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Education for Sustainable Development and Global Citizenship

A common understanding for the adult and community learning sector



Information

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A common understanding for the adult and community learning sector

Audience	Individuals, groups and organisations working in the adult and community learning (ACL) sector in Wales, including practitioners, managers and other stakeholders that are involved in ACL development or training; national and local bodies in Wales concerned with Education for Sustainable Development and Global Citizenship (ESDGC); voluntary sector organisations; local authorities; further education and higher education institutions.
Overview	<p>This document is an information and guidance resource for providers, tutors, trainers and adult learners. It is a starting point for integrating and consolidating ESDGC within their practice and learning.</p> <p>The development of a series of ‘common understanding’ documents is part of the Welsh Government’s ESDGC strategy, which aims to integrate ESDGC into all sectors of education in Wales.</p>
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Additional copies	Further copies may be obtained at the above address. This document can also be accessed from the Welsh Government website at www.wales.gov.uk/educationandskills
Related documents	<p><i>Education for Sustainable Development and Global Citizenship: A Strategy for Action</i> (2006)</p> <p><i>Education for Sustainable Development and Global Citizenship: A Strategy for Action – Updates</i> (January 2008)</p>

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Summary

The intention of this document is to clarify what is meant when ESDGC is discussed. It sets out why ESDGC is important to the adult and community based learning sector and how trainers, teachers and tutors can take steps to embed ESDGC within their planning, teaching and work with learners at all levels.

It has been informed by the views and opinions of practitioners in this field, and by critical feedback in other sectors.

There are examples of how ESDGC is being delivered at present through a range of activities within the ACL sector and this document looks at ways to develop this further through the following areas:

- Commitment and Leadership.
- Teaching and Learning.
- Institutional management.
- Community and Partnerships.
- Research and monitoring.



Section 1: Introduction

The fundamental aim of ESDGC is to equip people with the knowledge and skills to deal with the major challenges that face the world and its inhabitants, such as climate change, fuel and food shortages, biodiversity and species extinction, international wars, terrorism and poverty.

“Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices and prepares us for sustainable living in the 21st century as global citizens.”

Jane Hutt, Minister for Children, Education and Lifelong Learning in Education from Sustainable Development and Global Citizenship – A Strategy for Action, Updates January 2009.

The ACL sector is incredibly diverse in its learners, providers and in the curriculum areas on offer. The ACL sector is well placed to deliver ESDGC to the hardest-to-reach learners who may otherwise not engage with mainstream education. ACL is delivered by local authorities, voluntary and community organisations, further education (FE) institutions, higher education (HE) institutions, work-based learning providers and others including prisons, museums and libraries. There is a rich history of adult learning in Wales, and lifelong learning remains at the forefront of Welsh Government policy.

Sustainable Development and Global Citizenship is a theme that runs through many Welsh Government policies and strategies, not least those with a focus on adult education. In fact, core aspects of ESDGC are reflected in the driving principles behind adult education. Notably this includes the principles of social justice, equality of opportunity and social cohesion.

What is Education for Sustainable Development and Global Citizenship (ESDGC)?

ESDGC 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 relationship 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.**

(ESDGC Why? What? How? ACCAC 2002)

At the heart of ESDGC is the recognition that our lives have never before in human history been so inextricably connected with the lives of people all over the world and that the same, or similar, economic, social and environmental forces affect us all.

Why is ESDGC important?

The process of globalisation that has brought us closer together has a number of elements. One of these is the development of the truly global economy and the international trading system that goes with it and, some would say, defines it. This global economy is made possible by the technology that has conquered distance and made travel easier and communication faster. Developments in information technology have truly “brought the world into your living room” and influenced the way we perceive other parts of the globe. This globalised media has also, through advertising in all its subtlest forms, fuelled patterns of consumption and expectation that have had a marked effect on people’s sense of their own culture and identity.

The global economy has brought prosperity to many people, but has equally threatened the livelihood of others. A worker in a South Wales valley, made redundant because a company transfers production abroad to take advantage of cheaper labour costs, is affected by this, as is a coffee farmer, forced off the land through injustices within the international trading system; though the coffee farmer does not have the safety net of a benefit system to fall back on.

Through the latter half of the twentieth century, as the process of globalisation accelerated, so did concern that the speed and nature of economic and industrial development was having a detrimental, if not disastrous effect on the global environment. Underlying the growing debate about sustainable development is the need, in the words of the Welsh Government’s sustainable development scheme, “to learn to live differently” and to find a way that our economic and political systems can contribute to the process.

ESDGC emphasises the role the individual has as a global citizen and how they can understand these connections and develop the values, attitudes and confidence that can lead to acting responsibly and being committed to a just and sustainable world.

“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing hopeful inquiry men pursue in the world, with the world, and with each other.”

Paolo Freire, “Pedagogy of the oppressed”.

Wales has a rich cultural and linguistic heritage and an inherent part of ESDGC is the recognition and appreciation of cultural diversity in both a Welsh and a global context. Key to this is acknowledging and valuing black and minority ethnic perspectives within Wales and the perspectives of people in less economically developed countries and recognising the contribution these different perspectives can bring to an understanding of ESDGC. In this way, adopting the values of ESDGC and developing the issues further can help challenge racism and breakdown stereotypes and barriers.



