



Education for Sustainable Development and Global Citizenship

A Common Understanding for the Youth Work Sector



Information

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A Common Understanding for the Youth Work Sector

- Audience** All youth organisations working within the Youth Work Curriculum Statement for Wales including practitioners, managers and other stakeholders. Higher Education Institutions engaged in the delivery of professional youth work courses.
- Overview** This is an information document to aid delivery of ESDGC in the youth work sector. The approach within the 'Common Understanding' covers a range of ESDGC activity to support how the work may be embedded at all levels within the sector and provides a few practical suggestions for taking the work forward.
- Action required** No action required - For information only.
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http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/sustainabledevelop/?lang=en
- Related documents** ESDGC action plan 2006
ESDGC action plan updated April 2008
ESDGC common understanding for schools July 2008
ESDGC information for teacher trainees & new teachers July 2008
ESDGC in the Further Education sector September 2008



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Summary

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

Jane Hutt, Minister for Children, Education and Lifelong Learning in Education for Sustainable Development and Global Citizenship - A Strategy for Action, Updated April 2008

This document is aimed at supporting the implementation of education for sustainable development and global citizenship (ESDGC) within the youth work sector and was informed by the breadth of activity currently taking place. In this, it has taken on the views and opinions of practitioners and young people in Wales.

The document provides background on the nature of the work and the importance of engaging within ESDGC from the perspective of all stakeholders. To support the work of practitioners and managers who may be less familiar with the concept, it also illustrates the types of action which could be taken forward.

The youth work sector currently delivers a good range of activity and the document goes on to look at ways to be taken forward including the following areas:

- Commitment at senior management level
- Embedding the work within the delivery
- Developing partnerships and productive links to support its delivery
- Developing knowledge and skills through ongoing training
- Ideas to support the delivery of ESDGC.

1 Introduction

'... you can't look at the issues by themselves, nowadays education needs to be changed to incorporate the society that the young person is living in, a lot of prejudice comes from a lot of lack of understanding so if we had more education not only about what's around us locally but what's out there internationally then maybe when young people look at the news or go to vote or simple things like that that affect them in their life they'll have a better understanding of where they stand'.

Funky Dragon Representative

Why Education for Sustainable Development and Global Citizenship (ESDGC)?

Young people are growing up in an increasingly interdependent and globalised society, and are consequently being faced with new opportunities, challenges and concerns. All providers have a duty to reflect on their services to young people, and how their organisations conduct themselves, in order to respond effectively to the changes in young people's learning and development needs.

ESDGC in a youth work context starts from the young people's experiences, encourages a critical understanding of the links between their lives and histories with those in their community and others throughout the world, making the connections between society, economy, the environment and politics. It reflects on attitudes and values, and develops skills to enable active participation in creating a more just and sustainable world.

The term 'global youth work' is also often used to describe an approach to youth work which incorporates the main principles and practices of sustainable development and global citizenship. The term 'development education' also has a long history of being used to describe a comparable approach to learning.

ESDGC in the youth work sector isn't new. Many youth work practitioners and young people have been involved for many years, driven by their own personal motivation, inspiration and sense of responsibility. They engage in this work because they are responding to the changing state of the world today, it simply makes sense to them as good youth work practice.

If ESDGC becomes properly embedded into youth work provision, it will contribute to creating a world which is fairer and more sustainable. Benefits will be felt by the young people, the youth work practitioners, the organisation as a whole, and the wider communities.



“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.”

(Main finding, ESTYN Education for Sustainable Development and Global Citizenship in adult community-based learning and youth work in Wales, August 2008)

What is the purpose of this document?

The purpose of this document is to provide a common understanding of Education for Sustainable Development and Global Citizenship in the youth work sector in Wales. This Common Understanding should make it possible to locate current practice within the full picture of ESDGC, seeing where further connections could be made, or how to take learning more in-depth. This document should locate ESDGC within core provision; woven into the fabric of practice, instead of project work isolated from other learning activities. The organisation or service as a whole

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will find guidance on how to develop a robust, integrated approach to ESDGC within organisational delivery plans and institutional policies, finding the positive impact of embedding ESDGC, along with the challenges it can bring.

This Common Understanding has been developed from the experiences of youth work practitioners and young people already involved in ESDGC. It proposes ways to make the abstract ideas inherent in the definitions and key concepts of ESDGC more understandable and more accessible for youth work providers and practitioners who are just beginning to explore the area of learning. Those already engaged in ESDGC can use this document as a tool to further develop their practice, or perhaps just gain perspective of where current individual ESDGC practice fits into a whole.

This common understanding is part of a wider support structure for ESDGC in youth work. There is a flier 'What Can One Person Do', which will introduce ESDGC in youth work. The 'ESDGC in Youth Work Toolkit' will enable providers to fully embed ESDGC, including activity ideas as well as case study examples of good practice from throughout Wales.

The full breadth of ESDGC means that partnerships are essential, utilising expertise from various youth work sectors, both statutory and voluntary. Successful partnerships mean that individual projects are not working in isolation, there is less duplication, more sharing of resources, and potential for accelerated growth in the development of ESDGC. Youth work has successfully introduced non-formal learning to the world of formal learning, and there are more and more examples of successful partnerships between non-formal and formal learning sectors. This can be particularly useful when working with young people disengaged from school.



What is a common understanding?

The intention of this common understanding is to make clear what we mean when we talk about ESDGC, and in particular ESDGC in non-formal learning situations. It is not meant to restrict practice by narrowing perceptions of what ESDGC is, or can be. Any issue has the potential to be a starting point for ESDGC, and in order

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to be inclusive and relevant to all young people there needs to be a large and diverse range of approaches. However in marrying the principles and practices of youth work with the principles and practices of ESDGC, it is possible to identify what is, and what isn't, ESDGC in youth work.

Who is it for?

This document is for anyone who works to the Youth Work Curriculum Statement for Wales with young people aged 11-25, with a focus on the Youth Service. ESDGC impacts not just on direct work with young people, but how the entire organisation or service conducts itself; how it manages, how it leads, how it trains its workforce and how it supports its youth work. Therefore, this document is for the face-to-face practitioner, as well as those responsible for curriculum development, training, policy developments, management, support services etc.

