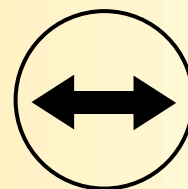# Consultation Document on Education for Sustainable Development - A Strategy for Wales

Date of Issue: 19 **September 2005**

Action Required: **Responses by 1 December 2005**

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Adran Hyfforddiant ac Addysg
Department for Training and Education

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Title of Document:	Consultation Document on Education for Sustainable Development - A Strategy for Wales
Audience:	All bodies concerned with education and training in Wales, including 10% of schools, employer organisations and forums, Trades Unions and voluntary organisations.
Overview:	The review of the Welsh Assembly Government's sustainable development scheme in 2003 resulted in a new Sustainable Development (SD) Scheme - "Starting to Live Differently" being adopted in March 2003. The action plan linked to this Scheme came into force in October 2004. This carried a stronger message of commitment, clearer outcomes, and a specific section relating to education. Amongst the top ten commitments outlined within the Action Plan was a commitment to produce a Wales-wide strategy for education for sustainable development and global citizenship. This Consultation Document will produce that Strategy.
Action Required:	Responses to this draft consultation should be sent by 1 December 2005 to James Evans at the address given below or e-mailed electronically to **education.training@wales.gsi.gov.uk**
	Mr James Evans Pupils Support Division 3 3rd Floor Welsh Assembly Government Cathays Park CARDIFF CF10 3NQ Tel: 029 2082 6074
Further Information:	Enquiries about this consultation document should be directed to: Mr James Evans
Additional Copies:	Can be obtained from: Mr James Evans
Related Documents:	Wales: A Better Country The Learning Country Sustainable Development Action Plan

FOREWORD

Sustainable Development is at the heart of the Welsh Assembly Government's work. Its founding legislation - the Government of Wales Act 1998 - specifically gives it a statutory duty to promote sustainable development across all its policies and activities.

In my own education portfolio I established in 2001 an Education for Sustainable Development Advisory Panel to consider how best to promote education for sustainable development effectively in schools and adult education. Since then its ambit has broadened to cover all education and training in Wales. In the following year, we established a Global Citizenship Working Group to fulfill a very similar role in that field. However, because of the increasingly evident synergy that exists between these two groups, I decided last year to merge them and in so doing to formally recognise the continuum that exists.

Both groups have been extremely active and effective and have made major inroads into mainstreaming both education for sustainable development and global citizenship into education and training in Wales especially in the school's sector. However, there has been an increasing view within the Panel - and one that I fully share - that there needs to be an all Wales Strategy embracing this important area which can become the seminal document and agenda for all key stakeholders.

The Panel, therefore, decided to produce this draft Strategy. It is the result of either detailed discussions with or contributions from the various sectors.

I would warmly welcome your views on this draft Strategy especially it terms of its reach, content and, crucially, the timescales envisaged. This will enable me to formally respond to it and move forward to

establishing a clear Action Plan for the delivery of a comprehensive Education for Sustainable Development and Global Citizenship agenda for Wales.

JANE DAVIDSON
Minister for Education and Lifelong Learning.

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ANNEX 1

1.   STRATEGIC BACKGROUND TO THIS DOCUMENT

The review of the Welsh Assembly Government's sustainable development scheme in 2003 resulted in a new Sustainable development (SD) scheme - 'Starting to live differently' being adopted in March 2003. The action plan linked to this scheme came into force in October 2004. This carried a stronger message of commitment, clearer outcomes, and a specific section relating to education.

'(this) is not an option that will go away - sustainable development is the only way forward' Rhodri Morgan First Minister for Wales,

foreword from the SD action plan, October 2004

Amongst the top ten commitments outlined within the action plan was a commitment to produce a Wales-wide strategy for education for sustainable development and global citizenship. This document is the consultation that will produce that strategy.

1.1   Introduction to ESDGC

1.1.1   The need for sustainable development (SD) and global citizenship (GC)

Our current behaviour is unsustainable at all levels from nations to individuals - it is producing a degraded environment, economic inequity and instability, and social problems and estrangement. The many attempts to address issues singly has led to the realisation that they are inextricably linked, and that we will only achieve a better, secure, future for us and our children by considering the economy, the environment, and society together in decision making. Hence the Welsh Assembly Government's commitment to sustainable development:-

"The National Assembly for Wales will promote development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This means that we will take social, economic and environmental issues into account in everything that we do. We will integrate the principles of sustainable development into our work and seek to influence others to do the same"

Since sustainable development and global citizenship are both relatively new concepts and potentially complex and intellectually challenging, we need a sustainability literate, globally aware population. This is the challenge for education at every level.

1.1.2   What is Sustainable Development?

Sustainable Development (SD) is 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' *(Our Common Future, 1987)*. 'The development of a sustainable society should be seen as a process where the right answers and solutions are constantly changing as our experience increases.' (UNECE, 2003)

1.1.3   What is Global Citizenship?

At the start of the twenty first century there are several crucial questions/issues facing people in all societies throughout the world. These include:

- How to preserve and protect the environment, reduce pollution and manage natural resources in a sustainable way

- How to reduce the inequalities that exist between different peoples in all parts of the world and protect their human rights

- How to develop peaceful and harmonious communities by promoting understanding between people who are different from one another.

These questions/issues are about the planet we live on and the people we live with. They affect everyone in the whole world. They are about global citizenship. *(Global Citizenship secondary school map, Welsh Assembly Government circular 11/2005)*

1.1.4   What is Education for Sustainable Development and Global Citizenship?

Education for sustainable development (ESD) gives people 'the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.' (Sustainable Development Education Panel, *First Annual Report 1998*,)

Education for global citizenship 'enables people to understand the global forces which shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world.' *(ACCAC, Estyn, National Assembly and DFID 2002)*

In 2004 the Education for Sustainable Development Advisory Panel and the Assembly's Global Citizenship working group merged to become the Assembly government education for sustainable development and global citizenship advisory panel. Education for sustainable development and global citizenship (ESDGC) are now accepted as being a continuum and the Welsh Assembly Government commits to consider them jointly from now on within education and training. The accepted definition for ESDGC is:

*Education for sustainable development **and** global citizenship is about:* 'the links between society, economy and environment and between our own lives and those of people throughout the world; the needs and rights of both present and future generations; the relationships between power, resources and human rights; the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues' *(ACCAC Estyn, National Assembly and DFID, 2002)*

1.2   Key Aim of this document

The key aim of this document is to set out a clear future for ESDGC within the full range of educational settings and to identify specific work to be undertaken by a variety of organisations which will move us from our present position with regards ESDGC towards this agreed future.

1.3   Background to document - where are we now with regards ESDGC?

1992	Agenda 21, United Nations Conference on the Environment and Development (UNCED). UK government is a signatory.
1997	Overseas Development Agency replaced by Department for International Development (DFID)
	Publication of the white paper "Eliminating global poverty" which commits the UK government to ensuring children receive an education which enables them to be active global citizens.
1998	The Government of Wales Act 1998 gives the National Assembly a statutory duty to promote sustainable development. Sustainable development is now a central priority for the Welsh Assembly.
1999	DFID strategy paper *Building Support for Development Education* prioritising support for development education in the formal sector.
2000	Publication of *Personal and Social Education Framework: Key Stages 1 to 4 in Wales*, ACCAC, 2000, plus accompanying *Supplementary Guidance*. One of its aims is to 'foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally'.
	Publication of Report to the *National Assembly for Wales: Education for Sustainable Development*, ACCAC, 2000. This informs the Assembly on how sustainable development is covered by the school curriculum.
	The 8 Millennium Development Goals agreed at United Nations Millennium Summit. 190 countries subsequently signed up.
2001	The Education for Sustainable Development Advisory Panel is established to consider how to promote ESD effectively in schools and adult education. Membership consists of Assembly officials and representatives from ACCAC, Estyn (Her Majesty's Inspectorate for Education and Training in Wales), Education and Learning Wales (ELWa), The Environment Agency, Countryside Council for Wales, The Welsh Local Government Association and a range of voluntary organisations. The Panel has three sub-groups, one of which is charged with looking at formal education.
	DFID, Christian Aid and Oxfam support a three year project between the World Education Centre and School of Education University of Wales, Bangor to look at Embedding ESDGC in initial teacher education and training courses