Why should adult and community learning (ACL) practitioners integrate ESDGC into their work?

The challenges that face us, particularly climate change, call for a new form of “global literacy” that enables us to engage with the issues and feel empowered to join with others to effect positive change.

ESDGC is not just a body of knowledge, but is equally about values, attitudes and skills. It is an ethos that mirrors the existing ethos of ACL and is already present in many adult education classes, community development groups and trade union studies courses. Incorporating ESDGC into ACL will support this existing ethos by helping to enhance the development of these critical thinking skills and a positive and active approach to citizenship at both a local and global level.

Embedding ESDGC into teaching and learning is important and is often the initial step that tutors and institutions take, the ultimate aim however is to incorporate ESDGC into all aspects of ACL so that it becomes an integral part of the organisation’s philosophy in terms of management and operation.

ACL is particularly wide reaching and flexible in its delivery. It is also characterised by the number and diverse nature of the partners involved in delivery. Therefore, it is vital that this complex and rich pattern of provision is recognised and that these diverse partners are involved in and become committed to the process.

ESDGC practice shares a similar approach to ACL practice in recognising the importance of a learner centred-approach which encourages critical thinking and is aimed at empowering the student.

Is this ESDGC?

An adult education course, which delivers solely knowledge based content about environmental issues or about international or sustainable development would not necessarily be ESDGC. It must incorporate the skills, values and attitudes dimension and encourage the learner to take positive action.

The Estyn perspective

A recent Estyn publication (Education for Sustainable Development and Global Citizenship in adult community-based learning and youth work in Wales, 2008) highlighted the need for ACL providers to work closer together with regard to ESDGC, particularly so for sharing resources and good practice. The new ACL partnerships will be a good platform for providers to cement or begin this process.

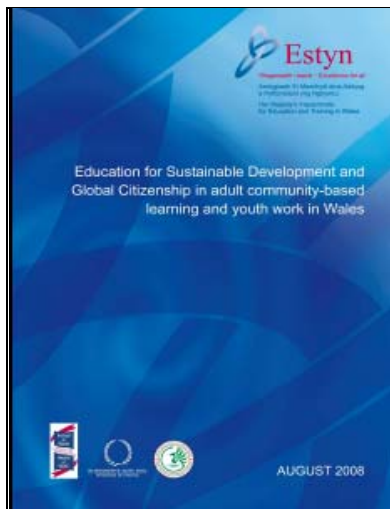
The Estyn document also stated:

“Providers across Wales are developing networks to support ESDGC in adult community-based learning and youth work. Examples include local adult learning networks, young people’s partnership groups, Community Learning Wales, the Fforwm Outreach Managers group, Swansea Environment Education Forum and the World Education Centre at Bangor University. All these groups bring a wide range of providers together to develop ESDGC activities in both adult and youth work settings. However, the networks miss opportunities to link together well. The networks do not always identify resources and plans that could improve joint working in local areas.”

The variety and diversity of these existing networks offers an opportunity for providers to benefit from the experience of others and for mutual learning between ESDGC practitioners from all sectors of education.

The recommendations in the Estyn report for individual providers of adult community-based learning included that they should:

- create further links across adult community-based learning and youth work networks to improve joint working in local areas;
- link all organisational plans to the Welsh Government strategy and action plan for ESDGC;
- further develop training for all new and existing staff to improve understanding of ESDGC and to embed ESDGC in their work; and
- make sure that any training offered to workers emphasises the seven key themes of ESDGC so that workers are able to take action on both sustainable development and global citizenship issues in their work.



Many adult and youth work providers, children and young people's partnership (CYPP) and adult learning networks do not have a clear understanding of the range of educational benefits that come from embedding ESDGC in their work. Strategic managers do not plan well enough to make sure that institutional policies are delivered in a way that involves learners in taking action. Many providers do not evaluate the impact of ESDGC within their programmes and are often unclear about the impact their work has on learners.

Estyn Report August 2008

The paradox of education is precisely this – that as one begins to become conscious, one begins to examine the society in which he is educated.



James Baldwin

Section 2: ESDGC in ACL

What have ACL and ESDGC in common?

The informal and flexible nature of much of ACL delivery encourages a learner-centred approach, which very much draws upon and values learners' experiences and encourages self-direction. ACL promotes equality of opportunity, and builds the confidence and self esteem of its learners. This is a clearly demonstrable theme running through many key ACL initiatives such as widening participation and return to learn programmes.

The learning process in ESDGC emphasizes participation, active learning and also emphasizes the contribution that the learner's experience and knowledge brings to the process. ACL and ESDGC share a common goal of empowering individuals and facilitating their development as active and aware citizens recognizing the needs of learners to engage independently and critically with the processes and networks developing as a result of global change.