The Process

Currently there are Common Understanding of ESDGC documents for the schools sector (including a secondary document for teacher trainees and new teachers) and the further education sector. An independent common understanding of ESDGC is needed for non-formal learning situations, as ESDGC in youth work settings is distinct because it follows the same principles as youth work practice; in that it should be educative, participative, empowering and expressive. This makes it different from a formal schools sector approach to ESDGC, where young people's engagement in youth work is voluntary and young people set the agenda, school attendance is compulsory, with a more prescribed adult-led curriculum.

A working group of stakeholders helped to develop this common understanding document which was then sent out for consultation with as wide a group as possible given the time frame. This Common Understanding will be a live document, being reviewed at regular intervals in order to keep pace with this fast-changing area of ESDGC.

2 ESDGC in the Fabric of Youth Work



ESDGC encourages critical thinking about the world, and recognises that processes of globalisation mean that our daily lives are connected with others, in many and complex ways. Here within Wales the signs of our interconnected world are all around us, and we feel the local impact of global concerns daily. A few examples may include, shortages in oil leading to increase prices and dearer food products, man-made climate change and a greater availability of Fair Trade products. This growing inter-connectedness is called globalisation and has 5 inter-linked faces; the cultural, the technological, the economic, the environmental, and the political face. Globalisation has been called 'the death of distance', as time and space have been conquered by technological advancements, and the phenomenon affects us both in our professional and our personal lives.

Our current rate of development is unsustainable. If everyone in the world consumed and polluted as much as the populations of wealthier countries, then we would currently need around 3 planet Earths in order for everyone to sustain this lifestyle. The gap between the rich and poor worldwide is getting wider, and injustice and unequal distribution is a worldwide phenomenon, with the rich-poor divide not only between, but also within countries. The agenda of ESDGC is for the creation of a more just and sustainable world. This therefore necessitates change, in behaviour and vision.



ESDGC responds to some of the most important issues facing the world and humanity today; climate change, fuel and food shortages, biodiversity and species extinction, international wars and terrorism, asylum seekers and refugees, international business and the global jobs market, poverty and injustice, identity and minority languages and cultures to name a few.

ESDGC in youth work:

- Recognises the links between our own lives and those of people throughout the world
- Recognises histories, both our own and those of others throughout the world
- Seeks to include black and minority ethnic (BME) perspectives locally and throughout the world



- Is concerned with needs and rights of both the present and future generations
- Addresses the relationship between power, resources and human rights
- Enables young people to understand the global forces which shape their lives
- Equips young people to participate in decision making and take action for change
- Enables young people to question, to think critically, and to empathise

ESDGC is not:

- Confined to project work
- A series of discrete concepts or themes
- The responsibility of one or two people in the service or organisation
- About transmitting a set of answers to learners
- Separate from core youth work practice



The Youth Work Curriculum Statement for Wales (2007) states that youth work should recognise the importance of sustainable development, and that citizenship encompasses responsibilities and rights as global as well as local and national citizens. This Statement also explicitly calls for youth work in Wales to engage with issues such as respect for diversity, heritage, identity, as well as environmental, political and social issues.

So what is the difference between ESDGC in youth work and good youth work? The answer for many is not much. Youth work has a long tradition of supporting young people's understanding of the world around them, and the values that youth work promotes such as justice and equality link strongly with the introduction of global themes. Therefore ESDGC in a youth work context is entirely consistent, and many are engaging in ESDGC in youth work, even if they're not giving it that name.

'I think it might not just be the education of the young people it might be actually informing youth workers of how to work with young people.. Some youth workers probably don't know about all of the issues and how they affect everything rather than just the immediate'.

*Funky Dragon
Representative*

ESDGC in youth work is about developing knowledge and skills to understand the world around us. It is also about developing attitudes and values, based on this knowledge that will help drive individuals and groups to want to make the world more just and more sustainable. At times this can feel like a huge unachievable task. However, as adults we cannot feel what it is like to grow up in the shoes of a young person today, with young people becoming more and more aware and literate of many of these issues as a normal part of their everyday lives.

It is important to remember therefore that just because we as practitioners may find it hard to take in the world-wide web of action and reaction, cause and effect; how our lives are caught up with others across the globe economically, environmentally, politically, technologically and culturally, this isn't necessarily true for the young people we work with. They may find it easier to see the connections and to envisage themselves as citizens beyond our national borders, with both rights and responsibilities as global citizens. They may already feel members of global communities thanks to communication technology, and they may already be acting in solidarity with people thousands of miles away.

To sum up ESDGC in youth work isn't about a radical change of direction, and isn't about bolt-on subjects. Some have used the analogy of a pair of glasses, that you put on and see your existing practice through ESDGC 'lenses'. It is about a shift in approach and should enrich and enhance existing youth work practice, shedding new light on young people's lives, contributing to their personal development, and increasing their confidence and self-esteem.

The role of the youth work practitioner isn't to be an expert, but to develop their skills and knowledge alongside young people. The youth work practitioner is a facilitator of a learning journey, which not only starts from young people's experiences, but is actively driven by their interests and concerns. Engaging in ESDGC in youth work can, or even should be as much an educational process for the practitioner as it is for the young person, and this is why training and support for youth work practitioners is crucial.

3 In the Policy Context

“If all education is for the future, then the future needs to be a more explicit concern of education. In the first decade of the 21st century the current state of the planet guarantees a future very different from today”

David Hicks

The two policy areas of ESDGC and youth work in the Youth Service have been developing in Wales and are now converging. ESDGC is a cross cutting policy relevant for all education sectors with a focus on mainstreaming and a whole organisation approach. The priorities for policy developments in youth work have been concerned with strategic delivery of services locally through partnerships, development of practice including training and workforce development, outcomes for young people, the contribution of youth work to other policy areas, and more recently specific actions that also aspire to increase the numbers of young people involved. The policy areas are described in more detail below with reference to how they are converging, for example workforce development.

