



Education for Sustainable Development and Global Citizenship

A self-assessment toolkit for Work-Based Learning Providers



Information

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A self-assessment toolkit for Work-Based Learning Providers

Audience	Organisations that are contracted by the Welsh Assembly Government to deliver work-based learning (WBL) in Wales including training organisations, charities, further education colleges and local authorities, and also the National Training Federation for Wales (NTfW). The document is aimed primarily at leaders and managers but will also have implications for assessors and trainers.
Overview	The purpose of this toolkit is to help WBL providers embed ESDGC best practice in the delivery of learning and the management of their organisations. It will enable providers to self-assess their approach to ESDGC and inform development.
Action required	<p>Providers delivering WBL will need to complete the ESDGC Self-Assessment and Action Plan contained within this document.</p> <p>The completed assessment and action plan will need to be submitted to DCELLS' Quality and Effectiveness Policy Branch by 31 October 2009. FE colleges delivering WBL can cross refer to elements of their strategic plan where appropriate, when completing the evaluation. All WBL providers can submit their assessment and action plan before 31 October 2009, to align with their individual self-assessment cycles, if this is preferable.</p>
Further information	<p>All enquiries about this document should be sent to:</p> <p>Gayle Powell Quality and Effectiveness Policy Branch Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Ty'r Afon, Bedwas, Caerphilly CF83 8WT Tel: 01443 663 836 Fax: 01443 663 653 E-mail: post16quality@wales.gsi.gov.uk</p>
Additional copies	Further copies may be obtained at the above address or can be down-loaded from the Welsh Assembly Government website at: www.wales.gov.uk/quality and www.Esd-wales.org.uk
Related documents	<p>ESDGC action plan 2006 ESDGC action plan updated January 2008 ESDGC A Common Understanding for Schools July 2008 ESDGC In the Further Education Sector in Wales September 2008</p>



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“Enabling learners to engage with the principles of sustainable development now and for the future is crucial as it is they who will inherit the decisions we take today - for better or worse.”

Jane Davidson,
Minister for
Environment,
Sustainability
and Housing

“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.”

Jane Hutt, Minister for Children, Education, Lifelong Learning and Skills – Education for Sustainable Development and Global Citizenship – A Strategy for Action, Updated January 2008

Summary

The purpose of this document is to help providers delivering work-based learning (WBL) to develop a realistic and consistent approach to embedding Education for Sustainable Development and Global Citizenship (ESDGC) in their practices. It is intended to cover all learning which is delivered by WBL providers including centre based delivery of Skill Build, the Welsh Baccalaureate as well as learning which take place at the learner's place of employment.

This toolkit provides an initial framework on ESDGC for all providers delivering WBL. It recognises the different starting points for providers and will support those who are in the early stages of embedding ESDGC into their everyday work. For providers who have already travelled a considerable distance on the ESDGC journey, it will help them to systematically:

- evaluate their current position and begin to report on the issues that are most relevant to them and which can have the most impact;
- identify what is important to become sustainable organisations;
- identify areas requiring action;
- implement actions; and
- monitor progress and impact.

Introduction

What is Education for Sustainable Development and Global Citizenship?

ESDGC is about¹:

- 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; and
- 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 is part of everyday life. It should therefore not be seen as an additional burden or separate subject to be tackled, but rather an integrated, whole-organisation approach to leading by example and educating learners.

ESDGC is more than a body of knowledge - it is about values and skills. It is an ethos that can be embedded, an attitude to be adopted, a value system and a way of life. ESDGC links the environment and the people who live in, and from it. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it.

In 2006 the Assembly Government published 'Education for Sustainable Development and Global Citizenship - A Strategy for Action'. This was an ambitious action plan described by the Minister for Education, Lifelong Learning and Skills as key to not only "starting to live differently" but to ensuring that we completely transform the mindset of future generations. The Strategy for Action promotes ESDGC from the cradle to grave and "recognises the important and significant role deliverers of education and training

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¹ (Education for Sustainable Development and Global Citizenship: Why? What? How? ACCAC 2002 Ref: AC/GM/0317)

including schools, colleges, training providers, youth partnerships and higher education will play to create the changes needed”.

There are a number of common areas contained within the Strategy for Action² which are applicable to the whole post-16 sector.

These areas are:

- Commitment and Leadership
- Organisational³ Management
- Teaching and Learning
- Community and Partnerships
- Research and Monitoring
- Resourcing

The Strategy for Action also contained actions and recommendations to drive forward changes for each sector. For work-based learning, this includes:

- Promoting key concepts - the role and importance of sustainable development and global citizenship;
- Commencing discussions on how sustainable development and global citizenship can be better embedded into activities;
- Supporting providers to improve their sustainable development and global citizenship approach;
- Auditing needs to provide an analysis for pathways for development; and
- Sharing best practice in ESDGC partnership development within the sector.

What does ESDGC mean for WBL Providers?

- To help you to think about what ESDGC means to you and your organisation, a summary of key points is provided below.

² www.esd-wales.org.uk/english/ESDreports/pdf/AP_E.pdf

³ Termed Institutional in Strategy for Action- however, this has been changed for the purpose of this document to ensure relevance for WBL providers

Commitment and Leadership requires:

- a whole organisational and interconnected approach to ESDGC, endorsed by senior management
- identification of existing staff expertise and allocating adequate time and sufficient resources to the provision of ESDGC, including staff development
- knowledge of and compliance with legal requirements
- promotion of a culture of SD and GC, and environmental awareness
- communication of ESDGC vision with staff, learners and other stakeholders
- incorporation of ESDGC into the annual self-assessment process

Organisational Management requires:

- putting systems, policies and procedures in place to manage environmental impacts
- promotion of healthy lifestyles and biodiversity
- involvement of learners in the process

Teaching and Learning requires:

- an audit of programmes to identify current practice
- incorporation of ESDGC in teaching and learning materials and ensuring all learners have opportunity to participate in some ESDGC activities
- programmes and courses to be designed flexibly to encourage participation from under-represented groups

“Our biggest challenge in this new century is to take an idea that seems abstract - sustainable development - and turn it into a reality.”

Kofi Annan,
March 2001

Community and Partnerships requires:

- partnerships to be formed and maintained; and regular consultation with a range of organisations and members of the local community
- ensuring key partners and stakeholders are clear about their role and aware of mutual benefits; and involving them in your ESDGC activities
- investigating and identifying possible sources of funding

Benefits of ESDGC

Through embedding the above, direct benefits for providers can include:

- improved environmental performance has a number of positive impacts including ensuring **compliance with legislation** and making organisations **competitive** through significantly **cutting bottom line costs**;
- **stimulating and encouraging creative and innovative thought and action** and helping anticipate new skills required by both learners and employers;
- giving positive messages to the local business community and **stakeholders about the values of the organisation**;
- **strengthening existing links and promote new links** with business partners and civil society partners in the community; and
- providing a unifying focus which motivates and increases the morale of staff as well as learners.

For learners it is about:

- **Gaining skills** and **exploring issues to inform decision making** in ways which will enable them to make up their own minds, decide how to act in both their personal and professional lives and innovate and really add value to the business/organisation.
- Discovering that there are **connections** with the “bigger picture” of the wider world and with their job, whatever they are learning.

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- Being encouraged to **care** for themselves, for each other and for their environment proactively as well as consider their impact on their employers' sites.
- Developing **knowledge, understanding, skills and values** about the issues they have a right to know about for their future.
- **Appreciating their role** in the workplace, the local community and the global community.

ESDGC and the Quality and Effectiveness Framework

To make the recommendations within the Strategy for Action 'live', and to ensure that ESDGC becomes part of the lives of work-based learners, this tool-kit will form part of DCELLS' new Quality and Effectiveness Framework.

DCELLS already requires providers to include sustainable development in their annual self-assessment. From 2008 as part of the new Quality and Effectiveness Framework we will strengthen and build on this by requesting providers to implement the self-assessment evaluation and action plan set out in this toolkit.

Providers delivering WBL will initially be required to complete this ESDGC self-assessment on an annual basis, as part of the Framework, to ensure ESDGC is embedded in the culture of the organisation, and to also identify development needs required by the sector.

Estyn

The tool-kit will complement and build on work carried out by Estyn. The principles of ESDGC have been incorporated in Estyn's **Common Inspection Framework** (CIF)⁴ since September 2004.

A key part of inspection is evaluating how well learning experiences meet the needs of learners and the wider community. DCELLS is currently working with Estyn to ensure close alignment between the next inspection cycle, starting in 2010, and the new Quality and Effectiveness Framework. As part of this, requirements on ESDGC will be taken into consideration to ensure a consistent approach.



How to use this Toolkit

This toolkit is designed to provide you with a structural and systematic approach to evaluating your current position, identifying areas requiring action and reporting against ESDGC within your organisation.

For self-evaluation

- Concentrate on one section at a time (Sections 1-4)
- Read the guidance within each section where necessary
- As a team, evaluate your current position against each of the key requirement statements (these are combined into one overall checklist within Section 5)

For action planning

- A template action plan is provided in Annex A to help organisations continuously improve and progress ESDGC
- To identify appropriate actions to develop and improve, refer to:
 - tips for further development/best practice (in each section)
 - case studies (in each section)
 - practical solutions (Section 3: Teaching and Learning only)
 - web-based resources to help research topic areas more fully (categorised within Section 6: Research and References)
- Take action:
 - implement required actions
 - monitor progress
 - evaluate impact
 - incorporate into self-assessment process

Remember:

- You do not have to be performing well in everything, but you should:
 - demonstrate that you are aware of strengths and areas for improvement
 - be honest about where the gaps are and put a clear plan of action together
 - develop a phased approach where appropriate
 - demonstrate planning for continuous improvement

Section 1: Commitment and Leadership

Background

To embed ESDGC in the organisation effectively, there needs to be a clear strategic direction and vision. This needs to be set by senior management and should involve all key internal and external stakeholders.

Leaders and managers need to be fully aware of, and apply the principles of ESDGC and ensure a culture of ESDGC is implemented throughout the entire organisation through effectively joining up all the common areas contained within the Assembly Government's Strategy for Action.

There is an opportunity for WBL providers to be leaders in their communities by preparing for the demands that will result from future environmental and global economic changes. The values that underpin ESDGC such as equality, fairness, caring for people and caring for the environment overlap with the values that are embedded in the missions of many WBL providers and values that are supported by staff, learners and increasingly, employers as well as wider stakeholders in the community.

