



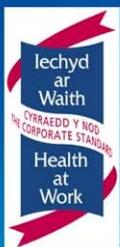
Estyn

Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Education for Sustainable Development and Global Citizenship in adult community-based learning and youth work in Wales



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE



AUGUST 2008

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- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LAs;
- ▲ teacher education and training;
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Background

- 1 In 2002 the Welsh Assembly Government published a guidance document 'Education for Sustainable Development and Global Citizenship – Why? What? How?' The guidance describes the purpose of Education for Sustainable Development and Global Citizenship (ESDGC). The key values that are common to both have to do with developing knowledge, skills and values to participate in decisions about improving the quality of life and promoting a more equitable and sustainable world.
- 2 The guidance defines ESDGC as:
 - the links between society, economy and environment and between our lives and those of people throughout the world;
 - the needs and rights of both present and future generations;
 - the relationships between power, resources and human rights;
 - the local and global implications of everything we do; and
 - the actions that individuals and organisations can take in response to local and global issues.
- 3 The guidance continues by describing nine key concepts of ESDGC:
 - interdependence;
 - citizenship and stewardship;
 - needs and rights;
 - diversity;
 - sustainable change;
 - quality of life;
 - uncertainty and precaution;
 - values and perceptions; and
 - conflict resolution.
- 4 In 2003, the Welsh Assembly Government reviewed its sustainable development scheme and adopted 'Starting to Live Differently'. The consultation that followed resulted in an action plan; 'Education for Sustainable Development and Global Citizenship – A Strategy for Action' which was published in 2006.
- 5 In 2006, Estyn published a report 'Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales'. The report considered the development of ESDGC in schools and further education colleges in Wales. This second report comments on ESDGC in adult community-based learning and youth work in Wales.

Introduction

- 6 The purpose of this report is to provide the Welsh Assembly Government with a position statement on the work currently delivered to adult community-based learners and young people in youth work settings about sustainable development and global citizenship and to recommend ways forward for the development of this work.
- 7 The report focuses on:
- the extent and quality of ESDGC delivered by adult community-based learning and youth work providers;
 - the systems and support that are available to providers developing ESDGC; and
 - the potential for future development of ESDGC.
- 8 Before producing the report, the team:
- reviewed all Estyn inspection reports on adult community-based learning, young people's partnerships (YPPs) and other relevant documents;
 - examined 22 responses to a questionnaire sent to all adult community-based learning networks and YPP and youth services co-ordinators;
 - interviewed 10 senior officers in voluntary sector and local authority settings; and
 - interviewed two key Welsh Assembly Government workers involved in developing ESDGC across Wales.

Main findings

- 9 Generally, youth work providers deliver a better range and quality of ESDGC to learners than do adult community-based learning providers.
- 10 Nearly all providers carry out work that involves elements of sustainable development and global citizenship. They have institutional policies to improve sustainable development initiatives and to change cultures within the organisation. Many providers fail to develop a robust, integrated approach to ESDGC in their organisational and delivery plans.
- 11 Many adult and youth work providers, children and young people's partnership (CYPP) and adult learning networks do not have a clear understanding of the range of educational benefits that come from embedding ESDGC in their work. Strategic managers do not plan well enough to make sure that institutional policies are delivered in a way that involves learners in taking action. Many providers do not evaluate the impact of ESDGC within their programmes and are often unclear about the impact their work has on learners.
- 12 Adult community-based learning and youth work providers do not have a clear and consistent understanding of the definition or the purpose of ESDGC. Nearly all providers are familiar with the term ESDGC. However, there are many interpretations of the purposes of ESDGC.
- 13 Only a few providers understand fully the inter-relationship between sustainable development and global citizenship and plan their programmes and policies to reflect this interdependence so that it informs and is embedded in all of their provision. Many providers are developing learners' understanding of sustainable development and global citizenship. In the best cases this work is effective.
- 14 Many providers rely too much on project work and try to develop ESDGC in isolation from other learning activities. They do not use core provision consistently to develop opportunities for learners to improve their skills in communication, critical thinking, and working with others in groups. Most providers do not develop ways to involve learners in making choices and decisions about their learning.
- 15 In the best cases, ESDGC work with younger learners creates better relationships between older members of the community and young people. The older community can then see how young people can contribute positively to community life.
- 16 Providers of adult community-based learning and youth work too often work in isolation from each other and the pace of development is too slow. They often duplicate work and fail to share resources.
- 17 Higher education providers are not doing enough to make sure that courses offered to adult community-based tutors and youth work staff include training in the delivery of ESDGC.
- 18 Continuing professional development training offered to staff by adult learning and youth work providers does not always integrate accreditation well into the delivery. Staff are not encouraged enough to use accreditation to keep a record of their own training development.

