Wales, Europe and the World

A framework for 14 to 19-year-old learners in Wales

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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Wales, Europe and the World
A framework for 14 to 19-year-old learners in Wales

Audience	Teachers, headteachers and governing bodies of maintained schools in Wales; colleges and other learning providers who work with 14 to 19-year-olds in Wales; local authorities; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
Overview	This document sets out the Welsh Assembly Government's guidance on provision of Wales, Europe and the World for 14 to 19-year-olds in Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
Action required	From 1 August 2009, teachers, headteachers and governing bodies of maintained schools, colleges and other learning providers should base their Wales, Europe and the World provision on this document.
Further information	Enquiries about this document should be directed to: Curriculum and Assessment Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Government Buildings Cathays Park Cardiff CF10 3NQ Tel: 0800 083 6003 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
Additional copies	Can be obtained from: Tel: 0845 603 1108 (English medium) 0870 242 3206 (Welsh medium) Fax: 01767 375920 e-mail: dcells1@prolog.uk.com Or by visiting the Welsh Assembly Government's website at www.wales.gov.uk/educationandskills
Related documents	*Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools*; *Personal and social education framework for 7 to 19-year-olds in Wales*; *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*; *Careers and the world of work: Supplementary guidance* (Welsh Assembly Government, 2008)

Contents

Introduction

This document provides the framework for delivering Wales, Europe and the World (WEW) as well as guidance on how the requirements may be met in practice. WEW is part of the requirement of the Learning Core, and of Learning Pathways 14–19.

Purpose of WEW

WEW is designed to help learners develop their understanding of life in Wales, and of Wales' place within the UK, Europe and the rest of the World.

Responsibilities of all learning providers

Learning Pathways 14–19 places a Welsh dimension firmly within its Learning Core. There is a minimum requirement that all 14 to 16-year-olds should learn about WEW as part of the revised requirements for Key Stage 4, building on what they have learned through Curriculum Cymreig at Key Stage 3.

All 14 to 16-year-olds should **develop and apply** their knowledge and understanding of WEW both within the subjects they study and through other experiences and activities.

All post-16 learners should have access to opportunities to **expand** their knowledge and understanding of WEW **as an enhancement**.

Qualifications for accrediting WEW

There is no requirement that learners complete accreditation. However WEW is a component of the core certificate of the Welsh Baccalaureate and as such is a requirement for those taking the qualification at all levels. The component occupies 60 hours of guided learning time and typically consists of visits, 'hands-on' sessions, visiting speakers, and other activities as well as 20 hours for a Language Module. The student is required to keep a record/diary of their activities and experiences related to WEW. Samples of the diaries/records are externally moderated.

Wales, Europe and the World framework

The WEW framework sets out the entitlement that learners between 14 and 19 should experience.

The framework is categorised under four headings or elements:
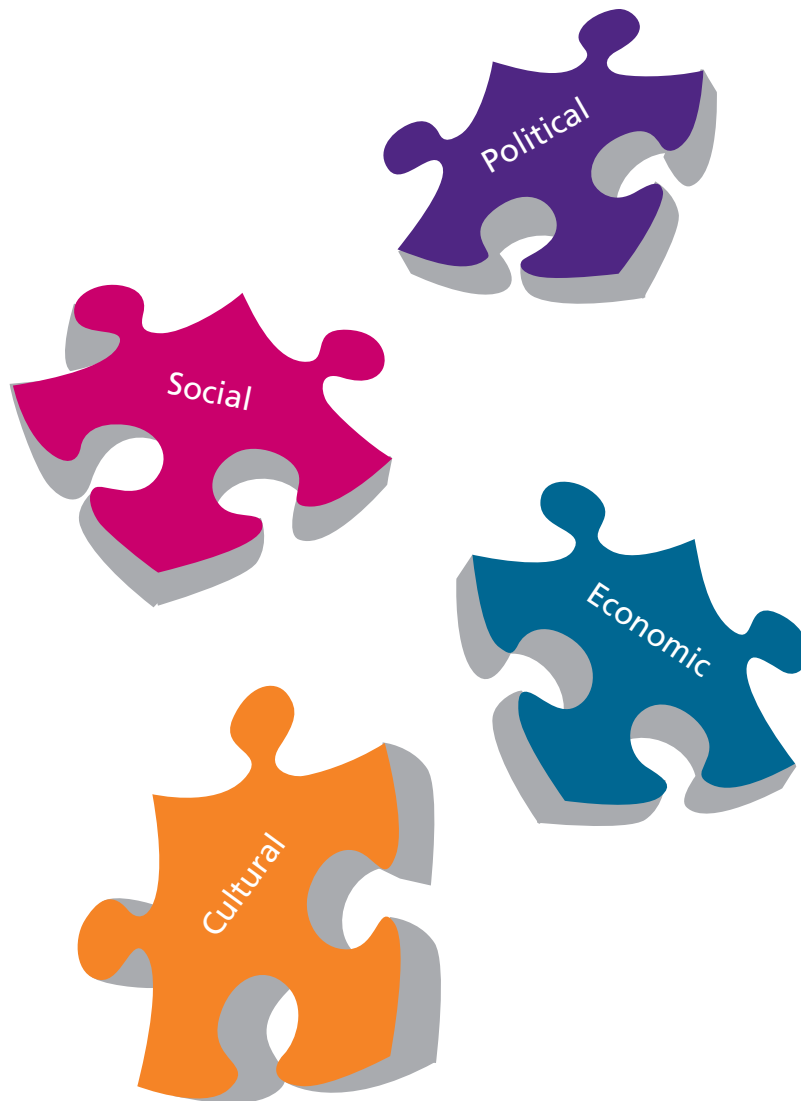
These elements are not mutually exclusive areas of study to be attempted separately, and need not be arranged in any necessary sequence or hierarchy. The elements represent ways of looking at our experience of living in Wales as part of Europe and the world.

Political element

> WEW should provide learners with opportunities to engage in debate about local, national and international political issues, including how they affect people in Wales.

Learners should be given opportunities to engage with a range of political views and arguments. The process will allow them to recognise how political decisions can affect people and give them the opportunity to consider questions of reliability and bias, both within Wales and beyond.

Examples of suitable contexts/activities

- Campaigns on local issues, *e.g. health, education, and youth services*.

- Group sessions with politicians from the National Assembly for Wales, UK Parliament or local government.

- Discussion with local action groups.

- Meetings with advocates for pressure groups with an international as well as a local dimension, *e.g. Oxfam, Amnesty International, Greenpeace, Friends of the Earth* and *Christian Aid*.

- Meetings with school and college governors.