Key Audience

Leaders and managers within the WBL sector having a role in:

- reviewing and sharing of mission, vision and core values
- ensuring an organisational approach to ESDGC
- reviewing policies and procedures
- meeting legal requirements eg health and safety, equality and diversity, compliance with environmental legislation and regulations
- staff development and training
- marketing and communication
- self-assessment

Benefits/Outcomes

Preparing for the demands that will result from future environmental and global economic changes can be used as a vehicle to:

- re-visit the aims of your organisation
- excite and invigorate staff into taking shared action
- becoming leaders in the community

Key Drivers

The Assembly Government's Strategy for Action emphasises and advocates the crucial roles commitment and leadership have in delivery of ESDGC⁵ and highlights the following issues as key for the WBL sector:

- For ESDGC to be implemented effectively across the sector, it is crucial that leaders and managers are knowledgeable in the application of sustainable development and global citizenship principles.
- The first stage in building capacity is to raise awareness of ESDGC. Awareness levels in the sector need to be raised if a real impact is to be made.
- The desired increase in communications and awareness concerning ESDGC must be backed up with support for practical delivery and effective training within the sector.
- Sector specific training will be vital in taking ESDGC forward.

Key Actions

Key actions can include:

- Producing an ESDGC policy, endorsed by senior management, that contains clear aims and outcomes as well as a mission, vision and values for ESDGC.
- Implementing and communicating fully the ESDGC policy and action plan, with senior management active in its implementation and success.
- Defining clear management and individual ESDGC roles.

- Setting up an internal ESDGC team, driven by senior managers, including key staff, learners and external stakeholders (from the community and employers).
- Providing training for staff and ESDGC champions: CPD, attendance at key events, seminars and training courses.
- Conducting reviews of all policies, procedures and working practices against internal sustainability actions.
- Raising awareness and communicating progress, eg ESDGC element on your website; newsletters; seminars; talks from experts; visits to centres of expertise; making results of social, environmental and sustainability audits available to all stakeholders.
- Incorporating ESDGC fully into the annual self-assessment process and quality development plan.

Key Focus and Requirements

Key requirement statements in this area form the basis of evaluation and action planning and are combined with the key requirement statements from all other sections within Section 5: Evaluation and Planning for Action. Tips for further development/best practice are provided to help providers develop further.

COMMITMENT AND LEADERSHIP	
Key focus	Key requirements
Strategic approach: <ul style="list-style-type: none"> Take a whole organisational and interconnected approach to ESDGC committing to the ethical and environmental principles of ESDGC 	1.1 A whole organisational and interconnected approach to ESDGC is developed
ESDGC policy and philosophy: <ul style="list-style-type: none"> Establish an ESDGC policy, endorsed by senior management, which contains clear aims, strategy for implementation and outcomes Integrate ESDGC into organisation philosophy/ethos, mission, policy and day-to-day business practices ESDGC vision and values reflected across the organisation 	1.2 ESDGC policy is established containing clear aims, strategy for implementation and outcomes, endorsed by senior management
ESDGC roles: <ul style="list-style-type: none"> Identify existing staff expertise, driven and supported by senior management, eg: <ul style="list-style-type: none"> senior champion internal team Define clear management/individual ESDGC roles 	1.3 Existing staff expertise is identified: senior champion and team in place for ESDGC, driven and supported by senior management
Resources: <ul style="list-style-type: none"> Allocate adequate time and sufficient resources to the provision of ESDGC (eg staff development, planning) Allocate a budget for ESDGC teaching/learning resources Ensure managers allocate sufficient status and time to coordinate ESDGC 	1.4 Adequate time and sufficient resources are allocated to the provision of ESDGC (eg staff development, planning)
Review of policies: <ul style="list-style-type: none"> Conduct reviews of all policies, procedures and working practices against internal sustainability actions Understand and comply with the main legal requirements in terms of ESDGC 	1.5 Main legal requirements in terms of ESDGC are fully understood and complied with eg: <ul style="list-style-type: none"> health and safety equality and diversity environmental legislation/regulations

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 strategic priority within the Strategic Plan
 - Develop policies for the management of estates/environmental/ recycling/energy saving/waste reduction/equal opportunities
 - Raise awareness of issues through training, education and staff development
 - Assess the impact operations have on the natural environment
 - Develop appropriate curriculum and teaching and learning materials
 - Reflect ESDGC vision and values across the organisation eg within
 - management roles
 - team objectives
 - individual job descriptions
 - Share and review vision and values with learners, staff and other relevant stakeholders
 - Devise an action plan and establish a working group

COMMITMENT AND LEADERSHIP	
Key focus	Key requirements
Raising awareness and communication: <ul style="list-style-type: none"> Managers share their vision of ESDGC with staff, learners and other stakeholders Raise environmental awareness and responsibility of staff, learners and employers eg: <ul style="list-style-type: none"> the importance of reducing environmental impacts and conserving resources encouraging them to adopt environmentally sound practices 	1.6 Managers share their vision of ESDGC with staff, learners and other stakeholders
Promoting a culture of SD and GC: <ul style="list-style-type: none"> Encourage an ethos of SD/GC and environmental awareness Demonstrate a democratic ethos in the organisation Involve staff, learners and other stakeholders in decision-making on all important issues Be forward-looking and responsive to future employment demands and future skills agendas Actively promote, motivate and enthuse all staff and stakeholders on ESDGC; encourage debate and report progress Ensure the organisation plays a role in influencing the future direction of local and wider communities 	1.7 A culture of SD and GC, and environmental awareness is promoted
Staff Development and Training: <ul style="list-style-type: none"> Plan staff development, including ESDGC as a key theme of staff training and development plan to provide <ul style="list-style-type: none"> awareness raising and training clear understanding of ESDGC for managers/staff staff and ESDGC champions with the knowledge and skills to facilitate ESDGC activities, teaching and raising of awareness continuous professional development, attendance at key events, seminars, courses, etc. Identify training gaps 	1.8 ESDGC features in current training/development plan as a key theme for awareness raising and training
Evaluation and self-assessment process: <ul style="list-style-type: none"> Put plans in place to evaluate, monitor and report the extent of ESDGC within provision at all levels Incorporate ESDGC fully into the annual self-assessment and quality development plan (QDP) to provide evidence and drive forward the ESDGC agenda 	1.9 ESDGC is fully incorporated into the annual self assessment process and quality development plan (QDP) to provide evidence and drive forward the ESDGC agenda

Tips for further development/best practice

- Raise awareness of staff, learners and employers through eg:
 - communication campaigns
 - attendance at key conferences/seminars
 - communicating issues to all stakeholders
 - Report progress regularly internally and externally
 - Make results of social, environmental and sustainability audits available to stakeholders eg:
 - talks from experts; seminars; visits to centres of expertise; notices posters around buildings. ESDGC element on website; newsletters
 - Put representative structures in place to involve learners in decision-making which are effective in getting learners' voices heard
 - Commit to respect every member of the organisation
 - Create, innovate and capitalise on all learning opportunities for ESDGC for staff, learners and employers
-
- Ensure staff and ESDGC champions are provided with the necessary knowledge and skills
 - Offer a variety of approaches to staff development
 - 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 in curriculum and schemes of learning
 - Ensure SD and GC receive coherent and consistent attention
-
- Identify indicators for measuring progress in promoting and practising ESDGC
 - Use observations of teaching/learning to record/report on ESDGC
 - Monitor and report on extent of ESDGC

Case Studies: Effective practice in ESDGC (Commitment and Leadership)

Case Study 1A

Topic: Demonstrating Commitment and Leadership on ESDGC

Organisation: Acorn Learning Solutions Limited (Training Provider).

Summary: Proactive organisation commitment to ESDGC

This organisation is showing a proactive commitment to ESDGC within the organisation. They take a positive stance and effectively demonstrate leadership through a variety of ways, for example:

- ESDGC policy implemented;
- ESDGC champion in place; and
- ESDGC progress/issues relevant to learners and employers communicated in monthly newsletter.

Commitment to being an exemplar employer is demonstrated through:

- recruitment practices;
- diversity and equality strategies;
- leadership and other learning and development strategies;
- flexible working strategies to assist with work/life balance; and
- encouraging all employees and learners to adopt environmentally sound practices in their places of work and to investigate / aim to influence their employer in looking at issues such as resource consumption and recycling.

The monthly newsletter actively encourages all staff to think about their carbon footprint. Each month it has a different subject focus, for example fuel economy, lift sharing, greener living, composting etc.

Learner awareness is raised and maintained by questioning each learner during their monthly visit; this is recorded on the learner's visit

report. An aide memoire has been prepared and is used by staff to support this conversation. One example of good practice is a learner who actually completed a project on sustainability and used this for her apprenticeship which supported and brought about positive changes for her employer (this was also noted as good practice by Estyn during an inspection in January).

The pilot of a 'destiny pen' (a digital pen that will be able to send information electronically to the administration department) is due to take place shortly; this aims to reduce paperwork volume, photocopying etc and thereby conserve use and minimise waste of paper.

Key Contact: Lisa Mytton

Section 2: Organisational Management

Background

A healthy environment is essential for the quality of life of the people of Wales and for a healthy economy. A high quality, attractive environment will play a key role in attracting and retaining people to live and work in Wales. Direct and indirect effect of this employment and other spin-off jobs generate goods and services worth £8.8 billion to Wales each year and generates 9% of Welsh GDP. Our environment - its health, its diversity and its well being - is inextricably linked to the economic health of Wales⁶.

WBL provider organisations are varied in terms of delivery models, size and estates. Some have responsibility for their own buildings/estates, others do not. Hence, the scope of this topic area will vary according to the characteristics of your organisation and many of the areas covered in this section will mean that some providers will only need to adopt a lighter touch.

It is intended that all learners and their placement organisations will also benefit, and as such, influencing and leadership will be key skills required in order to encourage others to adopt greener practices. There is great potential for collaboration and the sharing of good practice **(see Section Four - Community and Partnerships)**.

Where you do have responsibilities for your own buildings and estates for example, you should ensure that these assets are developed and managed to the highest level of sustainability as well as influencing learners and employers on minimising adverse environmental impacts. In all cases, your leadership in ESDGC should be maximised through influencing students and employers to adopt greener practices and understand the importance of addressing these issues as an organisational, local and global concern and the range of economic, social and environmental impacts and benefits that can be accrued.