- 19 The Welsh Assembly Government ESDGC website is not used to its full potential. The website does not do enough to link, in particular, providers of adult community-based learning to current information and appropriate resources for their sector to help them and their learners to develop and improve their understanding of ESDGC.
- 20 There are not enough good quality resources available to adult community-based tutors and youth workers in informal settings so that they can integrate ESDGC easily into the delivery of their courses and sessions.

Recommendations

The Welsh Assembly Government through the ESDGC Advisory panel should:

- R1 clarify the definition of ESDGC to help adult community-based learning and youth work providers to embed ESDGC in their organisational policy and delivery plans;
- R2 liaise with those responsible for adult community-based learning in the Welsh Assembly Government to ensure that ESDGC is integrated into an overarching policy for the provision of adult learning in Wales;
- R3 make sure that providers in adult community-based learning and youth work settings understand the interdependence of sustainable development and global citizenship to enable them to support learners to take action;
- R4 make sure that adult learning networks and children and young people's partnerships have a clear understanding of all the educational benefits of ESDGC;
- R5 work with providers to improve access to funding for professional and institutional development;
- R6 work with providers to improve the training and learning resources available at all levels, including for senior and strategic managers, so that they understand how ESDGC can be delivered in adult and youth work settings;
- R7 support adult learning networks and children and young people's partnerships to develop ways to measure the impact of their work in ESDGC;
- R8 develop a strategy to support adult learning networks and children and young people's partnerships to ensure that the further development of ESDGC is linked across Wales; and
- R9 improve the use of the ESDGC website to:
 - link providers with up-to-date and appropriate resources for adult and youth work settings; and
 - share examples of good practice across all providers in Wales and in other countries.

Local adult learning networks and children and young people's partnerships should:

- R10 identify across all networks good quality ESDGC resources that are available to adult community-based learning tutors and youth workers to use in their delivery; and

R11 work together to identify good practice in ESDGC and share successes across the networks in order to maximise the impact of their work.

Individual providers of adult community-based learning and youth work should:

R12 create further links across adult community-based learning and youth work networks to improve joint working in local areas;

R13 link all organisational plans to the Welsh Assembly Government strategy and action plan for ESDGC;

R14 further develop training for all new and existing staff to improve understanding of ESDGC and to embed ESDGC in their work; and

R15 make sure that any training offered to workers emphasises the seven key themes of ESDGC (see Appendix 1) so that workers are able to take action on both sustainable development and global citizenship issues in their work.

The quality and extent of ESDGC in adult community-based learning and youth work settings

- 21 Adult community-based learning and youth work providers do not have a clear and consistent understanding of the definition or the purpose of ESDGC. Nearly all of the providers in the sample are familiar with the term ESDGC. However, there were many different interpretations of the purpose. Examples of how ESDGC is included in providers plans are:
- sustainable development policy;
 - environmental management policy;
 - equal opportunity policy;
 - travel policy;
 - curriculum delivery;
 - health and well being strategies; and
 - targeted ESDGC project work.
- 22 In a majority of cases, staff who deliver adult community-based learning and youth work show little understanding of the strong links and the close relationship between sustainable development and global citizenship. The majority of providers do not always recognise opportunities to embed ESDGC into existing curriculum. Around half of providers believe that ESDGC is a new curriculum area and is taught separately.
- 23 Many providers are not clear about the purpose and range of ESDGC and therefore find it difficult to assess how well they include ESDGC in their work. As a result, they also often miss opportunities to work across networks and with other providers. Many providers have not developed ways to measure how their work influences learners.
- 24 Over three quarters of the sample have developed a good range of organisational policies to support work involving ESDGC. However, overall, providers concentrate more of their work on sustainable development than on global citizenship.
- 25 Only a few providers understand the interdependence of ESDGC when planning learning. These providers make strong links between sustainable development and global citizenship in their organisational and delivery plans.
- 26 The current guidance on ESDGC is not effective enough in promoting understanding of links between sustainable development and global citizenship. Many providers do not do enough to promote understanding with their staff and their learners. The diagram set out in Appendix 1 offers a model for providers to understand the links between ESDGC and its delivery. The model sets out seven themes which link the Welsh Assembly's guidance definition of ESDGC and its nine key concepts.

