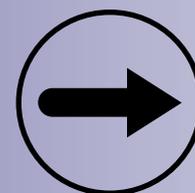


# Information Document on Education for Sustainable Development - A Strategy for Wales

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Information  
Document



Sustainable  
Development and  
Global Citizenship

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# Consultation Document on Education for Sustainable Development and Global Citizenship

## Summary of Consultation Responses

### Introduction/Summary

This document presents the results of the consultation on Education for Sustainable Development and Global Citizenship – A Strategy for Wales. The Document was issued on 19 September 2005 with responses required by 1 December 2005. 77 responses were received in total which were from individuals, schools, LEAs, NGO's, HE/FE, Networks, ASPB/WAG. A full list is at Annex A. The majority of responses were positive, many offering to become more involved with the process.

Responses are summarised as follows:

#### **Within every sector**

##### Proactive panel at WAG

- Increase support to the ESDGC panel to enable it to develop from a reactive panel to a more focussed, proactive panel taking forward the responsibility of achieving this strategy for action.
- Links between ESDGC and other policy areas need to be picked up and integrated. Someone needs to be following these through (pedagogy initiatives, NPQH work, CPD/EPD review, GTCW professional framework, UK DESD)
- Need also to ensure that ESDGC is linked into other associated strategies outside the education sector - MDG, community strategies, environment strategy, strategic policy unit and SD work in general)
- Need to ensure that the sectors don't work independently and that learning points, best practice and excellence is shared across sectors eg youth and schools working together on how to embed within the community, the framework similarities across all sectors, training

##### Building on the successes at present

There is energy and excellence within the sector at LEA, Individual institution and WAG levels. The NGO sector has been vital to driving this forward and providing the support and resources. The time has come to organise this energy, to develop national standards building on the lessons already learnt and the experience already gained.

## Framework

Many groups and individuals point out the confusion, inconsistency and gaps in information surrounding aspects of ESDGC. There are many variations of curricula for global citizenship, for citizenship for ESD by UK, English and NGOs. There are many resources that allude to parts of the system, award systems that address aspects but there is **no accepted, approved welsh material** to indicate what ESDGC is, how to deliver it, how to coordinate it, what progression is expected, what resources already exist and who can help. There is great demand for this clarity.

## ESDGC 'Champions'

Many comments about the need to have a clearly identified person with responsibility for ESDGC at all levels and within major institutions in statutory and non statutory – LEA, ITT, institutions, ASPB – or relevant departments within WAG especially at this time of assimilation of WAY, ACCAC and ELWa.

## Training

Vital in all sections – from awareness raising in some sectors that are at the start of the learning journey – FE&WBL and ACE through to specifics for NQT participants and lecturers. Training is essential but it must have some 'national standards' built within it if it is to move beyond the fractured and widely variable base level that it is at present. Excellence does exist within Wales and we need to make sure that advances are based on these beacons and not reinvent from scratch.

## Baseline monitoring

Welcome the fact that this has already been actioned and that it is being done, for schools sector, by Estyn – ensure that it also is done for youth, ACE, FE&WBL.

## UNESCO Decade for ESD (DESD)

Wales is seen as being ahead in this field. At the UK launch many comments were given about the holistic nature of the strategy – covered all sectors, included GC. BUT we need to make sure that we have clear targets, that we have clear work plans and that we share this info with E,S &NI to maintain and play a full part in UK delivery of DESD.

## **Schools Sector**

### Framework

Although there is overall demand for a framework it is in this sector particularly that the need is greatest. To ensure that there is a coherence in developments linked to ESDGC there is a need to produce a comprehensive framework that offers all involved in the development, delivery and monitoring of ESDGC a common understanding of the content and scope within ESDGC. The framework would deal with the issues of the complexity of ESDGC, highlight the critical issues within knowledge, skills, values and developing attitudes that we would wish to see in the next generation of sustainable global citizens.

### Curriculum 2008

During the process of the National Curriculum orders being reviewed prior to 2008 there is an excellent opportunity to ensure that ESDGC further embeds itself within the curriculum as a whole and **not** be restricted to one segment such as PSE.

### Inclusion within QTS

Welcome this move within the consultation.

Now need to work on training, support materials for students, lecturers. Look to have inclusion within Induction/ EPD/CPD other leadership programmes such as NPQH, and any professional development framework, Governors training,

## **Youth Sector**

### On the agenda

The Wales Youth Agency (WYA) is currently undergoing a period of review and change as it is incorporated into the Welsh Assembly Government. Following this, it might not be appropriate that Welsh Assembly Government be the lead body for some actions attributed to WYA in the past with respect of ESDGC. It is imperative that the training and awareness function of WYA especially with respect of ESDGC is maintained and that a new lead body for specific actions is identified if necessary who can work alongside WYA/Welsh Assembly Government

### Leadership

The curriculum statement for youth work sets the boundaries and scope for all those involved at the strategic, delivery or support aspects of youth work provision. It currently refers to two of the Welsh Assembly Government three main aims – bilingualism and social inclusion. It should be expanded to include specific references to sustainable development and global citizenship

## **Further Education, Work Based Learning and Adult and Community Learning Sectors**

### Awareness raising and training

Undertake a targeted communications campaign, including key concepts - what sustainable development and global citizenship is; its role and importance within the sector. Produce guidance and good practice guides and disseminate advice. This sector is starting from a low awareness base and training and general awareness raising will be vital particularly in this sector.

### Strategic planning

Build on the initial ESD audit carried out by institutions, extend this to include GC and develop a holistic action plan for each institution. Encourage activity sharing best practice and celebrating successes.

## **Higher Education Sector**

### Audit of activity

Within this sector there is much variance. Examples of best practice such as at Bangor University show that there is much potential and enthusiasm once HEIs begin to audit their activity in ESDGC and develop realistic action plans.

### Inclusion within strategic plans

HEFCW has begun the process of asking HEIs to report on ESD activity. This should continue and again be expanded to include aspects of GC. Regular reporting of achievements and milestones reached should be shared.

### Institutional management

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 usage to sustainable levels.

## **Adult and Continuing Education Sector**

### Building capacity

Awareness raising and training for lecturers, leaders and estates staff is vital in this sector.

### Strategic planning

Audits of progress started by ELWa/WAG should expand to include GC elements and develop into action plans. Sharing of best practice and

celebrating achievements and progress will be essential. If progress is not demonstrated the in the medium to long term then embedding ESDGC aspects in funding criteria may be needed

### Institutional management

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 usage to sustainable levels.