	<p>ACL and ESDGC coincide in terms of many of the skills, values and attitudes they both seek to develop and facilitate and these are expanded on in the LLUK application guide for ESDGC.</p>
<p>APPLICATION GUIDES</p> <p>The Application of the Professional Standards for Embedding Education for Sustainable Development and Global Citizenship in the Lifelong Learning Sector in Wales</p> <p>July 2009</p>	<p>The provision of both ACL and ESDGC tries to be flexible and to focus on a needs based approach where the curriculum can be negotiated and therefore relevant to the learner.</p>
	<p>ESDGC is also about opening up the debate and incorporating a global perspective into discussions and debates that are often too locally or nationally focussed. ACL can provide a safe environment for discussing these sometimes controversial issues.</p>

As global citizens, it is our responsibility to become active participants in our democracy, and to make sure that everyone's civil rights are protected.

Robert Alan

Section 3: What ESDGC means for key stakeholders in ACL

An integrated approach

ESDGC needs to be incorporated holistically into all facets of the ACL sector including teaching and learning, leadership and institutional management. This should be done through partnership working and monitored using meaningful monitoring systems that have been put in place.

For tutors/trainers ESDGC is:

- Adopting a learner-centred approach and making ESDGC relevant to learners' lives.
- Sharing good ESDGC practice in ACL through building and strengthening networks.
- Realising that you do not have to be an expert and that small steps can make a difference.
- Encouraging and facilitating debate and critical thinking that will enable learners to link ideas and concepts and make informed decisions.
- Finding opportunities to embed and raise awareness of issues around ESDGC in all subject areas.
- Enabling learners to engage with challenges that will be part of their present and future lives such as climate change and international competition for resources.
- Helping learners to recognise the complex, interrelated nature of the social, economic and environmental forces that affect them and people all over the world.
- Recognising the issues and the links between ESDGC and diversity and race equality.

For learners ESDGC is:

- Understanding the links between local and global communities and issues.
- Developing skills and having the opportunity to explore issues in ways which will enable them to make informed decisions.
- Being encouraged to believe that everyone can make a difference.
- Developing values of empathy and a belief in common humanity.
- Developing skills of critical thinking and reflection and thereby, the confidence to challenge attitudes and preconceptions in the media and elsewhere.

For providers ESDGC is:

- Part of the ethos, pedagogy and organisation of the providers.
- A set of values that underpin the provision and practice of the organisation.
- Inherent in the way that the provision is organised and managed and included in all staff training.
- Something that requires co-ordination across the whole sector.

For partners ESDGC is:

- A mutual awareness and adopting a common standard and approach from all partners with commitment at all levels in all aspects of their work.



The Common Areas of ESDGC

The ESDGC “Strategy for Action” (2006) identified five common areas, equally relevant to all sectors of education, and suggested action points for each of them in the different sectors. The following paragraphs outline these common areas and how they relate to the ACL sector.

Commitment and leadership

ESDGC needs commitment from each provider and partnership at all levels, from managers to learners, for a meaningful and integrated approach. Commitment can

be demonstrated through explicit reference in organisational policies, through provision of training for staff in order to develop an understanding of the principles and practice of ESDGC and via adequate funding to provide additional support.

Some organisations give a member of staff the extra responsibility for the area of ESDGC within the organisation. Others promote good practice already carried out as an acknowledgement and a means of supporting further development.

Example

In 2005 Rhondda Cynon Taf ran an introductory INSET Day: “RCT – Citizens of the World” at the local Glyncornel Environmental Centre. This included participatory workshops, discussions, exemplar projects and an opportunity to browse global education resources. Also in RCT, the themes for Adult Learners Week 2005 were explored from a global perspective, focussing on community, culture and citizenship, branding and multinationals, trade unionism, living sustainably, sharing previous experiences of global learning activities and an introduction to resources.

RCT has continued to prioritise ESDGC as part of lifelong learning, working with tutors and community development workers to integrate ESDGC across all aspects of their work and going on to develop global events and projects that involve the community as a whole.

Challenges

What plans are in place to keep up the momentum and commitment for ESDGC? What mechanisms are in place to ensure commitment amongst staff “from top to bottom”?

Teaching and learning

ACL works across a range of courses, attainment levels and provision. In many places ESDGC is already being integrated into teaching and there are courses solely devoted to ESDGC. This can be extended further into all curriculum areas and provision.

Tutors and providers when planning a course or curriculum will need to consider connections with ESDGC.

ESDGC can be brought into almost any subject and learning area. It is not the subject that is the limiting factor for ESDGC but rather the way that the subject is introduced, presented, and investigated by the tutors and learners.

When planning how to include ESDGC here are some questions to consider:

- Does the learning offer past, present and future perspectives?
- Does it make interconnections between these themes and between people, places and events both locally and globally?

- Does the learning address any of the major themes within ESDGC, i.e. wealth & poverty, health, climate change, the natural environment, consumption & waste, identity & culture, choices & decisions?
- Is the learning relevant to learners' lives?
- Does it encourage critical examination of issues?
- Does the learning address controversial issues and examine conflict resolution?
- Does the learning explore values and cultural perspectives?
- Does it empower learners to take appropriate action?