Key Audience

Everyone within the WBL sector having a role in:

- procurement
- design, development, management of buildings or wider estates/ grounds
- energy management
- waste management/recycling
- transport
- food and drink

Benefits/Outcomes

Taking action at an operational level particularly with regard to energy, water, food and waste management can bring environmental and economic benefits both institutionally and globally as well as identify some significant cost savings for your organisation as well as your employers' organisations. Managing buildings and estates, waste and energy more sustainably can:

- bring environmental and economic benefits
- reduce your operating costs
- improve your environmental impacts, locally and globally
- raise environmental awareness and responsibility of staff, learners and employers
- improve presence and reputation within the community eg through greening the supply chain, encouraging local procurement, ensuring sound physical appearance of buildings

Key Drivers

Some of the key drivers for addressing this topic include:

- Satisfying Assembly Government requirements on increased uptake of the Green Dragon environmental management system.

“It is no good trying to cope with the conditions of the 21st century with the thinking and practices of the 20th”

**E Lazio
(Third Millennium:
the challenge and
the vision)**

- European Funding is a main source of funding for WBL providers in Wales and the European Funding Office (WEFO) is taking an active interest in these issues and has produced environmental sustainability guidance for all ERDF and ESF projects⁷; Annex A contains an eco code. (see Section 6: Research and References);
- Compliance with environmental legislation and regulation (eg Duty of Care waste regulations).
- Reducing bottom line costs (particularly with increasing utility bills) and boosting competitiveness.
- Provision of an effective tool to demonstrate commitment and leadership on ESDGC, eg local, ethical, green procurement; and improving environmental performance of your organisation and of key stakeholders.

Key Focus and Requirements

Key requirement statements in this area form the basis of evaluation and action planning and are combined with the key requirement statements from all other sections within Section 5: Evaluation and Planning for Action. Tips for further development/best practice are provided to help providers develop further.

This section contains an overview of the key focus within topic areas of relevance in managing the sustainable development and global citizenship aspects of an organisation.

ORGANISATIONAL MANAGEMENT	
Key focus	Key requirements
Environmental management: <ul style="list-style-type: none"> Implement systems, procedures and documentation to manage the organisation's environmental impacts 	1.1 Systems are in place to manage the organisation's environmental impacts
Sustainable procurement: <ul style="list-style-type: none"> Develop and encourage more sustainable purchasing strategies, promoting SD and thereby helping local and global communities 	1.2 Sustainable procurement policy and procedures are in place
Sustainable buildings/energy management: <ul style="list-style-type: none"> Reducing estate's/buildings environmental impact through better management of wastes and energy Plan and implement new build developments and refurbishments to achieve highest levels of sustainable development principles Putting in place policy and procedures to conserve global non-renewable resources 	1.3 Policy and procedures are in place for new build developments and refurbishments. 1.4 Energy management policy and procedures are in place
Waste management: <ul style="list-style-type: none"> Encourage resource efficiency throughout your organisation: minimise waste at source; repair, reduce, re-use, recycle all potential waste Reduce impact on resource use Save money Helping the environment 	1.5 Waste management policy and procedures are in place
Supporting healthy lifestyles and promoting biodiversity, improving surroundings: <ul style="list-style-type: none"> Promote biodiversity to ensure the natural environment (the natural world, variety of life and habitats: plants, animals and humans) is diverse, rich and sustainable now and in the future Support healthy lifestyle Raise awareness 	1.6 Healthy lifestyles and biodiversity are promoted

Tips for further development/best practice

- Implement:
 - an environmental policy
 - formal accredited Environmental Management System (EMS)
 - the Assembly Government's Green Dragon Standard (requires all individuals in or affiliated to the organisation to be given environmental training)
 - related standard (eg ISO1401, Fair Trade)
- Source goods and services locally to minimise transport pollution
- Purchase reused/recycled products where possible
- Purchase from environmentally-sound suppliers
- Require all suppliers to have/be working towards ISO1401
- Assess organisational sustainable procurement performance using the sustainable procurement assessment framework
- Ensure sustainability issues are considered and factored into contracting by using Sustainability Risk Assessment templates (see www.buy4wales.co.uk/prp/index.html)
- Achieve the Assembly Government's directive of BREEAM excellence
- Encourage staff, learners and employers to reduce their resource consumption
- Ensure taps/heating/lighting are turned off when not in use
- Install water conservation measures eg "grey water" recycling schemes and renewable energy facilities
- Control and monitor utility consumption
- Reduce the carbon footprint of your buildings
- Encourage staff, learners and employers to adopt the same principles
- Encourage resource efficiency/waste reduction eg
 - confidential waste shredding and recycling
 - paper recycling
 - use of electronic systems to hold policy/key documents/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
- Make grounds more attractive (helping local wildlife, improving wellbeing of local community)
- Consult wildlife groups on how to encourage biodiversity and wildlife in the area

ORGANISATIONAL MANAGEMENT	
Key focus	Key requirements
Transport and fleet management: <ul style="list-style-type: none"> Identify ways in which staff, learners and employers can be encouraged to take more environmentally sustainable and healthy approaches to travel to the benefit of their health, local and global environments Devise green travel plans for staff and learners 	1.7 Travel plan/transport policy is in place
Involving learners in decisions taken: <ul style="list-style-type: none"> Involve learners in the process through participation in decision making, delivery and evaluation 	1.8 Learners are involved in the decision-making process

Tips for further development/best practice

- 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
 - vehicle sharing
- Create learner voice panels
- Include aspects of SD and GC within learner questionnaires
- Include learners on key committees

Case Studies: Effective practice in ESDGC (Organisational Management)

Case Study 2A

Topic: Holistic Approach to Environmental Management.

Organisation: Arfon Dwyfor Training Ltd (ADT) (Training Provider)

Summary: This organisation demonstrates a keen commitment to the principles of ESDGC - whole organisation approach, staff updating and involvement of learners and employers.

ADT has a keen commitment to SD and GC with a dedicated person managing their environmental practices and an environmental policy which covers a number of commitments (including implementation of an accredited Environmental Management System).

Staff awareness is raised and maintained by alerting them to updates and relevant website links on ESDGC and related issues. In addition, ADT is implementing the Green Dragon award which is helping to raise awareness of staff, learners and employers.

Practical implementation measures include:

- Using resources effectively and minimising waste at source, eg:
 - identifying all practicable recycling opportunities, such as empty toner and inkjet cartridges
 - gradually replacing monitors with more energy efficient ones
 - re-using lever arch files, ring binders, presentation binders, plastic sleeves, wallet folders and other stationary items where possible
 - re-using packaging materials such as bubble wraps, boxes and bubble envelopes
 - reducing paper consumption by increasing electronic communication
 - separating waste at source, paper, cardboard, cans, bottles, polythene etc for recycling
 - rectifying any leaking taps

- Purchasing and using products/materials made wholly or in part from recycled materials wherever economically feasible and practical
- Using biodegradable solvents and solutions when cleaning the premises wherever possible
- Gradually replacing company vehicles with low CO2 emission diesel vehicles
- Managing staff business travel mileage, ensuring business journeys are planned, visits are clustered and vehicles shared to minimise travel and CO2 emissions
- Holding regular discussions on environmental issues and sustainability with learners during progress review sessions, exploring with them waste reduction and recycling opportunities within their workplace

A copy of the organisation's Sustainability Policy is provided in learner induction packs together with a "Guide to Environment and Greener Living". Learners are encouraged to access a wealth of information relating to sustainability, diversity, equality, rights and responsibilities from the direct.gov website. On-going discussions are held with learners during regular review visits to maintain and assess their awareness on equality, diversity and sustainability issues, linked directly to learners' workplaces; these are recorded on learners' Review and Assessment/Learning Plans (review documents).

ADT is currently working with Assembly officers to introduce a new regime of Key Skills to enable learners to become more pro-active with sustainability/diversity/citizenship etc through Key Skills projects.

Key Contact: Julie Richardson, Team Manager

“The 1990s were the warmest decade in the warmest century of the last millennium.”

Environment Agency:
www.environment-agency.gov.uk

Case Study 2B

Topic: Influencing stakeholders to adopt greener practices

Organisation: ITEC Training Solutions Ltd, Cardiff (Training Provider)

Summary: A whole organisational and interconnected approach to ESDGC, embedded into day-to-day business practices. Stakeholders are influenced to adopt greener practices by actions taken at an operational level.

ITEC Training Solutions Ltd, a publicly funded training provider based in Cardiff, South Wales, recognises its responsibility in maintaining activities that are sustainable. In doing so ITEC identifies with various sustainability measures and is committed to sustainability with regard to business, individual responsibility and the environment.

For example:

- Staff and management, sub-contractors and suppliers are encouraged to address sustainability issues.
- Contributing to stable levels of business growth and employment, by achieving a robust and sustainable business that develops its staff through continuous review and update of skills.
- Contributing to social progress, which meets the needs of all community groups, through a planned programme of training and development, thereby enabling individuals to progress in their chosen social, business and community pathway.
- Commitment to the effective protection of the environment and the prudent use of natural resources:
 - continual audit of the use of energy
 - purchasing only materials that are recycled, or from sustainable sources
 - monitoring use of all materials to ensure that they are handled and disposed of, or wherever possible recycled, in an environmentally sensitive manner

This commitment is demonstrated by a declared intent to achieve the Green Dragon Award, and by active liaison with the Carbon Trust on all sustainability and environmental issues.

Key Contact: Stephen Brangwyn

ESDGC: A self-assessment toolkit for work-based learning providers
January 2009
Information document
No: 070/2009

Section 3: Teaching and Learning

Background



Providing education for sustainable development and global citizenship is essential to develop the necessary skills, knowledge and values and thereby enable learners to make informed decisions for their future.

With effective leadership, partnership (internal and external) and commitment to ESDGC in your organisation, ESDGC can be integrated seamlessly into learning programmes and teaching practice. It can be linked both directly and indirectly with all occupations and learning materials, basic and key skills.

Developing and embedding ESDGC across the learning programmes, through all qualification routes/vocational areas, is key to engaging learners as active participants in their local and global communities as well as through their courses.

This will require an audit of the learning programmes delivered, as well as research and development of appropriate resources and learning materials.

Other essential elements include staff development and training (covered in Section 1: Commitment and Leadership) including a role for an ESDGC teaching and learning champion.

Key Audience

Everyone within the WBL sector having a role in:

- teaching and learning
- staff development and training
- curriculum management
- resources and learning materials

Benefits/Outcomes

ESDGC enables learners to develop the skills, knowledge and values to participate in decision-making about the way we do things individually and collectively, both locally and globally, which promotes a more equitable and sustainable world. It does this through engaging them as active participants in their local and global communities as well as through their courses. ESDGC prepares learners for new challenges that will be part of their own, and subsequent generations', future.

Key Actions

The WBL sector has a key role to play in creating as well as meeting the demands of a sustainable, globally aware society.