- Year councils/school councils/Youth Forum/Funky Dragon.

- Student/trainee representation on college/workplace matters.

- Involvement in focus groups.

- Workshops with organisations that promote active citizenship, *e.g. CEWC-Cymru (Council for Education in World Citizenship)*.

- Mock elections to school or college councils.

- Mock National Assembly for Wales/parliamentary debates.

- Discussion of current and topical issues.

- Visits to the National Assembly for Wales.

- Study of political leaflets/manifestos of different political parties in the UK, and across Europe and the world.
- Study of newspaper/TV/radio/internet coverage.

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'We will develop a more strategic approach to putting Wales on the world map, bringing greater coherence to the breadth of the Assembly government's overseas activities . . . '

One Wales: A progressive agenda for the government of Wales
(Welsh Assembly Government, 2007)

Social element

WEW should provide learners with opportunities to investigate issues and engage with organisations that take action to enhance the lives of people and communities both here in Wales and across the world.

Learners should be given opportunities to appreciate the diversity of people's lives, to challenge stereotypes, to recognise the benefits and challenges of living in multilingual, multi-faith communities and to discuss issues related to social change.

Examples of suitable contexts/activities

- Question/answer sessions with people who play particular roles in society, *e.g. nurses, doctors, social workers and community police*.

- Discussion with/action alongside charities and local community groups to support both local and international need.

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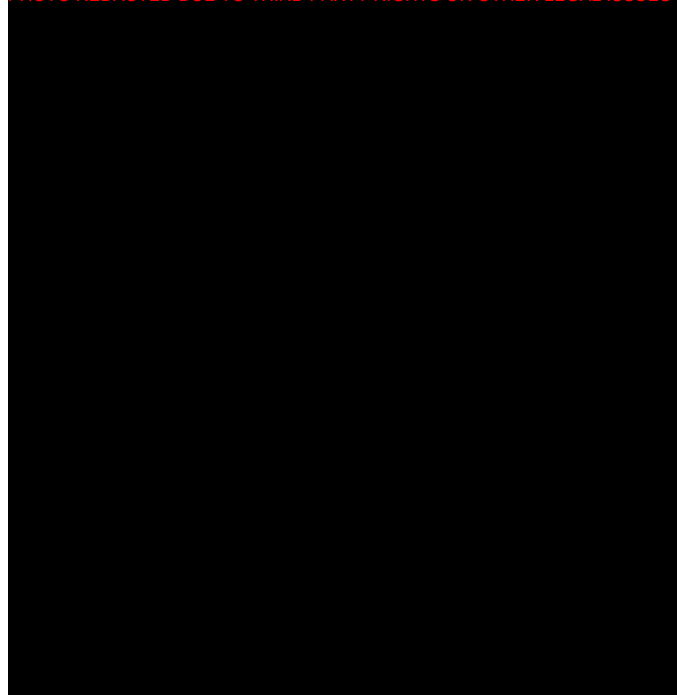
- Exploring people's perceptions of vulnerable groups in collaboration with organisations, *e.g. drugs support agencies, women's refuges, Mind Cymru, Scope, Childline, Age Concern Cymru and Help the Aged in Wales, and Shelter Cymru*.

- Presentations/displays to other year groups on social matters.

- Involvement in peer support.

- Meetings with a range of community faith groups.

- Links with partners in other countries, *e.g. Dolen Cymru Lesotho*.

- Surveying local areas for social enterprise projects to assess their aims and their impact within the community.

- Evaluation of health awareness campaigns, particularly where the target audiences for the campaigns include young people.

- Study of health and safety issues and legislation within an industry/workplace and across Europe.

- Reviewing statistical data about health/lifestyle in Wales and other nations.

- Investigating the way the area in which they live is represented by the media.

'We celebrate Wales as a community of diverse cultures . . . celebrating our many traditions . . . and bringing people of all origins together.'

One Wales: A progressive agenda for the government of Wales
(Welsh Assembly Government, 2007)

Economic element

> WEW should provide learners with opportunities to engage with programmes and organisations that promote responsible Welsh economic growth and appreciate how wealth is created.

Learners should be given opportunities to recognise how the economy is changing, our interdependence with other nations and our responsibilities as global citizens, concerned to live in sustainable ways.

Examples of suitable contexts/activities

- Team enterprise activities – these can have a local, national or international link.

- Debate with/action alongside local Fairtrade groups.

- Meetings with local credit unions and Citizens Advice Bureaux – finding out who they are and what they do.

- Question/answer sessions with local business people/entrepreneurs, discussions with self-employed people about opportunities and challenges of making a living in this way.

- Considering issues around transport.

- Meetings with trade unionists about their role in economic development.

- Considering the effects of economic change in an area within Wales and an area in another country.

- Schemes for becoming a sustainable school/college/company.

- Links between local firms and international counterparts/partners.

- Study of personal debt and credit issues in Wales.

- Recycling projects.

- Exploration of tourism and its positive/negative effects.

- How government and European funding affects local communities.

- 'Greening' local businesses for the Green Dragon award.

- Exploring the role of alternative technology in sustainable development.

- Finding out about local food cooperatives and how efficient they are.

- Exploration of the 'food journey' from food producers to supermarkets.

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'We will work hard to ensure that Wales becomes a strong international trading nation and a valued partner in international relationships.'

One Wales: A progressive agenda for the government of Wales
(Welsh Assembly Government, 2007)

Cultural element

> WEW should provide learners with opportunities to engage in creative and/or sporting activities with Welsh and international dimensions.

Learners should be given opportunities to experience and undertake activities that enhance their sense of identity and heritage, covering a range of contexts, media and sports.

Examples of suitable contexts/activities

- Exchange visits – experiencing other cultures at first hand.

- Eisteddfodau.

- Visits to concerts, museums, art galleries, heritage centres, theatres, media centres and festivals.

- Work with youth groups involved in cultural activities, *e.g. the Urdd movement and the Duke of Edinburgh Award scheme*.

- Visits from architects, scientists, thinkers and craftspeople.

- Photography workshops.

- Writers/poets/artists in residence.

- International visits from Europe and other countries (including the use of other languages).

- Drama/theatre activities.

- Masterclasses from visiting musicians.

- Working alongside sports professionals.

- Events that celebrate cultural diversity, both within and beyond the local area.

- Analysis of the functions of a variety of different bodies, *e.g. CADW, National Museum of Wales and National Library of Wales* to understand their links with our cultural heritage.

- Looking at aspects of the Welsh media, *e.g. the film industry or animation production*, in relation to parallel work.

- Community links with sports clubs.

- Reviewing specific productions, books, music, events.