Example

WEA South Wales are working in partnership with Sazani Associates on a trans-national project providing training and resources on active global citizenship for their tutors. The project uses “food sovereignty” as a way of exploring ESDGC. The learner-centred approach with an emphasis on developing critical thinking, largely adopted in ACL, particularly lends itself to the incorporation of ESDGC.

Challenges

Is adequate support, training and resources provided for tutors?

What mechanisms are in place to engage, motivate and develop support from a predominantly part-time teaching staff?

Never underestimate that a small group of thoughtful, committed people can change the world, indeed it's the only thing that ever has.

Margaret Mead

Institutional management

It is important that ESDGC is integrated into the approach and practice of organisations at managerial level. From there, ESDGC can be mainstreamed into the operation of the whole organisation and embedded into its strategic plans.

Example

In some FEIs, HEIs and Local Authorities, the decision has been taken to appoint one person with the responsibility to support ESDGC. This responsibility is often mainly focused on the teaching and learning aspects of ESDGC and some organisations are expanding this role to focus also on procurement such as use of fair trade products, treatment of asylum seekers and refugees locally, energy and transport policies, and staff induction.

An engagement of staff at all levels is vital and to achieve this many organisations provide training for staff on such issues.

Challenges

Making sure that ESDGC is integrated into all policies, this includes policies relating to building management and maintenance, procurement, teaching and learning, equal opportunities and any others as appropriate and that learners are aware of these policies and the practice they promote.

Partnership

ACL is particularly wide reaching and flexible in its delivery and often involves work with a number of independent partners. Partnership working is an intrinsic part of ACL, it is encouraged by funders and is often part of their funding criteria. Therefore there needs to be a commitment to ESDGC across partnerships. This is already done in some areas through sharing of training and guidance on ESDGC. This is beneficial at all levels.

Appropriate sharing of resources, especially those linked with teaching and learning, the sharing of good practice and the facilitation of networks can be supported by national organisations such as NIACE Dysgu Cymru, CollegesWales, Cyfanfyd and the WEA to help and support partnership working in ESDGC at all levels.

Example

Swansea Environmental Education Forum is a partnership of those working in the post mandatory education sector in the City and County of Swansea Council area. The group consists of representatives from the two universities, further education, Local Authority adult education, Swansea's Environment Centre, the Council's Sustainability Unit and Nature Conservation Team, and local Wildlife Trust members. They work together to integrate ESDGC into lifelong learning provision in the Swansea area.

Challenges

What partnerships are being developed to enable support for ESDGC?

Are ACL partnerships developing in which all participants are prepared to follow common goals and pursue shared outcomes?

Research and monitoring

Continual monitoring of the progress and success of ESDGC provision and integration is important at every organisational level. ESDGC will be included within the Estyn inspection framework and it will feature in the annual quality and effectiveness reporting process for Welsh Government. It is important to identify ESDGC and elements of ESDGC delivery that exist in current practice, to identify and understand the challenges that exist and the factors that contribute to good practice. Good monitoring processes and the beginnings of an evidence base for

effectiveness will enable the sector to move forward and have mechanisms and structures in place to further embed ESDGC throughout all provision.

Example

ESDGC is already included in the *Estyn Common Inspection Framework*. To work towards embedding ESDGC, organisations can include ESDGC into their assessment and monitoring criteria. (See Appendix A).

Challenges

Ensuring that ESDGC features in monitoring processes and that areas for research are identified.

Developing innovative ways of measuring impact and attitude change.