ESDGC

The UN Decade of Education for Sustainable Development runs from 2005-2014. It is celebrating what has already been achieved and developing strategies for the engagement of national and local partners around the world and the contribution they can make. It also fosters links with other UN initiatives such as the Millennium Development Goals, the Literacy Decade and Education. The UN commitment for Sustainable Development underpins and reinforces the position of ESDGC in Wales.

The commitment in Wales to sustainability is a duty in the Government of Wales Act 1998. The Assembly was required to make a scheme under section 121 to be reviewed every 4 years. The first scheme was developed in 2000 and is being reviewed for the second time in 2008.

Sustainability is a theme that runs through all subsequent policies in Wales. The Assembly takes a whole view approach that includes; minimal demands on the environment, economic development, social justice to tackle poverty, diversity and biodiversity, and supporting the people of Wales live healthy and independent lives. It focuses on two principles - mainstreaming so sustainability becomes part of everything that is undertaken, and working together as it is everyone's responsibility. It was reinforced in

'One Wales: A progressive agenda for the government of Wales' which drives the Assembly third term policies and strategies.

Wales has a role globally through the National Regional Governments for Sustainable Development, Dolen Cymru (Wales Lesotho link) Wales for Africa and the Gold Star Communities to achieve the Millennium Development Goals.

The *Sustainable Development Action* plan 2004-2007 was produced by the Welsh Assembly Government and one of its priorities was education for a sustainable future, focusing on formal education at the time. Another priority was to merge the Education for Sustainable Development and the Global Citizenship panels within the Welsh Assembly Government to:

'reflect their complementarity and with the aim of identifying the long term vision for ESDGC in Wales and facilitating local support at all levels of education'

The Welsh Assembly Government produced *Education for Sustainable Development and Global Citizenship: A Strategy for Action* in 2006 and updated it in January 2008. All education providers are covered including the youth work sector and there are a series of recommendations reflecting the whole view approach described in 'common areas' which are:

- Commitment and leadership - to raise the status of ESDGC to create a climate where ESDGC can flourish
- Teaching and learning - for learners to become active global citizens and an appropriately skilled education workforce
- Institutional management - a whole institution approach
- Partnerships- working together across the education sector
- Research and monitoring - to promote information on how to achieve a sustainable future
- Resourcing and other identified supplementary actions.

There are also specific actions for the youth work sector under these headings, such as training, sharing practice, and include the development of this common understanding statement.



Skills that Work for Wales: A Skills and Employment Strategy and Action Plan (2008) restates the Welsh Assembly Government's commitment to working with education providers to deliver the ESDGC action plan.

The Department of Children, Education Lifelong Learning and Skills (DCELLS) in the Welsh Assembly Government is responsible for the Sustainable Development Unit and administers the ESDGC panel. A champion has been appointed to promote and coordinate the actions in the plan.

Organisations in Wales such as Cynnal Cymru Sustain Wales work to influence policy and practice in sustainable development engaging with a wide range of stakeholders, providing information, raising awareness, promoting good practice and stimulating debate.

Youth Work

Youth work is a devolved issue in Wales and the Welsh Assembly sets the policy context that surrounds youth work and the Youth Service in Wales. This policy also stresses the importance of both the maintained and voluntary sectors and partnership and cooperation.

The Learning and Skills Act (2000) established the statutory duty for Local Authorities in Wales to have in place arrangements for the provision for youth support services that *'should be available to all young people from 11-25 who choose to access it'*.

Extending Entitlement: supporting young people in Wales (2000) and the subsequent directions and guidance in 2002 set out the Welsh Assembly Government's strategic approach to youth support services. It provided a legislative base for the Youth Service and the establishment of the Young People's Partnerships (YPPs) in each local authority through which young people aged 11-25 could achieve 10 basic entitlements. The importance of engaging and involving young people in the review and planning of services was also emphasised. It recognised the important contribution made by Youth Work underpinned by the Youth Work Curriculum Statement for Wales.



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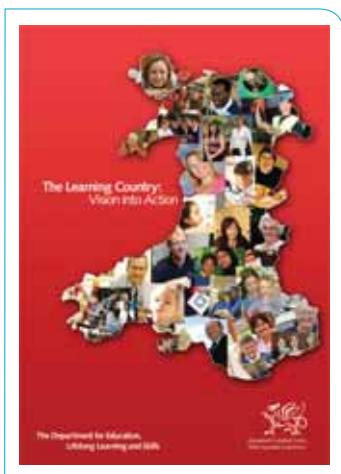


Children and Young People: A Framework for Partnership (2000) and the subsequent guidance in 2002 established the Children's Partnerships for 0 -10 years and overarching Frameworks to coordinate plans and developments for 0 -25 years. The 7 core aims for children and young people were also published at this time.

The subsequent legislation *Stronger Partnerships for Better Outcomes: Guidance on Local Co-operation under the Children's Act 2004* (2006) gave details of the new statutory functions for the Children and Young People's Partnerships (CYPP) 0-25 years. In some areas the functions of the YPPs have been absorbed in to these partnership structures. Single Children and Young People's plans have been developed by all the CYPPs in 2008 that describe the vision, needs, priorities and the development of services for children and young people.

The Learning Country: Vision Into Action (2006) reaffirmed the Assembly Government's commitment to the development of the Youth Service in Wales.

Young people, Youth Work: the National Youth Service Strategy (2007) was published after consultation with the field. It restated the commitment to the Youth Service, identified the main principles and goals of youth work in the Youth Service and stated the intention to support the principle of joined up working between the sectors. It also contained an action plan for the development of the Service.



It also referred to the contribution of the Youth Service on wider agendas including the 14 -19 Learning Pathways and youth participation in decision making. *Having a Voice - Having a Choice - Do we meet your Participation Standards?* (2007), the Participation Standards for the engagement of young people in decision making, have also been developed in Wales and there is commitment from the Welsh Assembly Government to ensure that young people have a strong voice in public issues through Funky Dragon and the Local Youth Forums. The Wales Youth Forum on Sustainable Development, a peer-led youth organisation, is funded by the Welsh Assembly Government through the Sustainable Development Unit. These developments reinforce the concept of young people



as partners in ESDGC, developments that follow from the youth work principles.

