

# **Education for Global Citizenship in Wales**

## **A Draft Strategy for Support**

**Summer 2004**



A partner of the



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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### Accronyms Used in the Document

ACCAC	Qualifications, Curriculum and Assessment Authority for Wales
ACW	Arts Council Wales
ADEW	Association of Directors of Education in Wales
BC	British Council
CAT	Centre for Alternative Technology
CC	County Council
CEWC	Council for Education in World Citizenship Wales
CPD	Continuing Professional Development
Cyfanfyd	the Development Education Association for Wales
DEC	Development Education Centre ('WEC', 'PEDEC' & 'Global Connections')
Dev. Ed.	Development Education
DFID	Dept for International Development
EES	Enabling Effective Support
EGC	Education for Global Citizenship
EGC&SD	Education for Global Citizenship and Sustainable Development
ESD	Education for Sustainable Development
ESD&GC	Education for Sustainable Development and Global Citizenship
ESP	Education Strategic Plan
Estyn	Chief Inspector of Education and Training in Wales.
GEST	Grants for Education Support and Training
GTCW	General Teaching Council for Wales
INSET	In-Service Training
ITET	Initial Teacher Education and Training
ITDG	Intermediate Technology Development Group
KS..1/2/3/4/	Key Stage (of the National Curriculum)
LA	Local Authority
LA21	Local Agenda 21
LEA	Local Education Authority
NAW	National Assembly of Wales
NGfL Cymru	National Grid for Learning Cymru
NGO	Non-Government Organisation
OCN	Open College Network
PEDEC	Powys Environment & Development Education Centre
PSE	Personal and Social Education
PSHE	Personal, Social & Health Education
RTN	Wales Regional Training Network
SD	Sustainable Development
SSA	Sustainable Schools Award
UCET Cymru	Universities Council for the Education of Teachers
UNICEF	United Nations International Childrens Emergency Fund
UCW Bangor	University College of Wales, Bangor
WEA	Workers Educational Association
WEC	World Education Centre
WGGC	Working Group on Global Citizenship
WWF	Worldwide Fund for Nature
WYFSD	Welsh Youth Forum for Sustainable Development

## INTRODUCTION

Enabling Effective Support (EES) is a UK wide initiative that has been developed by the Department for International Development (DFID) in response to the need for a more systematic approach to education for global citizenship.

**It isn't** something new. **It is** about identifying and supporting the most effective mechanisms that will help to bring about 'global citizenship' and build upon what has already been achieved.

In Wales this process has been managed by Cyfanfyd (The Development Education Association for Wales) in consultation with the Assembly Government's Working Group for Global Citizenship which includes representatives from: the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), the Schools Inspectorate (Estyn), Association of Directors of Education in Wales (ADEW) , the British Council and the Department for International Development (DFID).

Once the strategy has been agreed DFID have made a further 5-year commitment towards the implementation of EES.

This draft strategy is the outcome of an extensive consultation process with stakeholders in order to develop a framework that will provide support for educators and teachers, to enable them and their pupils to influence, form and maintain a just and sustainable future for Wales and the wider world.

This overall strategy document focuses on the nationally planned infrastructure issues that are core to effective delivery of the objectives identified. The Actions Supplement details the wealth of complementary/supporting work generated by organisations, schools and individuals, that is crucial to the delivery of the strategy. These pieces of work include local, regional and national initiatives.

In your response it would be helpful if you could consider the following questions:

**Do you have any other suggestions for 'support' activities?**

**In what ways will this assist you with your work?**

**Do you foresee any potential difficulties with the proposed approach?**

## CONTEXT

As far as the EES regions throughout the UK are concerned, Wales is unique in having both an Assembly with a binding statutory duty to promote and pursue sustainable development, as well as its own Curriculum and Schools Inspectorate Authorities (ACCAC & Estyn respectively). These two factors alone provide the EES process in Wales with a high level of political support, which in turn presents an invaluable opportunity in the long term to mainstream Education for Sustainable Development and Global Citizenship (ESD&GC) into educational policy.

In pursuit of its statutory duty the Welsh Assembly Government has recently revised its Sustainable Development Scheme and is currently revising the Action Plan that accompanies this. In recognition of the close relationship between Global Citizenship and Sustainable Development the draft Revised Action Plan recognises the need to bring the two together and puts forward the following proposals to:

*Make sustainable development and global citizenship a feature of required whole school policy for all schools.*

*Undertake to include sustainable development and global citizenship in the review of future requirements for educational strategic plans (ESPs) and School Improvement Plans.*

*Review the place of sustainable development and global citizenship in the curriculum as part of ACCAC's current curriculum review.*

*Introduce sustainable development and global citizenship as a module in initial and induction training opportunities for teachers and develop specific Continual Professional Development training.*

Accordingly the Assembly Governments Working Group for Global Citizenship and the Education for Sustainable Development Advisory Panel have recently merged and have taken over the steering role for EES in Wales

For the reasons mentioned above, the EES process, whilst primarily concerned with Education for Global Citizenship, has reflected stakeholder's wishes to recognise the term's synonymity with ESD when the latter is taken in its widest sense.

Much of the comments and suggestions made during the EES process consequently relate to both EGC & ESD, but much more work needs to be done to include the views and knowledge of the membership of the former ESD Advisory Panel and other stakeholders.

In order to fully implement this wider vision, however, further funding in addition to monies available through EES would need to be sought.

## KEY ELEMENTS OF THE PROCESS IN WALES

### **Stakeholder meetings and consultations**

There have been a number of meetings and consultations with Local Authorities, Advisors, Non Government Organisations (NGOs), schools and teacher education providers, the Assembly Government's Education for Sustainable Development Advisory Panel and representatives from Estyn & ACCAC. The focus of many of the consultations has been a 'visioning exercise', the outcomes of which have determined the eventual framework for the strategy.

### **Assembling baseline information**

This has included a review of current Educational Strategic Plans, schools questionnaire and a review of current ESD&GC activities.

### **Regional Fora**

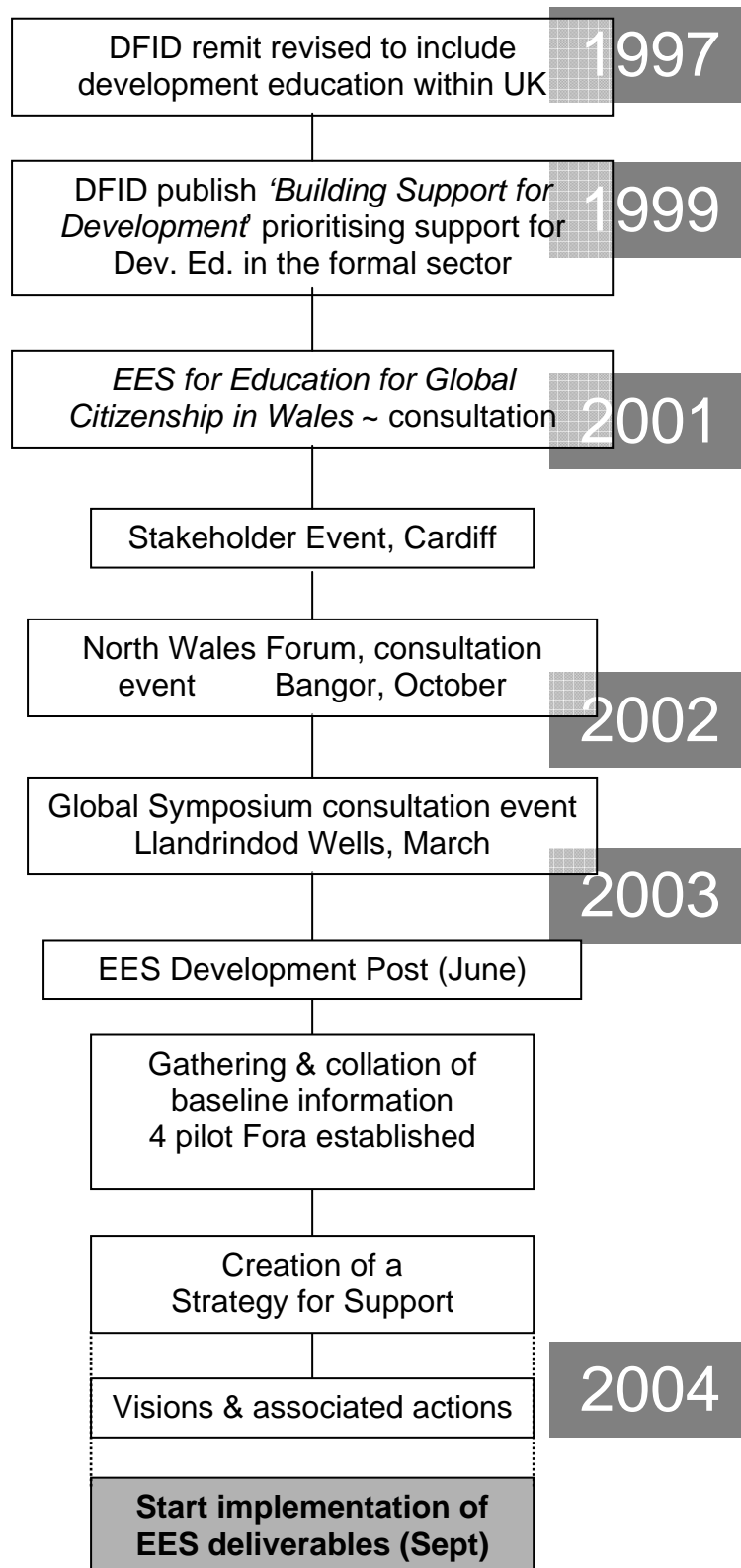
With EGC&ESD activity across Wales patchy, it was felt appropriate to work in the more active areas by setting up a number of local, or Regional Fora. Four different Regional Fora have been established in Pembrokeshire, Carmarthenshire, North West Wales and North East Wales. Whilst each one is different, their membership generally includes Teachers, Headteachers, Advisors & Inspectors, Local Government Officers, Academics, and representatives from various NGOs and National Agencies.