Key actions can include:

- CPD for staff
- Ongoing dialogue with key stakeholders - visits, talks, meetings
- Role for a teaching and learning champion
- ESDGC learning delivery audit
- Research and development of appropriate learning materials

Key Drivers

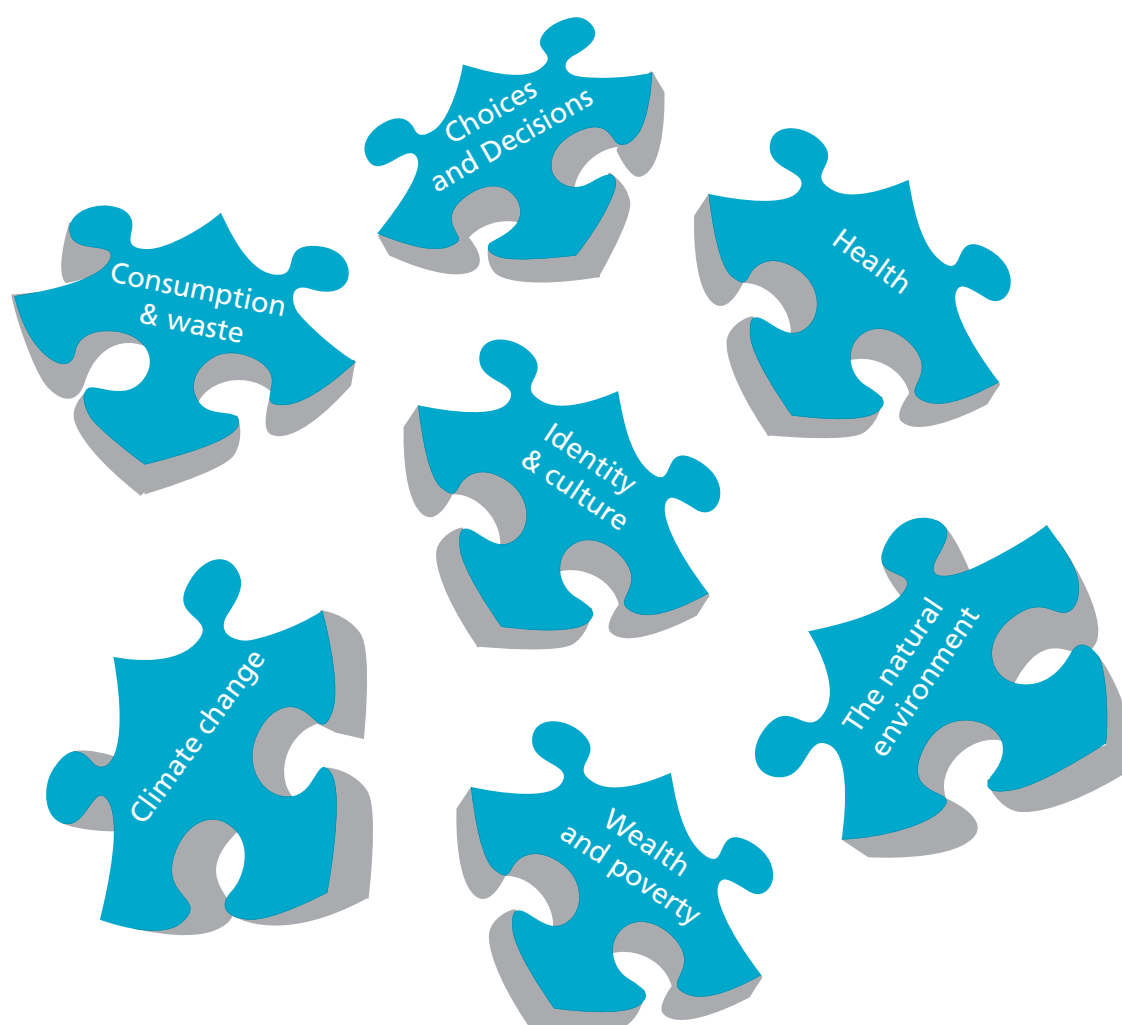
Education and training has many drivers including national occupational standards, sector qualification strategies, national curriculum and employer and learner demand. It also covers ongoing continuous professional development for WBL staff. Making ESDGC an underpinning principle of these key drivers must be a shared goal for the WBL sector if it is to succeed in playing its key role. There are a number of important reasons why it is important for WBL providers to integrate ESDGC into their teaching and learning practices and materials, including:

- To meet Assembly Government requirements of promoting ESDGC from cradle to grave⁹.
- ESDGC can be a vehicle for the delivery of Basic Skills and can contribute to the Leitch target for Level 2 Basic Skills (90% of adults by 2020)¹⁰ and to help develop a comprehensive strategy for the international dimension of post-14 education.
- Estyn also has a remit to inspect and evaluate education for SD and GC, both within the curriculum and in terms of your own actions to reduce your impacts.
- Cultural context and individual identity have important roles to play in developing learners' perspectives on the world - Wales' cultural heritage and bilingual policies influence learners' world views and can help to develop an understanding of cultural diversity locally and globally.
- ESDGC can be used as an effective tool in actively engaging with harder to reach groups.
- Learners are becoming more ESDGC literate and aware. Furthermore, employers are increasingly becoming aware of this area, both in terms of what they need to do to comply with certain legislation, but also in the business opportunities it presents.

⁹ (page 9, The Learning Country 2: Delivering the Promise, Welsh Assembly Government 2006)

¹⁰ The Leitch Review of Skills Prosperity for all in the global economy - world class skills December 2006

- Seven key concepts have been used as a guide to development of values, attitudes, skills, knowledge and understanding required for sustainable living¹¹. The Assembly Government's publication on ESDGC in FE¹² deals with these concepts in a practical, pragmatic and integrated way through distilling them into seven key themes intended to demonstrate the breadth of ESDGC. All seven themes, which are identified, below should be considered when planning or auditing learning delivery.



¹¹(Curriculum and Qualification Guidance on Education for Sustainable Development and Global Citizenship, ACCAC/DFID/Estyn/WAG, 2002).

¹² 'Education for Sustainable Development and Global Citizenship (ESDGC) in the Further Education Sector in Wales', Welsh Assembly Government September 2008

Key Focus and Requirements

This section contains an overview of the key focus within topic areas of relevance in teaching and learning.

Key requirements are indicated; these statements form the basis of evaluation and action planning and are combined with the key requirement statements from all other sections within Section 5: Evaluation and Planning for Action. Tips for further development/best practice are provided to help providers develop further.

TEACHING AND LEARNING	
Key focus	Key requirements
Learning delivery: <ul style="list-style-type: none"> Ensure learning delivery meets the demands of a sustainable, globally aware society 	1.1 Programmes have been audited by subject and course teams to identify current practice.
<ul style="list-style-type: none"> Enable learners to develop the necessary skills, knowledge and values Encourage learners to participate in decision-making about the way we do things individually and collectively, both locally and globally, which promotes a more equitable and sustainable world 	1.2 All learners have the opportunity to participate in some ESDGC activities.
Teaching and learning materials: <ul style="list-style-type: none"> Integrate ESDGC into teaching and learning practices and materials 	1.3 ESDGC is incorporated in teaching and learning materials.
Learning delivery design and accessibility: <ul style="list-style-type: none"> Design learning delivery to meet needs Ensure the teaching of ESDGC supports practices and behaviours across organisation 	1.4 Programmes and courses are designed flexibly to encourage participation from under-represented groups.
Community and Partnerships - (see Section 4)	

Tips for further development/best practice

- Develop an action plan with targets for:
 - introduction of ESDGC into learning delivery
 - embedding of SD and GC related activities within learning delivery
 - ensure subject and course teams audit programmes to identify opportunities to embed ESDGC in schemes of learning and address ESDGC-related topics in vocational and other courses
- Embed ESDGC across the learning delivery, through all qualification routes/vocational areas
- Identify and share areas of good practice
- Identify areas for development and implement actions to rectify
- Ensure learners understand that the concept of interdependence is central to ESDGC
- Help learners to appreciate the role they can play in their workplace, and 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
- Provide appropriate examples from learners' vocational areas
- Identify learners' key and basic skills needs with relation to ESDGC on entry, eg at the induction stage
- Incorporate and contextualise the seven key themes in teaching and learning materials
- Identify cross-curricular links or links with colleagues' delivery
- Ensure courses reflect the languages, culture, economy of Wales and differences from global perspective
- Provide an on-line resource bank containing ESDGC-related materials and resources
- Ensure an equal balance of SD and GC
- Make ESDGC explicit within Schemes of Learning/Plans
- Provide equality of access to the learning delivery for all learners
- Engage learners, including harder to reach groups, as active participants in their local and global communities as well as through courses
- Ensure provision takes account of Estyn guidelines ie both within the learning delivery and in terms of organisation's own actions to reduce impacts
- Explore and utilise internal and external linkages/partnerships to help tackle current and future ESDGC issues effectively
- Encourage employers to play a full part in the learning and training process eg through seminars, presentations

Case Studies: Effective practice in ESDGC (Teaching and Learning)

Case Study 3A

Topic: Raising and maintaining learner awareness of ESDGC

Organisation: Focus On (Training Provider)

Summary: ESDGC concepts are integrated throughout learners' programmes through a range of activities.

This provider raises learner awareness from the outset by discussion during induction. In addition an overview is included within learner handbooks of how ESDGC not only features throughout their day-to-day lives but also throughout their programme of study.

Further embedding of ESDGC is maintained by utilising SD and GC topics to form the basis of key skills projects/assignments: Communication Key Skills Planning documents at Level 2 and Level 3 have been produced. These introduce a range of ESDGC topics from which learners may choose, or they may select an alternative subject with an ESDGC theme, to research in order to produce a 500-word (at Level 2) or 1000-word (at Level 3) report. Learners are more easily engaged by choosing topical themes or issues of interest which reflect their life experiences and/or vocational areas within sustainable development and global citizenship.

A discussion document has also been created and is used to maintain and further develop learners' awareness of ESDGC issues. More time has been dedicated to ESDGC discussion during the 8 week review sessions. The discussion document is used when progress reviews are undertaken and is related to everyday situations that a learner will readily recognise eg Fair Trade goods in supermarkets; very inexpensive clothes by high street retailers; carbon footprint increases by flying abroad on holiday and recycling and environmental developments; the learner records their understanding of the particular topic in a box on the review document.

Key Contact: Mr Clive Fleming

Case Study 3B

Topic: ESDGC within Key and Basic Skills

Organisation: Hyfforddiant Môn Training (HMT) (Local Authority Training Provider)

Summary: ESDGC concepts integrated within Key Skills assignments and vocational areas.