Other Assembly policy areas include youth action and engagement through the Russell Committee recommendations and Iaith Pawb with the Welsh Language Board's youth strategy which aims to increase the social use of Welsh by young people outside school.

In Europe the Youth in Action programme objectives include active citizenship, fostering cohesion and mutual understanding and promoting support for organisations and European cooperation. The priorities are concerned with European citizenship achieved through participation, respect for cultural diversity and inclusion of young people with fewer opportunities.

The principles and practices of youth work in the Youth Service in Wales is underpinned first by the National Occupational Standards and secondly by the Youth Work Curriculum Statement for Wales which has already been mentioned in the 'Definitions' section as well as in the 'ESDGC and the 4 Pillars of Youth Work' section. This requires that all youth work provides opportunities for young people that are Educative, Participative, Empowering, Expressive and with a focus on inclusion and equality of access, and that there is a voluntary engagement by young people and that it is universal and open to all young people, 11-25 years.

This ESDGC common understanding document is for those organisations that deliver youth work consistent with these principles.

ESDGC and Youth work

The two policy areas are now coming together and importantly because the principles and practice of youth work facilitates the learning and desired outcomes of ESDGC. Equally the learning and desired outcomes of ESDGC could be seen to facilitate the principles and practices of youth work.

Two emerging priorities are to recognise further the existing practice of ESDGC in youth work and develop that practice including the integrated whole service approach described in the Section 7.



A further priority area for both youth work and ESDGC is the professional development of the workforce. The Youth Service Strategy has developed a workforce development plan to support the development of a trained, skilled and recognised work force in Wales. This covers both the unpaid and paid workforce in the maintained and voluntary sectors. The 'coherent route for training' is the progressive route that is available for those wishing for a career in youth work and is currently under revision to take account of the new Occupational Standards and other UK wide developments in qualifications, to include continuing professional development (CPD), and professional endorsement.



New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector in Wales was published by Lifelong Learning UK (Sector Skills Council) in 2008 and the principles of ESDGC have been incorporated in to the professional values section. While a range of UK and Wales training courses in ESDGC for youth workers to level 3 have been designed and used in the coherent route and wider, the whole area of professional development in ESDGC is currently under review including youth work. This is to enable a more coherent and joined up approach in the youth sector between all education sectors. Further advice on the application of learning standards that will underpin a qualifications framework for ESDGC including youth work will be developed in partnership with Lifelong Learning UK.

ESDGC is included in the training for the workforce for the voluntary and statutory sectors and lies both within and outside the coherent route.

The Credit and Qualifications Framework for Wales (CQFW) is being developed in Wales to enable all post -14 learning in what ever system and where ever it takes place to have credit assigned to it. It will be of significance to workforce development in the future.

4 ESDGC and the 4 Pillars of Youth Work; Education, Participation, Expression and Empowerment

“The important thing is not to stop questioning”

Albert Einstein

As with good youth work practice, ESDGC in youth work should start from the young people’s everyday experiences and they should be at the centre of deciding how the learning progresses from this point. As presented in the Youth Work Curriculum Statement for Wales, youth work should be **educative, participative, expressive and empowering**. ESDGC in youth work is no different, the same principles apply. The role of the practitioner is to build ESDGC practice from young people’s starting points, supporting them to make connections with other themes / concepts, facilitating the critical component of ESDGC, and working to empower the young person to feel that they can express themselves, and take action.

Participation

There are many potential starting points for learning, and ESDGC will be different in different settings, with different groups of young people. The way in which global issues are made real for young people will depend on the skills of the practitioner. It will require identifying local examples to stimulate imagination, or being ready to respond to issues brought up by the young people. If the young people actively participate in choosing themes, and guide the learning process, the approach is likely to be relevant to their lives, and engaging. Peer learning can be a very powerful tool in ESDGC for the same reasons - young people understand how the issues can best be communicated to their peers, often using fresh, innovative and creative approaches. Engaging young people in ESDGC, in an appropriate and relevant manner, is not just about optimising learning. Young people engage voluntarily in youth work, therefore if they don’t feel that the experience is relevant or engaging not only will they not learn, but they will vote with their feet and opt out all together.

“It is not education, but education of a certain kind that will save us”

David Orr

Education

One of the main skills in learning about sustainable development and global citizenship is critical thinking. In order to think critically about what has influenced perceptions and beliefs it is necessary to not only look ‘out there’ at the world around us (questioning the



information we receive from for example the media, or politicians), but also to look inside, to be self-reflective of personally held values and attitudes. Young people will be expected to engage in critical self-reflection, and so will practitioners. It may be that through the learning process misconceptions will be challenged, both those held by young people and youth work practitioners.

Expression

Young people's learning about ESDGC should lead to expression. The avenues of expression are many, and creativity and innovation should be encouraged in finding ways to express thoughts and emotions. It is important that young people don't end up feeling helpless and disempowered in the face of what they've learnt about the world. The role of the practitioner is to work with young people to support them to imagine a better world, to find a way to express these views, and to feel empowered to play their part in making this better world a reality.

Empowerment

Practitioners should be aware that young people's levels of self-esteem and confidence may mean that they don't feel as though they have any power over their own lives, never mind power to change the wider world around them. Taking some sort of action (whether this is personal, group or community action) is a crucial part of the ESDGC learning process, though each will take action within their means and by their own choosing. Action can be taken locally, or at a wider level, and there are many campaigns that young people could engage with. This action should be consistent with young people's involvement in making changes to the policies and practices of the youth work organisation itself.

Inclusion

Inclusive practice underpins the 4 pillars of the Youth work Curriculum Statement. It is the bedrock and means that *all* young people are entitled to mainstream youth services. In practice





some young people do get excluded from mainstream youth work practice, discriminations exist, and these individuals and groups are also prone to being excluded from ESDGC in youth work. These 'hard to reach' groups, as they are sometimes called may be those not in education employment or training (NEET), those with learning or physical disabilities, Black and minority ethnic communities, young offenders or those who don't succeed academically.

