Education for Sustainable Development and Global Citizenship – A Strategy for Action

Information Document

Sustainable Development & Global Citizenship

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Overview:	This document is 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 next 3 years.
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FOREWORD

This is a highly ambitious Action Plan but one which I believe is fundamental to us ensuring that the principles of education for sustainable development and global citizenship are built in to every aspect of our day to day life. It is key to us not only "Starting to Live Differently" but to ensuring that we completely transform the mindset of future generations.

The Action Plan and its recommended actions have received a very positive response from all key stakeholders and one that must now be driven forward with energy and enthusiasm. Key to this proactive engagement is the appointment of an "ESDGC Champion" who will be tasked to do precisely that. I intend that such an individual should be in post by the Autumn.

The world in which we live is the only one that we have - its resources are finite. To live sustainably and to be globally aware of the impact of our own lifestyles is, therefore, not an option but a necessity. I believe that this Action Plan will make a major contribution to us doing so in Wales; helping us to understand the issues, to gain skills to address challenges and to achieve something tangible and vitally important to ensure a positive future for generations to come.

I strongly commend this Action Plan to all of its stakeholders and will be taking a personal interest in its implementation and will be receiving regular updates on its progress.

JANE DAVIDSON
Minister for Education, Lifelong Learning and Skills

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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 EES[1] 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.

[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.

2.3.4 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.

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

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 he 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 Baccalaureate 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 ESDGC 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 ESDGC 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 ESDGC that need to be developed and mainstreamed. This 'deeper' phase of looking at the breadth of ESDGC 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 ESDGC. There is a call for national standards in ESDGC 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.

Vitally, 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

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

	Actions	Who
3.2	**Teaching and Learning**	
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**

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**

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	**Head teachers**
3.5.5	Research work is carried out to further developments in ESDGC.	**ANID**

4. The Youth Work Sector

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 DELLs 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, CWVYS, HEIs**
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**
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**
4.5	**Research and Monitoring**	
4.5.2	A research project is established to look at how best to develop ESDGC skills within a youth work sector context.	**ANID/ YALO**
4.5.3	Develop good practice guidance for work in this sector.	**Cyfanfyd CWVYS/ YALO**

5. Further Education and Work Based Learning Sector.

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 (WFEPC). The WFEPC 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 WFEPC all FEIs will be asked to develop a sustainable procurement strategy within their FEI.	**FEIs/ WFEPC**

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.

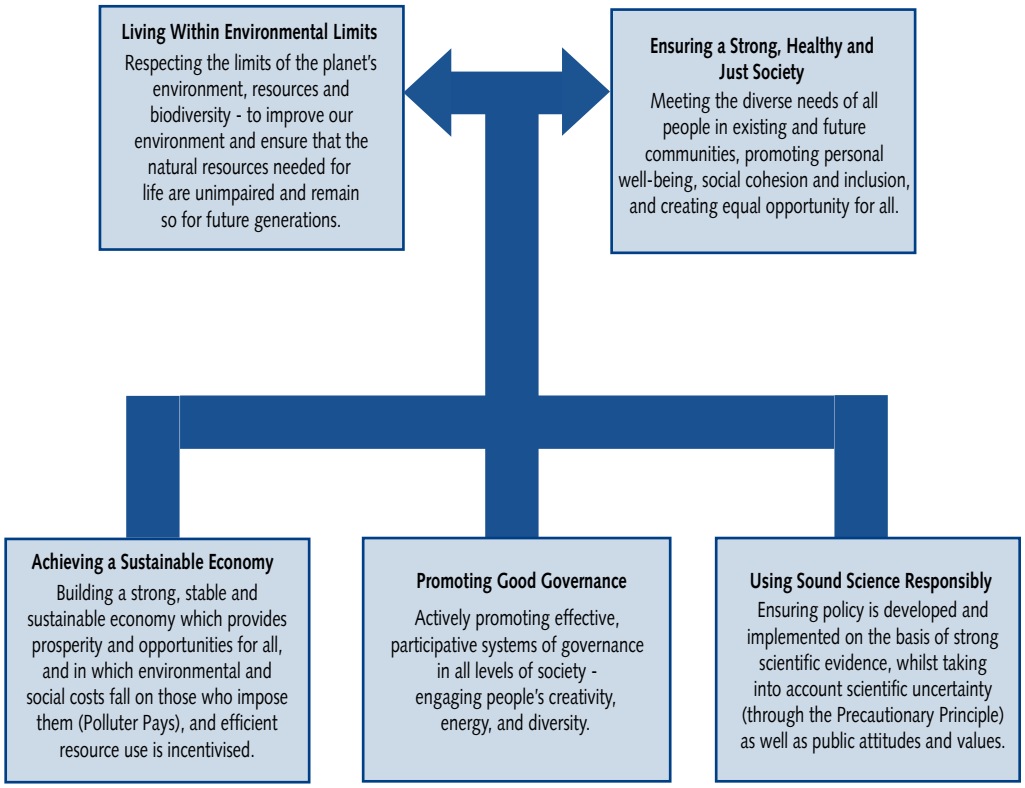
Pilot projects and innovation such as shown by Ymlaen Ceredigion and Coleg Ceredigion need to be shared with others.

	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**

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**

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

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.	**HEFCW**
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**
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**
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

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, DECs, 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**

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**

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**

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**

8. 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
WFEPC	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