2002	Publication of *Newsbrief* number 18/02 by Estyn, Her Majesty's Inspectorate for Education and Training in Wales. This is a set of guidelines for inspecting and evaluating ESDGC in school inspections. It is a crucial document because it takes the initiative with ESDGC and places it firmly in the inspection framework. Schools will now have to take ESDGC on board because they are going to be inspected and evaluated on how they have implemented it within the curriculum and their own school community.
	The Welsh Assembly Government global citizenship working group was established.
	Publication of *Education for Sustainable Development and Global Citizenship*, ACCAC, on behalf of the Welsh Assembly Government Panel on Education for Sustainable Development and the Welsh Assembly Government Working Group on Global Citizenship, 2002.
	The document outlines why schools should implement ESD and global citizenship, gives basic definitions and examples of good practice to help schools plan and develop learning activities. It defines the seven key concepts for ESD and global citizenship as interdependence; citizenship and stewardship; needs and rights; diversity; sustainable change; quality of life; uncertainty and precaution; values and perceptions and conflict resolution.
	The panel have undertaken and continue to develop a number of important initiatives for ESDGC. They have a grant scheme that supports pilot projects and initiatives that develop ESDGC within Wales. These include a virtual directory for ESD, and other projects funded by the panel (www.esd-wales.org.uk).
2003	Welsh Assembly Government review the First SD scheme and produce a new SD scheme 'starting to live differently'.
	'Enabling Effective Support' DFID's strategy of support for the global dimension in education is published.
	Personal and Social Education becomes statutory.
2004	ELWa produced its first SD report of actions in the FE sector.
	Welsh Assembly Government produce the action plan for starting to live differently - specific section refereeing to education. Top 10 commitments include production of an ESDGC strategy.
	Following consultation in 2003, the 13/98 circular, the paper that sets the standards for teacher training colleges, is reviewed. After consultation ESDGC is set to be included within QTS *(Response to consultation on QTS standards and requirements for the provision of ITT, Sept 2004)*

	The Education for Sustainable Development Advisory Panel and the Assembly's Global Citizenship working group merge to become ESDGC, ESD and GC are now accepted as being a continuum and the Welsh Assembly Government commits to consider them jointly from now on within education.
	Estyn introduces a common inspection framework for the inspection of all providers of education and training except local education authorities. The framework makes explicit reference to sustainable development.
	'Enabling Effective Support' implementation phase begins in Wales (5 year programme). Supported by the Welsh Assembly Government the aim of the initiative in Wales is to support the delivery of global citizenship and education for sustainable development.
2005	HEFCW has requested HEIs to share current activities and research strengths as the first step in its plans to develop ESDGC.
	HEFCW have built a commitment to SD into the corporate plan to 2010.
	Estyn produce additional guidance to update inspectors on ESDGC within Inspection Matters, Schools Issue No2.
	UNESCO decade for ESD announced.
	The Assembly produced a curriculum map for secondary school teachers to help deliver ESDGC cross curriculum.

1.4 ESDGC within the Welsh Assembly Government's sustainable development action plan

The action plan for sustainable development has as one of its top ten commitments the production of a Wales-wide strategy for education for sustainable development and global citizenship. The plan then goes further and contains the following action points relating to education:

- include specific reference to the Assembly's commitment to promote sustainable development and global citizenship in the policy context for ACCAC's current review of curriculum and assessment arrangements;

- ensure that ELWa directs Further Education Institutions to include a section on sustainable development in their 2005 strategic plans;

- examine ways to provide a measure of training for teachers on sustainable development and global citizenship through developments in Early Professional Development and Continuing Professional Development;

- indicate, in our consultation on a draft revised initial teacher training circular, that we propose to give sustainable development and global citizenship increased prominence in the Qualified Teacher Status (QTS) standards;

- make sustainable development and global citizenship a feature of all aspects of school life. This would encompass:

  o a consultation about requiring governing bodies to carry out their functions having regard to sustainability issues;
  o including sustainability requirements in grants for school buildings from 2005-06;
  o promoting energy efficiency in schools;
  o extending the Welsh Network of Healthy School Schemes to 75% of schools by 2007;
  o promoting links between schools in developed and developing countries;

- work with HEFCW and ELWA to encourage FE and HE institutions to mainstream sustainable development and global citizenship as part of their strategic planning;

- Commission work from HEFCW in the 2005-06 remit letter (January 2005); request HEIs to include a section on sustainable development in their 2005 strategic plans (May 2005); strategic plans to be submitted by HE institutions (July 2005); and

- introduce a commitment for ELWa to ensure that providers make sustainable development a part of their work (to be included in the 2005-06 remit letter);

This strategy for action builds on the above points and adds recommendations for mainstreaming ESDGC across all education sectors.

1.5   Format of the document

This document is split into five chapters, each covering a sector within education and lifelong learning:

  o Schools
  o Youth
  o Further Education and work based learning
  o Higher Education
  o Adult and Continuing Educaiton.

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

1.5.1   Common areas for discussion

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 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, as they are able to create a climate where ESDGC can flourish. They also have a symbolic role in influencing the views of others about sustainable development and global citizenship. Thus it is extremely important that leaders have the skills to take decisions which are compatible with this agenda

2   Teaching and Learning
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 (CPD) at all levels

3   Institutional Management
It is important that all educational settings follow a whole institution approach to ESDGC which 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 importance and role that ESDGC has within the setting.

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 and include the range of skills values and attitudes that ESDGC encompasses. The pedagogy of ESDGC itself requires partnerships that work together and share with others. There are a wide number of partnerships within the statutory, Assembly sponsored public bodies (ASPB) and non-governmental organisations (NGO) areas that need to work together with educators across the breadth of the sector to ensure delivery of ESDGC. These partnerships need to be encouraged, valued and supported, by all aiming to achieve ESDGC.

5   Research and Monitoring
There is much we do not know about achieving a sustainable future, so we need basic and applied research. The relevant information that does exist needs to be integrated across disciplines and placed in the context of SD.

6   Resourcing
All the above sections require resources. The changes that are needed are not going to simply develop without significant inputs of effort, time, energy and money. Efficient and effective use of resources, both human and financial, is going to be essential to achieve the future for ESDGC that is desired. In the following chapters, aspects relating to resources are included within the individual actions relating to the common themes listed above.

Actions for Change

Actions listed in each sector 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.

Actions in each sector highlighted in blue are those that directly relate to the Welsh Assembly Government sustainable development action plan and have already been agreed.

2.   MAIN RECOMMENDATIONS

Within every sector

1   A regular dialogue on SD and ESDGC is established between the Strategic Policy Unit of WAG, the Department for Education and Life-long Learning, ELWa, HEFCW and the ESDGC Advisory Panel.

2   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.

3   Welsh Assembly Government to remit Estyn to carry out a survey of ESDGC across all sectors within its remit. (Actions 13.1, 22, 63)

4   All education settings, including Welsh Assembly Government departments, work towards obtaining environmental management systems for their own business premises and processes thereby beginning the process of whole institution approach to ESDGC.

5   UNESCO decade is reflected throughout education in Wales with specific aims and achievements set for the period including sharing these with wider, international audience.

Within Schools Sector

1   Produce a framework and support materials that highlight the breadth of ESDGC across the environmental, society and economic spectrum. (Action 5)

2   Support and guidance publications will be reviewed to ensure that ESDGC features throughout and encourages students to develop ESDGC within their induction period, EPD and CPD. (Action 6.2)

3   ESDGC is incorporated within the NPQH and other training schemes for head teachers (LPSH, PHIP). (Action 4)

4   Corporate support mechanisms are put in place at local authority level to ensure coherent links between advisers, officers and schools to support ESDGC. (Action 2.1)

5   A body of evidence demonstrating good practice in ESDGC is made available for all schools and their partners to access. (Action 14)

Within Youth Sector

1   The youth work curriculum statement for Wales is revised to include specific references to sustainable development and global citizenship. (Action 15.1)

2   Young People's Partnerships (YPPs) are audited as to ESDGC provision within their remit and delivery. (Action 16.1)

3   Training for YPP coordinators in ESDGC is provided. (Action 16.2)

4   Draw together a continuation of the project to coordinate ESDGC action within the youth sector. (Action 20)

5   Supplementary guidance is developed to ensure balance between sustainable development and global citizenship is achieved and support the assessment of ESDGC within youth work provision. (Action 15.2)

Within Further Education and Work Based learning Sector

1   Undertake a targeted communications campaign, including key concepts - What ESDGC is; its role and importance within the sector. Produce guidance and good practice guides and disseminate advice. (Action 25.1)

2   Include a section on ESDGC within the strategic plans that are submitted by each FEI. (Action 26)

3   Interagency discussions are held to investigate how ESDGC could be embedded more effectively into all post-16 qualifications.