It may be that the youth work practitioner doesn't see it as relevant for the young people they work with. They may believe that the young people aren't interested, or that they have too much going on in their own personal lives to think about others and the wider world. It may be that practitioners or young people see ESDGC as an academic subject that requires specialist resources; that they won't be confident enough in reading and writing to engage. It may be that their attention span is considered too short, or the issues are seen as too complicated.

Para-phrased comments:



However if ESDGC is essential learning, then all young people have the right to an opportunity to develop their SD/GC learning. Exclusive practice would act in contrary to the under-pinning principles of ESDGC, which promotes universal rights, more equity in power distribution, anti-discrimination, and anti-oppression. Marginalisation, discrimination and oppression are global phenomenon, but their roots are found in local societies, and everyday experiences. Therefore an inclusive empowerment approach is entirely consistent with the essence of ESDGC, and fortifies the learning potential.

ESDGC has the potential to thrive in any youth work setting or non-formal learning environment. For this to happen it is necessary to appreciate the complexities of young people, and avoid a one-size-fits-all response and generalisations. Some young people struggle to see themselves as citizens within their own communities, so introducing global citizenship will need a tangible purpose and will need recognition that not all young people will immediately connect and invest in the concept.

If a young person is finding it difficult to engage then alternative approaches or methods need to be pursued. It is the practitioner's responsibility to adapt their technique to suit the needs of the individual or group being worked with. This is where participative methods and peer learning work really well, as young people understand how to make the learning relevant and engaging for their own lives and those of their peers.

ESDGC does deal with complicated issues and conceptual ideas, but it is possible to engage learners in ways that are simple but not simplistic. There are many examples of innovation and creativity that have tapped the imagination of young people and practitioners alike. Support for youth work practitioners with specific ideas for engaging all sorts of learners will be available in the 'ESDGC in Youth Work Toolkit'.



5 ESDGC Themes and Concepts

“Would you tell me please which way I ought to go from here?”

‘That depends very much on where you want to get to’

‘I don’t care where...’

‘Then it doesn’t matter which way you go’

From Alice in Wonderland

ESDGC is more than a body of knowledge, it is an ethos, and as such should be infused through the life of the organisation or service. When embedded it is an attitude to adopt, a value system, a way of life.

The previous section on ‘ESDGC and the 4 Pillars of Youth Work’ describes an approach but what is the content of ESDGC in youth work?

The Welsh Assembly Government has undertaken to map the full breadth of ESDGC. In 1998 the ‘9 Key Concepts’ were developed and offered direction for the newly amalgamated Welsh Assembly Government’s Education for Sustainable Development Panel and Global Citizenship Working Group (later the ESDGC Panel), and in 2007 the ‘7 Themes’ were developed by the Welsh Assembly Government’s ESDGC Panel for the purpose of providing direction initially within the schools sector.

Concepts	Themes
1. Quality of life	1. Identity and culture
2. Sustainable change	2. Choices and decisions
3. Diversity	3. Health
4. Interdependence	4. Natural environment
5. Citizenship and stewardship	5. Consumption and waste
6. Conflict resolution	6. Climate change
7. Need and rights	7. Wealth and poverty
8. Values and perceptions	
9. Uncertainty and precaution	

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

Kofi Annan

It may be that learners find themes more concrete and easier to grab on to initially. Others may find, as their learning develops, that concepts are less prescriptive and allow for more creative thinking. Neither the themes nor the concepts are definitive or exhaustive, and either can be used as a tool for the practitioner, whichever is found to be more helpful. In either case it will be necessary for them to adapt over time to the rapidly changing understanding of sustainable development and global citizenship.

It is important for youth work practitioners to recognise that externally devised themes or concepts are contrary to a non-formal learning approach. They can however be used to monitor progression and offer ideas for development. Dictating prerequisites is alien to good youth work practice, and can stifle creativity and spontaneity. Focus needs to be current and responsive.