Since their inception they have all:

- had an opportunity to comment on and amend the Vision being generated by the process
- contributed information to inform the baseline survey
- begun to prioritise the statements within the Vision
- and variously begun to follow their own agendas in terms of identifying new actions or areas of activity

The consultation findings clearly indicate that there is a need to improve access to resources and to promote shared learning. What is therefore being proposed is that EES focuses on strengthening and supporting the pilot networks and facilitates the setting up of new networks in other areas (or assists with the broadening of the remit of existing ones).

## TIMELINE OUTLINING THE STRATEGIC DEVELOPMENT OF GLOBAL CITIZENSHIP IN WALES



# THE VISION FOR EDUCATION FOR GLOBAL CITIZENSHIP & EDUCATION FOR SUSTAINABLE DEVELOPMENT

Developed as the backbone of the Strategy, the 'Vision' was formed in response to the question : *What will schools be doing in 5 years time as a result of a Strategy for Global Citizenship?*

The response consists of 20 different statements, which, when taken together, form the Vision as a whole.

Initiated at a meeting of the Working Group for Global Citizenship, the different statements have subsequently been amended & refined by a number of stakeholders which include the Wales Regional Training Network, attendees at the Global Connections AGM, Cyfanfyd Executive and each of the four Regional For a.

## A key to the Vision & Action section

### Sector:

the name of the audience to which the following statements are addressed

Statement 1: The wording of the actual statement	Priority: An indication of the level of priority ascribed to it by the Fora
<b>Explanation:</b> the statement described in more detail, what it actually means, and the reason why it was considered important.	
<b>The Situation in 2004:</b> A brief description of what is considered to be the current situation at the time of writing the strategy. This detail, relating specifically to the statement above will add to the baseline information already gathered, which relates more to the broader profile and awareness of EGC & ESD within schools	
<b>Actions: Existing</b> <ul style="list-style-type: none"><li>A list of bullet points that briefly detail the actions that the authors are aware of that are already contributing towards achieving the statement. This is a list of those actions that have been carried out as part of the EES process, or is an action that has been initiated by the <u>statutory sector</u></li></ul> <b>Further actions and individual projects that address the visions appear in the Actions Supplement</b>	<b>Who by:</b>  A list of the organisations or partnerships that are involved in delivering the action
<b>Actions: New</b> <ul style="list-style-type: none"><li>Using the same criteria as above, details of any new actions that the authors are aware of.</li></ul>	<b>Timescale:</b>  An approximate indication of the timescale that the action is due to happen over
<b>Actions: Desirable</b> <ul style="list-style-type: none"><li>Here the authors have detailed a number of actions that are considered necessary to deliver the statement but that so far have not been identified as a new or existing action.</li></ul>	



**Anyone wishing to add relevant actions to either the following section or the Actions Supplement should return a completed Response Form – see appendix 1**

## Sector: Local Policy

<b>Statement 1:</b> All Local Authority <b>Education Strategic Plans</b> to include details on their work to promote Education for Global Citizenship (EGC) and Education for Sustainable Development (ESD).		<b>Priority:</b>  <b>HIGH</b>
<p><b>Explanation:</b> All local authority Education Departments are required to produce an Education Strategic Plan (ESP), outlining how they will raise standards and improve the performance of schools. They present an opportunity for local authorities to detail how they, their schools and their wider communities can work together to improve education. Making sure that ESPs and their intervening Supplementary Plans include details of how ESD&amp;GC will be supported will go a long way to making sure that ESD&amp;GC become mainstreamed.</p> <p><b>The Situation in 2004:</b> The survey of ESPs (2002-2005) revealed that a few authorities are starting to include ESD&amp;GC within their ESPs. Local Authorities where the Sustainable Development or LA21 Coordinators are supported by their education departments are further ahead in terms of embedding ESD into the ESPs.</p> <p>All the authorities have addressed, either within their ESPs or supplementary guidance, their statutory requirements with regards to Race Equality. Whilst there are significant differences between the Race Equality Agenda and ESD&amp;GC there is still a great deal of overlap, most notably with regard to the promotion of positive attitudes and raising awareness of cultural diversity.</p> <p>Actions relating to the promotion of critical-thinking skills and democratic processes appear in around half the ESPs. There is also an increasing move towards developing schools as community based learning centres</p>		
<b>Actions: Existing</b> <ul style="list-style-type: none"> <li>Review of ESPs (2002-2005) undertaken in order to identify existing opportunities</li> <li>Report commissioned exploring links between ESD&amp;GC and Race Equality</li> </ul>	<b>Who by:</b> EES  Cyfanfyd	<b>Timescale:</b> Early 2004  Summer 04
<b>Actions: New</b> <ul style="list-style-type: none"> <li>ADEW intends to recommend inclusion of ESD&amp;GC in supplementary guidance</li> <li>Proposal within the Assembly's Draft Sustainable Development Action Plan to:  <i>"Undertake to include sustainable development and global citizenship in the review of future requirements for ESPs and School Improvement Plans...."</i> </li> </ul>	ADEW  Assembly Gvt	2004
<b>Actions: Desirable</b> None identified to date		

<b>Statement 2:</b>		<b>Priority:</b>
Every school recognises the importance of EGC&ESD and sees it as a valuable part of each child's <b>educational entitlement</b> .		<b>MEDIUM</b>
<p><b>Explanation:</b> There needs to be recognition and understanding within schools of the role that EGC&amp;ESD can play in delivering a child's fundamental entitlement to a full and balanced education. Without this recognition schools may end up teaching about global citizenship and sustainable development simply because they are being told to, rather than because they want to.</p> <p><b>The Situation in 2004:</b> There are many good examples across Wales where schools are recognising the importance of EGC&amp;ESD and enthusiastically pursuing it, but for every school where this is the case there are far more where the 'best kept secret in education' is not being pursued.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
See Actions Supplement and Regional Registers		
<b>Actions: New</b>		
<ul style="list-style-type: none"> <li>Education for Global Citizenship: A Map for Curriculum Planners (incorporating links to ESD and Race Equality) Secondary Version</li> </ul>	Assembly Gvt: WGGC	2004
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li>ESD&amp;GC Curriculum mapping document: primary</li> <li><i>"Review the place of EGC&amp;SD in the curriculum as part of ACCAC's current curriculum review"</i> (Draft Sustainable Development Action Plan)</li> </ul>	Assembly Gvt	

<b>Statement 3:</b>		<b>Priority:</b>
EGC&ESD is <b>valued</b> by schools for its contribution to educational, personal and social development.		<b>MEDIUM</b>
<p><b>Explanation:</b> Whereas statement 2 is concerned with understanding the importance, statement 3's interest is in ensuring that teachers see how EGC&amp;ESD can be applied to deliver the full and balanced education. The subtle difference between wanting to use EGC&amp;ESD and seeing how it can be used.</p> <p><b>The Situation in 2004:</b> There are many good examples across Wales where schools are recognising the importance of EGC&amp;ESD and enthusiastically pursuing it, but for every school where this is the case there are far more where the 'best kept secret in education' is not understood and so no activity is recognised.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>All Wales PSE Network. Network of teachers and advisors</li> </ul>	PSE Network Steering Group	Ongoing
<b>Actions: New</b>		
TBC		
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li>Promote and support the sharing of good practice. The ESD&amp;GC website further developed to enable schools to share their own work/projects. www.esd-wales.org.uk</li> </ul>	ESD&GC Advisory Panel/EES	Ongoing

