to take ESDGC to their members.	LLS	

7.5 Research and Monitoring

Adult and continuing education providers will need to adopt a holistic approach to ESDGC, embracing it within all aspects of their work - pedagogy, research and infrastructure. Much remains to be learnt about effective work practices. Obtaining a baseline for current practice against which progress can be assessed is essential.

Actions		Who	
7.5.1	Define the common standards for ESDGC relevant to this sector.	ANID	

7.6 Supplementary Actions within the Adult and Continuing Education Sector

These actions are integral to the success of ESDGC within this sector. They are all actions that should be achieved within the three-year timescale of this action plan. However the specific timings and completion of these actions will be variable depending on the scheduled reviewing of policies or documents that will naturally occur during this period, the local opportunities that arise or developments within other priority action points.

The actions listed have a suggested lead body associated with them. It is not suggested that this is the only body that will be involved in achieving the action, but that this body will be responsible for driving forward the change indicated by bringing onboard all relevant organisations, initiatives and individuals as partners.

Actions		Who	
7.1	Commitment and Leadership		
7.1.2	Incorporate ESDGC in the strategic planning of adult education with the aim of embedding it into adult education courses, including CPD.	LA/FEIs/Adult education providers, Accreditation and inspection bodies	
7.1.3	The incorporation of ESDGC in funding criteria and guidelines for community funding eg community first.	Relevant funding bodies, ESF, ANID	

Actions		Who	
7.2	Teaching and Learning		
7.2.3	The development of resources for ESDGC in various curriculum areas that are specifically adult education focused.	LLS	
7.2.4	ESDGC to be included in training for Community Development Workers including community first officers.	Community Development Foundation (CDF)	
7.2.5	Work with OCN and other awarding bodies to incorporate elements of ESDGC into modules and units aimed at adult courses.	OCN/LLS	
7.2.6	Produce and mainstream good practice guidance and use as a basis and model for other providers.	ANID	

Actions		Who	
7.3	Institutional Management		
7.3.2	Existing award schemes are mapped against the quality mark to show where they support and award excellence. Any gaps in provision or reward are highlighted and initiatives developed to fill these.	ANID	

Actions		Who	
7.4	Partnership		
7.4.2	Undertake to raise awareness amongst relevant unions and businesses as to the importance and relevance of ESDGC.	LLS	
7.4.3	Initiate discussions with Community Learning Wales about incorporating ESDGC into their work.	LEAs	

Actions		Who	
7.5	Research and Monitoring		
7.5.2	The Assembly remits Estyn to carry out a survey of ESDGC in adult education and to produce a baseline audit of ESDGC across the sector at present.	PID	
7.5.3	Produce a gap analysis highlighting areas for development between current support available and the quality mark devised.	ANID	

Glossary

ACL	Adult and Community learning
BME	Black and Minority Ethnic
ANID	Additional Needs and Inclusion Division
CBLD	Community Based Learning and Development
CDF	Community Development Foundation
CPD	Continuing Professional Development
CSD	Children's Strategy Division
DEC	Development Education Centres
DFID	Department for International Development
EES	Enabling Effective Support (DfID initiative)
ELWa	Education and Learning Wales (National Council for Education and Training for Wales)
EMAS	EU Eco-Management and Audit Scheme
EPD	Early professional development
ESDGC	Education for Sustainable Development and Global Citizenship
ESF	European Structural Funds
ESP	Education Strategic Plans
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
EU	European Union
FE	Further Education
FEI	Further Education Institution
HE	Higher Education
HEI	Higher Education Institution
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HESDA	Higher Education Staff Development Agency
HEW	Higher Education Wales
ISO	International Standards Organisation
LA	Local Authority

LEA	Local Education Authority
LLS	Lifelong Learning and Skills Group
MDG	Millennium Development Goals
PD	Practitioner Division
PID	Performance Improvement Division
QAA	Quality Assurance Agency
QTS	Qualified Teacher Status
RAE	Research Assessment Exercise
SD	Sustainable Development
SDP	Sustainable development plan
SMD	Schools Management Division
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAG	Welsh Assembly Government
WFEP	Welsh Further Education Procurement Consortium
WSSD	World Summit on Sustainable Development
WYA	Welsh Youth Agency
YALO	Youth and Adult Learning Opportunities
YPP	Young People's Partnerships