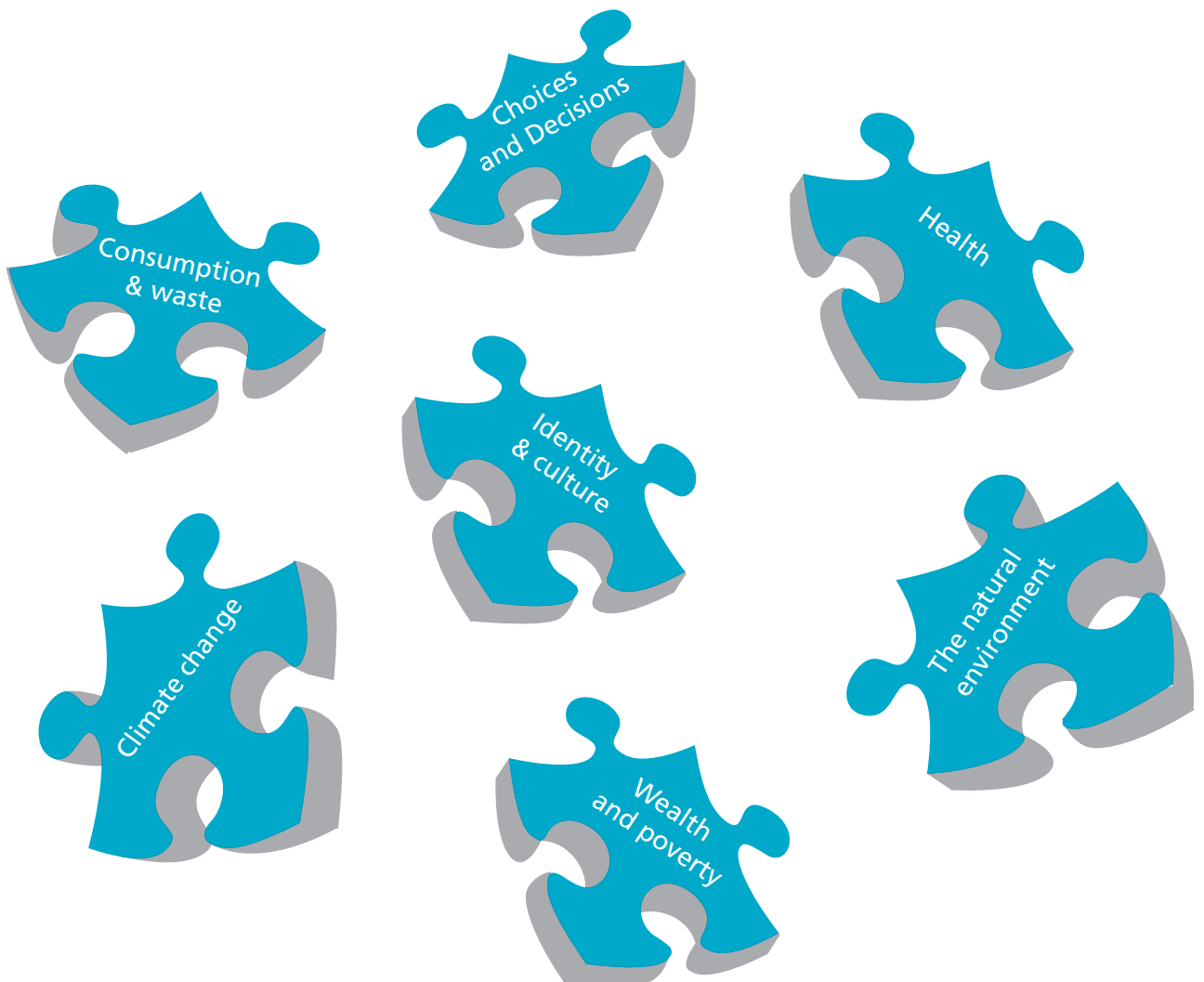
Learners should be involved in making choices and decisions about their learning and young people will initiate and lead ESDGC given the opportunity. The following was generated by 2 workshops totalling 90 young people, all Funky Dragon representatives between the ages of 11 and 25. It shows an example of a young person's perspective to ESDGC, and it is interesting to cross-reference these young person generated themes and concepts to those generated by adults.

The Most Important Issues Facing the World and its Inhabitants - A Young Person's Perspective

- Pollution (mentioned 5 times)
- Aids
- World poverty - including 'invisible poverty' (mentioned 9 times)
- Over-crowding / over population
- Global warming (mentioned 9 times)
- Natural habitats being destroyed for plants and animals (mentioned 3 times) / Extinction of plants and animals / Access to clean resources for animals and humans / Depletion of natural resources / oil leaks
- Climate change (mentioned 2 times) / More natural disasters
- Health / Inaction on curable / preventable diseases
- Deforestation (mentioned 2 times)
- Oil prices (mentioned 4 times) / Fuel costs / How are countries are dominated by it Oil - including prices
- Effects on food prices of growing bio-fuels
- Inflation / economy / credit crunch
- Lifestyle changes / Indifference / Human complacency
- Reduce, re-use, re-cycle (2 times)
- Globalisation
- Lack of jobs for recently graduated nurses in Wales
- War (mentioned 8 times) / Nuclear war / explosion specifically / dismantling nuclear weapons (mentioned 3 times)
- Oppression / genocide
- Violence
- Terrorism (mentioned 3 times)
- Prejudice
- Religion
- Racism (mentioned 2 times)

The Most Important Issues Facing the World and its Inhabitants - A Young Person's Perspective

- Organ donation (to become compulsory unless stated as against beliefs and / or religion)
- Migration and xenophobia
- Crack (drugs)
- Crime (mentioned 2 times) / Vandalism
- Civil rights
- Independence



The themes and concepts are like pieces of a jigsaw which fit together to form a picture; unlike a standard jigsaw they can be put together in a variety of ways. Starting points will be different, but in time the picture contains all the interrelated and interdependent themes and concepts in ESDGC. The many possible themes and concepts within ESDGC do not stand alone, they are all inter-connected, and it is at their inter-connections that the critical thinking component takes place.

Below are some examples of the links and connections that the young Funky Dragon representatives made between the issues they had generated (on the previous page).

- Racism → Terrorism - because they're linked all the time
- Terrorism → Prejudice - because terrorists tarnish everyone they don't like with the same brush
- Prejudice → Violence - because arguments lead to violence, and a lot of anger causes fighting
- Violence → War - because fighting can lead to wars, reasons could be linked to religion
- War → Nuclear war - because war can lead to nuclear weapons being used / the Iraq war was started because it was thought they had nuclear weapons
- Nuclear war → Pollution - because huge impact of nuclear explosion - fall-out / links to global warming
- Pollution → Natural habitats - because natural habitats can be destroyed by pollution in the air, water etc.
- Natural habitats → Credit crunch - because natural habitats linked to building housing / developments and therefore money - housing people can't afford
- Credit crunch → Oil - because price of oil is increasing therefore people have to pay more and this leads to debt
- Oil → Poverty - because increased cost of oil dominates everything in the country, price of everything rises and people on low incomes are affected

- Poverty → Climate change - because farmers can't grow crops - too little rain
- Climate change → Reduce, Re-use, Re-cycle - because if everyone did the 3 R's there would be less impact on climate change
- Reduce, Reuse, Recycle → Environment - because if you don't do the 3 R's this will affect the environment
- Environment → AIDS - because if the environment is bad people will pay more attention to it than protecting themselves in sex! If we run out of rubber won't be able to make condoms!

Starting points can be local, with global connections explored, or a starting point can be global, with the local connections then found. What is core to good practice is finding what is of interest or importance to the young people. Exploring inter-connections between issues is a vital part of the critical thinking process, and this is where the practitioner will need to think creatively and be flexible about how the learning progresses. Young people then need to feel empowered to take action. Finally progression can be measured, having used initial discussions or activities as a baseline, these can be re-visited at a forward points in time in order to look at distance travelled.