<b>Statement 4:</b>		<b>Priority:</b>
All schools to provide events and activities for themselves & their wider community to enable <b>shared learning</b> for pupils and their families.		<b>LOW</b>
<b>Explanation:</b> To encourage schools to look beyond their own provision and widen the learning experience and work in partnership with community-based organisations.		
<b>The Situation in 2004:</b> Few events or activities currently organised by schools actively engage the wider community or facilitate shared learning opportunities for families. Local authorities recognise that schools will play a greater role within their communities and so are gearing up to provide the necessary support to enable this to take place. Community Focused Schools (NAW circular No: 34/2003) are schools who <i>“provide a range of services and activities beyond the school day...for pupils, their families and the wider community”</i> thus <i>“helping to build strong and active communities in which people of all races and backgrounds are valued and where the voluntary sector can flourish”</i> .		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>Joint initiative between the Welsh Youth Agency &amp; Cyfanfyd to explore opportunities for development education in the non-formal sector. Global Youth Work network</li> </ul>	Welsh Youth Agency, Cyfanfyd	2004
<b>Actions: New</b>		
None identified to date		
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li>More project funding made available to support individual shared learning pilot projects</li> </ul>		ASAP
<ul style="list-style-type: none"> <li>More resources need to be identified, created and promoted to respond to the need for shared learning</li> </ul>		ASAP

<b>Statement 5:</b> Every school to be able to demonstrate a <b>whole-school ethos</b> reflecting the values of EGC&ESD.		<b>Priority:</b>  <b>LOW</b>
<p><b>Explanation:</b> Schools obviously play a crucial part in creating individuals who can take a full and active part in society and understand the principles behind doing so. If school can provide pupils with an atmosphere in which they can put these principles into practice and take part in deciding how their school is managed on their behalf, then they will be more readily able to participate in responsible decision making as adults.</p> <p><b>The Situation in 2004:</b> A number of schemes exist (see also Actions Supplement) that help, or require schools to adopt a whole school approach to either EGC or ESD, but take up of these is at the moment patchy. A number of Authorities have identified targets for the uptake of Healthy School or Eco School initiatives within their ESPs. Only one of the schemes (Sustainable Schools Award) seeks to bring all elements together (including health, environment and global citizenship) but is restricted to one county.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>Estyn's Common Inspection Framework for Education and Training in Wales contains the following references:            Key Question 1...development of personal, social &amp; learning skills (respect for diversity, participation, progress in social, moral and wider development)            Key Question 3 ...extent to which learning experiences respond to the needs of employers and the wider community (ESD)</li> </ul>	Estyn	
<b>Actions: New</b>	None identified to date	
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li>National Award Scheme encompassing both ESD &amp;GC – building on the Pembrokeshire Sustainable Schools partnership</li> </ul>	Assembly Gvt	2004-05
<ul style="list-style-type: none"> <li>Suggestion that Subject Associations take more of a lead to promote a whole school ethos towards EGC&amp;ESD</li> </ul>	Subject Associations	

<b>Statement 6:</b>	<b>Priority:</b>
Schools operating <b>sustainably</b> , across the environmental, social and economic spectrum & understanding the reasons why.	<b>LOW</b>
<b>Explanation:</b> As with statement 5, if the school is encouraging pupils to become global citizens and adopting a whole school approach to achieving this then it ideally needs to be able to put what it ‘teaches’ into ‘practice’. The word ‘spectrum’ is deliberately used to ensure that the word sustainable does not just apply to just one of the three areas. ‘Economic sustainability’ is different to ‘sustainability’ as a whole, which must consider the interests of all three areas at once.	
<b>The Situation in 2004:</b> (See also this section of Statement 5) With the rest of society beginning to get to grips with the challenge of sustainability (eg. Assembly Gvt. Scheme, Local Authority LA21 & Community Strategies) it will become an increasing expectation for schools to be doing likewise. It has also been pointed out in the Fora that the supporting local authority needs to operate in such a way before schools can fully respond to the challenge themselves. This point was noted and, in light of the extent of local government activity in this area, it is to be assumed that local authorities will increasingly be in a position to do so.	
<b>Actions: Existing</b>	<b>Who by:</b>
TBC	<b>Timescale:</b>
<b>Actions: New</b>	
None identified to date	
<b>Actions: Desirable</b>	
<ul style="list-style-type: none"><li>As part of the Assembly’s duty to further the “<i>sustainability of ourselves and others</i>” the Draft Sustainable Development Action Plan proposes to “<i>implement the Assembly’s commitment to becoming a Fair Trade country</i>”. Consideration should be given to ways in which schools could if they wish actively support this.</li></ul>	

<b>Statement 7:</b>		<b>Priority:</b>
Evidence from every Primary & Secondary school of <b>student-led action &amp; research</b> in EGC&ESD.		<b>LOW</b>
<p><b>Explanation:</b> Student-led learning implies a degree of ownership of the educational process and would require pupils to set their own agenda and engage critical thinking skills to express views on their work.</p> <p><b>The Situation in 2004:</b> All authorities involved in the Fora are assisting each of their schools with the task of setting up a school council. Similarly most are also setting up a county wide mechanism to enable dialogue both between school councils, and with other agencies interested in engaging young people in their work. Apart from this there is little other information available regarding the current extent of student led action and research in education.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>School Councils</li> </ul>	Assembly Gvt	
<ul style="list-style-type: none"> <li><b>Sustainable Youth Forum</b> is a platform for young people in Wales from which their ideas about SD are heard (<a href="http://www.wyfsd.org">www.wyfsd.org</a>).</li> </ul>	WYFSD	ongoing
<b>Actions: New</b>		
None identified to date		
<b>Actions: Desirable</b>		
None identified to date		

<b>Statement 8:</b>		<b>Priority:</b>
All schools to <b>evaluate</b> their provision for EGC&ESD.		<b>MEDIUM</b>
<p><b>Explanation:</b> This is concerned with the learning process for schools themselves. In order to self- evaluate their work, staff will need to understand and 'own' their work on EGC&amp;ESD.</p> <p><b>The Situation in 2004:</b> Inspection arrangements from 2004 onwards recognise that self-evaluation is now a feature of the work of many schools and will give greater prominence to self-evaluation in the inspection process.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
See above		
<b>Actions: New</b>		
None identified to date		
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li><b>Local school linking</b> - schools with an established ESD&amp;GC track record linking with another local school wishing to develop their work in this area. Suggestion by Carmarthenshire EES Regional Fora. Could be replicated in other regions.</li> </ul>	Carmarthenshire EES Regional Fora	
<ul style="list-style-type: none"> <li>EGC&amp;ESD auditing tool for schools in Wales</li> </ul>		



**Sector:** Support

<p><b>Statement 9</b></p> <p>Appropriate, high-quality <b>Curriculum &amp; CPD resources</b> in both English &amp; Welsh languages will be developed and promoted.</p>	<p><b>Priority:</b></p> <p><b>MEDIUM</b></p>						
<p><b>Explanation:</b> This is based on the obvious point that for schools to teach EGC&amp;ESD there will need to be appropriate high-quality resources available for them to use both in the 'classroom' and as part of their Continuing Professional Development and in both languages.</p>							
<p><b>The Situation in 2004:</b> There are more English language resources for EGC&amp;ESD than is generally realised by practitioners (see statement 10). There has been some improvement in Welsh medium/bilingual classroom materials for primary schools but there is "a serious lack of Welsh medium/bilingual materials to support global citizenship in the secondary sector". (<i>Provision of Welsh Medium Resources to Support Education for Global Citizenship and Sustainable Development</i> - An investigation by the World Education Centre UCW Bangor 2003)</p>							
<p><b>Actions: Existing</b></p> <ul style="list-style-type: none"> <li>EGC&amp;ESD Resource Loan Services operating in the following areas: Powys (Pedec), NW (WEC &amp; European Centre), NE (Schools library service), Pembrokeshire (Global Connections), Cardiff (European Centre) and also at some of the ITET establishments</li> <li>ACCAC Commissioning Programme 2004-05 EGC&amp;ESD 'Explaining terminology' dictionary/glossary of key words and phrases suitable for KS2/3. Free CD Rom sent to all schools</li> </ul>	<table border="1"> <thead> <tr> <th>Who by:</th> <th>Timescale:</th> </tr> </thead> <tbody> <tr> <td></td> <td>Ongoing</td> </tr> <tr> <td>ACCAC</td> <td>2004-05</td> </tr> </tbody> </table>	Who by:	Timescale:		Ongoing	ACCAC	2004-05
Who by:	Timescale:						
	Ongoing						
ACCAC	2004-05						
<p><b>Actions: New</b></p> <p>None Identified to date</p>							
<p><b>Actions: Desirable</b></p> <ul style="list-style-type: none"> <li>Where necessary extend and update existing Resource Loan Services</li> <li>Work with schools library services to ensure EGC&amp;ESD resources are available to teachers in other areas</li> <li>EGC&amp;SD resources should be available in all ITET institutions' libraries</li> <li>Resource recommendations (based on teacher evaluations) – ensure Welsh input into this section of the Global Dimension website</li> <li>More collaboratively produced 'generic' resources such as 'Get Global'</li> <li>More Welsh language resources produced</li> </ul>							

