EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

www.dysgu.cymru.gov.uk
www.learning.wales.gov.uk

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

ALAN LANSDOWN
HEAD OF PUPIL
SUPPORT DIVISION

Adran Hyfforddiant ac Addysg
Department for Training and Education

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.'

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.'

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'.

Common Areas within the Action Plan

- Commitment and Leadership
- Teaching and Learning
- Institutional Management
- Partnerships
- Research and Monitoring
- Resourcing

Sectors

- Schools

- Youth

- Further Education and Work Based Learning

- Higher Education

- Adult and Continuing Education

Recommendations: General

- Increase support to the ESDGC Panel to enable it to develop from a reactive panel to a more focussed, proactive one;

- Welsh Assembly Government to remit Estyn to carry out a survey of ESDGC across all sectors within its remit;

- A quality mark for ESDGC to be developed;

- All education settings, including Welsh Assembly Government Departments, to work towards obtaining environmental management systems for their own business premises and processes;

- Establish a 10 year strategy tying in with Millennium Development Goals and UNESCO ESD Decade; and

- A person with responsibility for ESDGC at all levels and within major institutions in statutory and non-statutory sectors should be identified.

Schools

- **Each ITT institution should ensure that training is provided for staff to enable ESDGC to be embedded within all courses;**

- **Local Authorities should work towards developing local ESDGC strategies linked to the WAG Action Plan;**

- **A Quality Mark should be produced that highlights the breadth of ESDGC across the environmental, socio-economic and global spectrum;**

- **All schools should review the scope for changing food procurement, increasing biodiversity in the school grounds, developing healthy eating options, fair trade policies and sustainable transport policies for both pupils, staff and as institutions within their School Development Plans;**

- **Networks for ESDGC and supporting resources are needed to enable the good work that is available through local authorities, NGOs and other organisations to reach those that need it;**

- **Good practice in ESDGC should be made available for all schools and their partners.**

Youth

- Youth work curriculum statement for Wales should be revised to include specific references to sustainable development and global citizenship;
- YPPs should be audited as to ESDGC provision within their remit and delivery;
- Training for YPP Co-ordinators in ESDGC should be provided and ESDGC embedded in their planning processes;
- The quality mark for ESDGC devised for schools should be adapted to produce a version that incorporates youth centres and youth work;
- A continuation of the project to co-ordinate ESDGC action within the NGO sector focussing on the youth sector;
- Good practice in training for ESDGC should be identified and promulgated to a wider audience.

Further Education and Work Based Learning

- Sector should undertake a targeted communications campaign, including key concepts;

- Sector should stimulate discussions on how sustainable development and global citizenship can be better embedded into institutional activities;

- Support should be made available to providers that improve their sustainable development and global citizen approach;

- Colleges should audit their training needs, and work with other colleges and external providers to provide an analysis of pathways for development;

- All FEIs should be asked to develop a sustainable procurement strategy within their college;

- Best practice of ESDGC partnership development should be shared within the sector.

Adran Hyfforddiant ac Addysg
Department for Training and Education

10

www.dysgu.cymru.gov.uk
www.learning.wales.gov.uk

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

<u>Higher Education</u>

- HEIs should identify what actions they are taking to develop ESDGC within their institution;

- HEIs should include a section on sustainable development and global citizenship in their strategic plans;

- Support and guidance publications should be reviewed to ensure that ESDGC is implicit in them and encourages students to develop ESDGC within their induction period, EPD and CPD;

- HEIs undertake a self assessment of where ESDGC is being taught within their institution and where it could be further incorporated;

- All HE institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS);

- The potential to establish or strengthen dedicated interdisciplinary funding streams for SDGC research should be explored with the Research Councils and the EU.

Adran Hyfforddiant ac Addysg
Department for Training and Education

Adult and Continuing Education

- Supplementary guidance should be developed to ensure balance between Sustainable Development and Global Citizenship is achieved and supports the assessment of ESDGC within sector;
- ESDGC should be included in FE PGCE courses and other certificates and training for adult education tutors;
- Sector should produce and mainstream good practice guidance;
- All institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS);
- Encourage all networks within this sector to take ESDGC to their members; and
- Define a relevant quality framework for ESDGC for the sector.

Funding

- Assumption is that much of the necessary funding can be found from within existing provision

- £150,000 is currently available to pump prime potential actions; and

- Additional resources will form part of forthcoming Budget Planning Rounds.

<u>Timetable</u>

- Dependent on the individual actions and the need for and availability of resources;
- Implementation of individual ideas will be closely monitored and evaluated.