4   Provide a response to FEIs on their sustainable development updates, in order to discuss how sustainable development and global citizenship can be better embedded in institutions activities. (Action 34)

5   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. (Action 29)

Within Higher Education Sector

1   An audit of present ESDGC teaching and learning across the institution is carried out. (Action 38.2)

2   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. (Action 41)

3   HEIs to identify what actions they are taking to develop ESDGC within their institution, an analysis of best practice is produced to share back with HEIs. (Action 35)

4   HEIs to include a section on sustainable development and global citizenship in their strategic plans. This should explain how training in ESDGC will be addressed and delivered. (Action 36)

5   The potential to establish or strengthen dedicated interdisciplinary funding streams for SDGC research is explored with the research councils and the EU. (Action 48)

Within Adult and continuing education Sector

1   ESDGC to be included in FE PGCE course and other certificates and training for Adult education tutors. (Action 54)

2   ESDGC to be included in training for Community Development Workers, including community first officers. (Action 56)

3   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. (Action 51)

4   The development of resources for ESDGC in various curriculum areas that are specifically adult education focused. (Action 53)

5   Working in partnership define the quality framework for ESDGC relevant to this sector. (Action 64)

3.   THE SCHOOL SECTOR

Setting the Scene

ESDGC is currently being delivered inconsistently in schools in Wales. There are examples of excellence and areas where little is happening. Mostly this is reliant on enthusiastic individual teachers or visionary head teachers. One or two local authorities have taken up the challenge and developed a county-wide initiative (Green schools in Gwynedd and Anglesey) others are using Welsh Assembly Government initiatives such as healthy schools and safe routes to schools to being work in this area. Others are using off the peg awards such as EcoSchools or Forest schools, which address aspects of ESDGC. Only one county is addressing the full range of ESDGC within an all-embracing award system - Pembrokeshire Sustainable Schools award.

ESDGC goes far beyond individual action 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 framework that illustrates 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.

3.1   Commitment and leadership

What is needed is a clear and consistent lead concerning the scope and priority of ESDGC within schools. This would be backed up by appropriate training and support for ESDGC for head teachers, teachers, ancillary staff and parents. Background research and monitoring of developments will ensure that progress continues to develop the best aspects and give us a baseline against which to measure progress.

Actions

		Who	When	Priority Action
1.	**ESDGC to become a statutory component in all Initial Teacher Training.**			
1.1	ESDGC has increased prominence within the revised QTS standards and supporting materials.	WAG	2005	
1.2	Each ITT institution ensures that training is provided for staff to enable ESDGC to be embedded within all courses.	HEIs	2006	
1.3	Web based support and resources for students are developed.	HEFCW/ WAG/HEI	2006	

		Who	When	Priority Action
2.	**All Local Authority Education Strategic Plans (or subsequent education/ children's plans) should include details on their work to promote ESDGC with associated hard targets.**			
2.1	Corporate support mechanisms are put in place at local authority level to ensure coherent links between advisers, officers and schools to support ESDGC.	LEA	2005	YES
2.2	Advocate for ESDGC to be a top priority for local authorities creating effective links between education plans and corporate plans.	ADEW	2005	
2.3	Ensure ESP/education plans cover delivery, support evaluation and monitoring of ESDGC.	LA, WAG	As reviewed	
2.4	Have a clearly designated lead for ESDGC who has responsibility for developing ESDGC within the local authority.	LA	2006	
3.	**Governing bodies have to carry out their functions having regard to sustainability issues.**			
3.1	Produce best practice materials and raise awareness of the potential for ESDGC within the role of governor.	Governors Wales	2005	
4.	**ESDGC is incorporated within the NPQH and other training schemes for head teachers (LPSH, PHIP).**	**WAG**	**2005**	**YES**

Question 1: What other measure should be put in place to increase the leadership involvement within ESDGC?

Question 2: How else could we create a commitment to ESDGC from strategic levels to practical delivery?

3.2   Teaching and Learning

There is a need to develop 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.

Across the teaching and learning environment, many aspects add up to present sustainable development and global citizenship to the students. For example the 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 support ESDGC such as active global links, out of classroom learning, residential visits and practical action; all are vital to bring ESDGC to life and embed the knowledge attitudes and skills that are integral to ESDGC.

For many teachers this is not a quantum leap at all, however the training and support, and associated priority of this style of working, which would enable this to happen effectively is not in place.

The skill development within ESDGC includes aspects such as critical thinking, the ability to argue effectively, showing the ability to challenge injustice and inequality and cooperative working. All together, the subject matter, the projects and the methods of interaction with the school and children make up ESDGC. It is essential that the balance between the environmental and developmental aspects of ESDGC is enhanced and that the whole school practice, rewards for initiatives and actions developed reflect the true breadth of ESDGC.

Actions

		Who	When	Priority Action
5.	**Produce a framework and support materials that highlight the breadth of ESDGC across the environmental, society and economic and global spectrum that is ESDG.**	ACCAC/ ESDGC advisory panel/ Estyn	2005	YES
5.1	Training is provided to LEA staff responsible in ESDGC.	LEA	2006	
6.	**Ensure that ESDGC is an integral aspect of induction training, EPD and CPD.**			
6.1	Ensure that ESDGC is highlighted within the induction standards for newly qualified teachers.	WAG	2005	
6.2	Support and guidance publications will be reviewed to ensure that ESDGC features throughout and encourages students to develop ESDGC within their induction period, EPD and CPD.	WAG	2005	
6.3	Ensure that ESDGC receives a specific focus and prominence within the new professional development framework for teachers and the associated professional milestones and standards.	GTCW	Post consult-ation 2006	

		Who	When	Priority Action
7.	**Resources and materials for support of ESDGC.**			
7.1	Commission a piece of work to highlight the resources that support the framework for ESDGC.	ESDGC advisory panel	Late 2006	
7.2	Using Action 1.1, produce a gap analysis for areas low on resources.	ACCAC	Late 2007	
7.3	Commission specific resources to ensure that the framework for ESDGC is fully supported.	ACCAC	Late 2007	
8.	**Ensure that within any curriculum review or development that ESDGC is prioritised and embedded.**	ACCAC	2005	

Question 3: What other mechanisms could be put in place to develop the priority and importance of ESDGC across knowledge, skills and action orientated outcomes for ESDGC?

Question 4: Are there other actions that would support developments in training and awareness?

Question 5: Should a kite mark for EDGC resources be introduced?

3.3   School Management

School management is vital within ESDGC. If pupils are learning about respect for the environment, valuing diversity and awareness of global implications and then they have unhealthy snack machines, a dreary school grounds and low awareness about other cultures, then ESDGC will not flourish.

Many schools are now aware of the 'greening' aspects within the school and recycling, water management and school ground developments are increasingly seen in our schools. However, the full range of sustainable development and global citizenship actions are not often expressed - fair trade products available for children and staff, diverse images from cultures and countries, involvement in school democracy, developing meaningful links with people and places beyond Wales including the developing world.

We need to go beyond recycling and develop the breadth of ESDGC elements within the school that involves all teaching staff, support and ancillary staff plus parents, governors and the local community. We need to prioritise ESDGC not just in a mission statement, but also in teaching and learning, management of school grounds, children being involved in school democracy and effective links to the local and global community.

Actions

		Who	When	Priority action
9.	**Statement: Every school to be able to demonstrate a whole-school ethos reflecting the values of ESDGC.**			
9.1	A recognition of excellence system, such as an award scheme, is developed for ESDGC.	WAG/ ESDGC panel	2005	
10.	**Schools work towards operating sustainably as an institution, across the environmental, social and economic spectrum.**			
10.1	Schools should review the scope for changing food procurement, travel policies, healthy eating options, fair trade policies for both pupils, staff and as an institution.	Head teachers/ Governors/ LEA	2006	
10.2	Sustainability criteria are required in grants for school buildings.	WAG	2006	
10.3	Schools develop and make educational use of a sustained link with a school in another area or country, including developing countries.	Head teachers	2006	
10.4	Promote energy efficiency in schools.	Welsh Assembly Government		
10.5	Extend the Welsh Network of Healthy Schools Schemes to 75% of schools.	Healthy School Scheme/ WAG	2007	

Question 6: What other indicators could be used to measure progress towards whole school support across the breadth of ESDGC?

3.4 Partnerships

Throughout all of this, it is the partnerships that are built within a school that ensure ESDGC success. Partnerships between subject specialists and senior staff, between estates, catering and teaching staff, or between the school, community, parents and the children.