Statement 10		Priority:
All schools are aware of and can <b>access support</b> available from a range of different support providers to help them deliver EGC&ESD.		<b>HIGH</b>
<p><b>Explanation:</b> If statement 9 ensures that the resources exist, statement 10 seeks to ensure that teachers know what resources and other support exists and, importantly, where they can get hold of the varied types of support that are available.</p> <p><b>The Situation in 2004:</b> Knowledge of the awareness of particular resources is patchy and approximately mirrors the presence of EGC&amp;ESD resource libraries across Wales, which are by no means comprehensive. The role of School Library Services in the provision of resources, particularly in areas where the resource libraries do not serve, is being examined by some of the Regional Fora.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>Resource Loan Services</li> </ul>	DECs/European Centres/ITET Establishments	
<ul style="list-style-type: none"> <li>ESD Website</li> </ul>	ESD&GC Advisory panel	ongoing
<ul style="list-style-type: none"> <li>Resourcing and supporting EGC events for teachers in the NE (Denbighshire, Wrexham, Flintshire) and Cardiff</li> </ul>	Wales Regional Training Network & BC Wales & supported by EES	Summer 04
<ul style="list-style-type: none"> <li>National Education Shows</li> </ul>	Assembly Gvt	Summer 04
<b>Actions: New</b>		
<ul style="list-style-type: none"> <li>ESD website further developed to include GC</li> </ul>	Assembly Gvt/EES	2004
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li>Regional Fora set up in other areas</li> </ul>	EES	by 2006
<ul style="list-style-type: none"> <li>Resourcing and supporting EGC&amp;ESD events available to other regions</li> </ul>	RTN/EES?	by 2006
<ul style="list-style-type: none"> <li>'Joined up' approach to future planning for Education Show. Input into seminar programme</li> </ul>	ESD&GC Advisory panel	ongoing
<ul style="list-style-type: none"> <li>Further develop ESD&amp;GC website as educational support tool</li> </ul>		ongoing
<ul style="list-style-type: none"> <li>Establish links with NGfL Cymru GCaD and other appropriate education websites</li> </ul>	Assembly Gvt & partners	

<b>Statement 11</b>		<b>Priority:</b>	
All schools <b>actively bring in support</b> where appropriate from a range of external providers to help them improve their work in EGC & ESD.		<b>LOW</b>	
<b>Explanation:</b> Building on statements 9 & 10, assuming that the resources and support exist and that teachers know where to get them from, this statement seeks to make sure that schools are taking the next step and actively making use of the support that exists by bringing it into the school.			
<b>The Situation in 2004:</b> Again there is much regional variation. Where there is strong regional support there is more evidence of schools actively seeking support/input from external providers. Feedback from teachers indicates a lack of time to research what is available.			
<b>Actions: Existing</b>	TBC	<b>Who by:</b>	<b>Timescale:</b>
<b>Actions: New</b>	None identified to date		
<b>Actions: Desirable</b>			
• Increase the number of contributors using (and updating their information) on the ESD&GC website			
• Audit of contributors to the virtual directory to determine baseline of current levels of activity		EES	2004 repeat 2008-9
• Raise awareness of the site amongst schools and teachers. Publicity and marketing strategy needed.		Cyfanfyd & Regional Fora	2004 –

<b>Statement 12:</b>		<b>Priority:</b>
Schools actively <b>connecting</b> to and with a range of different places, both locally and globally, using a variety of different media.		<b>MEDIUM</b>
<p><b>Explanation:</b> For children to understand their place within the world they need to have opportunities to engage with it in a way that is fulfilling for all parties involved and that takes advantage of the wealth of different media available to do so. The use of the word 'with' is deliberate as it implies a dialogue, rather than simply connecting 'to' which may imply just a technical process.</p> <p><b>The Situation in 2004:</b> For many teachers their first introduction to Global Citizenship comes through knowledge of, or the opportunity to benefit from, some of the excellent programmes (see Appendix) that exist to facilitate linking activities.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>The Wales Regional Training Network provides courses and support for teachers wishing to pursue the international dimension.</li> </ul>	BC Wales and LA Advisors	Ongoing
<ul style="list-style-type: none"> <li><b>DFID Global School Partnerships</b> has a grants programme that covers reciprocal visits, global curriculum project grants, secondary/FE student exchange</li> </ul>	DFID, British Council	Ongoing
<b>Actions: New</b>	None Identified to date	
<b>Actions: Desirable</b>	<ul style="list-style-type: none"> <li>Need to find ways for local schools to work together to increase networking opportunities and levels of understanding by spreading good practice</li> <li>There is typically a wealth of international activity happening across the spectrum of Local Authority work. Consider ways in which this could be utilised</li> <li>Consider the feasibility of facilitating links via the growing numbers of overseas students in higher education (HE)</li> </ul>	

## Sector: Training

<b>Statement 13:</b>		<b>Priority:</b>
EGC&ESD to become a statutory component in all Initial Teacher Education & Training (ITET)		<b>HIGH</b>
<b>Explanation:</b> As EGC&ESD cuts across all areas of the curriculum and increasingly becomes a feature of everyday life it is necessary that all new teachers, whatever their discipline or key stage, are able to understand the role that they need to play in order to deliver global citizens who are able to create and maintain a sustainable society.		
<b>The Situation in 2004:</b> The World Education Centre and Bangor University have been part of a UK-wide DFID funded pilot project <i>Embedding Education for Global Citizenship and Sustainable Development in Initial Teacher Education and Training Courses</i> . This 3 year project is now complete. The project has been extremely successful and has contributed towards an effective, sustainable and replicable model of EGC&SD in ITET courses in Wales.		
There is a clear need to build on this work but this will be dependent on the availability of further funding.		
<b>Actions: Existing</b> <ul style="list-style-type: none"><li><b>University of Wales Bangor &amp; World Education Centre</b> 3 year DFID funded pilot project <i>Embedding EGC&amp;SD in Initial Teacher Education and Training Courses</i>. Pilot phase now complete.</li></ul>	<b>Who by:</b> WEC & University Wales Bangor, DFID	<b>Timescale:</b> Completed April 04
<b>Actions: New</b> <ul style="list-style-type: none"><li><b>UCET Cymru.</b> Assembly Gvt funded project <i>An all-Wales Approach to Embedding ESD&amp;GC into Initial Teacher Education and Training</i></li></ul>	UCET Cymru	TBC
<b>Actions: Desirable</b> <ul style="list-style-type: none"><li>Implement proposals arising from the UCET Cymru Task and Finish group</li><li>.....introduce sustainable development and global citizenship as a module in initial and induction training opportunities for teachers and develop specific Continual Professional Development training.(Draft Sustainable Development Action Plan)</li></ul>	Assembly Gvt	

<b>Statement 14:</b>		<b>Priority:</b>
<b>Newly qualified teachers</b> will understand and appreciate the value of EGC&ESD.		<b>LOW</b>
<p><b>Explanation:</b> Whereas Statement 13 addressed teachers entering initial training, this statement is concerned with recently qualified teachers, and making sure that they are likewise equipped with the necessary skills and understanding.</p> <p><b>The Situation in 2004:</b> With the GEST Budget drastically reduced this year, Local Authorities involved in the Fora are having to seriously reduce the amount of training available to newly qualified teachers.</p>		
<b>Actions: Existing</b>	TBC	<b>Who by: Timescale:</b>
<b>Actions: New</b>	None identified to date	
<b>Actions: Desirable</b>	None identified to date	