- Use of magazines with Welsh and international perspectives, *e.g. Planet and Barn*.

- Studying media coverage for a national or international cultural event.

- Using an enterprise programme to promote magazines/paintings/ other artefacts reflecting local creativity.

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'Our aim is that high-quality cultural experiences are available to all people, irrespective of where they live or their background. We will celebrate and conserve Wales's outstanding heritage . . . '

One Wales: A progressive agenda for the government of Wales
(Welsh Assembly Government, 2007)

Approaching the framework

Enquiry approach and progression within WEW

The emphasis of the framework is on activity-based learning, with a particular focus on enquiry. This allows students to experience both independent working and working within teams. This approach should enable learners to make progress in becoming more independent learners, requiring less support from staff. They move from being passive learners to appreciating the many benefits of working both independently and cooperatively within a group to achieve their aims.

> **"The only person who is educated is the one who has learned how to learn and change."**
>
> Carl Rogers, psychologist

Learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 learning pathways, including the Learning Core. Provision throughout these years should be planned so that learners can progress from the familiar to a more unfamiliar range of contexts outside their own personal experience. They should progress from the concrete, such as knowledge of their own locality or the study of particular artefacts, to more abstract concepts about the place and the influence of Wales in Europe and the wider world. They should have a growing understanding and experience of the political, social, economic and cultural aspects of life across the globe and its influence on Welsh life.

Providers will need to take account, where possible, of what has occurred in earlier key stages and ensure progression through planning for the tasks to be undertaken, the complexity of the materials used and the independence required of the learner.

This framework is not prescriptive but rather allows the exact nature of the provision to reflect individual learners' needs and interests, the type of learning provider, and the nature of the local community, as well as the current topical issues that face Wales, Europe and the World.

Programmes can therefore vary but still achieve the aims of the framework to develop, apply, and expand learners' knowledge, understanding and direct experiences. However, if the students are pursuing the Welsh Baccalaureate Qualification (WBQ)[*] then the specification does include detailed requirements of WEW within that qualification at all its three levels, which candidates must follow.

[*] The WBQ specification, and further guidance, can be found by navigating through the Teachers/Essentials/Specifications sections of the WBQ website at www.wbq.org.uk

Integrating the learning experience

Although the framework is categorised under the four elements of political, social, economic and cultural, these are not mutually exclusive areas of study to be attempted separately, and need not be arranged in any necessary sequence or hierarchy. The elements represent ways of looking at our experience of living in Wales as part of Europe and the world.

Some activities could be devised to cover two or more of these elements. For example, a discussion session with a representative from a development charity may well range across two or three of the above categories. This should be seen as a positive feature of work rather than a disadvantage.

There is no requirement to deliver WEW as a separately timetabled part of an individual's learning. In schools and colleges, many of the contexts suggested here can be delivered within subject/programme options, through personal and social education (PSE) programmes, during religious education provision or as part of a curriculum-enrichment programme. Training providers can use specific vocational contexts for their WEW provision. Learning in WEW should also help learners to improve their key skills and provide evidence for their key skill qualifications portfolios[*].

There is no requirement to address every aspect of each element in equal depth. Individual interests, matters of local concern and consideration of topical issues are desirable characteristics of learning in this context. However, there is an expectation that, at the end of a course of study or training, learners will feel a stronger sense of their place as members of the local community and the Welsh nation, as Europeans and as global citizens.

[*] Guidance on key skill requirements can be found by navigating through the Teachers/Teaching/Key Skills sections of the WBQ website at www.wbq.org.uk

> "I haven't become an American! Having a house in LA is just where the house is. It's just a convenience thing living there. I carry Wales around inside me."
>
> Tom Jones, singer

Why should we do WEW?

It's good to know where you fit, both in the place where you live, your home, your community, your nation and in the world as a whole. Our identity matters. WEW works well when it is seen as a natural dimension of the ongoing work of the learner – creating context, enhancing relevance and making links. It also works well when mapped and delivered alongside the other frameworks such as education for sustainable development and global citizenship, personal and social education and careers and the world of work.

So how is this different from the Curriculum Cymreig?

It's an opportunity to look outwards. WEW places the Welsh dimension of learning in the context of relating our experience to that of other people both locally and further afield.

There is also some change of emphasis as you would expect for learners aged 14 to 19. Their roles and responsibilities within communities grow significantly across these years and that is reflected, for example, in the focus on a political element.

What about the Welsh language?

The position of the Welsh language is clearly set out in the Welsh Assembly Government's *Iaith Pawb: A National Action Plan for a Bilingual Wales*.

Welsh language skills have a statutory place as a minimum requirement in the Learning Core of learning pathways as it applies to 14 to 16-year-olds. For those aged 16 to 19, these language skills remain part of the Learning Core as an enhancement. Each of the four elements of WEW offers opportunities to discuss language issues, and to learn language both as an independent learner and within a group. This applies to both Welsh and modern foreign languages.

What is a good starting point?

Familiarise yourself with the framework, read some of the examples in the snapshots and starting points in this document. They will provide you with a range of experiences that will have been tried and tested by other learning providers. The exact nature of the experience you will be able to offer depends on the type of learning provider you are, your location, the nature of the local community, and the interests of your learners. Consider whether similar activities might already be used to deliver aspects of education for sustainable development and global citizenship, personal and social education and careers and the world of work. (Appendix 4 of this document provides a summary of links.) This will make it easier for you to implement and monitor the framework. It will also make the framework more contextualised, and will enable you to avoid undue duplication and repetition in your provision.

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Are there any pitfalls to be aware of?

Delivery

The most obvious temptation here is to teach a great deal of content without engaging the learners in what they do with that content. Real 'knowledge and understanding' occurs when learners are able to discover something useful for themselves.

Also make sure that all learners have these opportunities. Exposing a few learners to high-profile projects is not enough. It is not, however, necessary for all learners to experience an identical provision.

Investigation

In order to investigate WEW issues effectively, learners should be taught relevant skills. These include research and media literacy skills. Learners need an awareness of not only the usefulness, but also the problems and challenges associated with source materials, particularly those drawn from the internet. Learners should be taught to avoid plagiarism. The emphasis of any investigation should lie in how the learners use the information they gather to further that investigation and draw valid coherent conclusions. Simply gathering information is not enough.

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Learners should be encouraged to both carry out individual research and work collectively, while at the same time appreciating the strengths and limitations of both approaches.

Creating displays of pupil work in a prominent place and sharing them with other learners not only highlights WEW within the learning environment but is also a good way of engaging and informing learners about issues and promoting contexts for investigative work.