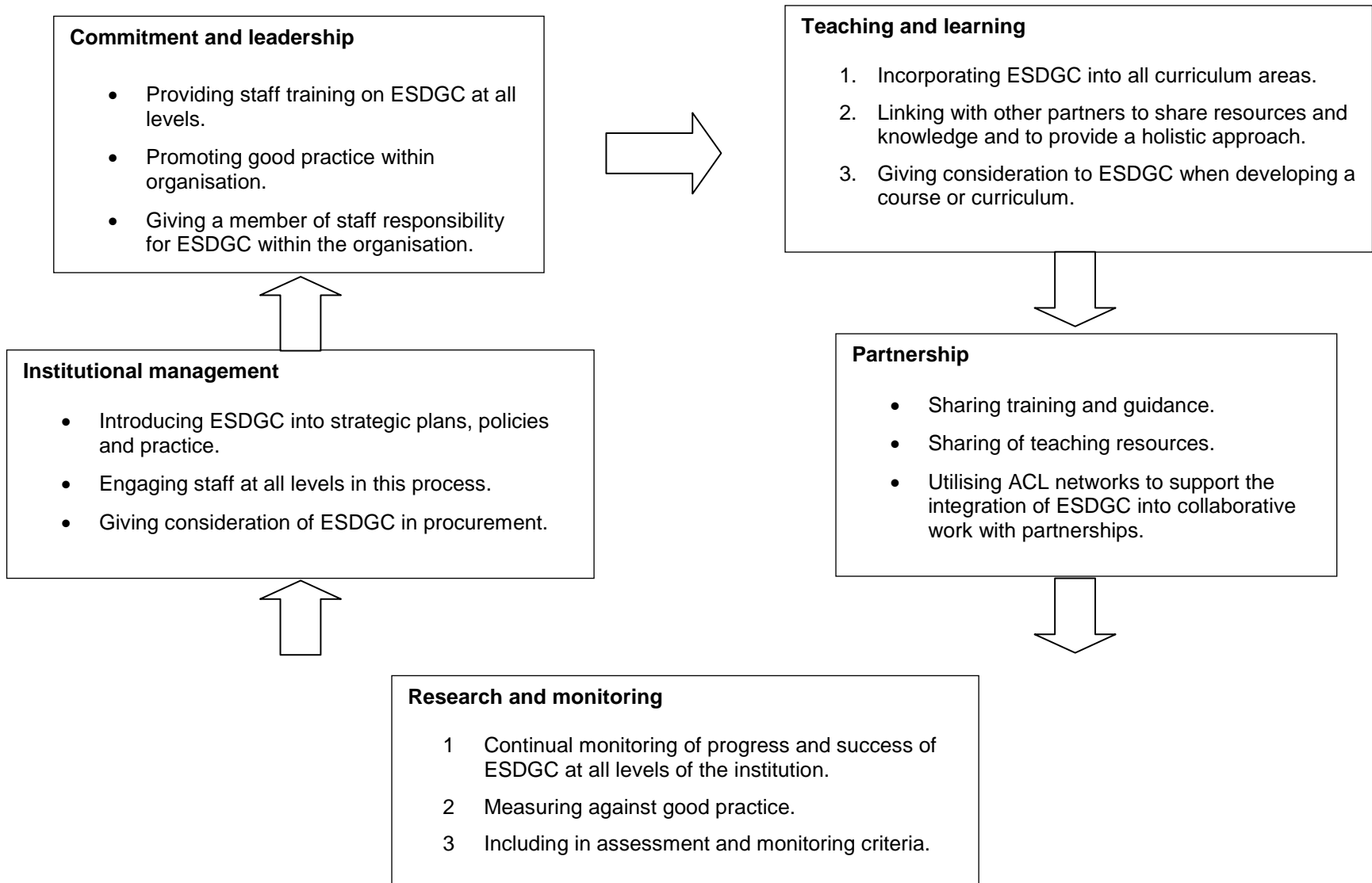


Fig. 1 Example of an integrated approach to embedding ESDGC in ACL

Section 4: Exploring ESDGC in an ACL context

The breadth of issues addressed by ESDGC and the complex web of connections and interrelations between these issues can present a challenge to practitioners and learners alike. To make this process easier, the following themes have been identified in order to help to map the full breadth of ESDGC.



These themes are already widely used by many tutors and trainers, and are based on themes identified by UNESCO as part of the Decade of Education for Sustainable Development. The themes do not stand alone – they are not a series of discrete topics. It is essential that they are linked; excellence in ESDGC will allow learners to study a range of issues, through the themes and, as confidence and experience grow, to further relate the themes to the key concepts (see Appendix B). Some ACL practitioners have found the key concepts useful, because they parallel some of the underlying concepts of ACL.

As a mapping tool, to help practitioners evaluate their practice, the themes can have a useful role, as identified in the Estyn review of August 2008. They can also provide a useful point of entry to ESDGC, though it is important to emphasise that both the themes and concepts are tools for exploring and engaging. The complex interlinking web of issues in ESDGC are to be used where appropriate and most relevant to the curriculum area and learner – they are not to be looked on as an end in themselves.

As part of the process of compiling this document a group of tutors from both the statutory and voluntary sectors were asked how they approach ESDGC in their work. Some of the tutors have been incorporating ESDGC into their delivery for a considerable time; others are relatively new to the issues. Below are some examples that have been used or generated by these ACL tutors:

Look deep into nature, and then you will understand everything better.
Albert Einstein

1. Local history

ESDGC Themes: Choices and Decisions, Natural Environment, Climate Change, Wealth and Poverty.

Concepts: Interdependence, Needs and Rights, Quality of Life, Values and Perceptions.

Procedure:

- Recap on previous session on textiles and the industrial revolution.
- Introduce the decline of the industry – focussing on the woollen industry in Gwynedd.
- Introduce globalisation and its impact including cheaper labour in other countries; the conditions and rights of workers and child labour in these countries; the environmental impact – transportation and air miles and its contributory factors to climate change, the negative environmental impact to the country in terms of industrial waste policy and practice; and the effect of exportation on price increases on local produce in the South.
- Discuss these issues in relation to our lives. Consumerism and our ability to buy cheap products in the UK will be included in these discussions. As a fun way of focussing on fair trade, fair trade chocolate can be brought in to sample and share.

2. IT – ECDL

ESDGC Themes – Choices and Decisions, Consumption and Waste.

Concepts – Citizenship and Stewardship, Sustainable Change, Values and Perceptions.

Procedure:

- Use facts and information on the environmental and sustainable use of IT.
- Build recycling into the learning environment – recycling paper, saving energy, and sharing resources.
- Encourage discussion on these issues, including the limitations of recycling and whether it has any marked impact on climate change.