<b>Statement 15</b> An increasing proportion of teachers to undertake EGC&ESD activities through their <b>Continuing Professional Development (CPD)</b> .	<b>Priority:</b>  <b>MEDIUM</b>								
<p><b>Explanation:</b> This statement is concerned with giving existing and more experienced professionals the opportunity to learn about and undertake EGC&amp;ESD activities as part of their CPD.</p> <p><b>The Situation in 2004:</b> Whilst ESD&amp;GC has been identified as a key area to be supported by the Grants for Education and Training (GEST) funding that is allocated to schools, recent cuts mean that the training budgets will be significantly reduced. There are many concerns amongst teachers and advisors regarding the ramifications and potential impact of not only this but also the reduction of grants available through the General Teaching Council for Wales. There are also concerns that as future interest in ESD&amp;GC increases there will be insufficient suitably experienced trainers to work at a regional level. A more coordinated approach is therefore required.</p>									
<b>Actions: Existing</b> <ul style="list-style-type: none"> <li>• <b>The General Teaching Council for Wales</b> - framework for CPD has 3 priorities: Individually focused (needs of individual teacher), school focused (targeted at the requirements of the school), National/LEA focused (CPD activities that meet the demands of national and local initiatives including development of national or local networks)</li> <li>• <b>DFID/British Council: Global School Partnership</b> Accredited Professional Development Modules</li> <li>• <b>Grants for Education Support and Training (GEST) Activity 1: School Curriculum Priority 1c</b> Key Areas for Curriculum development. Areas to be supported 2004-05 includes ESD&amp;GC</li> </ul>	<table> <tr> <th data-bbox="1007 766 1241 862"><b>Who by:</b></th><th data-bbox="1241 766 1436 862"><b>Timescale:</b></th></tr> <tr> <td data-bbox="1007 862 1241 1086">GTCW</td><td data-bbox="1241 862 1436 1086">Ongoing</td></tr> <tr> <td data-bbox="1007 1086 1241 1182">DFID/BC</td><td data-bbox="1241 1086 1436 1182">Ongoing</td></tr> <tr> <td data-bbox="1007 1182 1241 1344">Assembly Gvt</td><td data-bbox="1241 1182 1436 1344">Ongoing</td></tr> </table>	<b>Who by:</b>	<b>Timescale:</b>	GTCW	Ongoing	DFID/BC	Ongoing	Assembly Gvt	Ongoing
<b>Who by:</b>	<b>Timescale:</b>								
GTCW	Ongoing								
DFID/BC	Ongoing								
Assembly Gvt	Ongoing								
<b>Actions: New</b> None identified to date									
<b>Actions: Desirable</b> <ul style="list-style-type: none"> <li>• <i>...introduce sustainable development and global citizenship as a module in initial and induction training opportunities for teachers and develop specific CPD training (Assembly Gvt's Draft Sustainable Development Action Plan)</i></li> <li>• Seek baseline info re current content of existing schemes and uptake by teachers in Wales</li> <li>• Develop existing CPD monitoring and information gathering to include details of GC&amp;ESD provision</li> </ul>									

<b>Statement 16</b>		<b>Priority:</b>
Every Local Authority should have someone with <b>responsibility for EGC&amp;ESD</b> and they should receive appropriate training.		<b>MEDIUM</b>
<p><b>Explanation:</b> Clear need identified for a point of information that is accessible for all schools and teachers via each authorities Advisory Service. It is similarly clear that these individuals will need training and support themselves before they take on this role.</p> <p><b>The Situation in 2004:</b> Currently, within Education Authorities, responsibility for GC is spread across a range of other subjects or themes, with the Advisers responsible for PSE and Geography often being the most interested in using GC resources etc. Only one authority has an adviser with GC/ESD within their job title. As for the Local Authorities as a whole, all of them possess at least one officer with responsibility for promoting or coordinating sustainable development within their county, usually based within the Chief Exec, Policy or Community Strategy Teams. It is envisaged that anyone with future responsibility for EGC&amp;ESD would need to work very closely with the existing sustainable development staff.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
None Identified to date		
<b>Actions: New</b>		
None Identified to date		
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li>Adviser from each authority actively engaged with appropriate Regional Fora</li> </ul>	Local Authority/ Regional Fora	2004 - 2006
<ul style="list-style-type: none"> <li>Consider feasibility of National Training Programme</li> </ul>		2004 - 2007



<b>Statement 17</b>  Training on EGC&ESD will be provided for independent & LEA <b>Inspectors</b> .	<b>Priority:</b>  <b>MEDIUM</b>
<p><b>Explanation:</b> There is much evidence at the local level of the need to clarify and improve the understanding of all inspectors of schools to make sure that they are able to identify and draw positive attention to the wide range of potential applications that EGC &amp; ESD is being put to in the classroom.</p> <p><b>The Situation in 2004:</b> Experiences of inspections have been varied. Whilst many examples exist where the EGC&amp;ESD work of a school has been recognised and commented upon within the context of the inspection, there have been instances where work that has been widely recognised for its contribution to EGC&amp;ESD has not been picked up by the inspection process.</p> <p><b>Actions: Existing</b> <span style="float: right;"><b>Who by:</b> <b>Timescale:</b></span>  None identified to date</p> <p><b>Actions: New</b></p> <ul style="list-style-type: none"> <li>• Estyn has produced a newsbrief providing clear list of questions for inspectors to ask (similar to news brief 1401) ties in with existing training</li> </ul> <p><b>Actions: Desirable</b></p> <ul style="list-style-type: none"> <li>• Consider feasibility of National Training Programme</li> </ul>	

## Sector: Agencies

<p><b>Statement 18:</b></p> <p>A body of evidence demonstrating <b>good practice</b> in EGC&amp;ESD to be gathered and made available for all schools and their partners to access.</p>	<p><b>Priority:</b></p> <p><b>MEDIUM</b></p>
<p><b>Explanation:</b> In order to make sure that teachers, advisers and inspectors understand the range of applications and approaches that can be taken to deliver EGC&amp;ESD and see its full potential within education, a broad range of examples should be gathered in an easily accessible form. The use of the word 'partners' relates to the other organisations that are working with a particular school. It would also include other partner schools that link with UK schools as this would enable our good practice to be accessible within their own educational systems and vice versa.</p> <p><b>The Situation in 2004:</b> In 2002 <i>Education for Sustainable Development and Global Citizenship</i> was published by ACCAC, DFID, Estyn and the Assembly Government. It contained examples from throughout Wales of schools that are employing notable approaches to delivering GC&amp;ESD. The aim of the publication was to highlight the links between GC&amp;ESD. Its existence is becoming more widely known in schools and it is considered to be the starting point for a wider more comprehensive body of evidence.</p>	
<p><b>Actions: Existing</b></p> <ul style="list-style-type: none"> <li>• See above paragraph</li> </ul>	<p><b>Who by:</b></p> <p><b>Timescale:</b></p>
<p><b>Actions: New</b></p> <ul style="list-style-type: none"> <li>• The Regional Fora are collating registers of actions in their regions that could be disseminated more widely or form the foundations of a best practice register (see Actions Supplement)</li> </ul>	<p>EES Regional Fora</p> <p>2004 - 2006</p>
<p><b>Actions: Desirable</b></p> <ul style="list-style-type: none"> <li>• Further develop the ESD&amp;GC website to enable schools/LA to flag up their own projects/activities</li> </ul>	

<b>Statement 19:</b>		<b>Priority:</b>
Estyn remitted by Assembly Gvt to do a <b>survey</b> of EGC&ESD by the end of the first 5 years of the implementation of the EES Strategy.		<b>HIGH</b>
<p><b>Explanation:</b> With the creation of this strategy, a body of evidence has been assembled to act as a baseline assessment of where EGC&amp;ESD is in 2004. Whilst the baseline information is in no way comprehensive from a quantitative respect it does provide a basis against which future qualitative assessments, such as the one proposed in this statement can be measured. The EES Strategy is intended to last for 5 years, so a survey by Estyn at the end of this time would provide an assessment of the effectiveness of the EES strategy itself.</p> <p><b>The Situation in 2004:</b> The collation of EES baseline information will have been largely completed by Sept. There is still a need to collate more responses from teachers – the survey is not yet geographically representative and there are insufficient responses from secondary teachers.</p>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>Refer to baseline information gathered as part of EES Process</li> </ul>	EES	2004
<b>Actions: New</b>		
None Identified to date		
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"> <li>Ongoing monitoring and evaluation (annual performance assessment of identified actions)</li> </ul>	EES	2005 - 2009

<b>Statement 20:</b>	<b>Priority:</b>	
Every school should undertake a range of EGC&ESD activity at each key stage.	<b>LOW</b>	
<b>Explanation:</b> There are concerns that given the pressures on the curriculum some schools may view EGC &ESD as just another box they need to tick. The purpose of this statement is to seek to ensure that EGC&ESD is incorporated into the curriculum throughout the school life of each pupil.		
<b>The Situation in 2004:</b> There are some excellent examples of good practice in schools where either EGC or ESD (sometimes both) are firmly embedded in both the taught curriculum and whole school ethos, but these tend to occur in isolated pockets and are generally few and far between. Little is really known about what happens elsewhere but the EES Schools Questionnaire has attempted to gauge the nature of current activities by giving schools the opportunity to answer an open-ended question. The results are by no means conclusive as the questionnaire is not yet representative and requires further circulation. Preliminary findings so far indicate that schools incorporate:		
<ul style="list-style-type: none"><li>• EGC in the following ways (in descending order): 1.Geography, PSE 2. Assemblies 3. RE 4. Charities and fundraising, school linking, 5. Visiting groups, presentations, music 6. Festivals and celebrations, school councils.</li><li>• ESD in the following ways 1.Geography 2. Science 3. RE, PSE 4. Recycling, school visits, ecoschools, water (conservation of and availability of drinking water).</li></ul>		
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"><li>• Dissemination of EES schools questionnaire</li></ul>	EES	2004
<b>Actions: New</b>		
None Identified to date		
<b>Actions: Desirable</b>		
<ul style="list-style-type: none"><li>• Monitor uptake of initiatives/award schemes</li></ul>	TBC	
<ul style="list-style-type: none"><li>• Redistribute q'aire at the end of the 5-year period</li></ul>	TBC	2008-09

## EES DELIVERABLES

In order to ensure that the strategy contributes to and compliments wider educational agendas and policies it has been necessary to spend a considerable amount of time continuing to build up a profile of existing activities and initiatives. Whilst it is envisaged that this will need to continue, the need now is to clearly identify what EES can realistically deliver. The aim of EES has always been first and foremost to identify the best mechanisms for supporting Global Citizenship in schools and the following action plan (for the first 2 years) reflects this.