Vitally, it is also the partnerships between other local, national and global organisations that will enrich, support and bring to life ESDGC. Local networks involving the local education authority, NGOs, school and communities have been proven to be a key success criteria. Regional networks exits in some areas but not all. Some partnerships have been created at a local authority level that support the breadth of ESDGC and enable schools to easily access support for their work on ESDGC. Mechanisms to support partnerships across Wales need to be found. The Enabling Effective Support (EES) initiative is already putting 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	**When**	**Priority Action**
11.	**All schools can access support available from a range of different support providers to help them deliver ESDGC.**			
11.1	Ensure that the EES action plan to support the delivery of ESDGC is implemented as intended.	LEA/EES	2006	
12.	**Schools become a focus point for community activities focussing on ESDGC and provide events and activities for themselves & their wider community to enable shared learning for pupils and their families.**	Schools/ LEAs	Ongoing	Yes*
12.1	ESDGC and community links are embedded within the school development plan (SDP).	Headteachers and governors	2006	

*to ensure use of funding over 2005-06 to 2007-08 to help schools develop a community focus.

Question 7: What mechanisms have been most successful in ensuring that schools can access materials from a range of support providers?

Question 8: What partnerships are key for ensuring that schools have effective links with their communities?

3.5   Research and Monitoring

ESDGC is a relatively new concept for schools, and those that work within them. However, as it is has emerged from environmental education and development education, there is already knowledge about good practice, teaching styles and

the barriers to further development within Wales and the UK. There are existing beacons of good practice, various ESDGC pilots have been running, both within diverse organisations and individual locations, over the past three years funded by WAG through the ESDGC advisory panel.

There are areas of research that would help develop and increase the impact of work in this area. This research should include base-line analysis of the current situation with regards teaching and learning in ESDGC, evaluation of pilot projects, sharing of good practice and dissemination of results. This would lead to greater knowledge concerning the development of how to create a variety of methods for embedding ESDGC within the curriculum, within the school ethos and within the whole school management.

Actions

		Who	When	Priority Action
13.	**The delivery and development of ESDGC across Wales is monitored and evaluated regularly.**			
13.1	The Assembly remits Estyn to carry out a survey of ESDGC in schools in Wales.	Estyn	2006-07	YES
13.2	This survey is repeated at the end of the current strategy and is used to inform the development of the next ESDGC strategy.	Estyn	2009	
14.	**A body of evidence demonstrating good practice in ESDGC is made available for all schools and their partners to access.**	ACCAC/ ESDGC panel	2006	YES

Question 9: Are there additional aspects of research into ESDGC that are needed?

3.6   Schools sector Actions listed chronologically

		Who	When	Priority Action
4.	ESDGC is incorporated within the NPQH and other training schemes for head teachers (LPSH, PHIP).	WAG	2005	YES
5.	Produce a framework and support materials that highlight the breadth of ESDGC across the environmental, society and economic and global spectrum.	ACCAC/ ESDGC panel	2005	YES

		Who	When	Priority Action
6.2	Support and guidance publications will be reviewed to ensure that ESDGC features throughout and encourages students to develop ESDGC within their induction period, EPD and CPD.	WAG	2005	YES
1.1	ESDGC has increased prominence within the revised QTS standards and supporting materials.	WAG	2005	
2.1	ensure that there are corporate support mechanisms offering coherent links between advisers, officers and schools to support ESDGC.	LEA	2005	YES
2.2	Advocate for ESDGC to be a top priority for local authorities creating effective links between education plans and corporate plans.	ADEW	2005	
3.1	Produce best practice materials and raise awareness of the potential for ESDGC within the role of governor.	Governors Wales	2005	
6.1	Ensure that ESDGC is highlighted within the induction standards for newly qualified teachers.	WAG	2005	
8.	Ensure that within any curriculum review or development that ESDGC is prioritised and embedded.	ACCAC	2005	
9.1	A recognition of excellence system, such as an award scheme, is developed for ESDGC.	WAG/ESDGC panel	2005	
13.1	The Assembly remits Estyn to carry out a survey of ESDGC in schools in Wales.	Estyn	2006	YES
14.	A body of evidence demonstrating good practice in ESDGC is made available for all schools and their partners to access.	ACCAC/ ESDGC panel	2006	YES
1.2	Each ITT institution ensures that training is provided for staff to enable ESDGC to be embedded within all courses.	HEIs	2006	
1.3	Web based support and resources for students are developed.	HEFCW/ WAG/HEI	2006	
2.	All Local Authority Education Strategic Plans (or subsequent education/children's plans) should include details on their work to promote ESDGC with associated hard targets.	LEA	2006	

		Who	When	Priority Action
2.3	Ensure ESP/education plans cover delivery, support evaluation and monitoring of ESDGC.	LA, WAG	As reviewed	
2.4	Have a clearly designated lead for ESDGC who has responsibility for developing ESDGC within the local authority.	LA	2006	
5.1	Training is provided to LEA staff responsible in ESDGC.	LEA	2006	
6.3	Ensure that ESDGC receives a specific focus and prominence within the new professional development framework for teachers and the associated professional milestones and standards.	GTCW	Post consult-ation 2006	
10.1	Schools should review the scope for changing food procurement, travel policies, healthy eating options, fair trade policies for both pupils, staff and as an institution.	Head-teachers/ Governors LEA	2006	
10.2	Sustainability criteria are required in grants for school buildings.	WAG	2006	
10.3	Schools develop and make educational use of a sustained link with a school in another area or country, including developing countries.	Headteachers	2006	
11.1	Ensure that the EES action plan to support the delivery of ESDGC is implemented as intended.	LEA/EES	2006	
12.1	ESDGC and community links are embedded within the SDP.	Headteachers and governors	2006	
7.1	Commission a piece of work to highlight the resources that support the framework for ESDGC.	ESDGC advisory panel	Late 2006	
7.2	Using Action 7.1, produce a gap analysis for areas low on resources.	ACCAC	Early 2007	
7.3	Commission specific resources to ensure that the framework for ESDGC is fully supported.	ACCAC	Late 2007	
10.4	Promote energy efficiency in schools.	WAG		
10.5	Extend the Welsh Network of Healthy Schools Schemes to 75% of schools.	Healthy School Scheme/WAG	2007	
13.2	This survey is repeated at the end of the current strategy and is used to inform the development of the next ESDGC strategy.	Estyn	2008/ 09	

4. THE YOUTH SECTOR

For the purposes of this chapter, the term youth 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 work delivered in the voluntary and maintained youth service, 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

Young people are facing an uncertain future. From the global impact of climate change to the acknowledgement of the fact that working patterns are changing resulting multiple jobs within a working lifetime, the need to update skills on a regular basis and the impacts of moving around the country in search of jobs.

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

Youth work is vital to this development by providing adult guidance and working alongside young people to mentor and support them. Within youth work, young people can find positive approaches to uncertain futures and have the opportunity to debate issues that are real to them with solutions for personal action given wherever possible.

4.1 Leadership and Commitment

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.

Estyn inspects youth work delivery in Wales and the common inspection framework includes references to ESDGC. However, supplementary guidance and support materials to balance sustainable development and global citizenship aspects are needed.

The Wales Youth Agency (WYA) is currently undergoing a period of review and change. It is imperative that the training and awareness function of WYA especially with respect of ESDGC is maintained.

Extending Entitlement document highlighted top 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 be included within any training or actions that fall out of these initiatives.

Actions

15.		Who	When	Priority Action
15.1	The youth work curriculum statement for Wales is revised to include specific references to sustainable development and global citizenship.	WAG, WYA	2005	YES
15.2	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.	Estyn	2005	YES
15.3	During the WAG/ WYA incorporation, ensure that ESDGC is raised within the statutory youth sector.	WAG	2005	
16.	**The top ten commitments leading from Extending Entitlement documents should be reviewed with respect of ESDGC and an audit produced to highlight opportunities for further work.**	WAG, ESDGC advisory panel	2006	
16.1	YPP are audited as to ESDGC provision within their remit and delivery.	LA	2005	YES
16.2	Training for YPP coordinators in ESDGC is provided.	WAG, LA	2005	YES

Question 10: How else could leadership within ESDGC be increased within the youth sector?

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 essential to ensure that there is a consistent knowledge, skills and values base in ESDGC work across the statutory and non-statutory sector. 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. Progress within ESDGC should be celebrated and highlighted so as to raise awareness throughout the sector and share good practice.

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.

Direct communication with young people is essential to raise awareness of ESDGC. The website channel 'Clic' should ensure that ESDGC features on its site.