- For assessment of PowerPoint, learners are asked to research a global or environmental issue and deliver a PowerPoint presentation to facilitate debate.



3. TUC Union Reps Stage 1

ESDGC Themes: Identity and culture.

Concepts: Citizenship and Stewardship, Diversity.

Procedure: Introduce bias in the Media/Respecting Diversity by:

- Holding a discussion on the question of, as Union representatives how do you identify racism amongst members?
- Using a range of newspaper articles to look at and discuss how media coverage of Muslims/asylum seekers/refugees/migrant workers contributes to prejudice.
- Discussing ways in which a Union rep can challenge racism and ensure respect for diversity/race/religion in the workplace.

4. Languages – (intermediate – advanced levels)

ESDGC Themes: Any combination of all 7 themes may be included.

Concepts: Any combination of all 9 key concepts may be included.

Procedure:

- Give the learners copies of newspaper articles to read, on environmental issues or global issues such as food shortage or conflict. These may be from newspapers such as Le Monde or El Pais and therefore in the language studied, or UK newspapers.
- Introduce key vocabulary and then discuss in the language being studied.
- Learners may make short presentations on a topical environmental or global issue individually, in pairs or in groups to initiate discussion and questions.

5. Visual Arts – Design and Create Using Mixed – Media

ESDGC Themes: Health, Wealth and Poverty, Identity and Culture, Choices and Decisions.

Concepts: Needs and Rights, Diversity, Values and Perception, Conflict Resolution.

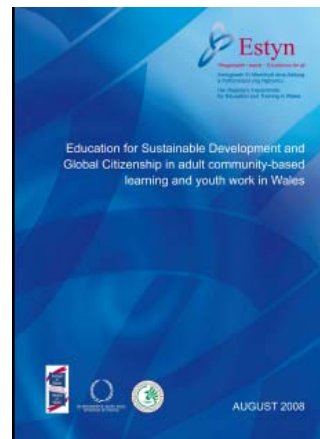
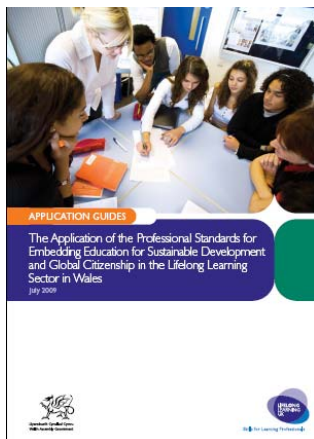
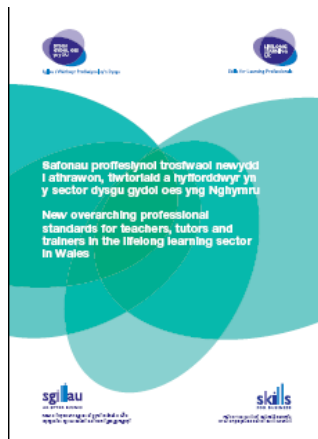
Procedure: A collaborative project working together on the theme of Human Rights:

- Introduce the theme to the group through books, articles and images.
- From this a discussion on the issues will be stimulated.
- The group will then design a banner together. The art processes used will be guided by the tutor but the issues that arise from the learners will be relevant to the direction of and inclusion in the project.
- The course will also help to develop team working, communication and conflict resolution skills.

These are just a few examples of how ESDGC can be easily integrated into a variety of curriculum areas to varying degrees. They also demonstrate the interconnectedness of the themes and concepts. They rarely stand alone but link to other issues. In this way it brings the curriculum alive and relevant to the lives and interests of the learners and, in line with good ACL practice, it will be steered by the critical thinking and discussions of the learners.

Section 5: Impact, progression and development

ESDGC in ACL is on the Welsh Government's agenda along with the other education sectors. It is included in Estyn's inspection criteria, supported by Lifelong Learning UK (as outlined in *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector in Wales – 2007, and the application guide for ESDGC 2009*) and given further validation in a report by Estyn produced in August 2008 – *Education for Sustainable Development and Global Citizenship in Adult Community-Based Learning and Youth Work in Wales*.



Therefore, it is essential for ESDGC to be included in staff training and professional development in ACL organisations for all categories of employees. The ACL sector now provides various teaching certificate courses for its tutors and potential tutors and increasingly ESDGC will form part of these courses. ACL tutors are mostly part-time, on extremely short contracts with hourly rates of pay therefore in order for positive progress to be made in the integration of ESDGC into ACL this must be taken into consideration when organising staff training and making resources available.

Good teaching is more a giving of right questions than a giving of right answers.

Josef Albers

Measurement and Evaluation

The progress and the benefits of the integration of ESDGC into ACL will need to be measured, in order for the meaning and value of the process to be demonstrated. This will need to include all relevant stakeholders and range from students' learning to different aspects of practice and commitment within the organisation and partnerships.

Quantitative and qualitative data are necessary to build up a complete picture and measurement will need to be carried out at different levels. It could take place in the monitoring and auditing within the organisation, in the teaching quality audit and learners' evaluations, plus a self evaluation in terms of ESDGC as part of professional development.