Clearly there is a need for a more coordinated 'joined up' approach that will require National Coordination and a need for more support at the regional level. In terms of the latter it is being proposed that Regional Fora are set up in other regions (these don't have to be new fora they could be existing networks whose remits are broadened) that will ultimately ensure all Wales coverage and representation).

### **National Coordination:**

Purpose:

- Financial management
- Monitoring and evaluation
- Facilitate information sharing between the Fora
- Further develop strategic partnerships
- Facilitate more effective partnership working amongst stakeholders.

### **Regional Fora**

Purpose:

- to assist with the development of regional actions that can be replicated nationally and vice versa
- dissemination of information and best practice

Action:

- Strengthen and support existing pilot networks
- Facilitate the setting up of networks in other regions (or assist with broadening the remit of existing ones)

Target:

- 8? Regional Fora (ensuring collective all-Wales coverage) by the end of Year 2

The following action plan is a first attempt to highlight specific actions from the previous section that it is felt EES can realistically deliver. It is not the definitive plan - this needs to be the subject of further discussion; but it will form the basis of an application to DFID in the summer (ready for implementation in Sept 04).

There are specific questions at the end of this section on which feedback would be extremely valuable.

**ACTION PLAN/OUTPUTS  
YEAR 1 & 2**

**SECTOR: LOCAL POLICY**

<b>Evidence of Need</b>	<b>Activities</b>	<b>Targets</b>	<b>Timescale</b>	<b>Monitoring</b>
Statement 1	Facilitate more effective partnership working amongst stakeholders. Training event: partnership skills.	Research Develop and pilot in 1 region.  Replicate in other regions (subject to evaluations)	2004-2005  2005-2006	Participant evaluations and feedback. Numbers of joint funding applications (DFID mini-grants and the Assembly Gvt's ESD&GC Advisory Panel grants programme).
Statement 3 Also Statement 10	<b>Promote and support the sharing of good practice.</b> ESD&GC website further developed to enable schools to share their own work/projects	15 Case studies 30 by end of Yr 2	2004-2005 2005-2006	Site stats Feedback from Fora
Statement 8 also Statement 12	<b>Pilot local school to school linking</b> (schools with an established ESD&GC track record linking with another local school wishing to develop their work in this area).	5 schools Carmarthenshire  Replicate in other regions (subject to evaluations)	2004-2005  2005-2006	Participant evaluations and feedback

**SECTOR: SUPPORT**

<b>Evidence of Need</b>	<b>Activities</b>	<b>Targets</b>	<b>Timescale</b>	<b>Monitoring</b>
Statement 9	<b>Resource Loan Services</b> Work with schools library services and other loan providers to ensure ESD&GC resources are available to both student and practising teachers.	All schools in the 4 pilot regions have access to resources 15% schools using service 30% using service	2004-2005  by 2006  by 2008	Resource loan records  Annual patterns and trends

	<p>Compare loan records – establish baseline. Agree on format for compiling new data. Update resources available. Promote service locally (Fora).</p> <p>Replicate Resource Loan Model in new regions</p>	4 new regions	2005-2006	
Statement 10 also Statement 17	<p><b>ESD&amp;GC website</b> Put in place section for schools (so they can input their own details about projects). Establish feasibility of similar colleges section. Links with resources databases (such as DFID's Global Dimension and Cyfanfyd – Welsh Language Resources). Links with NGfL Cymru. Ensure site promoted and kept up to date. Marketing and publicity.</p>		2004-2005	Site stats Feedback from fora
Statement 10	<p><b>Awareness Raising</b> Resourcing EGC&amp;ESD 1-day conference in each pilot area (based on RTN model piloted 2003-2004)</p> <p>Replicate the above in new areas</p>	<p>4 pilot areas</p> <p>4 new regions</p>	<p>2004-2005</p> <p>2005-2006</p>	Participant evaluations
Statement 11	<b>Audit of contributors</b> to the virtual directory to determine baseline of current levels of activity		2004-2005	repeat 2008-2009

## SECTOR: TRAINING

Evidence of Need	Activities	Targets	Timescale	Monitoring
Statement 15	Seek baseline info re current content of existing (ESD&EGC) CPD training schemes and uptake by teachers in Wales.		2004-2005	

**SECTOR: AGENCIES**

<b>Evidence of Need</b>	<b>Activities</b>	<b>Targets</b>	<b>Timescale</b>	<b>Monitoring</b>
Statement 17	Regional Fora to continue to collate and update regional registers of actions – disseminated more widely via the ESD&GC website.		Ongoing	
Statement 19	Continue to collate baseline information via schools questionnaire in order to gauge the nature of the activities currently being undertaken	100 responses (min)	2004-2005	Repeat in 2008-2009



## ACTIONS SUPPLEMENT

This is not meant to be a definitive list. The projects and initiatives included have been mentioned during the course of the consultations. They are included because they are actively contributing towards individual statements in the vision

Anyone wishing to add any other actions please fill in and return the response form in appendix 1

If you wish to promote the services that your organisation provides for schools please add your details to the directory on the ESD&GC website

[www.esd-wales.org.uk](http://www.esd-wales.org.uk)

**Sector: Local Policy**

<b>Statement 1:</b> All Local Authority <b>Education Strategic Plans</b> to include details on their work to promote Education for Global Citizenship (EGC) and Education for Sustainable Development (ESD).			<b>Priority:</b>  <b>HIGH</b>
<b>Actions: Existing</b>  TBC		<b>Who by:</b>	<b>Timescale:</b>

<b>Statement 2:</b> Every school recognises the importance of EGC&ESD and sees it as a valuable part of each child's <b>educational entitlement</b> .			<b>Priority:</b>  <b>MEDIUM</b>
<b>Actions: Existing</b> <ul style="list-style-type: none"> <li>• Training for governors</li> </ul>		<b>Who by:</b> Flintshire County Council	<b>Timescale:</b> Jan 2004

<b>Statement 3:</b> EGC&ESD is <b>valued</b> by schools for its contribution to educational, personal and social development.			<b>Priority:</b>  <b>MEDIUM</b>
<b>Actions:Existing</b> <ul style="list-style-type: none"> <li>• All Wales PSE Conference (Sept)</li> <li>• Four Nations Conference to be hosted by Wales in Nov</li> <li>• Oxfam project working (through) Cyfanfyd, to develop critical thinking skills through training on Philosophy for Children &amp; Global Citizenship</li> </ul>		<b>Who by:</b> All Wales PSE Network  Oxfam	<b>Timescale:</b> 2004

<b>Statement 4:</b>		<b>Priority:</b>
All schools to provide events and activities for itself & its wider community to enable <b>shared learning</b> for pupils and their families.		<b>LOW</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>Joint initiative between the <b>Welsh Youth Agency &amp; Cyfanfyd</b> to explore opportunities for development education in the non-formal sector. Global Youth Work network and training courses (OCN)</li> </ul>	Welsh Youth Agency, Cyfanfyd	2004
<ul style="list-style-type: none"> <li><b>Arts Council of Wales</b> Cultural Diversity Strategy includes the following statement: "all children and young people to have the opportunity to celebrate cultural diversity through the arts"</li> </ul>	ACW	Ongoing
<ul style="list-style-type: none"> <li><b>Where we Live:</b> Our place in the World. Community project promoting active participation (successfully delivered in primary schools)</li> </ul>	Glyncornel Environmental Centre Rhondda Cynon Taf Borough Council	
<ul style="list-style-type: none"> <li>Faith based organisations - Christian Aid, Cafod, Tearfund have outreach to wider faith community through schools events - shared learning with wider audience</li> </ul>		
<ul style="list-style-type: none"> <li>Urdd works with groups in schools and communities, also has global links through certain projects eg Croeso Calcutta</li> </ul>		