Examples of the resources for WEW provided by centers who piloted the WBQ qualification can be found by navigating through the Teachers/Teaching/Wales, Europe and the World sections at www.wbq.org.uk

Appendix 2: Snapshots and starting points

The following pages offer a glimpse of the work around Wales. The focus of the examples varies and each individual example offers only a part of the whole picture.

Political

Social

Cultural

Active learning, efficient working

Some learning providers have used workshop-type activities, with a team-teaching approach, to deliver the WEW and the PSE elements of the Welsh Baccalaureate. Students have discussed human rights, world poverty and their responsibilities as active citizens. In one centre, the outcome was a desire to participate in a community project to promote Amnesty International's Campaign to Control Arms. The project included:

- organising an exhibition in an open day
- making a video to raise awareness with peers
- delivering presentations in colleges, local schools and to community groups
- taking part in a question-and-answer session with local AMs and MPs.

Students have also considered the issue of domestic violence and have had visiting speakers from the local women's refuge. Information from Europe gave the work a wider context and a chance to look at different cultural settings.

These kinds of approaches have provided efficient content coverage while delivering useful experience in active learning. The initiative has not only promoted respect for others but has also provided a natural link to community participation.

Political

Social

Economic

Being involved in 'my' Wales

In one secondary school, 14 to 16-year-old pupils have become involved in local politics as a natural outcome of their GCSE Citizenship course. This has involved community surveys, discussions, attendance at meetings with local council officers, councillors, AMs, MPs and MEPs. In response to a local issue, they considered views for and against a controversial proposal and planned a campaign of action. They wrote letters, went to planning committee meetings, organised petitions, attended protests, made video reports and gave presentations to councillors.

An important benefit has been their understanding of the complexities of ownership – local people will identify where they live as 'my' town but have very different and often contradictory visions for the place. Another key benefit has been in pupil confidence – speaking and writing with authority on community issues. Pupils have questioned elected representatives with ease. Community groups have requested the support of pupils at public meetings. The school has gained in status within the community by encouraging pupils to be responsible and proactive in local issues.

One significant effect of the focus on important local issues has been to make pupils more sympathetic to international concerns. The school now has a partner institution in Japan and has acted as a pilot for Oxfam's Get Global! project.

Political

Social

Economic

Cultural

Welsh Heritage Schools Initiative

Schools in Wales are invited annually to undertake projects and submit them for a Welsh Heritage Schools Initiative competition. The projects require research, collection of materials, analysis and evaluation. The results include booklets, exhibitions, performances, websites, CDs and restoration work. Prize-winning students and teachers from across Europe meet at an annual conference in Germany to share findings.
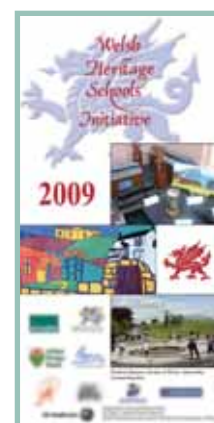
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At a comprehensive school in South Wales, 16 to 19-year-old students take a leading role in the work for the competition and support younger pupils in their research and presentation. For example, their study of Chartism and the Newport Rising included individual research, the production of study folders and classroom activities, and a dramatic presentation in Usk Prison which was recorded on CD for future use in the school.

Political

Social

Integrating WEW and PSE

The WEW and the PSE components of the Welsh Baccalaureate are delivered in an integrated manner in a number of centres. For example, social issues are linked to lifestyle choices; political responsibility is linked to personal responsibility. This avoids duplication and helps students to make connections.

Relevance and interest are also stimulated in many centres by input from external agencies. Some examples include the Salvation Army, Barnardo's, ChildLine, the Electoral Commission, Shelter Cymru and the National Assembly for Wales. This requires careful advance planning, particularly as the ability and willingness of organisations to meet an institution's requirements will often vary from year to year.

Social

Cultural

Establishing 'sustainable' links in Europe

A school in North Wales has involved all pupils in a Comenius Project about sustainability, waste management, and changing lifestyles, looking at differences across Europe and generations. Students share project ideas with their counterparts in France, Germany, Hungary, Italy and Spain and can contribute to a CD-ROM, multilingual newspapers, and a website. These and other activities are managed by an 'international board' with representatives from each faculty.

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Social

Economic

Cultural

European contrasts

A secondary school in North Wales is involved in a project looking at the lives, cultures and ideas of pupils in five European countries. In the first activity, pupils discuss photos about their lives and agree on 15 to be captioned and added to the joint website. Classes then decide on suitable questions to further their understanding of the lives of their partner students.

Other activities look at differences in sport, music and living standards plus what makes each place distinctive and diverse. The result is a much greater understanding of the differences and similarities between their lives. Although the project works by sharing information and images electronically, reciprocal visits can also arise out of the links.

Political

Social

Economic

Cultural

Making links through art

At a school in North Wales, there are close links between the art department and the local community including the youth club. One project has focused on graffiti art, showing its development from New York in the 1950s to the present day. With Communities First funding, youngsters at the club have learned not only a range of graphic techniques but also how they can be applied in socially acceptable settings. The culmination of this particular project is a design for the local skate park.

The school has also been able to grant-fund a visit to its link school in Ghana where the pupils painted a large-scale mural based upon the theme of friendship. This was then painted again at the school. A 'pen pal club' was set up between the schools and correspondence has since been exchanged on a regular basis. The benefits for pupils of these initiatives are that they see a real purpose for art and recognise its place in bringing people together.

Political

Social

Cultural

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Experiencing different cultures

Work-based providers, colleges and schools often have links with other countries that are rooted in the history of the particular institution.

One high school in South Wales has links with No.18 Middle School in Chongqing in China. After a visit from the Headteacher, a memorandum of agreement was signed and further curriculum links and visits have since been made. The school, with the support from the local 14–19 network, has organised for a Chinese teacher to visit for a year-long project. The pupils have been learning about the traditions and cultures of the Chinese, as well as learning Mandarin.

Other schools have initiated visits to Iceland, Italy, the United States and China.

At one school, a link with Athlone grew out of a shared interest in Celtic languages and it now offers the chance for work experience with both pupils and staff in Ireland.

The common message of those with successful links is to take full advantage of the opportunities as they present themselves and to focus firmly on maintaining and developing any traditions established.

Social

Economic

Cultural

Included in Europe

A school in the Vale of Glamorgan has linked with schools in Copenhagen, Fayence, Barcelona and Turin. The Comenius-funded work has included a focus on how technology can enhance the teaching of mathematics and science in each school. There has been a common project on comparing the use of energy sources in each country. Students have also been involved in an art project with illustrations of each country's folk tales. The headteachers of the linked schools have been comparing how they use ICT for administration and managing behaviour. One of the distinctive features of this three-year commitment is that it has actively involved all schools at a range of levels from the top downwards, both electronically and face-to-face. In short, nearly everyone has had the chance to be included.