Actions

		Who	**When**	**Priority Action**
17	**Training**			
17.1	ESDGC training to be integrated into youth worker training such as OCN existing courses covering introductory through to advanced aspects of youth work.	WAY, OCN	2006	
17.2	Embed ESDGC within the 'national occupational standards', the 'education training standards' and the 'national quality standards' of the sector skills council.	WYA		
17.3	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.	LA, WYA	2006	
17.4	Ensure that 'benchmarked' training in ESDGC and support materials are available to all within statutory youth work sector.	WYA	early 2006	
18	**Information and awareness raising**			
18.1	The twice yearly mailing, via staff college, to all participants in youth work training should be used as a main conduit to increase awareness concerning ESDGC.	WYA,	2005	
18.2	ESDGC and support materials are added to the youth work curriculum statement toolkit with regard to enhanced support for ESDGC.	WYA	2006	

		Who	When	Priority Action
18.3	The existing lending library for resources to support ESDGC should be enhanced, promoted and maintained.	WAG/WYA	2005	
18.4	Promote and enhance the new Global youth work excellence award.	WYA and Cyfanfyd	2006	
18.5	Initiate a dialogue with young people to enhance the clic website with regards to ESDGC.	Careers Wales ('Clic' administrators) WAG, WYFSD	2006	

Question 11: What are the most effective levers to encourage training amongst youth workers in the statutory and non-statutory sector?

Question 12: Is the current level of information provided by WYA related to ESDGC sufficient?

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, the monitoring and the evaluation of results.

This could involve simple actions such as selling Fairtrade products in their centres through to more complex actions such as embedding ESDGC throughout all their youth services, buildings, and actions. Practical support, training and advice will be needed to support this

Actions

		Who	When	Priority Action
19.	The framework for ESDGC devised in Action 5 should be adapted to produce a version that incorporates youth centres and youth work.	WAG/ ESDGC advisory panel	2007	

Question 13: Are there effective award systems operating within the youth sector that ESDGC could emulate?

4.4   Partnerships

Improved co-ordination and promotion of ESDGC using youth work methods across the statutory and voluntary 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.

An example of such an initiative is the joint ESDGC youth work project that has been running as a partnership project between WYA and Cyfanfyd. This has generated wide support and interest, has generated new partnerships and increased development of ESDGC within the statutory and non statutory sector. This project needs to move into a further phase to continue to grow awareness and embed ESDGC within training, networks and provision.

Actions

		Who	**When**	**Priority Action**
20.	Draw together a continuation of the project to coordinate ESDGC action within the youth sector.	Cyfanfyd, WYA ESDGC advisory panel	2005	YES
21.	Look to develop service level agreements throughout Wales between LA and ESDGC networks.	LA/EES	2006	

Question 14: Are there new partnerships that would benefit the development of ESDGC and youth work?

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.

Actions

		Who	**When**	**Priority Action**
22.	Current provision of ESDGC across youth work delivery is mapped and a baseline assessment of what ESDGC provision is currently seen in Wales is produced.	Estyn	2006/ 07	YES
23.	Good practice in training for ESDGC is identified and brought to a wider audience.	WYA, Cyfanfyd	2005	
24,	A repeat assessment of ESDGC in youth work is carried out.	Estyn	2008/ 09	

Question 15: Is there other research and monitoring that could support the development of ESDGC?

4.6 Youth sector actions in chronological order

15		Who	When	Priority Action
15.1	The youth work curriculum statement for Wales is revised to include specific references to sustainable development and global citizenship.	WAG, WYA	2005	YES
15.2	Develop supplementary guidance to support the assessment of ESDGC within youth work provision.	Estyn	2005	YES
15.3	During the WAG/WYA incorporation, ensure that ESDGC is raised and maintained within the statutory youth sector.	WAG	2005	
16.1	YPP are audited as to ESDGC provision within their remit and delivery.	LA,	2005	YES
16.2	Training for YPP coordinators in ESDGC is provided.	WAG, LA	2005	YES
18.1	The twice yearly mailing, via staff college, to all participants in youth work training should be used as a main conduit to increase awareness concerning ESDGC.	WYA,	2005	
18.3	The existing lending library for resources to support ESDGC should be enhanced, promoted and maintained.	WAG/ WYA	2005	
20	Draw together a continuation of the project to co-ordinate ESDGC action within the youth sector.	Cyfanfyd, WYA ESDGC advisory panel	2005	YES
23	Good practice in training for ESDGC is identified and brought to a wider audience.	WYA, Cyfanfyd	2005	
17.4	Ensure that 'benchmarked' training in ESDGC and support materials are available to all within statutory youth work sector.	WYA	early 2006	
16.	**The top ten commitments leading from Extending Entitlement documents should be reviewed with respect of ESDGC and an audit produced to highlight opportunities for further work.**	WAG, ESDGC advisory panel	2006	

		Who	When	Priority Action
17.1	ESDGC training to be integrated into youth worker training such as OCN existing courses covering introductory through to advanced aspects of youth work.	WYA, OCN	2006	
17.2	Embed ESDGC within the 'national occupational standards', the 'education training standards' and the 'national quality standards' of the sector skills council.	WYA	2006	
17.3	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.	LA, WYA	2006	
18.2	ESDGC and support materials are added to the youth work curriculum statement toolkit with regard to enhanced support for ESDGC.	LA, WYA	2006	
18.4	Promote and enhance the new Global youth work excellence award.	WYA and Cyfanfyd	2006	
18.5	Initiate a dialogue with young people to enhance the clic website with regards to ESDGC.	Careers Wales WAG, WYFSD	2006	
21	Look to develop service level agreements throughout Wales between LA and ESDGC networks.	LA/EES	2006	
22	Current provision of ESDGC across youth work delivery is mapped and a baseline assessment of what ESDGC provision is currently seen in Wales is produced.	Estyn	2006/ 07	YES
19	The framework for ESDGC, developed for Action 5, should be adapted to produce a version that incorporates youth centres and youth work.	WAG/ ESDGC advisory panel	2007	
24	A repeat assessment of ESDGC in youth work is carried out.	Estyn	2008/ 09	

5.   FURTHER EDUCATION, WORK BASED LEARNING AND ADULT AND COMMUNITY LEARNING SECTORS

Settingthe Scene

ESDGC should be embedded in each individual's education and training, from 'cradle to grave'. Therefore, these post 16 Lifelong Learning sectors play a key role in creating a sustainable globally aware society. For the purpose of this chapter, these sectors are defined as Further Education Institutions (FEIs), and private training companies who provide work-based learning opportunities funded by the Welsh Assembly Government and providers of adult and community learning such as the local autorities and voluntary organisations. The Assembly Government recognises that each provider group has a different perspective in delivering education for sustainable development and global citizenship.

This chapter proposes a series of actions for these sectors to ensure a long-term approach to embedding sustainable development and global citizenship. The Assembly Government recognises that it cannot implement these proposed actions alone - the support and involvement of providers and key partners are needed to secure real progress. The overarching philosophy of this chapter is that building the capacity of the sector is key to ensuring real progress. By doing this, the sector will be assisted to achieve outcomes that are relevant to their individual circumstances and in a way that is appropriate, instead having specific actions imposed that could be too prescriptive and become an additional burden, resulting in uneven progress. The role of the Assembly Government is to provide support, guidance and feedback to these sectors, along with monitoring progress. This strategy for action does not advocate the use of funding sanctions to secure progress, but acknowledges that if adequate progress is not made, then direct mechanisms on how to effect change will be needed.

The strategy will focus on the capacity building of these sectors, so that with appropriate support, learning providers can embed sustainable development and global citizenship in a manner suitable to their individual circumstances.

Question 16: Do respondents agree with this approach?

5.1   Leadership and Commitment

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

The first stage in building the capacity of post 16 lifelong learning providers is to raise awareness of ESDGC - this is the priority if the proposals that follow are to be effective. Literature and guidance on education for sustainable development and global citizenship indicates that awareness of ESDGC is generally lower in these sectors than in schools. Awareness levels need to be raised if a real impact

is to be made - hence there are likely benefits from undertaking a communications campaign.

Actions

25.		Who	When	Priority Action
25.1	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.	ELWa	2005	YES
25.2	A series of leadership programmes, aimed directly at leaders and managers to take place.	Cynnal Cymru	2006	
26.	**Include a section on ESDGC within the strategic plans that are submitted by each FEI.**	FEIs, ELWa	2005	YES

Questions 17: Is a communications campaign a sensible place to begin? Do respondents have any examples on effective approaches - for example newsletters, seminars that they feel have worked well in the past?

Questions 18: Would the leaders and managers of Further Education Institutions, private training providers and providers of adult and community learning benefit from access to such an ESDGC training course? How would it be funded and managed?

5.2   Teaching and Learning

Lecturers and trainers require relevant knowledge and awareness in order to deliver learning for sustainable development and global citizenship effectively.Therefore, it is crucial that lecturers and trainers have the competencies to include sustainable development and global citizenship principles into their teaching programmes.

A lot 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 and be aware of the global dimension and able to influence others to do the same.

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 how far the learning experiences help learners to become more aware of and understand relevant issues.