<b>Statement 5:</b>  Every school to be able to demonstrate a <b>whole-school ethos</b> reflecting the values of EGC&ESD.		<b>Priority:</b>  <b>LOW</b>
<b>Actions: Existing</b> <ul style="list-style-type: none"> <li>• Sustainable Schools Award</li> <li>• Eco Schools</li> <li>• Healthy Schools Initiative</li> <li>• DFID Global School Partnerships</li> <li>• Gwynedd and Anglesey Green Schools Award</li> <li>• Connecting Futures Programme , British Council</li> </ul>	<b>Who by:</b> Pembs CC Educ Services & partners Keep Wales Tidy Health Promotion Wales DFID British Council Wales Gwynedd Council, Cynnal, Anglesey CC British Council Wales	<b>Timescale:</b> Determined by funding Ongoing Ongoing Ongoing Ongoing Ongoing

<b>Statement 6:</b>  Schools operating <b>sustainably</b> , across the environmental, social and economic spectrum & understanding the reasons why.		<b>Priority:</b>  <b>LOW</b>
<b>Actions: Existing</b> <ul style="list-style-type: none"> <li>• Eco schools</li> <li>• Schools Energy and Efficiency Project</li> <li>• Sustainable Schools award</li> <li>• Green schools award</li> <li>• Sustainable Design Award (A Level)</li> </ul>	<b>Who by:</b> Keep Wales Tidy Institute of Energy PembsCC & partners Gwynedd CC, Cynnal, Anglesey CC CAT & ITDG	<b>Timescale:</b> Ongoing

<b>Statement 7:</b> Evidence from every Primary & Secondary school of <b>student-led action &amp; research</b> in EGC&ESD.		<b>Priority:</b> <b>LOW</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>• <b>Council for Education in World Citizenship Model</b> United Nations meetings, European Youth parliament, Schools Debating Championships</li> </ul>	CEWC Cymru	Ongoing
<ul style="list-style-type: none"> <li>• <b>IMPETUS Award</b> – shared values in action</li> </ul>	Institute of Global Ethics	Ongoing
<ul style="list-style-type: none"> <li>• <b>Unicef UK Citizenship Education Monitoring Project</b></li> </ul>	Unicef	
<ul style="list-style-type: none"> <li>• <b>Byd Weithio/Get</b> global project has specific focus on enabling student led action (Christian Aid, Oxfam, Action Aid, Save the children, Cafod)</li> </ul>	Christian Aid, Oxfam, Action Aid, Save the Children, Cafod	
<ul style="list-style-type: none"> <li>• <b>Funky Dragon</b> Children and Young Peoples Assembly for Wales <a href="http://www.funkydragon.org">www.funkydragon.org</a></li> </ul>	Funky Dragon	Ongoing

<b>Statement 8:</b> All schools to <b>evaluate</b> their provision for EGC&ESD.		<b>Priority:</b> <b>MEDIUM</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>• <b>Sustainability Application Framework in Education</b> Generic framework for promoting sustainable development in secondary schools. Includes self evaluation framework</li> </ul>	Carmarthenshire CC, Forum for the Future	Ongoing
<ul style="list-style-type: none"> <li>• <b>England: Auditing Citizenship A Citizenship and PSHE Curriculum Audit for KS1&amp;2</b> (separate one for KS3&amp;4) Includes key aspects of ESD, race equality and a global dimension in the curriculum</li> </ul>	South Yorks DEC & partners	-

## Sector: Support

Statement 9		Priority:
Appropriate high quality <b>Curriculum &amp; CPD resources</b> in both English & Welsh languages will be developed and promoted.		<b>MEDIUM</b>
<b>Actions: Existing</b> <ul style="list-style-type: none"> <li>Database of Welsh language resources www.cyfanfyd.org.uk</li> <li>PCC (Pembs) teacher INSET on ESD &amp; GC in place</li> <li>(PCC) (Pembs) Bilingual Curriculum Map for ESD &amp; GC KS1--4</li> <li>EGC Resources provided by Cafod, Christian Aid, Oxfam, Save the Children and Action Aid</li> </ul>	<b>Who by:</b> Cyfanfyd  Pembrokeshire County Council  As above	<b>Timescale:</b> Ongoing  Ongoing

Statement 10		Priority:
All schools are aware of and can <b>access support</b> available from a range of different support providers to help them deliver EGC & ESD.		<b>HIGH</b>
<b>Actions: Existing</b> <ul style="list-style-type: none"> <li>Resource Loan Services</li> <li>ESD Website</li> <li>Resourcing and supporting EGC events for teachers in the NE (Denbighshire, Wrexham, Flintshire) and Cardiff</li> <li>Multiculturalism and the Foundation Phase Conference</li> <li>National Education Shows</li> </ul>	<b>Who by:</b> DECs, European Centres, ITET Establishments, Oxfam Cymru Resource Centre  Assembly Gvt  Wales Regional Training Network & BC Wales  Wales Regional Training Network & BC Wales  Assembly Gvt	<b>Timescale:</b>  Spring 04  Summer 04  Summer 04

<b>Statement 11</b>		<b>Priority:</b>
All schools <b>actively bring in support</b> where appropriate from a range of external providers to help them improve their work in EGC&ESD.		<b>LOW</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
None Identified to date		

<b>Statement 12:</b>		<b>Priority:</b>
Schools actively <b>connecting</b> to and with a range of different places, both locally and globally, using a variety of different media.		<b>MEDIUM</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li>• <b>The Wales Regional Training Network.</b> Provides courses and support for teachers wishing to pursue the international dimension</li> </ul>	BC Wales and Local Authority Advisors	Ongoing
<ul style="list-style-type: none"> <li>• <b>DFID Global School Partnerships</b> Grants programme: reciprocal visits, global curriculum project grants, secondary/FE student exchange (Open to FE students on A level courses linking with similar institutions)</li> </ul>	DFID, British Council Wales	Ongoing
<ul style="list-style-type: none"> <li>• <b>British Council</b> school linking programmes EU programme (Socrates Comenius)</li> </ul>	British Council Wales	Ongoing
<ul style="list-style-type: none"> <li>• <b>Global Teacher Programme</b> Facilitates links with schools in Africa. Five week teacher placements South Africa, Uganda and Ghana</li> </ul>	Link Community Development	Ongoing
<ul style="list-style-type: none"> <li>• International School Award</li> </ul>	British Council Wales	Ongoing
<ul style="list-style-type: none"> <li>• European Picture Book Project (schools in Conwy)</li> </ul>	Conwy CC	
<ul style="list-style-type: none"> <li>• Faith based schools, through (International Development) agencies, have links with overseas partners - agencies operate various twinning type schemes</li> </ul>		

**Sector: Training**

<b>Statement 13:</b>		<b>Priority:</b>
EGC & ESD to become a statutory component in all Initial Teacher Education & Training (ITET)		<b>HIGH</b>
<b>Actions: Existing</b> <ul style="list-style-type: none"><li>Swansea Institute of Higher Education BA Ed Course<ul style="list-style-type: none"><li>ESD/Global Citizenship is addressed in science/geography modules. Students are encouraged to promote ESD on school practice and are examined on their understanding in final exams</li></ul></li></ul>	<b>Who by:</b>	<b>Timescale:</b>

<b>Statement 14:</b>		<b>Priority:</b>
<b>Newly qualified teachers</b> will understand and appreciate the value of EGC & ESD.		<b>LOW</b>
<b>Actions: Existing</b> <ul style="list-style-type: none"><li>Some provision of EGC at UWC, Newport for CPD</li></ul>	<b>Who by:</b>	<b>Timescale:</b>



<b>Statement 15</b>		<b>Priority:</b>
An increasing proportion of teachers to undertake EGC&ESD activities through their <b>Continuing Professional Development (CPD)</b> .		<b>MEDIUM</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
<ul style="list-style-type: none"> <li><b>Workers Educational Association</b> <i>Global Perspectives in Adult Education</i>. Training, information and teaching materials</li> </ul>	WEA	Ongoing
<ul style="list-style-type: none"> <li><b>British Council</b> EU programme Comenius 2.2 Training Courses, ARION (study visits for head teachers and advisors)</li> </ul>	BC Wales	Ongoing
<ul style="list-style-type: none"> <li><b>The Wales Regional Training Network</b>. Provides courses and support for teachers wishing to pursue the international dimension</li> </ul>	BC Wales and LA Advisors	
<ul style="list-style-type: none"> <li><b>Trinity College</b> Msc Environmental Education includes module on ESD</li> </ul>	Trinity College Carmarthen	Ongoing
<ul style="list-style-type: none"> <li><b>UW Bangor MA/MEd</b> includes module on Education for Global Citizenship</li> </ul>	UWB	Ongoing
<ul style="list-style-type: none"> <li><b>Swansea Institute</b> Living Sustainably module (available from undergraduate to masters)</li> </ul>		Ongoing