27 The seven themes are:

- **wealth and poverty** Fair Trade, sustainable procurement;
- **identity and culture** race equality, international partnerships;
- **choices and decisions** thinking about the consequences of our lifestyle decisions;
- **healthy living** healthy body, healthy mind;
- **natural world** take action for biodiversity, visits to countryside projects;
- **waste and consumption** management of buildings and grounds; and
- **climate change** energy use, transport choices, food miles.

28 Providers do not use opportunities well in ESDGC to embed successfully wider learning opportunities for learners. Providers do not use ESDGC well enough where it can make a positive contribution to learners understanding of, for example:

- the development of a social justice perspective;
- an appreciation of global diversity; and
- the development of citizenship.

29 Many providers identify benefits to their organisation from including ESDGC in their delivery. All local adult community-based learning networks and children and young people's partnerships are involved with work that is concerned with ESDGC.

30 In the majority of cases, youth work providers deliver a better range and quality of ESDGC to learners than do adult community-based learning providers. This is because there is no strategic drive to influence the curriculum for adult learners by the Welsh Assembly Government or by individual providers or area learning networks.

31 Nearly all of the providers in the sample have plans in place to develop their ESDGC work. Many are planning to provide continuing professional development for tutors and to embed sustainable development in provision. However, most providers refer to practical and capacity barriers to fulfilling these plans. They feel that there are too many Welsh Assembly Government initiatives and they do not know which ones to prioritise.

32 Nearly all providers are undertaking work that is concerned with ESDGC, including:

- institutional policies such as energy saving and making buildings more environmentally friendly to change cultures within the organisation, for example by lift sharing and recycling initiatives;

- project work that includes healthy living, improving the local environment and running day conferences to discuss local issues and links to the wider community;
 - work with specialist organisations such as the Groundwork trust and Cyfanfyd; and
 - youth and adult exchanges, most often with European countries but in a few cases with countries outside Europe.
- 33 There are many good examples of courses across Wales that promote health and well being for adults and young people well. For example, links with the voluntary sector partners in the New Learning Network in Neath Port Talbot ensure that many older learners find out how to improve the quality of their lives. In one Pembrokeshire Communities First area, learners use their knowledge gained in healthy living sessions to improve the quality of their children's meals.
- 34 Many youth work providers offer a wide variety of good quality projects targeted to meet the needs of young people. Providers in these projects have a clear focus and work well on key issues for young people including healthy living, healthy eating and sexual health.
- 35 Workers in the Healthy Schools Programmes often recognise links to many of the broader aims of ESDGC such as;
- consultation and discussion with young people to identify issues for development;
 - campaigning and local promotion of ESDGC issues; and
 - development of understanding across a range of issues including recycling, Fair Trade, citizenship, improving knowledge of other cultures through geography, art and music, and healthy food preparation and eating.
- 36 The following are good examples from across Wales of how the providers of adult community-based learning and youth work support the themes of ESDGC shown in Appendix 1.

Healthy Living/Choices and decisions

Workers in the Vale of Glamorgan and Wrexham Healthy Schools Programme make sure that all providers of youth work and other youth support services in the young people's partnership in their areas know about the impact of their work. These Healthy Living workers make good use of opportunities to include youth support service providers as well as schools in their programmes. Their plans link well to the ESDGC action plan.

Consumption and waste/Choices and decisions

The YMCA is active and effective in supporting education for sustainable development. YMCA staff use their newsletter well on a regular basis to tell all learners, tutors and stakeholders about sustainability. Learners on offender management programmes regularly recycle materials to produce and sell high quality items such as garden ornaments.

Torfaen adult community-based learning providers make sure learners use recycled materials in classes. Providers in Torfaen also work together to provide training for other organisations to improve understanding about sustainable development.

Choices and decisions/Identity and culture

In Carmarthenshire and Merthyr, youth work providers have made good links with communities. These links help them support the development of local project-based activities that benefit young people, adults and community regeneration initiatives. These projects have resulted in negative community perceptions of young people turning into positive opportunities with older citizens supporting local youth projects.

Identity and culture/Choices and decisions

There are good examples of projects that help young people understand more about global citizenship. A project in Blaenau Gwent used information about the D-Day landings in Normandy well to widen young people's understanding of international perspectives.

Choices and decisions

A few young people are involved in decision making at a local authority level. For example, in Newport, young people have started to influence directly decisions made by the local authority.

Choices and decisions/Wealth and poverty

In Caerphilly, providers work together through a project called 'the Hub' to make sure that young people learn about the environment, sustainable development and their place in the community.