Actions

		Who	When	Priority Action
27.	Working in partnership, develop relevant courses for lecturers and trainers. Once developed, all teaching staff should attend a course as part of their continuing professional development.	Lifelong Learning UK, Institute for Learning, ELWa	2006	
28.	Interagency discussions are held to investigate how ESDGC could be embedded more effectively into all post-16 qualifications.	ACCAC, WAG QCA, CCEA, WJEC	2006	YES
29.	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.	Fforwm, ELWa, WAG	2006	YES

Questions 19: Would a course for lecturers and trainers be appropriate? Is there anything similar available now and is it helpful? Should elements be incorporated into induction?

Questions 20: Are any other steps needed to embed sustainable development in curricula taught in the sector?

Question 21: What steps could be taken to develop Estyn's role in supporting ESDGC in the post 16 Lifelong Learning Sectors?

5.3   Institutional 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 by FEIs 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 giving due consideration to the impact of the way goods are procured on the environment

and on the community and on the social conditions of those delivering or receiving the product or service (in the developed and the developing world). It's looking at what the products are made of, where they come from and who has made them.

Sustainable Estates

The most obvious way an organisation can demonstrate its commitment to sustainable development and global citizenship in the managements of its estates and facilities. The quality of space and place for learning is fundamental to the learning experience. There is a lot of good work already taking place and it is important that this work is built upon and shared across the sector. 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.

Transport Impact

It is important that the impact of transport on the environment is kept to a minimum, especially as the Assembly Government wishes to move towards a 'low-carbon' economy. 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	When	Priority Action
30.	All FEIs will be asked to sign up to the Welsh Procurement Initiative's (WPI) Sustainable Procurement Programme.	FEIs	2006	
31.	ELWa's sector-wide working group will continue to produce guidance on energy management within the FE sector and will expand to examine other sustainability issues, such as water consumption, minimising waste, sustainable building regulation and enhancing biodiversity.	ELWa	2006	
32.	All providers will be encouraged to implement an Environmental Management System (EMS). The Assembly Government will provide support for those providers who wish to pursue the Green Dragon.	WAG and ELWa	2006	
33.	When local Transport Policy Statements are prepared, they should seek to reduce the environmental impact of travel to and from learning providers, while still ensuring accessibility and choice for learners.	LAs, FEIs and other learning providers		

Questions 22: Is the WPI's Sustainable Procurement Programme appropriate for FE? Would FEIs need any additional support?

Question 23: Is the Green Dragon standard the most appropriate EMS for learning providers?

5.4 Partnerships

A requirement was introduced in April 2005 for FEIs to provide an update on their sustainable development activities through a submission of strategic planning documents. This will provide a useful baseline on how far the FE sector is promoting ESDGC through its work. This will enable discussions to take place on the mechanisms that could be used to secure progress with ESDGC within the learning and skills sector.

Actions

		Who	When	Priority Action
34.	Provide a response to FEIs on their sustainable development updates, in order to commence discussions on how sustainable development and global citizenship can be better embedded in institutions activities.	ELWa	October 2005	YES

Question 24: Do respondents agree with this approach? Should a similar approach be undertaken with other providers?

Question 25: How should excellence in sustainable development and global citizenship be rewarded?

5.5 Research and Monitoring

In building the capacity of the post 16 Lifelong Learning sectors the Assembly Government considers it essential that individual providers understand the aims of its ESDGC strategy. The Assembly's vision of a sustainable Wales and related principles are set out in Starting to Live Differently - The Sustainable Development Scheme. The strategic framework below translates the Assembly's overarching vision into objectives for the learning and skills sector and provides a means to monitor progress.

Contribute to high and stable levels of economic growth and employment:

- Enable individuals, business and communities to develop the skills they need to compete in, and contribute to, the global economy; and

- promote a diverse, competitive, high added-value economy, with high skills and education by working with businesses to ensure that providers are able to meet learners' aspirations.

Contribute to social progress, which meets the needs of everyone:

- Support those who are currently excluded from the labour market or who are trapped in low skilled jobs, to acquire the skills which they need to progress;

- encourage a culture of lifelong learning, in which every individual has the motivation and the opportunity to realise their full potential; and

- support community learning as a way of strengthening communities.

Contribute to the effective protection of the environment and the prudent use of natural resources:

- Promote environmental protection through the management of property;

- harness the spending power of the learning and skills sector to promote sustainable development and global citizenship principles;

- encourage learners' understanding of sustainable development and global citizenship; and

- develop a sustainable pattern of learning provision, which makes full use of e-learning and community learning and is based on the principles of shared resources and making learning opportunities available in ways which fit in with the existing patterns of learners' lives.

Question 26: Does this statement capture adequately what education for sustainable development means for the post 16 Lifelong Learning sectors?

5.6 Further Education, Work Based Learning and Adult and Community Learning Sectors - actions listed chronologically

		Who	When	Priority Action
25.1	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.	ELWa	2005	YES
26.	Include a section on ESDGC within the strategic plans that are submitted by each FEI.	FEIs, ELWa	2005	YES
33.	When local Transport Policy Statements are prepared, they should seek to reduce the environmental impact of travel to and from learning providers, while still ensuring accessibility and choice for learners.	LAs, FEIs and other learning providers	2005	
34.	Provide a response to FEIs on their sustainable development updates, in order to commence discussions on how sustainable development and global citizenship can be better embedded in institutions activities.	ELWa	October 2005	YES
25.2	A series of leadership programmes, aimed directly at leaders and managers to take place.	Cynnal	2006	
27.	Working in partnership, develop relevant courses for lecturers and trainers. Once developed, all teaching staff should attend a course as part of their continuing professional development. Scope for extending this to WBL and ACL trainers also to be explored.	Lifelong Learning UK, Institute for Learning, ELWa	2006	
28.	Interagency discussions are held to investigate how ESDGC could be embedded more effectively into all post-16 qualifications.	ACCAC, WAG QCA, CCEA, WJEC	2006	YES
29.	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.	Fforwm, ELWa, WAG	2006	YES

		Who	When	Priority Action
30.	All FEIs will be asked to sign up to the Welsh Procurement Initiative's (WPI) Sustainable Procurement Programme.	FEIs	2006	
31.	ELWa's sector-wide working group will continue to produce guidance on energy management within the FE sector and will expand to examine other sustainability issues, such as water consumption, minimising waste, sustainable building regulation and enhancing biodiversity.	ELWa	2006	
32.	All providers will be encouraged to implement an Environmental Management System (EMS). The Assembly Government will provide support for those providers who wish to pursue the Green Dragon.	WAG and ELWa	2006	

6. HE 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; and the integrative ways of thinking implicit in ESDGC can only enhance learning at HE level.

There are 12 HEIs in Wales, plus the Open University, and together they are major local, regional and national employers and consumers. They also contain a considerable amount of expertise in the fields of ESDGC. Their combined impact can be turned into a catalyst for learning about ESDGC. The HE sector employs almost 6,874 staff and educates over 120,000 full or part-time students. 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; and

- annual travel on business for a medium size Welsh HEI can be as much as 7.7m km.

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	When	Priority Action
35.	HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share back with HEIs.	HEFCW	2006	YES
36.	HEIs to include a section on sustainable development and global citizenship in their strategic plans. This should explain how training in ESDGC will be addressed and delivered.	HEFCW	2005	YES
37.	Training for ESDGC is provided to leaders and senior management teams in all Welsh HE institutions.	WAG HEFCW/ HEW	2006	

Question 27: Is the sharing of best practice the best way to initiate developments in ESDGC in the HE sector?

6.2   Teaching and learning

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

- a course wholly or partly dedicated to ESDGC;

- or as a small voluntary or compulsory component of all other courses;

- or integrated into every course where appropriate.

Examples for each of these options are beginning to be developed. 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. Wales is well placed to deliver ESDGC in teacher training, 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.

Actions

		Who	When	Priority Action
38.	ESDGC will be incorporated into all courses within Qualified Teacher Status, including School Experience and appropriate support materials developed.	WAG, HEIs	2005	
6.2	Support and guidance publications will be reviewed to ensure that ESDGC features throughout and encourages students to develop ESDGC within their induction period, EPD and CPD.	WAG		YES
38.2	An audit of present ESDGC teaching and learning across the institution is carried out.	HEIs	2005	YES
39.	Initial discussions to be held to explore how a contribution to ESDGC could be considered within quality assurance arrangements, with a view to changing arrangements at the first opportunity.	HEFCW, QAA	2007	

Question 28: What support materials will be most effective to enhance understanding and learning about ESDGC?

Question 29: Are there effective CPD examples that develop ESDGC already in existence? Could these be delivered at any site?