Starting with young people's everyday lives	The global connection	The 4 Pillars approach - Education, Participation, Empowerment and Expression
Music	<p>The origins of current popular music.</p> <p>Music in history throughout the world and how it has been used as a way to express dissent.</p> <p>How musical trends travel the world.</p> <p>The global music industry.</p>	<p>Learn through web-based research.</p> <p>Source music from other parts of the world.</p> <p>Could consult with others in the project.</p> <p>Empowerment / expression could involve creating music / writing lyrics about local issues.</p>
Sport	<p>Global athlete market-place.</p> <p>Olympics - peace maker or trouble maker?</p>	<p>Respond to current news - what sport is currently being talked about?</p> <p>Research pay of athletes - is this fair?</p>
Drugs	<p>Where are drugs grown? Why in these places?</p> <p>How is the illegal drugs industry affected by, for example, increases in fuel prices.</p>	<p>Trace the life of a drug on the streets of the UK.</p> <p>Could be legal e.g. tobacco or illegal e.g. cocaine or heroin.</p> <p>Who has been impacted upon and how?</p> <p>Does this change views and opinions?</p>

Starting with young people's everyday lives	The global connection	The 4 Pillars approach - Education, Participation, Empowerment and Expression
Image and clothing	<p>What does it mean to be beautiful? Does 'beauty' look the same wherever you are in the world? What are the differences and why?</p> <p>Who decides what is fashionable? Who makes our clothes? Do we care about their working conditions?</p>	<p>Could start with an informal conversation about fashion.</p> <p>Image awareness - eating disorders.</p> <p>Sign-posting to supporting organisations.</p> <p>Alternative ideas of beauty.</p>

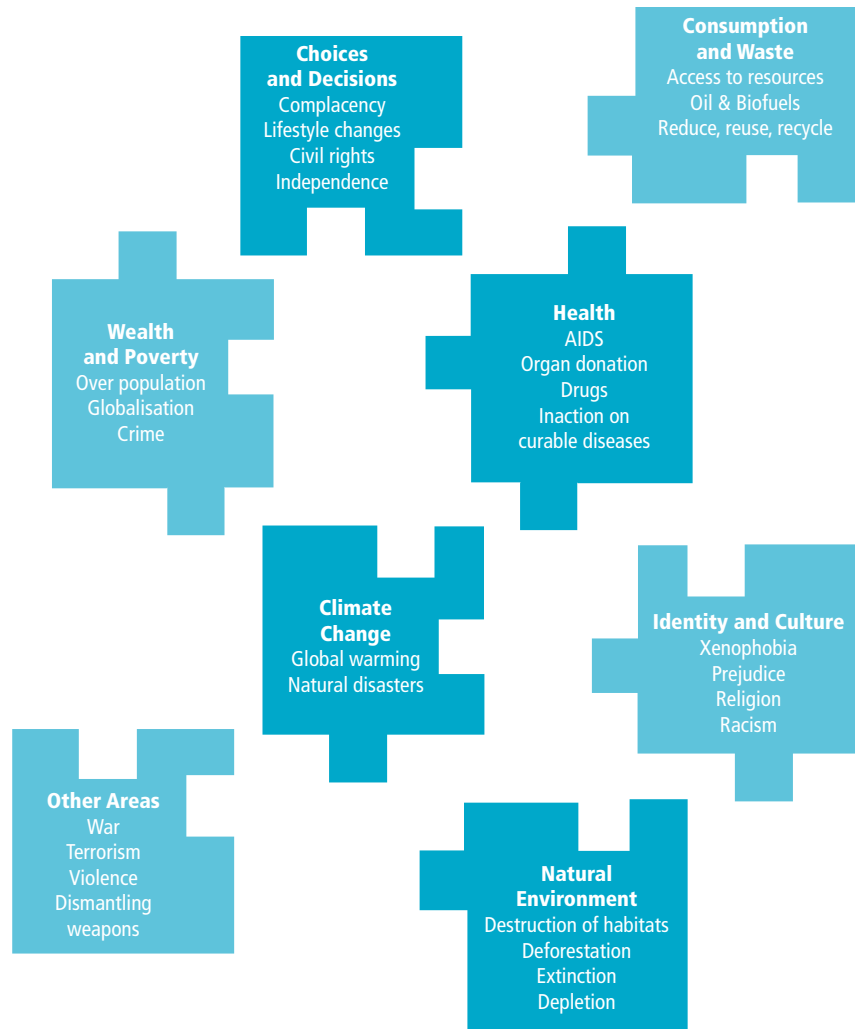
“Responsibility to help learners understand that their fate is inextricably linked to the lives and decisions of others around the world and that everyone can help to play a part in resolving conflicts and shaping the future”

DCELLS 2008

“By the time you have finished your breakfast you will have depended on half of the world”