Innovative, relevant and robust evaluation methods, suited to the different stakeholder groups should be developed in order to demonstrate progress, benefits and identify ways forward.

Appendix A: Checklists for development and to start the process of self-evaluation

This is a starting point – it is not a complete list and does not cover all stakeholder situations.

1. Commitment and leadership

Checklist

- Establish a whole organisation ESDGC policy, endorsed by senior management, which contains clear aims, strategies for implementation and outcomes.
- Integrate ESDGC into organisation philosophy/ethos, mission, policy and day-to-day business practices.
- Promote a culture of Sustainable Development, Global Citizenship and Environmental Awareness.
- Ensure knowledge at management level of legal requirements.
- Identify existing staff expertise and enthusiasm.
- Allocate adequate time and sufficient resources to the provision of ESDGC (e.g. staff development, planning).
- Include ESDGC as a key theme of staff training and development.
- Put plans in place to evaluate, monitor and report on the extent of ESDGC within provision at all levels.
- Communicate ESDGC vision with staff, learners and other stakeholders.

Tips for further development/best practice

- Consider ESDGC fully when reviewing mission/vision/core values.
- Develop an ambitious future vision which informs strategic planning.
- Include ESDGC as a priority within the Strategic Plan.
- Share and review vision and values with learners, staff and other relevant stakeholders.
- Define clear management and individual roles in terms of ESDGC.

- Devise an action plan and establish a working group.
- Allocate a budget for ESDGC teaching and learning resources.
- Ensure managers and staff have a clear understanding of ESDGC issues and how they can be applied.
- Ensure staff and identified ESDGC champions are provided with the necessary knowledge and skills.
- Offer a variety of approaches to staff development.
- Ensure managers allocate sufficient status and time to coordinate ESDGC.
- Identify indicators for measuring progress in promoting and practising ESDGC.
- Use observations of teaching/learning to record/report on ESDGC.
- Be forward-looking and responsive to future employment demands and future skills agendas.
- Raise awareness of staff and learners through things such as campaigns and key conferences/seminars, guest speakers on ESDGC related issues, notices & posters around buildings.
- ESDGC element on website and in other materials such as newsletters.
- Provide continuous and regular training in ESDGC for all staff.
- Identify training gaps/how and where ESDGC can be developed.
- Identify and share/disseminate good practice.
- Support planning for integration of ESDGC in whole organisation.
- Support planning for embedding ESDGC in curriculum and schemes of learning.

2. Organisational management

Checklist

- Put systems, policies and procedures in place to manage environmental impacts.
- Promote healthy lifestyles and biodiversity in policies and operational plans.

- Promote equal opportunities, diversity and human rights in policies and operational plans.
- Involve learners in the process.
- Develop and encourage more sustainable and ethical purchasing strategies.
- Reduce environmental impact through better management of wastes and energy.
- Plan and implement any new build developments and refurbishments to achieve highest levels of sustainable development principles.
- Encourage resource efficiency: minimise waste at source; repair, reduce, re-use, recycle all potential waste.
- Involve all stakeholders including learners in organisational management.

Tips for further development/best practice

- Implement an environmental policy.
- Source goods and services locally to minimise transport pollution.
- Purchase reused/recycled products where possible.
- Purchase from environmentally-sound and fair trade suppliers.
- Encourage staff and learners to reduce their resource consumption.
- Ensure taps/heating/lighting are turned off when not in use.
- Encourage resource efficiency/waste reduction, eg paper recycling, use of electronic systems for internal/external communications, recycling other materials eg metals, glass, plastic, composting appropriate perishable items.
- Purchase items with low/zero levels of packaging.
- Source healthy, ethical, local and sustainable food and drink.
- Implement alternative approaches to reduce travel, eg encouraging use of video-conferencing, use of electronic portfolios for learners, use of bicycles, use of public transport and vehicle sharing.
- Include aspects of SD and GC within learner questionnaires/evaluations.

3. Teaching and learning

Checklist

- Map current provision – courses and programmes to identify current practice.
- Ensure all tutors have ESDGC awareness training.
- Ensure tutors are aware of ESDGC development and support.
- Ensure tutor training and staff development continues to include ESDGC.
- Ensure tutors are supported to embed ESDGC into the curriculum.
- Incorporate ESDGC in teaching and learning materials.
- Design learning delivery to be flexible and encourage critical thinking.
- Ensure learners have the opportunity to be involved in some ESDGC activities.
- Enable learners to develop the necessary skills, knowledge and values.
- Encourage learners to participate in discussions and decision-making.
- Ensure issues of equality and justice are promoted.
- Ensure learners voices are heard and taken account of regarding ESDGC.

Tips for further development/best practice

- Develop an action plan with targets for the introduction of ESDGC into learning delivery.
- Develop an action plan to support tutors to embed ESDGC into courses.
- Ensure subject and course teams audit programmes to identify opportunities to embed ESDGC in schemes of learning.
- Embed ESDGC across the learning delivery, through all accreditation levels.
- Identify and share areas of good practice within organisation and between organisations.
- Help learners to appreciate the role they can play in both local and global communities.