6.3   Institutional Management

Were HE institutions just to teach and research sustainability and global citizenship they could be accused of hypocrisy; it is desirable 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.

Becoming more sustainable and globally aware is in the best interests of institutions - it can save money, provide good PR, and helps meet the changing demands of the student body and of student recruitment.

Most of the cost of implementation of a sustainability policy encompassing global awareness can and should be met from institutions' own resources; an

exception may be the capital cost of new build and major refurbishment. The cost of 'greening' buildings to reduce their energy consumption and maintenance, and to get 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	**When**	**Priority Action**
40.	The use of life cycle costings for major build and refurbishment projects is reviewed with a view to revising the appraisal of capital projects and maintenance and running costs.	HEFCW/ HEIs	2005	
41.	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.	HEFCW	2006	YES
42.	Institutions adopt and implement a Sustainable Development Policy that actively promotes SD through corporate planning.	HEIs	2007	
43.	HEIs are encouraged to adopt a whole institution approach to SD in the grant settlement letter.	HEFCW	2006	

Question 30: Are best practice examples the best way to encourage HEIs to begin the process of developing an environmental management system (EMS)?

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 and businesses are an integral part of its third mission focus. ESDGC needs to be embedded within these working relationships.

Actions

		Who	When	Priority Action
44.	An audit is carried out as to what third mission initiatives include ESDGC at present.	HEFCW	2006	
44.1	HEIs are encouraged to include ESDGC as part of what they offer as third mission provision.	HEFCW	2006	
45.	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	2007	

Question 31: How else could HEIs help develop ESDGC within their local communities?

6.5   Research and Monitoring

A critical and focused research base for ESDGC in Wales is a crucial part of the country delivering its commitment to ESDGC. A body of committed and able researchers on the ESDGC agenda will not simply appear – it needs to be developed. Development of a research community working on ESDGC will require discussions and developments with organisations such as Research Councils, individual institutions and the procedure of the Research Assessment Exercise.

ESDGC is not a traditional research discipline: it is not represented by a panel or sub-panel in the UK's Research Assessment Exercise, for example. 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 ESDGC, 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 ESDGC 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	When	Priority Action
46.	A gap analysis on the current funding streams for research relevant to ESDGC is commissioned.	WAG	2005	
47.	Following on from the initial audit of current practice within HEIs relating to ESDGC, commission a project to explore the barriers to ESDGC in HE and how they might be overcome.	HEFCW	2006	
48.	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	2006	YES
49.	Dialogue is initiated with the RAE governing bodies to work towards ensuring that the interdisciplinary research central to ESDGC is properly recognised and evaluated in future assessment exercises beyond RAE2008.	HEFCW HEW	2007	

Question 32: Are the above measures sufficient to address the needs to support research for ESDGC?

6.6   HE sector actions listed chronologically

		Who	When	Priority Action
6.2	Support and guidance publications will be reviewed to ensure that ESDGC features throughout and encourages students to develop ESDGC within their induction period, EPD and CPD.	WAG	2005	YES
38.2	An audit of present ESDGC teaching and learning across the institution is carried out.	HEIs	2005	YES
34.	Provide a response to FEIs on their sustainable development updates, in order to commence discussions on how sustainable development and global citizenship can be better embedded in institutions activities.	ELWa	2005	YES

		Who	When	Priority Action
38.	ESDGC will be incorporated into all courses within Qualified Teacher Status, including School Experience and appropriate support materials developed.	WAG, HEIs	2005	
36.	HEIs to include a section on sustainable development and global citizenship in their strategic plans. This should explain how training in ESDGC will be addressed and delivered.	HEFCW	2005	YES
40.	The use of life cycle costings for major build and refurbishment projects is reviewed with a view to revising the appraisal of capital projects and maintenance and running costs.	HEFCW/ HEIs	2005	
46.	A gap analysis on the current funding streams for research relevant to ESDGC is commissioned.	WAG	2005	
35.	HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share back with HEIs.	HEFCW	2006	YES
41.	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.	HEFCW	2006	YES
43.	HEIs are encouraged to adopt a whole institution approach to SD in the grant settlement letter.	HEFCW	2006	
37.	Training for ESDGC is provided to leaders and senior management teams in all Welsh HE institutions.	WAG HEFCW/ HEW	2006	
44.	An audit is carried out as to what third mission initiatives include ESDGC at present.	HEFCW	2006	
44.1	HEIs are encouraged to include ESDGC as part of what they offer as third mission provision.	HEFCW	2006	

		Who	When	Priority Action
47.	Following on from the initial audit of current practice within HEIs relating to ESDGC, commission a project to explore the barriers to ESDGC in HE and how they might be overcome.	HEFCW	2006	
48.	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	2006	YES
45.	Aspects of ESDGC within third mission strategies should be should be cross referenced to the institutional strategic plans sent to HEFCW.	HEFCW	2007	
42.	Institutions adopt and implement a Sustainable Development Policy that actively promotes SD through corporate planning.	HEIs	2007	
39.	Initial discussions to be held to explore how a contribution to ESDGC could be considered within quality assurance arrangements, with a view to changing arrangements at the first opportunity.	HEFCW, QAA	2007	
49.	Dialogue is initiated with the RAE governing bodies to work towards ensuring that the interdisciplinary research central to ESDGC is properly recognised and evaluated in future assessment exercises beyond RAE2008.	HEFCW HEW	2007	

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.

7.1 Commitment and Leadership

Actions

		Who	When	Priority Action
50.	Incorporate ESDGC in the strategic plans of adult education providers with the aim of embedding it into adult education courses, including CPD.	Adult education providers, Accreditation and inspection bodies	2007	
51.	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.	Estyn	2006	YES
52.	The incorporation of ESDGC in funding criteria and guidelines for community funding eg community first and for adult education providers.	Relevant funding bodies – ELWa, ESF, WAG	2006	

Question 33: Are there existing examples of effective training for ESDGC within adult education exist at present?

7.2   Teaching and Learning

ESDGC is at an introductory stage for much of the lifelong learning sector. ESDGC resources that exist are focussed on the formal sector and work will be needed to provide appropriate resources for this sector.

Incorporating an ESDGC strand into training programmes for tutors in adult education is a necessary measure. Many tutors are part-time and training is not always a priority, therefore this would need to be introduced into the organisation's policy of staff training or development.

Actions

		Who	When	Priority Action
53.	The development of resources for ESDGC in various curriculum areas that are specifically adult education focused.	WAG, Cyfanfyd	2005	YES
54.	ESDGC to be included in FE PGCE course and other certificates and training for Adult education tutors.	HEIs, training providers and qualifications eg City and Guilds	2006	YES
55.	Incorporate element of ESDGC into Open College Network (OCN) units aimed at adult courses.		2006	
56.	ESDGC to be included in training for Community Development Workers including community first officers.	Community Development Foundation (CDF)	2006	YES
57.	Establish a 10 year strategy tying in with Millennium Development Goals (MDGs) and UNESCO Decade to ensure that Wales as a country contributes to these objectives.	WAG, DFID	2007	

Question 34: How best could ESDGC be prioritised within continuing professional development in this sector?

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

	Every learning institution to be able to demonstrate a whole organisation ethos reflecting the values of ESDGC.	Who	When	Priority Action
58.	A recognition of excellence system, such as an award scheme, is developed for ESDGC within this sector.	WAG/ ESDGC panel	2007	
59.	All ACL 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.	Training providers, ACL institutions	2006	

Question 35: What award schemes operate successfully within the sector at present that might be appropriate for ESDGC?

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	When	Priority Action
60.	Encourage networks to take ESDGC to their members.	ESDGC panel	2005	
61.	Undertake to raise awareness amongst relevant unions and businesses as to the importance and relevance of ESDGC.	Cyfanfyd	2006	
62.	Initiate discussions with Community Learning Wales about incorporating ESDGC into their work.	LEAs	2005	

Question 36: What will these networks need to increase ownership of ESDGC?

Question 37: How best could ESDGC be introduced to the existing networks within Lifelong learning?

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	When	Priority Action
63.	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.	ELWA, Estyn	2006	YES
64.	Working in partnership define the framework for ESDGC relevant to this sector.	Cyfanfyd ESDGC panel	2006	YES
65.	Produce a gap analysis highlighting areas for development between current support available and the framework devised.	ESDGC panel	Late 2006	
66.	Mainstream good practice and use as a basis and model for other providers.	ESDGC panel		

Question 38: Are there other aspects of research that need to be carried out at this stage to support ESDGC?