<b>Statement 16</b>		<b>Priority:</b>
Every Local Authority should have someone with <b>responsibility for EGC &amp; ESD</b> and they should receive appropriate training.		<b>MEDIUM</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
TBC		

<b>Statement 17</b>		<b>Priority:</b>
Training on EGC & ESD will be provided for independent & LEA <b>Inspectors</b> .		<b>MEDIUM</b>
<b>Actions: Existing</b>	<b>Who by:</b>	<b>Timescale:</b>
TBC		

**Sector: Agencies**

<b>Statement 18:</b>  A body of evidence demonstrating <b>good practice</b> in EGC&ESD to be gathered and made available for all schools and their partners to access.			<b>Priority:</b>  <b>MEDIUM</b>
<b>Actions: Existing</b>  TBC		<b>Who by:</b>	<b>Timescale:</b>

<b>Statement 19:</b>  Estyn remitted by Assembly Gvt to do a <b>survey</b> of EGC&ESD by the end of the first 5 years of the implementation of the EES Strategy.			<b>Priority:</b>  <b>HIGH</b>
<b>Actions: Existing</b>  TBC		<b>Who by:</b>	<b>Timescale:</b> 2004

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<b>Statement 20:</b>  Every school should undertake a range of EGC&ESD <b>activity at each key stage</b> .			<b>Priority:</b>  <b>LOW</b>
<b>Actions: Existing</b>  TBC		<b>Who by:</b>	<b>Timescale:</b>

## Register of Actions & Initiatives in North West Wales ~

Updated 26/04/04

Action
Report on the WEC ITET project will be available soon. Containing recommendations within it. It will be available in English & Welsh
Information re the Wales Jamaica project is now on the WEC Website, with a CDRom being developed for next year
Gwynedd & Ynys Mon authorities are now signed up to their own Green Schools Award Project. There is an INSET & supporting resource package, that involves Local Authority Officers (Planning Recycling etc). Schools can be awarded Bronze, Silver or Gold Awards. Accreditation guidelines have been developed, classroom materials and a conference in Anglesey available for teachers.
Lesotho Link producing a 'Big Book' of stories for KS1
Nicaragua Cymru – developing a film around the theme of Nicaraguan youth's experiences of sweatshops, globalisation and environmental degradation etc. Hopefully be launched in Jan 05
Help is needed to find a way to make use of a wealth of information, (pictures and other materials etc) to do with a recent visit to Uganda. Felt that there is potential for a CDRom
Link Community Development have resources in Welsh available for schools to hire around the subject of South Africa. English version already prepared and ready for use
MA module at Bangor will be running again in the academic year 05/06
<p>Urdd Gobaith working closely with schools:</p> <ol style="list-style-type: none"> <li>1. Annual Message of Goodwill (pack available) transmitted live on radio across the world on the 18<sup>th</sup> May. Annual message is prepared by young people in N &amp; S Wales</li> <li>2. Home-Based Charity work designated and supported by UG with packs and workshops available</li> <li>3. Commission a service each year for schools to use around Urdd Sunday (3<sup>rd</sup> Sunday in November)</li> </ol>
<p>Gwerin y Coed</p> <p>Have a pack on Western Sahara displaced peoples and working with the Wales Youth Forum for Sustainable Development</p>

## Register of Actions & Initiatives in NE Wales.

**Updated 6/5/04**

Action
Flintshire County Council supports the F/shire Fairtrade Coalition which is working towards to becoming a Fairtrade County
Governor Training sessions were held in January, with WEC's help
Venerable Edward Morgan Roman Catholic Primary School supports F/shire F/t Coalition - Asda now supplying school with F/t bananas to sell in the school
VEMRCPrimary also applying for the British Council's International Schools Award
Flintshire have prepared a Model Race Equality Policy for its Schools & an Action Plan with an electronic Racial Incident Reporting form going onto the schools Infonet in Sept - partnership with NW Police
In Wrexham Fairtrade working with all schools & internal catering services to serve F/t tea, coffee & bananas
Biennial Festival being planned to celebrate religious, cultural & linguistic diversity in the County of Wrexham
Small World Theatre from Swansea (having appeared in ESD&GC guidance booklet) brought in to address race issues in a number of schools
Arion programme visit to Greece by GW to look at Environmental Studies projects - focusing on Pollution, Tourism, Water, Herb Use & Living off the land. 15 people from all over EU. GW writing the report
Website on GC & SD linked to other sites, available on Internet and schools in D/shire
Racism & Diversity Project work going on in one year band in High Schools in D/shire
D/shire to take over the chair of RTN for next two years
Gp convened in D/shire of everyone in DCC involved in working with overseas regions. Strategy being prepared to join it all up, and how local schools can get involved
Currently a reciprocal link visit taking place, seeing a secondary head from Nepal visit area, 3 sources of funding required for the visit. Link now going beyond schools.
Comenius project involving 50 kids from 10 countries also taking place. This will produce municipal, regional links

## Register of Actions & Initiatives in Pembrokeshire ~

**Updated 25/03/04**

<b>Action</b>
Sustainable Schools Award
Roots & Wings/East West Links, Ireland & Wales
Botswana Project
Zanzibar
Belize – Global Connections
Dolen Cymru
2ndry School Council Conference
INSETs on ESD & GC
Tir a Mor
Varda gypsy history project
Arion project
Three Nations, One World
Young Global Citizens' Passport Scheme
One World Week

**Updated 29/04/04**

4 local schools have earned Eco Schools Green Flag award
Maenclochog School have been awarded the Sustainable Schools (SSA) Bronze Award
Potential for Pembrokeshire to be developed as a Fairtrade County is being explored. County Hall now serves Fairtrade teas & coffees
'Enquiring Mind' – a scheme of work has been developed in Pembs for Geography and History
SSA provides the mechanism for Eco Schools & Healthy Schools Initiative to transfer credits from one scheme to another
77% of Pembrokeshire schools now signed up to the Healthy Schools Initiative
African Garden being planted in Mathry School with others to follow
Trinity Student shadowing Janie Pridham, Global Connections

## Register of Actions & Initiatives in Carmarthenshire ~

**Updated 24/03/04**

Action Title/ Description
Kabo's Diary in English & Welsh. KS1 story book. Gomer Press are publishing it
Booklet titled 'I Belong' - guide to Primary School Citizenship for yrs 5 & 6. A CCC in-house publication.
Healthy Schools Initiative – 3 Actions
Lesotho Linking – info on RE
Education for Cultural Change (ESD/GC) INSET Programme at NBG (theme running through everything NBG does)
School Councils in every school
Youth Councils – mechanism being established to communicate with all of them
Many schools already have existing contact/exchange arrangements
MSc Environmental Education at Trinity College, local teachers take part, Dissertation on GC/ESD

**Updated 28/04/04**

Action
48 schools taking part in Healthy Schools Initiative, (up to 64 in Sept) Funding from NAW now creating a problem
Carms & Ceredigion Secondary PSE Network organising a trip to Centre for Alternative Technology, 23 <sup>rd</sup> June 04
National Botanic Gardens Support Project – 14 schools (after Inset Training) now propagating seeds in class, plant in June at NBG & harvest in Sept to take back to school ready for preparing/cooking
Award Ceremony for Eco Schools to be held at NBG. 8 Schools to receive Silver award, followed by workshop on how to achieve Green Flag status
NBG looking at establishing a Biodiversity Project
NBG exploring the development of a Linking project, based on countries participating in their Conservation Programme, namely South Africa, California, Spain, China, etc
MSC in ESD available at Trinity College
Trinity College working with Carmarthenshire County Council to provide training for Members on SD
Llangadog Primary School signed up to Eco Schools, School Council mostly interested in Environmental issues

Eco Schools conference at Llangadog Primary with Officers (GB, TB & GT) in attendance.
Linking project on Windfarms with an Australian organisation. needs better ICT support and advice
An agreement has been worked out between Healthy Schools Init. And Eco Schools, to allow schools to transfer their work/credits in to the other scheme, to avoid duplicity of effort etc.

# APPENDIX 1

## ENABLING EFFECTIVE SUPPORT WALES RESPONSE FORM

**In what ways will this assist you with your work?**

**Do you have any other suggestions for ‘support’ activities?**

**Do you foresee any potential difficulties with the proposed approach?**

**Do you have any other suggestions or comments?**



If you wish to flag up the services that your organisation provides for schools please add your details to the directory on following website:

[www.esd-wales.org.uk](http://www.esd-wales.org.uk)

**If you wish to add any other 'actions' relating to specific vision statements please complete the following:**

Statement to which action relates:		
Action: existing	Who by:	Timescale
Action: new/proposed		