HMT has a strong in-house commitment to ESDGC and promotes sustainability with learners in a variety of ways.

Learner awareness of sustainability issues is raised through key skills assignments on subjects such as global warming and recycling or through their NVQ.

HMT has developed a number of vocationally-related Key and Basic Skills assignments focussing on ESDGC concepts, for example organic versus non-organic foods; impacts of energy demand; climate change and carbon footprint; sustainable energy resources.

Vocationally-related assignments are used in several areas, for example, Motor Vehicle learners complete Key/Basic Skills assignments relating to vehicle emissions; plumbing and electrical learners learn about energy costs and efficiency savings.

Learners are encouraged to expand their research skills by guiding them to relevant websites or reading material and details of local initiatives, eg the Assembly Government's Website <http://www.wasteawarenesswales.org.uk/> which provides valuable bilingual information to raise awareness on waste.

Work is ongoing to identify suitable resources and creation of materials, with current work in hand on the preparation of relevant materials for Entry Level learners.

Key contact: Jo Gordon

Case Study 3C

Topic: Curriculum Audit and raising awareness of ESDGC

Organisation: Coleg Llandrillo - Work Based Learning

Summary: Audit of curriculum, raising awareness, conference sharing best practice

Coleg Llandrillo was successful in obtaining Quality Improvement Funding (QIF) to raise awareness of ESDGC; to identify the extent to which it is addressed within its Work Based Learning curriculum; and to identify best practice and disseminate areas of good practice at a conference with colleagues and also with external partners.

There was a huge amount of commitment from the Senior Management Team: the conference was discussed at its various stages in SMT meetings; senior management were invited to and attended the conference, which was opened by the Principal.

Throughout each stage of the process the concept of ESDGC was highlighted and made thought provoking.

To quantify the level of ESDGC integration throughout WBL a questionnaire was produced that probed the level of integration within the (original) nine key concepts of ESDGC, directly linked to how an assessor may relate to the learner during an NVQ assessment.

The initial stages of information gathering were conducted through team meetings with various work based departments. It was particularly useful to have face to face contact with the teams to explain and encourage the completion of the questionnaire.

Although at this stage it was felt that there was little understanding of the concept of ESDGC, many areas were implementing parts of it without being fully aware that they were actually doing it during the course of taking learners through a full NVQ framework.

The questionnaires were analysed and results illustrated where currently ESDGC is fully or only partially implemented; good and best practice. This information was then used as a basis to build upon for the conference, enabling various speakers to disseminate areas of best practice and existing good practice which could be built upon and adopted by other WBL areas. The outcomes of the questionnaire results and the related sampling were also disseminated during the conference.

Feedback from the conference, completed electronically, was analysed and results were very positive, clearly highlighting that perceptions and awareness of ESDGC had been raised significantly: knowledge of the difference between SD and GC had improved considerably; there was a marked increase in confidence about how ESDGC could be embedded into WBL, and that it would be taken forward in the respective organisations who attended the event; the majority of attendees carried out a carbon footprint activity and were aware of their own carbon footprint.

The dissemination conference, attended by internal and external bodies, was filmed and a DVD produced. All the information, presentations, resources and DVD have been made available on the college's virtual learning environment system known as Moodle: <http://moodle.llandrillo.ac.uk/course/view.php?id=1612> (login as Guest).

Key contact: Julie Hanson-Williams/James Nelson

Case Study 3D

Topic: Embedding ESDGC within NVQ delivery

Organisation: Welsh College of Horticulture - Work Based Learning

Summary: Core materials to embed ESDGC into all areas of NVQ delivery

The Welsh College of Horticulture's WBL department has been actively working with employers to provide core materials to help embed ESDGC into all areas of NVQ delivery.

Working from the principle of inspiring people in all parts of industry to find solutions that improve quality of life without storing up problems for the future, the first workbook in a planned series has been produced. 'Sustainability & Carbon Footprint' aims to increase the candidates' awareness of climate change, and how by changing their behaviour both at home and work can have a positive effect.

The exercises cover topics such as recycling, transportation, fuel and technology, requiring candidates to stop and think about their responsibilities, question their lifestyles and encouraging them to look for 'greener alternatives'.

This is the WBL department's first phase in making a positive effort to demonstrate responsible practices for young people, adults and businesses and engages them in learning about the issues and potential responses.

Key contact: Vivienne Martin

Teaching and Learning: Practical Solutions

Practical solutions: topics/themes within vocational areas

This section provides a range of themes which may be addressed through vocational areas and within the workplace.

Start early:

- Incorporate provider statement of commitment to ESDGC and an introduction to ESDGC into learner handbooks; or prepare an ESDGC workbook for learners and a guide for staff.
- Incorporate into induction process; introduce concepts: The Pocket Green Guide for Wales, available bilingually, is a useful guide to provide to learners. Produced by the WWF, it contains advice, tips and information to help combat climate change and make life greener (see Section 6 Research and References).
- Capture attitudes before commencing on a topic.

Keep it going:

- Utilise an ESDGC subject/theme and/or incorporate relevant activities to integrate into key skills, basic skills and vocational areas.
- Devise topics and themes to discuss with learners during visits, related to their work and life experiences.
- Relate aspects of ESDGC to Employment Rights and Responsibilities and Health and Safety.

Review and evaluate:

- Provide time for ESDGC discussion during review sessions.
- Use activities/questioning to enable learners to:
 - identify their own contributions, learning and impact;
 - gain an indication of learner perceptions of their levels of knowledge and confidence.
- Having captured attitudes prior to commencing a topic, compare with attitudes afterwards.

General

Use topical themes or issues of interest to learners which reflect their life experiences and material which will engage learners.

The majority of occupational sectors include the following subjects, many of which cover SD and/or GC aspects:

- Health and Safety
- Employment Rights and Responsibilities
- Data protection
- Team building/working

The use of electronic portfolios has SD and GC benefits, eg reduction of paper, reduced visits (and associated travel issues).

Learners may be involved in volunteering, community involvement and fund-raising and many SD and GC aspects will be fully integrated within these activities.

General themes within the workplace:

- Positive practices within the workplace eg:
 - recycling paper, consumables and other materials
 - implementation of energy saving measures
 - reduction of fuel consumption
- Examine materials and processes, supply chain/product lifecycle analysis, eg:
 - where the materials come from
 - conditions of the workforce; human health and welfare
 - environmental impact of industries/processes
 - movement of resources (transport eg examining food miles)
 - how jobs and capital affect people and communities across the world
- where and how the profits from the supply chain are distributed;
 - ethical/fair-trade
 - ethical trade in design
 - the implications of being able to buy really cheap goods/ clothes
 - sustainable impact of product from "cradle to grave"

Care and Child Care & Education:

- Team work, partnership and multi-agency working
- Needs and rights, equality and protection from abuse
- Rights of the child
- Inequality and effective social policy
- Stereotypes
- Diversity
- Racism and migration
- Respect, care and courtesy
- Personal values and beliefs
- Social responsibility at work and within health and safety
- Challenging injustice, inequality and discrimination, locally as well as globally
- Lifestyles / quality of life for children, adults and society;
- Home/work life balance
- Systems in relation to work practices
- Fund raising for charities
- Involving children in the education of growing, harvesting and cooking food (making healthy choices)
- Traditional nappies v disposable

Construction, Planning and the Built Environment:

- New build housing: zero carbon from 2016 - green and energy efficient homes
- Energy efficient buildings
- Energy conservation
- Alternative energy sources (eg solar energy, hot water systems, wind farm technology, solar powered kiln to dry local timber)
- Insulation
- Waste management
- Water use and conservation (eg harvesting rainwater, used and conserved through recycling and incorporating sustainable drainage systems)
- Use of sustainable building materials

Hair and Beauty:

- Safe disposal of chemicals; consequences of incorrect disposal and the effect it can have on the environment, COSHH
- Use, storage and disposal of products eg aerosol sprays; exploring more environmentally friendly option
- Monitoring resources such as paper and other materials which can be recycled
- Legal and financial rights and responsibilities
- Precautions or safety measures which should be taken in a working environment; how to work safely and within the law; Health and Safety; Data Protection Act

Hospitality and Catering:

- Sustainability issues in food production and consumption
- Resource usage: eg water for processing and packaging materials
- Energy consumption and CO2 emissions through processing and transportation
- Diet and health
- Wages, staff turnover and reliance on migrant workers
- Locally sourced foods (bring in Welsh and global perspectives) eg Welsh v Argentinean beef; Welsh v New Zealand lamb
- Fresh, seasonal, local fruit and vegetables v out of season/ imported
- Fair trade v non fair trade v local
- GM free, free range, organic
- Examining process of buying and cooking a range of foreign dishes, where particular spices come from, whether they were fairly traded; what this means for producers; the effect of population movement and environmental change on the dishes and availability of ingredients; explicit links between communities in Wales and other countries

Leisure, Travel and Tourism:

- Healthy diet and nutrition, exercise
- Teamwork, competition, sport and identity
- Safe and ethical environments
- Organising sporting events - exploring the issues of:
 - maintaining grounds, astro-turf/grass
 - refreshments for the intervals, use of plastic bottles of water etc
 - transport
 - electric lighting/heating
 - production of sporting equipment and clothing
 - carrying out health and safety assessments
- Exploitation in tourism: ensuring tourism benefits local people;
- Sustainable development and the impacts of tourism on host communities from the perspectives of economics, environment and society
- Global dimensions of tourism
- Heritage and cultural tourism
- Countryside visits set against conservation and preservation issues for future generations
- Managing inclusively and sustainably; ethical considerations
- Experience of emerging destinations; first hand experience of the impacts of tourism in less wealthy countries

Agriculture and Horticulture:

- Dependency on natural resources, energy and manufactured resources; financial costs, global impact
- Sustainable agriculture/farming methods
- Water management and conservation
- Precision farming using GPS
- Lowering inputs of nitrogen, herbicides and fungicides
- Integrated farm management
- Reduction in waste and pollution
- Health and biodiversity

Engineering and Manufacturing Technologies:

- PVC and other polymers in general use:
 - the release of toxic substances during manufacture, use and disposal
 - the environmental impact of the many additives to PVC
 - problems of recycling and/or disposal
 - cost-effective ways of using polymers
 - addressing legislation effectively
 - increasing use of recycled polymers
- New technologies; rapid prototyping equipment and processes and rapid retooling:
 - enhancing resource efficiency
 - sustainability issues in designing new products and services
 - reducing waste and energy requirements
 - reducing the lead-time for bringing new products to market
 - use of non-renewable resources, eg oil, diesel
 - regulation in energy reduction and recycling