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Political
Social
Economic

Practical politics

Schools and colleges recognise that political understanding begins within your own community. Schools typically have a range of councils and volunteer groups covering such matters as drugs, healthy eating and the environment. These can be linked with a local Youth Forum, which in turn elects representatives to the national body, Funky Dragon.

Most training providers have individual learning agreements, elected student representatives, focus groups and online feedback opportunities. The involvement of learners in the decision-making process is consistently described as having a positive impact for both sides. Learners feel valued and responsible, appreciating the often small changes that can be made to improve a situation and recognising the reasons why requests cannot always be met. A wider effect has been to improve the number of students with an interest in local, national and international politics.

Political
Social
Economic
Cultural

Local music, global action

Students at a school in West Wales had the chance to meet a forensic archaeologist, who had investigated the 'disappearance' of people in Chile under Pinochet. This Amnesty International visit left them so enthused that they organised a benefit concert in Llandeilo with six up-and-coming young bands from across Wales who agreed to perform for expenses only.

The experience not only linked international political action with the best of current local music but also contributed to core certification in the Welsh Baccalaureate in terms of community participation and the Key Skill of Working with Others. A further bonus for those involved was that Amnesty printed photographs of the successful concert in their national youth magazine.

Social

Cultural

Promoting language

As an introduction to language and in order to explore some multicultural influences, students at a college in Cardiff spent two days after their Year 12 examinations attending one-hour sessions on Welsh, French, Spanish, Italian, German, Polish and Japanese. A wide range of activities were organised. For example, the Spanish session focused on music: from salsa to Shakira, from flamenco to Enrique Iglesias. Initially, students discussed the current position of the language and then explored the cultural and historical background of the different types of music, listening to examples of each. In the Japanese session, students learned some basic phrases such as ones to introduce themselves, to say hello and to bid goodbye. They also had a look at Japanese influences on our everyday lives: sushi, noodles, tempura, animated cartoons, video games and mobile phones were just some of the examples explored. The students enjoyed the sessions and were motivated to begin learning a language of which they had no previous knowledge.

Political

Social

Economic

Scope in qualification specifications

Staff at a further education college have examined qualification specifications to identify where WEW issues might arise from students' chosen vocational programmes in order to create a sense of things working together which effectively creates a sense of the relevance, interest and currency of the course as a whole. For example, sports students consider the politics surrounding the staging of the Olympic Games. The Public Sector Services students take modules in International Perspectives, Diversity and Citizenship which allow them to examine the roles of the UN, NATO and EU in relation to Wales. Forensic science students link up with the local forensic science unit and take part in exercises involving the hi-tech equipment that the team uses. The issues surrounding the cost and the rarity of that equipment, which is used by other forces from England and Wales, are explored. Students begin to understand how expertise, well-used, can promote Wales in the eyes of other people and create mutually productive links.

Getting involved

Political

Social

Economic

Cultural

A special school in South Wales has managed to engage with all four elements of the WEW framework. They have visited and interviewed members of the Senedd at Cardiff Bay; their school council has had discussions with local councillors on issues such as disability and equality. They have taken an active part in the Young Enterprise Wales competition, fielding successful teams over several years and winning Best Company Report and Best Presentation. They have developed links with another school in Africa and besides raising the learner's awareness of other cultures, through their supportive efforts they have helped raise funds for the African school and its local orphanage.

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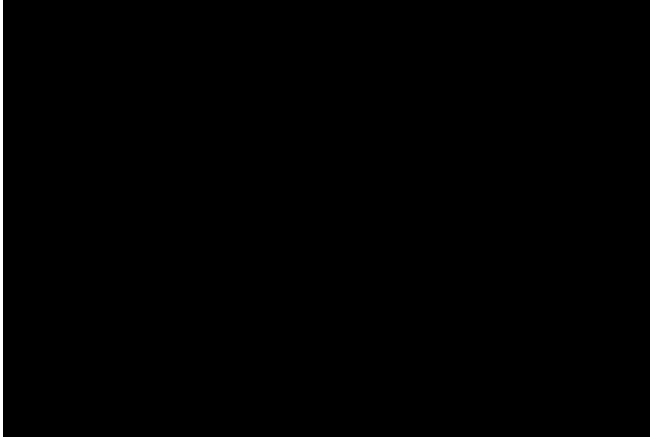
Funding travel

Political

Social

Economic

Cultural

One aspect of the Duke of Edinburgh Award in Cardiff has been an opportunity for young people to do expedition work abroad in Australia and Kenya. In order to make this opportunity accessible to all, the youth workers involved have a well-organised fund-raising process which includes bag packing, raffles, curry nights, quizzes, sponsored walks and balloon launches. All prospective youngsters are engaged in the process, chased up as necessary, and some fund the entire cost in this way. The fund-raising develops team-working skills which are applied, in very different contexts, on the expedition itself. The trip is an opportunity to discover at first hand the similarities and differences in life and culture for people of their own age in other lands. One of the young people involved observed: 'It's great – you can experience things you couldn't possibly do otherwise.'

Social

Cultural

Urdd Gobaith Cymru

This is the largest youth organisation in Europe and plays a key role in promoting Welsh language and culture. It offers courses and competitions for learners of Welsh as well as for those who are fluent in the language. There is also the annual national youth Eisteddfod where successful contestants from local and regional eisteddfodau compete against each other.

Members of the Urdd take part in a wide range of social, cultural and sporting activities and students aged 16 and over are encouraged to take responsibility for organising activities for younger pupils. Older students can also volunteer to help as swyddogion (swogs) at the two outdoor centres, Llangrannog and Glan-llyn. At the latter, students can obtain training for sports skills and sports leadership awards in addition to practising and improving their spoken Welsh.

Political

Social

Economic

Cultural

Diplomacy for beginners

The Model United Nations conferences organised by CEWC Cymru provides a fun, interactive way for schools to learn about international diplomacy. They set topics for discussion (such as the position of the Kurds in Afghanistan or climate change and global trade) and then provide background information/guidance for students to work in groups of three as member states, observer nations, non-governmental organisations, the secretariat and even the international press. The students devise statements of position and ideas for international agreements. The aim, while playing the part of their country as authentically as possible, is to agree an international resolution on the issue under discussion. Students feel that they benefit by being given both an insight into matters beyond their own boundaries and local concerns, and an appreciation of the roles that countries play together in the world.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Political

Social

Economic

Cultural

Our Wales, our solutions

The Young People's Partnership (YPP) in Powys operates in a rural environment that presents a number of challenges in providing services for young people. In particular, economies of scale and cost-effective solutions can be hard to find. At a school in Mid Wales, the YPP made a presentation on these challenges, followed by workshops where students identified their concerns. Transport was identified as the major hurdle, preventing young people from accessing services and amenities. As a result of the session, a proposal was put together for a 'night-owl' – a minibus providing students with a cheap, reliable service to and from the local arts centre.