Identity and culture

Young people in one youth group in Powys use music and drama well to learn about the lives of other young people. They attended an international Celtic festival in Spain and develop useful links with an inner city youth theatre in Peckham, London.

Natural environment/Wealth and poverty

In Gwynedd, adults attend dry stone walling courses. These courses support environmental work, develop local rural skills and provide local employment opportunities.

Natural Environment

Young people in a youth club in Wrexham work alongside the National Trust to tackle vandalism in a local park. They clean up the park to make it a pleasanter environment for people to relax in.

- 37 Many staff at all levels are involved in ESDGC initiatives. However, a critical factor in the success of ESDGC is the commitment of senior managers. This commitment is particularly important in order to break down internal and external organisational barriers and emphasise the strategic importance to all staff.
- 38 Many strategic managers do not audit their existing provision to know where the organisational strengths and areas of development lie. Many do not have a clear picture of what they need to audit. Appendix 1 identifies the seven themes of ESDGC. Using these themes would help staff to map their progress against the range of activities included in ESDGC.
- 39 Many strategic managers are not clear enough in their organisational plans about how staff should embed the principles and practice of ESDGC in their work. Most strategic managers are not clear how they will audit and continue to embed ESDGC into operational plans and delivery.

The support available from organisations dedicated to ESDGC to providers of adult community-based learning, youth work providers and their networks

- 40 The Advisory Group for ESDGC maintains the Education for Sustainable Development and Global Citizenship website www.esd-wales.org.uk. Organisations register on the website and list resources that they can offer others. The website gives links to others who support ESDGC. Support for schools dominates the resources available on the website. There are not enough links to adult community-based learning resources on the website, although there is better information available for youth work settings. The website does not have regular updates of information aimed at adult and youth work staff. The Advisory Group does not make the best use of its website. The group does not regularly update its own website to improve access to current information.
- 41 A variety of other organisations have websites with useful information for providers in adult learning networks and children and young people's partnerships. These organisations work in many areas in Wales. They all have useful information about a range of the themes highlighted on the diagram in Appendix 1.

National organisations

SustainWales.com (www.sustainWales.com) is a website developed by the Wales Council for Voluntary Action (WCVA), Cymru Ar-lein, Welsh Assembly Government (WAG), and the then Sustainable Development Forum for Wales (now known as Cynnal Cymru) which brings together information about individuals, organisations and businesses working in sustainable development in Wales. It also gives access to an on-line newsletter which gives information about sustainable development in Wales and the world (globallysusdcymru@wales.gsi.gov.uk).

Cyfanfyd (www.cyfanfyd.org.uk) has produced helpful good practice guides for ESDGC in youth work and lifelong learning that give useful links to providers working in Wales. Cyfanfyd also supports Global Youth Work E-Network. This network has around 150 members from both statutory and voluntary youth work sectors across Wales.

UNA Exchange (www.unaexchange) offers a range of volunteering opportunities in Wales and the world. The Exchange promotes and supports international understanding, cultural exchange and community development whilst at the same time enabling volunteers' personal growth and development. UNA Exchange volunteers always work in partnership with local community groups.

The Centre for Alternative Technology (www.cat.org.uk) runs a free information service, answering enquiries on a range of topics. It also offers a consultancy service for larger projects. There is a good range of free information sheets available on this website on eco building, energy efficiency, low impact living, renewable energy, transport and travel, and water and sanitation.

Local organisations

Development Education Centres (DECs) are independent local centres that raise the profile of global issues and encourage positive local action for global change. There are three local DECs working in Wales:

- Global Connections (World Studies, Resource and Training Centre) (www.globalconnections.org.uk)
- Powys Environment and Development Education Centre (PEDEC) (www.pedec.org.uk) and
- World Education Centre (www.bangor.ac.uk/addysgbyd).

PLANED, the Pembrokeshire Local Action Network for Enterprise and Development (www.planed.org.uk), is a community led local development partnership. PLANED encourages the participation of local communities to join in and contribute skills and knowledge to a range of projects to support ESDGC. This website gives access to a range of good examples of the work the network undertakes.

Ymlaen Ceredigion (www.ymlaenceredigion.org.uk) works with local communities as well as the public and private sectors through projects that support improvement in health, sustainable energy, recycling and waste minimisation, as well as providing education, information and consultancy services. Ymlaen Ceredigion also works at a strategic planning level, to promote policies for sustainable development in Ceredigion and Wales.