- Energy/resources:
 - low energy products
 - buying energy from renewable sources
 - installing micro-generation of energy
 - non-renewable energy sources
 - bio-fuels/converting an engine for vegetable oil motoring
- Examining vehicle emissions
- Transport fleets

Business, Administration and Law:

- Managing commercial and industrial development within tight environmental constraints
- Managing intangible assets
- Impact of exchange rates
- Ethics of business
- Ethical banking and investment
- Influence on the wider economy
- Social and environmental impacts
- Production of a newsletter with SD/GC themes

Information and Communication Technology:

- Innovative technologies to reduce carbon foot printing
- Green IT and sustainable computing initiatives
- Mobile working technologies
- Re-cycling and re-use of equipment
- Impacts of ICT on individuals, communities and society
- Ethical implications of access to and use of ICT



Retailing and Customer Services:

- Communicating effectively with service users
- Considering individual requirements against a range of cultural influences and backgrounds
- Preconceptions and behaviour towards people with disabilities; challenging these perspectives and introducing language and terminology of the Disability Discrimination Act

Welsh Baccalaureate:

SD and GC aspects are integrated within the following areas:

Key Skills:

- ESDGC subjects/themes can be utilised for integration into key skills work/projects

Wales, Europe and the World unit:

- At Foundation and Intermediate levels: Politics; social issues; economic and technological issues; cultural issues
- At Advanced level: Political issues; social challenges and responses; the impact of economic and technological change; heritage and cultural perspectives

Personal and Social Education (PSE) unit:

- Positive relationships; health and emotional well-being; active citizenship; and, of course, within sustainable development and global citizenship and the requirement for activity in the local community

Section 4: Community and Partnerships

Background

Partnership is a broad definition encompassing internal staff and students; external stakeholders such as community and voluntary groups; public sector bodies; and employers.

As a WBL provider, you are a member of a community made up of a wide variety of stakeholders including: individuals; learners; voluntary groups; non-governmental organisations; partnerships; businesses; national and local government and public organisations; transport companies; employers; employer organisations and other WBL providers.

In order to address ESDGC effectively you will also need to ensure that your key stakeholders, and in particular, employers are taking the message seriously in order to achieve key outcomes. Involving local communities, key partners and stakeholders in how your organisation is run means that you can meet the needs of the communities in which you are located. In working with local and regional partners, you can also ensure that the services, education and training you offer are fit for purpose.

Key Audience

Everyone within the WBL sector having a role in partnership working (employers, partners, community, other providers and stakeholders).

Key Drivers

- A number of organisations are already working to support ESDGC in the curriculum including the development education centres and the environmental centres in Wales.
- Also, in parts of Wales the 'Transition towns'¹³ movement is gaining prominence with education having an important role to play.

¹³ See <http://transitiontowns.org>



- In certain parts of Wales the 'Gold Star'¹⁴ community project is underway and provides a practical opportunity to contribute to the Millennium Development Goals¹⁵, which relate to issues at the heart of ESDGC.

Benefits/Outcomes

The WBL sector in Wales has significant potential to initiate and implement actions to create more sustainable communities as well as strengthen delivery of ESDGC through maximising efficiencies through partnership working. Within local communities there is the potential to be much more than a provider of education and training, and some example benefits/outcomes include:

- Staff and learners of WBL organisations can have positive impacts through being encouraged to take part in volunteering activities to benefit local communities.
- Staff expertise can be used to benefit local businesses; both can work together to develop mutually agreeable curricula.
- Depending on the size and characteristics of the organisation, there may be potential to share facilities with the community.
- You can also explore how experiences of embedding ESDGC can be shared with other providers to maximise efficiencies.
- Supporting local, regional, global markets and ethical trade. The buying power of organisations (which will vary significantly amongst WBL providers) means purchasing decisions can be made to the benefit of local companies and economies, where possible.

¹⁴ See <http://goldstarcommunities.webspring.org.uk>

¹⁵ See www.un.org/millenniumgoals

Key Focus and Requirements

This section contains an overview of the key focus within topic areas of relevance in community involvement and partnership arrangements.

Key requirements are indicated; these statements form the basis of evaluation and action planning and are combined with the key requirement statements from all other sections within Section 5: Evaluation and Planning for Action. Tips for further development/best practice are provided to help providers develop further.

COMMUNITY AND PARTNERSHIPS	
Key focus	Key requirements
Community and Partnership Arrangements: <ul style="list-style-type: none">• Develop national and global links and partnerships• Work with local and regional partners to ensure that the services, education and training offered are fit for purpose• Meet the needs of local communities	1.1 Partnerships have been formed and are being maintained with a range of organisations 1.2 There are strong links between the organisation and members of the local community, including minority groups
Promoting the ESDGC agenda: <ul style="list-style-type: none">• Establish an approach to corporate and social responsibility, community involvement and partnership arrangements to strengthen delivery and further the agenda of ESDGC through maximising efficiencies• Initiate and implement actions to create more sustainable communities	1.3 Regular consultation with partners taking place, particularly those from under-represented groups including regular communication and debate (links with Section 1) 1.4 Key partners and stakeholders are clear about their role, aware of mutual benefits and involved in ESDGC activities 1.5 Possible sources of funding have been investigated and identified

Tips for further development/best practice

- Identify a manager/champion with responsibility for overview of all partnerships
- Ensure partnerships encompass internal staff and learners; external stakeholders such as community and voluntary groups; non-governmental organisations; national and local government and public sector bodies; employers, business and civil society; transport companies; utilities; and other WBL providers
- Involve local communities, key partners and stakeholders in how your organisation is run eg to develop mutually agreeable learning delivery
- Investigate and identify potential partnerships, external specialists, programmes and projects:
 - to promote ESDGC
 - to develop and increase national and global links and partnerships within teaching and learning settings
 - to develop partnerships with developing countries
- Support local, regional and global markets and ethical trade
- Make purchasing decisions to benefit local companies and economies
- Discuss ethical purchase and the social and welfare impacts of products and services with local companies
- Encourage staff and learners to take part in volunteering activities to benefit local communities; use staff expertise to benefit local businesses
- Share facilities with the community
- Share experiences on embedding ESDGC with other WBL providers to maximise efficiencies eg via the NTFW quality sub-group meetings
- Actively encourage key stakeholders, in particular employers, to take the message seriously in order to achieve key outcomes

Case Studies: Effective practice in ESDGC (Community and Partnerships)

Case Study 4A

Topic: Learner projects for local communities

Organisation: South Wales Police/Prince's Trust Team (Training Provider)

Summary: The work of South Wales Police and the Prince's Trust Team addresses sustainability in a number of ways, embedded throughout the delivery of a twelve week programme.

In the first two weeks of the programme the focus is on team building, a large amount of time being spent in country parks and rural locations. The learners, most of whom come from built up areas, start to understand the concept of sustainability in the countryside. As part of their team building they spend a week in the Brecon Beacons National Park where, as a franchise, SWP/PTT support a small outward bound company in their delivery of a variety of activities and use of their accommodation.

The community project element of the programme is over a period of three weeks. This element is designed so that the young people on the team can identify a project within their own community which will benefit from a makeover/facelift of some kind.

Examples of this include local schools, community centres, homes for the elderly and overgrown paths/parks. Following a period of fund-raising the young people then carry out refurbishments/improvements for the benefit of the whole community.

Many of these projects are on-going or re-visited to ensure their sustainability and benefit to the community.

Key Contact: Nigel Crates

“The Welsh Assembly Government continues to support thriving rural communities where people live, work and enjoy a high quality of life. We are committed to creating a sustainable environment for the people of Wales and for future generations.”

Welsh Assembly Government

Case Study 4B

Topic: Working with partnerships and the local community

Organisation: TSW Training Ltd (Training Provider)

Summary: TSW Training Ltd works with a number of organisations and within the local community, promoting both sustainable development and global citizenship, for example by:

- Working with the Woodland Trust, a tree is planted in a sustainable forest for every new learner who starts a FMA/MA/MSD programme with TSW. This is partly to offset the provider's carbon footprint but is also symbolic of how that learner can continue to grow through learning and self-development. To date almost 300 trees have been planted in woodlands across Wales.
- TSW staff support the Prince's Trust's XL clubs by providing time and support as mentors to the children at the clubs. Staff give a mix of their own time and work time to support and help these children, motivating them to develop and achieve goals.
- TSW allows funded learners heavily discounted rates (up to 80% off) on any of its commercial training courses to encourage them to develop outside of their FMA/MA/MSD programme and to meet and discuss learning with people from other organisations. There is no limit to the number of discounted courses a learner can attend.
- Working with Welsh for Adults, TSW runs Welsh Language courses two nights a week for people in the local community and allows staff time off work to attend the courses at cost to the business.
- TSW has joined up with three other work-based learning providers to develop a range of vocational training courses for schools. These are currently being offered to schools all across south and west Wales. The aim is to encourage children to take up vocational learning where this is the most appropriate form of education for them and something the schools may be unable to offer themselves. This is one of the first 14-19 collaborations between independent WBL providers to be offered in support of mainstream school education.

Key contact: Stuart Davies

Case Study 4C

Topic: Learning delivery audit and raising awareness of ESDGC

Organisation: City & County of Swansea Employment Training
(Local Authority Training Provider)

Summary: In working within partnerships and the community, the Swansea City Wide ILM (Intermediate Labour Market) Programme is proactive in meeting and addressing many of the SD and GC requirements.

The City & County of Swansea is committed to developing and supporting a community that is based upon sustainable development and has adopted sustainable development as one of its underpinning, corporate principles.

This case study focuses on two aspects of an innovative programme, developed and run from the City & County of Swansea Employment Training division. The programme is supported by ESF Objective One Funding with match funding provided by the City & County of Swansea Employment Training.

Swansea City Wide ILM

The purpose of the Swansea City-Wide ILM Programme is to provide quality training with up to 12 months' maximum paid employment to a group of severely disadvantaged unemployed people. This is a challenging client group, comprising those who are difficult to employ for a whole range of complex social and personal issues.

The two aspects focussed on for this case study are (1) Tend and Mend and (2) Computer recycling

Tend and Mend

This is by far the greatest area of activity undertaken by Swansea City Wide ILM, providing garden clearance and minor maintenance for the elderly and disabled in Swansea council properties. Additionally, in the case of Council void properties, employees clear gardens, internal debris, discarded items, carry out minor repair work and

perform “changing rooms” interior and exterior decoration work, preparing the properties for subsequent tenants. Sustainable methods are used to reduce waste and encourage re-use and recycling.