7.6   Adult and continuing education sector actions listed chronologically

		Who	When	Priority Action
60.	Encourage networks to take ESDGC to their members.	ESDGC panel	2005	
62.	Initiate discussions with Community Learning Wales about incorporating ESDGC into their work.	LEAs	2005	

		Who	When	Priority Action
53.	The development of resources for ESDGC in various curriculum areas that are specifically adult education focused.	WAG, Cyfanfyd	2005	YES
51.	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.	Estyn	2006	YES
52.	The incorporation of ESDGC in funding criteria and guidelines for community funding eg community first and for adult education providers.	Relevant funding bodies – ELWa, ESF, WAG	2006	
59.	All ACL 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.	Training providers and ACL institutions	2006	
54.	ESDGC to be included in FE PGCE course and other certificates and training for Adult education tutors.	HEIs, training providers and qualifications eg City and Guilds	2006	YES
55.	Incorporate element of ESDGC into Open College Network (OCN) units aimed at adult courses.		2006	
56.	ESDGC to be included in training for Community Development Workers including community first officers.	Community Development Foundation (CDF)	2006	YES
61.	Undertake to raise awareness amongst relevant unions and businesses as to the importance and relevance of ESDGC.	Cyfanfyd	2006	
63.	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.	ELWA, Estyn	2006	

		Who	When	Priority Action
64.	Working in partnership define the framework for ESDGC relevant to this sector.	Cyfanfyd ESDGC panel	2006	
65.	Produce a gap analysis highlighting areas for development between current support available and the framework devised.	ESDGC panel	2006	
66.	Mainstream good practice and use as a basis and model for other providers.	ESDGC panel	2006	
58.	A recognition of excellence system, such as an award scheme, is developed for ESDGC within this sector.	WAG/ ESDGC panel	2007	
50.	Incorporate ESDGC in the strategic plans of adult education providers with the aim of embedding it into adult education courses, including CPD.	Adult education providers, Accreditation and inspection bodies	2007	
57.	Establish a 10 year strategy tying in with Millennium Development Goals (MDGs) and UNESCO Decade for ESD to ensure that Wales as a country contributes to these objectives.	WAG, DFID	2007	

8. GLOSSARY

ACL	Adult and Community learning
ACCAC	Qualifications, Curriculum and Assessment Authority for Wales
BME	Black and Minority Ethnic
CPD	Continuing Professional Development
CDF	Community Development Foundation
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
ESP	Education Strategic Plans
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
EU	European Union
FE	Further Educaiton
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
MDG	Millennium Development Goals
QAA	Quality Assurance Agency
RAE	Research Assessment Exercise
SD	Sustainable Development

SDP   Sustainable development plan

UNESCO   United Nations Educational, Scientific and Cultural Organization

WAG   Welsh Assembly Government

WSSD   World Summit on Sustainable Development

WYA   Welsh Youth Agency

YPP   Young People's Partnerships

List of Schools Consulted

Ysgol Gynradd Aberffraw	Ysgol Efyrnwy
Ysgol Gymuned Dwyran	Guilsfield C.P. School
Ysgol Y Graig	Ysgol Pennant
Ysgol Gynradd Y Talwrn	Radnor Valley C.P. School
Ysgol Gymraeg Morswyn	Ysgol Gymraeg Cwmtwrch
Ysgol Borthygest	Llanigon C.P. School
Ysgol Gynradd Felinwnda	Ysgol Bro Cynllaith
Ysgol Llanllyfni	Beguildy C.I.W. School
Ysgol Sarn Bach	Newbridge-On-Wye V.P.
Ysgol Yr Hendre	Knighton C.I.W. School
Ysgol Y Clogau	Sarn C.E. Aided School
Ysgol Edmwnd Prys	Whitton (Aided) School
Ysgol Gynradd Pennal	St Joseph's R.C. (A) School
Ysgol Tanycastell	Gwenlli C.P. School
Ysgol Beuno Sant Y Bala	Ysgol Gynradd Brynherbert
Ysgol Ffordd Dyffryn	Mynach C.P. School
Ysgol Llanfair Talhaiarn	Ysgol Iau Aberteifi
Ysgol Dinmael	Coedybryn C.P.
Ysgol Pendorlan	Ysgol Gynradd Bronnant
Ysgol Babanod Llanfairfechan	Plascrug C.P. School
Christchurch C.P. School	Ysgol Gynradd Gymorthedig Llanwenog
Ysgol Cefn Meiriadog	Ysgol Gynradd Eglwyswrw
Ysgol Y Llys	Lamphey C.P. School
Merllyn C.P. School	Y.G. Maenclochog
Ysgol Gymraeg Mornant	Puncheston CP School
Saltney Wood Memorial C.P. School	The Meads C.P. Infant & Nursery School
Bryn Deva C.P. School	The Mount C.P. Infant & Nursery
Golftyn C.P. School	Mathry V.C.P. School
Cornist Park C.P. School	Spittal V.C.P. School
Ysgol Yr Esgob	Stackpole V.C.P. School
Ysgol Derwen	St Florence V.C. School
Froncysyllte C.P. School	St Francis V.R.C. School
Penycae Infants School	Maesybont C.P. School

Gwersyllt Junior C.P. School

Gwenfro Infants School

Bryn Golau Infants School

Ysgol Y Gaer

Pentre Church in Wales Controlled Primary School

Madras Primary School

St Mary's C.I.W. Aided

Caersws C.P. School

Parc Y Tywyn School

Y.G. Cynwyl Elfed

Bigyn County Primary

Ysgol Gynradd Wirfoddol Llanddarog

Ysgol Wirfoddol Penboyr

Brynmill Primary School

St Thomas Primary School

Cwmglas Primary School

Birchgrove Junior School

Ysgol Gynradd Gymraeg Felindre

Penllergaer Primary School

Pen Y Fro Primary

Sea View Community Primary School

Blaenhonddan Primary School

Central Junior School

Ysgol GGD Glyn

Maesmarchog Primary School

Tywyn Primary School

Rhos Primary School

Waunceirch Primary School

Coed Hirwaun Primary School

St Therese's R.C. School

Brynmenyn Primary School

Heolycyw Primary School

Oldcastle Junior School

Bryncethin Primary School

Ogmore Vale Primary

St Mary's Catholic Primary School

Ysgol Gynradd Bancffosfelen

Ammanford Infants School

Nantygroes C.P. School

Caio County Primary School

Ysgol Capel Iwan

Bryn C.P. School

Hendy C.P. Mixed School

Pontygwaith Primary School

Craig-Yr-Hesg Primary School

Trealaw Primary School

Maesybryn Primary School

Rhiwgarn Infant School

Ysgol G.G. Evan James

Mount Pleasant Primary School

Ysgol-Y-Graig Primary School

Ysgol Gynradd Coed y Dderwen

Libanus Primary School

Risca Primary School

Pantside Primary School

Plasyfelin Infant School

Abertysswg Primary School

Cwmaber Infant School

Tyn-y-Wern Primary

Deighton Junior and Infants

Ystruth Primary

St Mary's Roman Catholic - Brynmawr

Pontnewynydd Primary

Oakfield Primary School

Hollybush Primary School

Ysgol Bryn Onnen

Undy C.P. School

St Davids Junior School

Overmonnow C.P. School

Maesglas C.P. School

Monnow Infant School

Rogerstone Primary School

Barry Island Primary

Jenner Park Primary

Murch Junior School

Ysgol Sant Curig

Peterston Super Ely C.I.W. Primary

Blaenclydach Infants School

Cwmlai Primary School

Glantaf Infant School

Ferndale Infants School

Parclewis Primary School

Glynhafod Junior School

Penygraig Infants School

Ysgol Uwchradd Caergybi

Ysgol Syr Hugh Owen

The Maelor School

Pembroke School/Ysgol Penfro

Amman Valley Comprehensive School

Gowerton School

Brynteg Comprehensive School

Tonypandy Community College

Cyfarthfa High School

Tredegar Comprehensive School

Caerleon Comprehensive School

Whitchurch High School

St Patrick`s R.C. Primary School

Allensbank Primary School

Hawthorn Infant School

Rhydypenau Primary School

Cefn Onn Primary School

Eglwys Newydd Primary School

Glyncoed Infant School

Ysgol Gymraeg Melin Gruffydd

Meadowlane Primary School

St Anne's C.I.W. Infant School

St Phillip Evans R.C. Primary School

Ysgol Gynradd Llannon

Ysgol Y Berwyn

Hawarden High School

Crickhowell High School

Ysgol Gyfun Ddwyieithog Y Preseli

Ysgol Y Gwendraeth

Cefn Saeson Comprehensive School

St Cyres Comprehensive School

Ysgol Gyfun Rhydywaun

Heolddu Comprehensive School

St Alban's R.C. High School

Cardiff High School