Appendix 3: Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number skills. This framework is also designed to provide progression in the key skills qualifications 14–19.

There are six nationally developed key skills. They are:

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving.

Communication

When studying WEW, learners communicate through various means including speaking, listening, reading and writing. They can develop these skills by taking part in discussions and making presentations, as well as by taking part in team meetings, interviews, and by carrying out surveys and research. They can develop and review their own work and that of others. In doing so, they learn how to communicate effectively and more confidently in a range of situations.

Application of Number

When studying WEW, learners find, explore and analyse data relevant to their needs and the context of study, for example comparing the populations of cities or countries in Europe and the rest of the world. An in-depth investigation could lead to a better understanding of the structures of other countries compared to Wales or to understand the demand for food in various regions of the world. A statistical analysis will help learners to present their findings clearly, possibly through the use of ICT.

Information and Communication Technology

When studying WEW, learners use ICT to communicate effectively through e-mail, virtual learning environments, videoconferencing and a range of other online activities. They will use and create websites and web-based information to further project work with partners across the globe. They can access or create questionnaires, and make online surveys in order to gain further in-depth understanding of varying political, social, economic and cultural differences across Europe and the world. This will enable them to make comparisons with Wales. They can also take advantage of their skills in ICT to communicate their understanding to a wide variety of audiences.

Working with Others

When studying WEW, learners work cooperatively in planning activities, for example organising debates with local politicians, or convening and organising meetings to set and review milestones for completion of tasks. They assign roles and responsibilities within a team activity to achieve an effective outcome. They develop and review their own work and that of others, learning how effective their cooperative efforts have been.

Improving Own Learning and Performance

When studying WEW, learners work independently, set themselves targets on which they can measure success. They can engage others to help them plan and monitor progress towards set targets, including clear action-planning and review points. The targets can relate to a skill being developed, for example learning to write or speak a few phrases of a European language, or to learning a new performing skill, for example singing in a choir or acting a part in a play or musical in which rehearsal is a key feature. The learner develops the skills of organisation and time management to meet exacting goals.

Problem Solving

When studying WEW, learners will need to clearly identify and articulate the problem they are considering as well as the criteria to apply in order to determine when the problem was solved. For example under the economics/cultural/social themes they could consider how a local community could provide a cost-effective multipurpose facility that promotes a healthier lifestyle. They would need to identify possible solutions, research each one and identify the best possible solution with a cost-effective plan. They could also review their methods and see how effective they have been as problem solvers.

Examples of how WEW links with each of the three levels of the Communication, Information and Communication Technology, Working with Others, Improving own Learning and Performance, and Problem Solving Key Skills respectively, can be found on the WBQ website by navigating through the Teachers/Teaching/KeySkills sections at www.wbq.org.uk

Examples of how WEW links with each of the three levels of the Application of Number Key Skill can be found on the WBQ website by navigating through the Teachers/Essentials/Specifications sections at www.wbq.org.uk

Appendix 4: Links across the curriculum

Curriculum Cymreig (7–14)

Learners aged from 7–14 should have been given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historic and linguistic characteristics of Wales.

WEW builds on the Curriculum Cymreig at 14–19.

Personal and social education (PSE)

Learners aged 11–19 should be given opportunities to develop their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

WEW contributes to this by helping learners to:

- develop an understanding of the nature of communities in Wales and the roles, relationships, conflicts and inequalities that affect the quality of life
- appreciate the diverse nature of communities around the world
- develop an awareness of different customs and traditions across the globe and the effect on lifestyles.

Careers and the world of work (CWW)

Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

WEW contributes to this, for example, by exploring opportunities for working in Europe and across the globe and by comparing the labour markets across the world with those in Wales. It provides opportunities to explore the implications of stereotyping in employment, locally, nationally and globally, as well as opportunities to study the impact of migrant workers on the economy of countries across the world.

Education for Sustainable Development and Global Citizenship (ESDGC)

Learners between the ages of 11–19 should be given the opportunity to consider global issues; to make links between what is personal, local, national and global; to engage in culturally diverse experiences; to critically evaluate their own values and attitudes; and to develop skills that will enable them to challenge injustice, prejudice and discrimination.

WEW contributes to this by engaging learners in exploring global issues. They develop an understanding of their role and responsibilities as global consumers as well as learning to challenge injustice and inequality and to promote a more equitable and sustainable world. They will make links between society, economy and the environment enabling them to make effective economic judgements and decisions. Learners acquire the skills, knowledge and understanding that equip them to compare decision making within their communities, locally, with decision making at national and global levels, thus enabling them to participate in world issues as global citizens.

Links with other 14–19 documents and frameworks – Wales, Europe and the World: 14–16

WEW Theme	ESDGC	PSE	CWW
Political	• **Choices and decisions** – Global issues and current affairs – Rights and responsibilities – Influencing political decisions, pressure groups, media, public opinion – International governance, UN and other bodies • **Climate change** – Local, national and international – Links between transport and climate change	• **Active citizenship** – Value diversity and equal opportunity, be affronted by injustice, exploitation and denial of human rights – Understand how political systems work, locally, nationally and internationally – Understand the main features of the major political parties in Wales – Understand the opportunities for young people to participate in decision making, both locally and nationally – Understand the importance of taking part in democratic elections – The importance of access to unbiased information and be prepared to challenge views propagated by the media	• **Seeking information** Examine employment and learning opportunities and trends both locally and further afield • **Understanding the world of work** Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity
Social	• **Health** – Healthy environment and lifestyle, locally and globally – Global pandemics • **Natural environment** – Conservation – Pollution and sustainable development • **Wealth and poverty** – Wealth and poverty within and between societies – Meeting the needs of future generations	• **Active citizenship** – Develop respect for themselves and others – Challenge assertively expressions of prejudice, racism, and stereotyping • **Health and social wellbeing** – Accept personal responsibility for keeping the mind and body safe and healthy – How to access professional health advice and personal support • **Moral and spiritual development** – How beliefs and values affect personal identity and lifestyle – The range of values and principles by which people live	• **Understanding the world of work** – Explore their responsibilities and rights as employees – Use work-focused experiences to understand better what skills and personal qualities employers want • **Personal achievement** Develop a CV based on achievements, abilities, interests and skills • **Guidance** – Impartial guidance on careers – Career ideas and the potential effects on their lives – Obstacles to future aspirations • **Making and implementing decisions** – Making decisions about individual career pathways – Promoting a positive self-image