Adopting sustainable development methods, communities are being regenerated, individuals and the neighbourhood benefit from environmental enhancement, neighbourhoods are being transformed and a pride of place engendered. In addition there has been a huge impact on turnover of Council rented properties and reduced housing waiting lists.

Computer recycling

The Swansea ILM programme operates two workshops where computers are renovated. Both workshops have small teams working there and beneficiaries are supported on a one-to-one basis with the emphasis on gaining new skills in ICT. Employees overhaul, repair and reconstruct obsolete computers, donated to the organisation. They have re-distributed hundreds of renovated computers to schools, community, voluntary and charitable organisations across Swansea. An added bonus is that at the end of the contract, beneficiaries are able to keep one computer for their own home use.

Summary

In working within partnerships and the community, the **Swansea ILM** is proactive in meeting and addressing many of the SD and GC requirements, for example by:

- helping young people and long-term unemployed individuals, gain full time paid employment, on-the-job training, essential work skills and a work history with a leading employer, improving their prospects significantly of finding permanent work with high numbers continuing to meaningful long-term employment
- using sustainable methods to carry out its work

- working collaboratively with a range of partners from all sectors drawn from right across the City and County of Swansea and representing the most disadvantaged communities. Partnerships are essential to the working of Swansea ILM and in particular the operational relationship with the Housing Department
- becoming virtually self-sustaining
- there are plans to extend the programme through a convergence bid in the near future

Key contacts: Keith Lewis/Bob Alfei

Section 5: Evaluation and Planning for Action

Using the Checklist Key in this section to self-evaluate your position against each statement will enable you to see where you are making the most progress and where you need to improve at a glance. Using the checklist, together with the tips for further development in each section and some of the resources contained within Section 6, will help you to:

- evaluate your current position;
- determine whether appropriate first-hand, up-to-date evidence is easily available; and
- identify areas requiring action, forming the basis of your ESDGC Action Plan (Annex A).

A copy of the checklist and action plan can be downloaded from www.wales.gov.uk/quality and www.Esd-wales.org.uk.

Checklist key:

Red - Not started

Orange - Developing

Green - Developed and embedded

N/A - Not applicable - ie this does not apply to your organisation

Ref No	Evaluation and Planning for Action Checklist 2009/10
1	Commitment and Leadership
1.1	A whole organisational and interconnected approach to ESDGC is developed
1.2	ESDGC policy is established containing clear aims, strategy for implementation and outcomes, endorsed by senior management
1.3	Existing staff expertise is identified: senior champion and team in place for ESDGC, driven and supported by senior management
1.4	Adequate time and sufficient resources are allocated to the provision of ESDGC (eg staff development, planning)
1.5	Main legal requirements in terms of ESDGC are fully understood and complied with eg: <ul style="list-style-type: none"> • health and safety • equality and diversity • environmental legislation/regulations
1.6	Managers share their vision of ESDGC with staff, learners and other stakeholders
1.7	A culture of SD and GC, and environmental awareness is promoted
1.8	ESDGC features in current training/development plan as a key theme for awareness raising and training
1.9	ESDGC is fully incorporated into the annual self assessment process and quality development plan (QDP) to provide evidence and drive forward the ESDGC agenda
2	Organisational Management
2.1	Systems are in place to manage the organisation's environmental impacts
2.2	Sustainable procurement policy and procedures are in place
2.3	Policy and procedures are in place for new build developments and refurbishments
2.4	Energy management policy and procedures are in place
2.5	Waste management policy and procedures are in place
2.6	Healthy lifestyles and biodiversity are promoted
2.7	Travel plan/transport policy is in place
2.8	Learners are involved in the decision-making process

[illegible]

Ref No	Evaluation and Planning for Action Checklist 2009/01
3	Teaching and Learning
3.1	Programmes have been audited by subject and course teams to identify current practice
3.2	All learners have the opportunity to participate in some ESDGC activities
3.3	ESDGC is incorporated in teaching and learning materials
3.4	Programmes and courses are designed flexibly to encourage participation from under-represented groups
4	Community and Partnerships
4.1	Partnerships have been formed and are being maintained with a range of organisations
4.2	There are strong links between the organisation and members of the local community, including minority groups
4.3	Regular consultation with partners taking place, particularly those from under-represented groups including regular communication and debate (links with Section 1)
4.4	Key partners and stakeholders are clear about their role, aware of mutual benefits and involved in our ESDGC activities
4.5	Possible sources of funding have been investigated and identified

Red	Orange	Green	N/A	Evidence Strengths/Weaknesses	Action Required Y/N

Action Plan

Using the Action Plan template, Annex A, indicate all areas requiring action against the appropriate reference number and record the actions to be taken. You should complete as much information as possible, including links to any appendices you wish to include. You can use this as an effective communication tool, both internally and externally.

Action Planning Meetings: Implementing Actions, Monitoring Progress and Evaluating Impact

Following the above exercise it will be important to:

- implement required actions;
- monitor progress;
- evaluate impact; and
- incorporate into the organisation's self-assessment process

It is a good idea to set up an ESDGC working group from the outset with senior management representation, as outlined in Section 1. Someone with responsibility for updating the content of the action plan should also be identified.

It is recommended that you have meetings to discuss the action plan once a month, for the first year (or more if necessary) but at least quarterly. You may find that the frequency of these meetings reduces after this time, once you have managed to embed certain procedures. This will provide you with the opportunity to track and record progress and identify gaps and challenges.

Section 6: Research and References

A number of web based resources are provided in this section to help you research topic areas more fully and to complete your action plans.

Although not all are aimed directly at the WBL sector they can still provide useful information and examples that can be adapted for your needs. The resources have been grouped beneath each of the four common areas included in the toolkit.

Disclaimer

In this section you are able to link to other websites which are not under the control of the Welsh Assembly Government. We have no control over the nature, content and availability of those sites. The inclusion of any links does not necessarily imply a recommendation or endorse the views expressed within them.

Hence, whilst we endeavour to keep all of the information in this toolkit up to date and correct, we make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability of other websites that the work is linked to.

"If everyone in the world lived like people in the UK, it's estimated that three planets' worth of resources would be needed to support us."

Direct Gov -
Environment and
greener living:
www.direct.gov.uk

Section 1: Commitment and Leadership

- The SORTED website has a comprehensive section on leadership and management:
www.eauc.org.uk/sorted/leadership_management
- SIGMA - Sustainability – Integrated Guidelines for Management: www.projectsigma.co.uk- aims to provide clear, practical advice to help organisations contribute to sustainable development
- Leadership in the learning and skills sector provides resources to help improve the standard of leadership and the diversity and talent pool of leaders in the learning and skills sector:
www.centreforexcellence.org.uk
- Forum for the future, www.forumforthefuture.org work with over 120 leading businesses and organisations to bring about sustainable change and has practical solutions and examples
- The Dysg Self-Assessment Manual (Section 15):
www.dysg.org.uk/component/option,com_docman/task,doc_details/gid,1123/Itemid,8/lang,en/
- Business in the Community www.bitc.org.uk contains examples of initiatives business have undertaken in the community on a wide range of sustainability issues
- Communicating Sustainability UNEP www.unep.fr/scp/publications/details.asp?id=DTI/0679/PA shows how communication can achieve the goal of promoting more sustainable lifestyles and provides advice on how to develop a communications plan
- Sustainable Solutions for Wales www.sustainwales.com Cynnal Cymru, The Sustainable Development Forum for Wales, raises awareness of sustainability issues and give information and advice, to enable people to live in a more sustainable way. Providers can subscribe to **GloballySuSDCymru** - Wales' monthly e-magazine on sustainable development.
- The UK Government website providing guidance on how to provide a more sustainable future can be found at:
www.sustainable-development.gov.uk
- The Sustainable Development Commission (SDC) Wales is the Welsh Assembly's independent advisory body on sustainable development and contains case studies on best practice in Wales:
www.sd-commission.org.uk/pages/wales_casestudies.html

- Estyn, Her Majesty's Inspectorate for Education and Training in Wales: www.estyn.gov.uk. Current CIF requirements for ESDGC are reported on in Key Question 3: *How well do learning experiences meet the needs and interests of learners and the wider community?*

Section 2: Organisational Management

- www.netregs.gov.uk A partnership between UK environmental regulators providing free support to small businesses (also applies to WBL providers) on a range of environmental legislation; will help you identify where you need to comply and currently may not. All current environmental legislation is available to download
- www.businesslink.gov.uk Business Link provides a self-assessment tool to assess environmental compliance and find out what you need to do to comply with environmental legislation. Once the anonymous report has been completed, a report with guidance is generated: navigate to Environment & efficiency\Managing environmental issues in your business
- www.greendragonems.com Green Dragon is the environmental standard promoted by the Assembly Government
- www.arenanetwork.org Arena Network is a consultancy that assists with implementing Green Dragon
- www.wefo.wales.gov.uk/default.asp?Lang=en&action=page&ID=2251 Guidance on Creating an Eco-Code in Annex A of WEFO Environmental Sustainability Guidance
- www.carbontrust.co.uk Carbon Trust provides advice on reducing carbon emissions mainly through improving energy management
- www.fairtrade.org.uk The Fairtrade Foundation
- www.eauc.org.uk/sorted/buildings_and_estates The SORTED website has a comprehensive section on buildings and estates
- www.carbonfootprint.com provides useful advice (including a carbon calculator) in reducing carbon production and energy consumption.