The South East Wales ESDGC Forum (www.sewalesesdgc.org.uk) leads local policy and practice in ESDGC in Blaenau Gwent, Monmouthshire, Newport and Torfaen. It concentrates on work in schools but has useful support documents for providers developing work in other sectors.

- 42 There are a variety of other charitable organisations such as Christian Aid, Oxfam, World Wild Life-UK, Groundwork Trust and Royal Society for the Protection of Birds who offer a range of opportunities for providers in adult and youth sectors to develop ESDGC work.

The development of existing adult community-based learning and youth work provider networks to support the ESDGC action plan

- 43 Providers across Wales are developing networks to support ESDGC in adult community-based learning and youth work. Examples include local adult learning networks, young people's partnership groups, Community Learning Wales, the Fforwm Outreach Managers group, Swansea Environment Education Forum and the World Education Centre at Bangor University. All these groups bring a wide range of providers together to develop ESDGC activities in both adult and youth work settings. However, the networks miss opportunities to link together well. The networks do not always identify resources and plans that could improve joint working in local areas.
- 44 Whilst these activities raise the profile of ESDGC they do not always help to promote increased understanding of the links between sustainable development and global citizenship or how to respond to the Welsh Assembly Government's ESDGC action plan. The ESDGC website is not used well enough as a resource to promote wider understanding of the work.
- 45 An example of how one area is developing its strategic approach to promote ESDGC is set out in Appendix 2. It shows ways that providers are linking together in a local authority area to begin to look at the range of work overall, develop resources and create ways for sharing good practice.
- 46 OCN Wales is working closely with the ESDGC Advisory Panel to improve ways that ESDGC is embedded into unit delivery. This creates a good opportunity for providers to consider how to include ESDGC holistically in unit descriptors. This will encourage providers to include ESDGC into the delivery of all provision. OCN Wales has good links to the Welsh Assembly Government Department for Youth and Adult Learning and the 14-19 networks. However, there are no similar arrangements to develop the work for adult community-based learning networks.
- 47 A consultative group brought together by Community Learning Wales and Cyfanfyd has reviewed ESDGC in adult community-based learning in order to make recommendations for the development of ESDGC in the sector. The consultation group includes providers of adult community-based learning as well as representatives from higher education, trade unions, the Centre for Alternative Technology in Machynlleth and Open College Network Wales. The group will act as a consultative group for the ESDGC Advisory Group.

The quality and extent of training offered to staff in adult and youth work settings