Economic	• **Wealth and poverty** – Wealth and poverty within and between societies – Meeting the needs of future generations – Tensions between economic growth, sustainable development and basic needs • **Consumption and waste** – Interdependence of global economic systems – Life cycle analysis of products • **Climate change** Links between transport and climate change	• **Sustainable development and global citizenship** – Take personal responsibility for changing own lifestyle as a response to local and global issues – Understand the interdependence of global economic systems and the effect of human development on natural systems – Understand the tensions between economic growth, sustainable development and basic needs • **Preparing for lifelong learning** – Understand their rights as a consumer and their responsibilities in terms of managing budgets – Understand the importance of planning for their financial futures and how to access financial advice	• **Understanding the world of work** Explore the role of enterprise/wealth creation and develop an ability to act in entrepreneurial ways • **Guidance** Understand the prospects and progression patterns in jobs
Cultural	• **Identity and culture** – Equal opportunities – Diversity – Language, beliefs and values	• **Active citizenship** Develop respect for themselves and others • **Moral and spiritual development** – How beliefs and values affect personal identity and lifestyle – The factors involved in making moral judgements – The range of values and principles by which people live	• **Understanding the world of work** Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity

WEW Theme	ESDGC	PSE	CWW
Political	**Choices and decisions** – Demonstrate active involvement in the community – Participate in debate, democratic elections and consultation processes – Understand the interrelated nature of sociopolitical and economic systems in environmental decision making – The need for international cooperation **Climate change** – Support the need for collaborative action locally and globally to combat climate change – Calculating a carbon footprint	**Active citizenship** – Understand the electoral procedures, processes and powers of local, national, European and international political systems – Understand the main policies of the major UK political parties – Understand the role of Europe within the constitutional government of the UK – Understand the opportunities to participate in the democratic process locally, nationally and internationally – Understand how individuals and voluntary group influence bring about change locally, nationally and internationally – Understand how public opinion, lobby groups, and the media can contribute to and have an influence on democratic decision making – Actively get involved in the community **Health and emotional well-being** Understand the role of the state in promoting public health and emotional well-being **Moral and spiritual development** Understand the moral and ethical problems faced by society and individuals and how such issues may be resolved **Sustainable development and global citizenship** Understand the need for international cooperation and the role played by non-governmental organisations	**Seeking information** – Research and evaluate a range of information about careers and the labour market within Wales – Explore how opportunities in Britain, Europe and the rest of the world might impact on career ideas – Discuss the impact of current trends in working patterns on career paths – Access and analyse realistic, impartial guidance on education/career/work routes

Social

Health
- Awareness of the complex pressures preventing people living healthy lifestyles
- Understand the challenges of providing healthcare locally and globally
- Understand present actions in determining future healthy lifestyles

Natural environment
- Support the conservation of the natural world
- Understand the principles of ecological sustainable development

Climate change
Support the need for collaborative action locally and globally to combat climate change

• **Health and emotional well-being**
- Accept responsibility for all aspects of personal and social development and well-being
- Act as positive role models
- Exercise responsibility for group safety in social settings

• **Moral and spiritual development**
Understand the concept of moral responsibility and the need for shared values

• **Understanding the world of work**
- Understand responsibilities and rights as employees
- Expand their knowledge of business and self-employment opportunities
- Use work-focused experiences to understand better what skills and personal qualities employers want

• **Personal achievement**
Continue to develop a CV based on achievements, abilities, interests and skills to enhance their employability

• **Making and implementing decisions**
Promote a positive self-image when making applications and attending interviews

Economic

• **Wealth and poverty**
- Question how individual actions might increase or decrease poverty
- Appreciate how equity and justice are necessary in a sustainable community

• **Consumption and waste**
- Appreciate the value of sustainable design
- Reduction in personal and institutional consumption
- Understand how to be an ethical customer

• **Sustainable development and global citizenship**
- Actively demonstrate personal responsibility as a global citizen
- Appreciate why equity and justice are necessary in a sustainable community
- Understand the challenges and impacts of globalisation

• **Preparing for lifelong learning**
Increasing independence in terms of managing personal finances and accessing credit

• **Understanding the world of work**
- Engage in activities that encourage an entrepreneurial approach to work and wealth creation
- Consider the financial and lifestyle implications of their career ideas

Cultural

• **Identity and culture**
- Understand how cultural differences influence our view of nature, science and society
- Understand how ethical problems faced by society and individuals can be discussed and resolved

• **Moral and spiritual development**
- The concept of moral responsibility and the need for shared values
- The moral and ethical problems faced by society

• **Understanding the world of work**
- Discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping

Appendix 5: Self-evaluation

Two means of self-evaluation are offered on the following pages:

- a Self-evaluation questionnaire
- a Self-evaluation tool.

Individual learning providers may wish to adapt them to their own circumstances. They are also available in Word format at www.wales.gov.uk/educationandskills

The Self-evaluation questionnaire offers learning providers a starting point to reflect on their current position and future priorities. It is designed to be completed by coordinators or team leaders to establish coverage within a given area. The whole picture can then be analysed to identify both good practice and any gaps. This has proved to be a useful tool in auditing the position of WEW and in particular, where a member of staff is new to the responsibility of coordinating WEW or where a team is reviewing its current provision.

The Self-evaluation tool is designed for more formal purposes and might well be used as part of a wider review of provision or as a means of considering how much progress has been made since an initial consideration of WEW.

As with all self-evaluation and audit tools, these are not an end in themselves. Their value exists only inasmuch as they stimulate thinking and prioritise action in a coherent and efficient manner.

Wales, Europe and the World (WEW) – Self-evaluation questionnaire

1	How visible to staff and learners is WEW?
2	What are our current strengths in this aspect of learning?
3	How do the activities undertaken enhance learners' skills?
4	To what extent do we use active and participatory methods to engage learners?
5	What links/collaborations support WEW?
6	To what extent do the activities undertaken support and encourage access and inclusion?
7	How do we offer progression within this aspect of learning, avoiding any significant repetition of content?
8	What arrangements exist to maintain a balanced and relevant profile for WEW within individual learning pathways?
9	What developments would most improve our current arrangements?