- www.buy4wales.co.uk/PRP/indexhtml promotes a structured, step-by-step approach and encourages a consistent, best practice approach to Procurement throughout the Welsh public sector. Within the various sections of the PRP you will find a Procurement route planning template, guidance regarding application of the template and a suite of standard Procurement documentation
- www.breeam.org Building Research Establishments Environmental Assessment Method. Assessment methods and tools to help construction professionals understand and mitigate the environmental impacts of developments they design and build; should be a key consideration in any new build or refurbishment
- The Centre of Alternative Technology in Wales: www.cat.org.uk is also an excellent example of good practice in the use of renewable technologies
- The Genesis project (SW England) is a good example demonstrating how traditional construction materials and methods can work in harmony with recycled waste and modern materials and techniques to create energy saving, waste reducing streamlined, contemporary buildings. It also has information on the work it is doing with education: www.thegenesisproject.com
- Envirowise delivers a valuable government-funded programme of free, confidential advice to UK businesses. Enables companies to increase profitability and reduce environmental impact; there are tips and examples on how to reduce resource consumption as well as cutting costs www.envirowise.gov.uk
- WRAP, the Government funded waste reduction programme: www.wrap.org.uk helps individuals, businesses and local authorities to reduce waste and recycle more, making better use of resources and helping to tackle climate change; contains a wealth of useful resources to help you cut waste and costs
- UK Biodiversity Action Plan: www.defra.gov.uk provides information about DEFRA's work on the conservation of wildlife and landscape, countryside recreation and advice on any biodiversity issues (particularly if you own your own site)
- Other practical examples can be found at: www.ceredigion.gov.uk, www.globalliving.com, www.recyclenow.com, www.recycle-more.co.uk, www.bestfootforward.com

- The Swansea University PP4SD team have produced a series of useful and practical workbooks aimed at sole-traders or managers of SMEs to help them think about incorporating SD principles into their everyday business activities: www.swan.ac.uk/businessandcareers/ConsultancySupport/PP4SD/

Section 3: Teaching and Learning

- www.cliconline.co.uk The CLIC project is currently run by Careers Wales Association. It is the National Information and Advice Service for young people in Wales 11 to 25 and is funded by the Welsh Assembly Government. You can find background material on all ESDGC topics - including global and cultural as well as environmental issues. It is a site that you should also refer all learners to
- The Pocket Green Guide for Wales, (Y Llawlyfr Gwyrdd Bach I Gymru) is a useful guide to provide to learners. Produced by the World Wildlife Fund, it contains advice, tips and information to help combat climate change and make life greener. Free to photocopy or download from www.greenguide.co.uk and www.wwf.org.uk/wales
- <http://peopleandplanet.org/sixthforms/teachers> The People and Planet websites contain pages dedicated for teachers but is also helpful for WBL provider
- www.globalgang.org.uk is a Christian Aid website aimed at children, although can also be used for ideas for developing learning material (including basic skills)
- The QIA website for post-16 citizenship contains a selection of teaching and learning materials on specific citizenship topics, free to download from: www.post16citizenship.org/champions/Post-6Citizenshipteachingandlearningmaterialsonspecifictopics.aspx
- www.oxfam.org.uk/education has an environmental education and global citizenship area also www.oxfam.org.uk/education/teachersupport/cpd/files/GCNewTeacherWALES.pdf although aimed at teachers, will provide some useful examples
- www.epaw.co.uk Environmental Practice at Work supports employees to improve environmental practice in the workplace

- www.estyn.gov.uk/publications/education_for_sustainable_development_august_2008.pdf. Estyn's Report on Education for Sustainable Development and Global Citizenship in Adult Community-based Learning and Youth Work in Wales, August 2008 provides a model for defining the themes of ESDGC:
- The Depweb website provides online books, learning modules with activities, together with teaching guides on social, economic and environmental aspects:
www.worldbank.org/depweb/english/modules/index.html
- The Youthink! website contains downloadable resources for a wide range of SD and GC issues:
<http://youthink.worldbank.org/4teachers/resources.php>
- The Sustainable Technology Education Project (STEP) is aimed at design and technology teachers and students at Key Stage 3 and contains a range of resources, activities and case studies:
www.stepin.org
- CEWC-Cymru is an educational charity which helps young people to develop as active citizens of Wales and the world. The website contains resources for both students and teachers. Citizenship Today is an online membership system with access to over 60 lesson plans, teaching pack and other useful resources for global citizenship education; they are also suited to developing critical thinking and Key Skills such as Communication and Working With Others www.cewc-cymru.org.uk
- http://www.eauc.org.uk/sorted/teaching_and_learning. The SORTED website also contains information on teaching and learning
- ESDGC In the Further Education Sector published September 2008 can be downloaded from www.esd-wales.org.uk
- The vocational awarding body NCFE has developed qualifications in Sustainable Development at Level 1
www.ncfe.org.uk/qualInfo.aspx?qual=100/1793/8&secid=14 and Level 2
(www.ncfe.org.uk/qualInfo.aspx?qual=500/1040/2&secid=14)
- A website which enables learners to measure lifestyle footprints is available at www.myfootprint.org

“The important thing is not to stop questioning”

Albert Einstein

- The “One World” project is for young people to explore the affect their life style has on the planet and its people. Originally funded by the Assembly Government, the project now runs in many countries. In the UK alone more than 2000 young people have taken part. www.earnuk.com/oneworld
- iearn has been working with providers to develop an ESDGC tool aimed at Key Skills Level 1 (AON) which helps learners to measure their eco-foot print. This will be available on NGfL – Cymru: www.ngfl-cymru.org.uk
- Training for assessors is also available on www.earn.com
- www.ocnwales.org.uk OCN Wales have developed a qualification at Level 1: Introduction to the Key Concepts of Sustainable Development and Global Citizenship (OPUS ID: BZC530; National Code: EE21CY003, Credit Value: 2). Also: Environmental Politics and Sustainable Development at Level 2 (QA22WE001) and Level 3 (QA23WE002) both Credit Value 3
- Interesting facts and figures on sustainable development and global citizenship are available from the Centre of Alternative Technology (CAT) at www.cat.org.uk with free downloadable resources from www.cat.org.uk/education/ed_content.tmpl?subdir=education&sku=ED_50
- Practical Action works with poor communities to help them choose and use technology to improve their lives for today and generations to come. The website contains Practical Action Journals and answers on a wide range of technology themes practicalaction.org/practicalanswers
- Training for Trainers in Education For Sustainable Development and Global Citizenship: www.cyfanfyd.org.uk/Cover.htm
- The Sorted website, which is the Learning and Skills Council’s toolkit for the FE / WBL sector, has links to teaching and learning resources www.eauc.org.uk/sorted/useful_websites

Section 4: Community and Partnership

Many of the resources contained under Section One: Commitment and Leadership will be applicable to this section.

- The Skills and Training Zone section of the global gateway website provides international contacts in vocational skills and training, funding opportunities and case studies: www.globalgateway.org.uk/default.aspx?page=2091 and useful links for businesses at: www.globalgateway.org.uk/default.aspx?page=2099
- The Citizenship Foundation is an independent charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society. www.citizenshipfoundation.org.uk/index.php
- Ymlaen Ceredigion supports development which is led by local communities and fulfils their social, economic and environmental needs, now and in the future. Contributes to “positive solutions to community development and regeneration through projects in fields such as health promotion, sustainable energy, recycling and waste minimisation, as well as providing education, information and consultancy service” www.ymlaenceredigion.org.uk
- The ESDGC website for Wales has a searchable directory of organisations which can offer support with ESDGC www.esd-wales.org.uk
- The SORTED website has a comprehensive section on partnerships and community: www.eauc.org.uk/sorted/community_and_business1
- CEWC (Council for Education in World Citizenship) is an independent organisation “dedicated to education for international understanding”. Its mission is “to develop and promote active citizenship involving students, teachers and other citizens in taking responsibility for our future.” www.cewc.org
- Global Gateway: Skills and Training Zones section offers 16+ colleges, institutes of FE and training bodies useful international contacts in vocational skills and training, enabling their students to engage with global issues and compete in a global economy.

- The iearn website enables young people to learn with, rather than simply about, the world. Find projects, partners and forums:
<http://media.learn.org/home>
- The British Council support a range of vocational training programmes for colleges, training providers and employers in the UK and around the world, as well as services to help institutions access international markets:
www.britishcouncil.org/learning-uk-employers-training-providers.htm
- Community Action for Energy (CAfE) is a programme from the Energy Saving Trust that is designed to promote and facilitate local community-based energy projects
www.energysavingtrust.org.uk/cafe/welcome/

Some general monitoring, measuring and audit tools that can be adapted for measuring ESDGC and reporting included:

- South Wales ESDGC Forum, auditing tools (a resource for schools):
www.sewalesesdgc.org.uk/ESDGC_audit_tools.htm
- Ofsted (2003) Taking the first steps forward - towards an education for sustainable development. HMI 11658:
www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08a0c/?vgnnextoid=10b2b31534e5c010VgnVCM2000003607640aRCRD
- Learning and Teaching Scotland: Secondary citizenship auditing tools:
www.ltscotland.org.uk/citizenship/managementtoolkit/planning/audit/secondary/index.asp

Annex A: ESDGC Action Plan Template for WBL

Area for Improvement		Action	Outcomes
Ref No	Y/N		
1 Commitment and Learning			
1.1 A whole organisational and interconnected approach to ESDGC			
1.2 ESDGC policy is established containing clear aims, strategy for implementation and outcomes, endorsed by senior management			
1.3 Existing staff expertise is identified: senior champion and team in place for ESDGC, driven and supported by senior management			
1.4 Adequate time and sufficient resources are allocated to the provision of ESDGC (eg staff development, planning)			
1.5 Main legal requirements in terms of ESDGC are fully understood and complied with eg: <ul style="list-style-type: none"> • health and safety • equality and diversity • environmental legislation/regulations 			
1.6 Managers share their vision of ESDGC with staff, learners and other stakeholders			
1.7 A culture of SD and GC, and environmental awareness is promoted			
1.8 ESDGC features in current training/development plan as a key theme for awareness raising and training			
1.9 ESDGC is fully incorporated into the annual self assessment process and quality development plan (QDP) to provide evidence and drive forward the ESDGC agenda			
2 Organisational Management			
2.1 Systems are in place to manage the organisation's environmental impacts			
2.2 Sustainable procurement policy and procedures are in place			
2.3 Policy and procedures are in place for new build developments and refurbishments			
2.4 Energy management policy and procedures are in place			
2.5 Waste management policy and procedures are in place			
2.6 Healthy lifestyles and biodiversity are promoted			
2.7 Travel plan/transport policy is in place			
2.8 Learners are involved in the decision-making process			

[illegible]

Area for Improvement		Action	Outcomes
Ref No	Y/N		
3 Teaching and Learning			
3.1 Programmes have been audited by subject and course teams to identify current practice			
3.2 All learners have the opportunity to participate in some ESDGC activities			
3.3 ESDGC is incorporated in teaching and learning materials			
3.4 Programmes and courses are designed flexibly to encourage participation from under-represented groups			
4 Community and Partnerships			
4.1 Partnerships have been formed and are being maintained with a range of organisations			
4.2 There are strong links between the organisation and members of the local community, including minority groups			
4.3 Regular consultation with partners taking place, particularly those from under-represented groups including regular communication and debate (links with Section 1)			
4.4 Key partners and stakeholders are clear about their role, aware of mutual benefits and involved in our ESDGC activities			
4.5 Possible sources of funding have been investigated and identified			

Responsible for action	Responsible for monitoring	Timescales for completion/ review	Resource implications	Progress and other comments

Notes