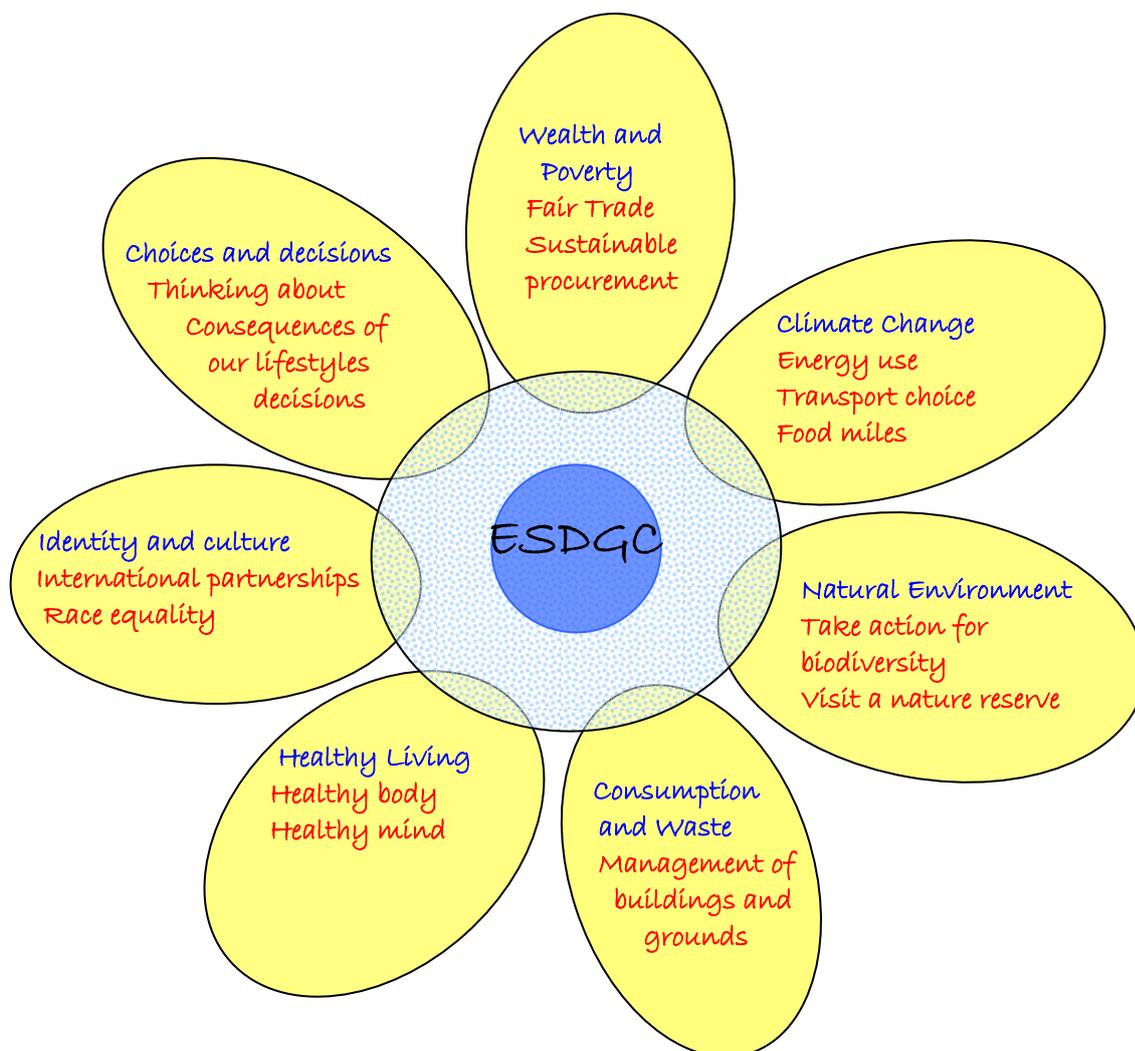
- 48 Training offered to staff by the providers of adult community-based learning and youth work in ESDGC is often of a good standard. However, there is frequently inconsistency in how and where it is offered. Only a minority of organisations in the sample include this training as standard practice.
- 49 There are not enough trainers able to deliver ESDGC as part of induction or continuing professional development for staff in adult community-based learning or youth work. In work commissioned by the Welsh Assembly Government, the YMCA and Cyfanfyd are working together to increase the number of trainers able to deliver training in ESDGC to grassroots youth work staff. The training of new trainers helps more youth workers successfully introduce elements of ESDGC as set out in Appendix 1 into their work with young people. Further information about this training is set out in Appendix 3.
- 50 Six local authority youth service areas have run the training, for youth work staff. It is delivered in a good lively way, giving opportunities for workers to understand how to engage young people they work with in a variety of activities that involve global citizenship. More information about this initiative is included in Appendix 3.
- 51 This training given to youth workers often misses opportunities to embed accreditation well into the delivery. This means that workers are not using the training well to develop evidence of their continuing professional development. In the delivery of the training, connections between global citizenship and sustainable development are not emphasised enough. Workers are not encouraged to understand the interdependence between the two elements of ESDGC.
- 52 In higher education, two thirds of institutions that deliver training courses for adult tutors and youth workers do not include ESDGC in their delivery. Only a minority of these higher education providers are planning to include ESDGC in their courses. Those higher education providers who do include ESDGC training either embed it in level 4 courses or in informal annual tutor training.
- 53 There is no national support for generic ESDGC training to all staff of all providers across both sectors. This kind of training would help staff from both sectors to promote ESDGC and the Welsh Assembly Government action plan more consistently.

Appendix 1: The seven key themes

Education for Sustainable Development and Global Citizenship – a model for defining the themes of ESDGC

Estyn and officers of the Welsh Assembly Government have devised the following model as a starting point in identifying the key elements of ESDGC. This model can help adult community-based learning and youth work providers, their staff and networks to audit their current work and to continue to develop work in ESDGC. It will help to identify strengths and areas for development. Providers and their networks can use the model to find ways to improve involvement and delivery of ESDGC.

Providers may find that they do not always have ways to develop work within all the elements. For example those providers who do not manage their own buildings and grounds cannot have overarching responsibility for ESDGC issues in that venue, but may support others to improve recycling and procurement.