Wales, Europe and the World (WEW) – Self-evaluation tool

Issue	1	2	3	4	What evidence do we have?	How can we improve?
Coverage of WEW within our learning programmes • Can we demonstrate that we give our learners opportunities to develop an awareness of WEW issues? • Is there an adequate coverage of WEW across our learning programmes?						
Encouraging active and participatory learning • Do we promote active and participatory styles across our learning provision to develop WEW? • Does our provision seek student feedback? • Do we have good and sustainable links with agencies likely to support the provision of WEW?						
Skills development in WEW • Is there a clear link between WEW provision and key skills? • Are there identified links in the provision between WEW and other frameworks in the 14–19 Learning Pathways?						

Key: 1 Basic   2 Developing   3 Developed   4 Embedded

Issue	1	2	3	4	What evidence do we have?	How can we improve?
Access and inclusion in WEW • Are **all** learners at 14–16 given appropriate access to experiences related to WEW? • Are **all** learners at Post-16 given appropriate access to experiences related to WEW?						
Progression • Is there planned progression between 14–16 and Post-16 provision? • Does our provision avoid repetition and duplication?						
The overall profile of WEW within our institution • Do we have a person with the role of ensuring that the profile and provision of WEW is appropriate and consistent across all learners' programmes? • Do we have a system to ensure that the provision of WEW is sustainable and of equal quality over time?						

Key: 1 Basic   2 Developing   3 Developed   4 Embedded

Appendix 6: Examples of useful websites

The following includes sites that learning providers in Wales have found helpful. It is not exhaustive, nor does the Welsh Assembly Government accept responsibility for the content of these sites.

Sites are listed alphabetically.
Sites that are bilingual/Welsh language are asterisked.

100 Welsh Heroes: Details of people who have made a significant contribution to the history of Wales.
www.100welshheroes.com

*Academi: The Welsh Academy is responsible for literature promotion. Website includes details of writers on tour, literature residencies and Young People's Writing Squads. Information on receiving funding is also provided.
www.academi.org

*Council for Education in World Citizenship – Cymru: Provides support for local, national and global citizenship education in Wales. Events include the Wales Schools Debating Championships, model United Nations conferences, European Youth Parliament and human rights workshops. Also provides curriculum materials and training.
www.cewc-cymru.org.uk

*Culturenet Cymru: Aimed at promoting the culture and history of Wales, including the arts, heritage, sport, tourism and education.
www.culturenetcymru.com

*Cyfanfyd: Umbrella group for organisations working to promote education for sustainable development and global citizenship in Wales.
www.cyfanfyd.org.uk

Data Wales: A massively varied source of information about Wales. Describes itself as a kind of modern-day parish magazine. Includes index and search facility.
www.data-wales.co.uk

*Dolen Cymru: Promotes link between Wales and Lesotho in Southern Africa. Reciprocal teacher visits identify and develop collaboration. Provides details of exchanges and teaching materials.
www.dolencymru.org

Equality and Human Rights Commission: The website provides substantial factual information, individual case studies, an online library, interactive games, and online video resources.
www.equalityhumanrights.com

European funding: It may be possible to develop links with European and worldwide partners with support from the British Council. The website contains advice and case studies.
www.britishcouncil.org/wales

*Fforwm: Responsible for dissemination of good practice across further education colleges through networks, conferences and publications.
www.fforwm.ac.uk

*Funky Dragon: The Children and Young People's Assembly for Wales aims to give the opportunity to people up to 25 years of age to get their voices heard on issues that affect them.
www.funkydragon.org

Global Dimension: Database of nearly 500 resources that assist learning providers to include a global dimension in their development of attitudes and values.
www.globaldimension.org.uk

Global issues: A variety of teaching resources to facilitate the teaching of active global citizenship can be viewed and downloaded from the following websites:
www.actionaid.org.uk
www.cafod.org.uk
www.christianaid.org.uk
www.oxfam.org.uk
www.savethechildren.org.uk

*Health Promotion Division, Welsh Assembly Government: Encourages whole school approaches to health promotion. Local coordinators provide support and guidance.
www.healtheschool.org.uk

iEARN (International Education and Resource Network): The world's largest non-profit global network that enables teachers and youth to use the internet and other technologies to collaborate on projects that enhance learning and make a difference in the world.
www.iearn.org

*Keep Wales Tidy: Manages the Eco-Schools programme in Wales, which offers teaching and learning activities as well as school and community action.
www.eco-schoolswales.org

*National Grid for Learning: Online teaching and learning materials from Wales providing a network of links. Materials focused on 14 to 19-year-olds.
www.ngfl-cymru.org.uk

*National Library of Wales: Includes catalogues, electronic resources and some worksheets.
www.llgc.org.uk

*National Museum Wales: Information on art, archaeology, natural history, geology, social and industrial history in Wales. Contains an education section for schools and colleges.
www.museumwales.ac.uk

*National Youth Arts Wales: Information about various arts-based National Youth bodies of Wales, including brass, choir, dance, jazz, theatre, orchestra and wind orchestra. Local, regional and national partnerships. Website includes diary of events and facility to receive updates.
www.nyaw.co.uk

Respect for all: A project reflecting cultural diversity with the aim of fostering inclusion in the national curriculum.
www.qca.org.uk

*Secondary Education Packs on the **National Assembly for Wales** and the **Welsh Assembly Government**: These have been distributed to all schools. Details of how to arrange visits to the National Assembly and its regional meetings can be accessed via the Learning Zone section.
www.assemblywales.org

*Sports Council for Wales: The national organisation responsible for developing and promoting sport and active lifestyles.
www.sports-council-wales.org.uk

Theatre in Wales: Website detailing more than 100 Welsh production companies and all new plays/dance performances since 1999.
www.theatre-wales.co.uk

UNA Exchange: A charity that provides opportunities for cultural exchanges where young volunteers work abroad on community projects.
www.unaexchange.org

*Urdd Gobaith Cymru: Details of youth events and activities across Wales.
www.urdd.org

Valuing Diversity: A comprehensive resource with helpful links to PSE.
www.esis.org.uk

*Wales Arts International: Works to support the promotion and development of professional practice across all art forms, providing information about the arts in Wales for cultural organisations.
www.wai.org.uk

*Welsh Baccalaureate: Website for Welsh Baccalaureate qualification, including information on WEW.
www.wbq.org.uk

*Welsh Centre for International Affairs: National forum for the exchange of ideas on international issues.
www.wcia.org.uk

*Welsh Heritage Schools Initiative: Launched in 1990, to encourage young people to take a greater interest in their heritage and their communities. Holds an annual competition for heritage projects.
www.whsi.org.uk

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