- Encourage learner participation, eg charity events, fund-raising, peer/mentor support.
- Provide opportunities for learners to demonstrate they have acquired the necessary skills, knowledge and values which enable them to make informed decisions.
- Use appropriate examples of good practice for tutors and learners.
- Incorporate and contextualise the key themes and key concepts in teaching and learning materials.
- Identify cross-curricular links or links with colleagues' delivery across curriculum areas.
- Ensure courses reflect the languages, culture and economy of the local community and individuals.
- Provide an on-line resource bank or library containing ESDGC-related materials and resources.
- Ensure an equal balance of SD and GC.
- Make ESDGC explicit within Schemes of Learning/Plans.
- Explore and utilise internal and external links and partnerships.

4. Community and partnerships

Checklist

- Ensure all partners within ACL partnerships are committed to ESDGC policy and practice.
- Create and maintain partnerships for ESDGC if appropriate.
- Regular consultation between partnerships and a range of organisations and members of the local community.
- Ensure partners and stakeholders are clear about roles and responsibilities.
- Ensure they are aware of mutual benefits of ESDGC.
- Partnership to identify possible sources of funding.

- Develop national and global links and partnerships.
- Work with local and regional organisations and groups to enhance ESDGC understanding and delivery.

Tips for further development/best practice

- Identify a person/champion within partnerships to take responsibility for ESDGC overview.
- Establish working group(s).
- Ensure partnerships encompass all stakeholders including internal staff and learners and external stakeholders such as employers, community and voluntary groups.
- Investigate and identify potential partnerships, external specialists, programmes and projects in order to promote ESDGC, to develop and increase national and global links and partnerships within teaching and learning settings and to develop partnerships in developing countries.
- Discuss organisational management issues such as ethical purchase and the social and welfare impacts of products and services with local companies.
- Share facilities with the community.
- Share experiences of embedding ESDGC with other partnerships.

5. Research and monitoring

Checklist

- Ensure monitoring and evaluation of ESDGC is incorporated into policies, strategic planning and action plans.
- Establish baseline audit through mapping of provision.
- Devise monitoring criteria and systems.
- Establish a monitoring and evaluation group which includes key people with appropriate knowledge and skills.
- Identify training in monitoring, outcome measurement and evaluation techniques.
- Identify staff responsible for monitoring and evaluation.

- Create innovative, realistic and appropriate evaluation techniques for capturing evidence on ESDGC outcomes.
- Monitor, evaluate and research all areas – leadership, partnership, management as well as teaching and learning.

Tips for further development/best practice

- Capture data in as many different ways as possible involving a range of stakeholders in the process – managers, programme managers, tutors and learners.
- Set up monitoring systems that are realistic and workable and that can be built on as the process develops.
- Involve learners in identifying monitoring and evaluation methods and criteria.
- Begin putting monitoring systems in place ASAP.
- Identify areas for potential research.
- Identify and develop partnerships for research projects.
- Explore funding opportunities for research.

6. Resourcing

Checklist

- Identify resources to support ESDGC.
- Make resources available to all stakeholders.
- Through partnerships, identify and pursue sources of funding to support ESDGC.
- Ensure that areas for funding that will be of most benefit and also be sustainable are identified through mapping, audit and monitoring and evaluation.
- Establish funding group for ESDGC.

Tips for further development/best practice

- Share information with other organisations and groups.
- Work in partnership to maximise funding opportunities and resource use.

Appendix B: Themes and concepts in ESDGC

In 2002 ESDGC was defined as being 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.

(Education for Sustainable Development and Global Citizenship: Why? What? How? ACCAC 2002).

This document provided nine 'key concepts' that would underpin ESDGC. These are:

- **interdependence;**
- **citizenship and stewardship;**
- **needs and rights;**
- **diversity;**
- **sustainable change;**
- **quality of life;**
- **uncertainty and precaution;**
- **values and perceptions;**
- **conflict resolution.**

However, it was felt that the abstract nature of these key concepts did not really help teachers or learners to understand what ESDGC was about (Estyn, 2008. ESDGC in Adult Community-Based Learning and Youth Work in Wales). Greater clarity and concrete guidance as to what ESDGC should look like in practice, what areas it should cover and how tutors and trainers should begin to address the often complex issues that are involved were needed.

The themes that have been suggested are already widely used by many tutors and trainers, and are based on themes identified by UNESCO as part of the Decade of Education for Sustainable Development. They must be linked together – they are not a series of discrete topics – and excellence in ESDGC will allow learners to study a range of issues, through the themes and, as confidence and experience grow, to further relate the themes to the key concepts. The themes are:



References

Overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales (LLUK).

The Application of the Professional Standards for Embedding Education for Sustainable Development and Global Citizenship in the Lifelong Learning Sector in Wales (LLUK, July 2009).

Estyn, 2008: Education for Sustainable Development and Global Citizenship in Adult Community-Based Learning and Youth Work in Wales.