Appendix 2: How one local authority is developing work to support ESDGC

Developing ESDGC in Rhondda Cynon Taf

Providers in Rhondda Cynon Taf have created a Beacon group to develop the ESDGC strategic plan for the county. The ESDGC Officer for the county co-ordinates the meetings of the group. There are a wide range of providers represented on the group. These include adult community-based learning providers, the youth service, the voluntary sector, schools, higher education, and departments of the local authority such as environmental departments, along with the Healthy Schools workers. This group has already made a successful bid to the Department for International Development (DfID) to create a toolkit to help others providers to understand how to embed ESDGC into their practice.

As part of these strategic developments, Rhondda Cynon Taf adult community-based learning and youth work providers have developed a range of work that supports the development of ESDGC.

Rhondda Cynon Taf Youth Council works well with youth support service providers. As part of the Youth Council's work, Bodringallt Youth Centre produced a DVD to highlight issues about litter problems in the local community and young people in Pendeyrn made a short film about their perspective of living in their community. This film included information about the history, industry, tourism and community life of the area. A number of organisations supported the project. Many of the young people involved in these projects are members of the Youth Council and continue to act as advocates for ESDGC through the work of the Youth Council.

Providers in Rhondda Cynon Taf also work with UNA Exchange to provide opportunities for volunteers to work with local people on environmental projects in community settings. Currently a volunteer is working with the youth service to support work with young people.

Rhondda Cynon Taf adult community-based learning providers have developed work alongside the Older Person's Network. The Network has representatives from older learners, local authority departments and the voluntary sector. The Network meets quarterly to discuss the learning needs of older learners. Providers use the network well to discuss issues that affect older learners. One outcome from these meetings is the inclusion of information about the times of public transport with course information to help older people use sustainable transport more easily. The Older Person's Network recently celebrated International Older Person's Day with a daylong celebration of learning for older people in the Aman Centre in Aberdare.

The work with older people continues with the Gwanwyn Festival. The 2008 festival will build on the work of the festival in 2007 and the celebration of International Older Person's day. The 2008 festival is by funded by Rhondda Cynon Taf Community Arts, the Arts Council of Wales, Age Concern and the Welsh Assembly Government.

Rhondda Cynon Taf adult community-based learning providers, the Older Person's Network and the University of the Third Age (U3A) work well together as partners in a Grundtvig programme. These partners work together to support older learners to become more active citizens and to establish local sustainable learning groups with these older learners. Other European partners in this Grundtvig are from Finland, Iceland, Scotland and Eire. Older learners involved in the programme have all met to share and discuss the outcomes of their work.

Appendix 3: Training issues

Training and Training the Trainers in ESDGC

There are not enough trainers available to deliver good quality integrated ESDGC training to both adult and youth work staff. The YMCA and Cyfanfyd are working together to develop ways to train more trainers who can deliver training to staff. These trainers are then able to deliver training to staff to help them incorporate ESDGC into the sessions and courses they deliver to learners.

Cyfanfyd has recruited a number of its members who are interested in becoming trainers in ESDGC. These members of Cyfanfyd have completed a training course run by the YMCA that helped them to understand more about the skills and techniques needed to deliver training to staff well.

The YMCA has developed a series of Open College Network (OCN) units to support the training of both trainers and workers who engage with ESDGC. These units aim to further develop understanding of ESDGC and increase the availability of workers who are able to deliver it.

These newly trained trainers have now used these skills to deliver training to youth workers in local areas. Gwynedd, Rhondda Cynon Taf, Powys, Merthyr, Powys and Flintshire Youth Services have taken part in this training. This has helped a group of approximately 160 youth workers to develop skills to include ESDGC in the delivery of their work. Further training is planned for youth workers in Caerphilly, Bridgend, the Vale of Glamorgan and Cardiff.

Glossary

Adult Learning Networks

These are area networks of providers funded by the Department of Children, Education, Lifelong Learning and Skills (DCELLS). These providers work together along with the County Voluntary Councils to provide adult community-based learners with educational opportunities. Estyn began inspecting these providers in 2004 and has completed over half of the planned inspections. Copies of the inspection reports are on Estyn's website www.estyn.gov.uk

Age Concern

A charity established to improve the lives of all older people in Wales. It aims to influence policy and practice that affects older people, enable older people to exercise power and control in their lives and increase awareness of issues affecting older people.

Arts Council for Wales (ACW)

Responsible for funding and developing the arts in Wales. The Welsh Assembly Government provides ACW with money to fund the arts in Wales.

Centre for Alternative Technology (CAT)

This is one of Europe's leading eco-centres. CAT works to raise awareness and demonstrate practical ways of address problems which promote globally sustainable and ecologically sound technologies and ways of life.

Children and young people's partnerships (CYP)

All local authority areas of Wales have a children and young people's partnership. The partnerships have representatives from local authority, health services and the voluntary sector. The Welsh Assembly Government requires these partnerships to make sure that children and young people and their families can take part in their work. The partnerships lead the planning arrangements and set out the main priorities for all local services affecting children and young people. They guide the plans for work with all children (0-10) and young people (11-25). The local Health, Wellbeing and Social Care Strategies are then linked to the partnership plans. Inspection reports for youth support services can be seen on Estyn's website www.estyn.gov.uk

Communities First

A Welsh Assembly Government programme which provides local people with opportunities to play an active role in shaping the future of their community. It is a long term programme and will run for at least ten years. The programme operates in areas where there is poor educational achievement, housing and environment. Communities First provides opportunities for people living in these areas and the agencies that deliver services in these communities to improve their local areas together.

Community Learning Wales

This is the umbrella organisation for adult and community learning delivered and supported by local authorities in Wales. It aims to provide innovative, affordable and accessible learning opportunities for all members of local communities.

Cyfanfyd

The development education association for Wales. It supports and promotes the work of those bringing a better understanding of global and development issues to Wales. It has over 100 members ranging from large national charities to individuals, community-based groups, schools and local authorities.

Development Education Centres (DECs)

These centres raise the profile of global issues and encourage positive local action for global change. Each Centre defines the work it will undertake in response to local needs and enquiries. Most work with schools, teachers and local authorities to enrich the curriculum. Many also work with youth and community groups, volunteers, universities and adult learners.

There are three centres in Wales:

- Global Connections (World Studies, Resource and Training Centre) www.globalconnections.org.uk;
- Powys Environment and Development Education Centre (PEDEC) www.pedec.org.uk; and
- World Education Centre www.bangor.ac.uk/addysgbyd

Fforwm

This group represents the 23 further education (FE) colleges and three FE institutions in Wales. It is as a charity and organises network meetings, research, and consultancy for further education. It seeks to influence and shape policy in post-16 education, training and life-long learning.

Gwanwyn Festival

This is a month long national festival held across Wales in May celebrating creativity in older age. Meaning 'spring' in Welsh, 'gwanwyn' celebrates older age as a time of opportunity for renewal, growth and creativity. The festival offers opportunities for greater participation by older people in the arts, including the visual arts drama, storytelling, music, literature, dance and film. The festival is an opportunity to highlight and promote the participation of older people in the arts throughout the year.

Groundwork trust

A charitable trust. The trust works across Wales to support initiatives that improve sustainable development and regeneration programmes. They work holistically and tackle environmental, economic and social problems together.

Healthy Schools Programme

A Welsh Assembly Government initiative to promote improvement in the health and well being of children and their families. Workers in this programme organise with local health boards, NHS trusts, local authorities, schools, community organisations, a variety of health promotion activities.

International Older Person's Day

The United Nations has designated 1 October as the annual International Day of Older Persons. The day recognises of the world's ageing population and the growing importance of older people in society. The day also remembers the global importance of older people and their place and accomplishments in society.

Open College Network Wales

The Open College Wales supports learning and widens opportunity by recognising achievement through credit based courses and qualifications. It is a charity and its membership includes further education colleges, universities, local authorities, voluntary and private sector organisations.

Swansea Environment Forum

Swansea Environmental Forum is an association of organisations and individuals working together to initiate, develop and co-ordinate environmental action in Swansea. The Forum is the lead partner for all aspects of the natural and built environment for Swansea's community plan.

UNA Exchange

The United Nations Association Exchange is a registered charity. It has a membership of over 250 individuals. The majority of its work is in Wales, but UNA Exchange volunteers travel to more than 50 countries to participate in local development projects alongside local people. The Exchange supports volunteers to understand and appreciate differences and similarities between cultures. UNA Exchange based in Cardiff and established in 1973.

The University of the Third Age (U3A)

A charity run by volunteers for people no longer in full time employment. Each local group of U3A uses the knowledge, experience and skills of their members to organise their own learning groups. Subjects vary and include art, languages, music, history, life sciences, philosophy, computing, crafts, photography and walking. There are approximately 40 U3A groups in Wales.

The World Education Centre (WEC)

A Development Education Centre based in the University Of Wales, Bangor. It works with primary, secondary, higher and further education providers to promote global and sustainable development. The centre funds its work by grants from Christian Aid, Oxfam, Department for International Development (DfID) Awareness Fund and the Enabling Effective Support Initiative.

Youth work provider

This refers to any organisation that works with young people in a community setting.