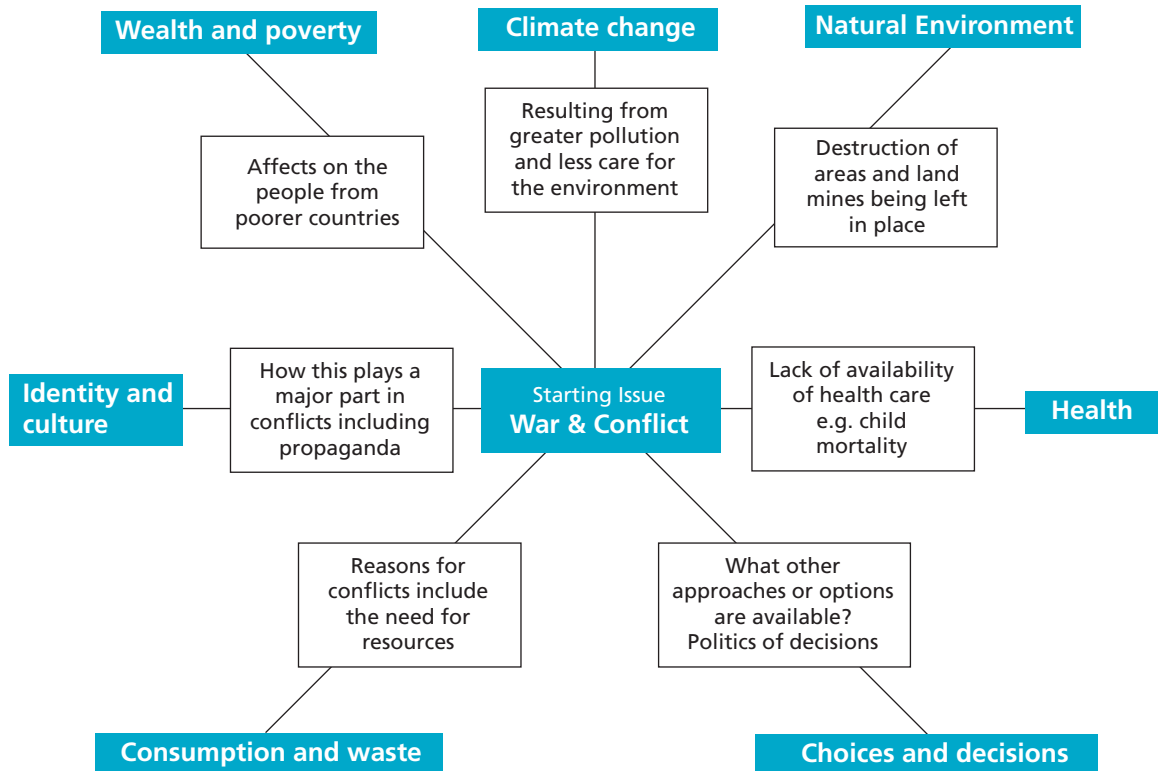
Martin Luther King

An example of how the issues suggested by young people may fit the themes



Each of these issues will form a starting point for discussion or work with young people. Although this may fall into the theme suggested, it is important then to make links to other themes to ensure that young people have a better understanding of the issue and to fully engage within ESDGC.

One suggestion of how a starting issue may be woven into the themes



The important aspects of this approach should be:

- The starting issue is developed with young people
- Links are made to the other themes as appropriate
- It will not always be possible, or appropriate, to make links to all themes

6 Progression, Recognition and Measuring the Impact

“Education is the most powerful weapon you can use to change the world”

Nelson Mandela

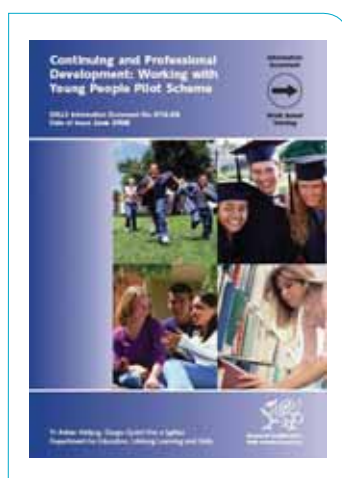
It is important to understand the range of educational benefits of ESDGC for young people, and to be clear about the potential levels of impact ESDGC can have on learners. Recognition of learning and the measurement of progress enable young people to see the distance they have travelled, and this in turn drives motivation, not only amongst the young people themselves, but amongst the youth workers. If progress is clearly felt morale will be boosted and commitment enhanced.

ESDGC shouldn't be isolated from core learning activities, as it is not a stand-alone topic or issue, but an extra dimension to the existing central substance of youth work practice. ESDGC is also about process as much as it is about outcome, with learning experiences often shared, so measurement of progress would have to recognise group learning and the influential role of peers. Measuring impact, as the following section on an integrated whole service approach suggests, cannot be measured by young people's learning alone. Changes will be seen, and need to be measured, in various aspects of the organisation as a whole.

The purpose of identifying the full breadth of what ESDGC can be (using either themes or concepts) isn't meant to indicate that practitioners should cover everything, or that young people will be able to learn about all of it, all at once. The purpose is to locate practice and learning within the full picture of ESDGC, and if appropriate to find further areas for development. Every practitioner and young person will need to find their own appropriate starting point, and we hope this will offer guidance on how to progress.

The idea of progression in the Youth Service is different from formal education which has key stages based on age, each with an identified curriculum and outcomes. In the Youth Service progression does exist, but it is for the youth work practitioner and young person to negotiate when and how this happens and to decide how in depth to go and if they want to be recognised for their achievements.

The Youth Service recognises young people for their achievements in a variety of ways including the Duke of Edinburgh's Award, certificates, records of achievement and formal accreditation, including Open College Network (OCN) and the Youth Achievement



ESDGC: A Common Understanding for the Youth Work Sector
November 2008
Information Document
No: 068/2008



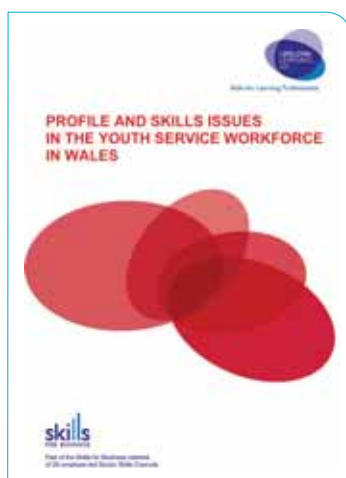
Awards. Guides and Scouts are also examples of youth programmes where progress is more formally measured.

The activities and the learning that takes place in the ESDGC context is included and recognised in many of the existing generic awards systems in the Youth Service, which are flexible and depend on the interests and the active choice of the young person to be involved. Training courses in ESDGC have also been designed for young people and are accredited through OCN at level 1.

Some of the generic awards have been mapped by the National Youth Agency in England to the National Qualifications Framework at entry level through to level 3 in the *'National Framework of Awards in the Non - Formal Education Settings'* (April 2007). These demonstrate progression.

All the awards and other experiences potentially can contribute to the Welsh Bacalaureate or the 14-19 Learning Pathways which is of benefit to the young people and also measures progression as they can also be linked to levels. Any further work on recognising ESDGC and providing evidence of levels could either be through greater use of utilising the current Awards or through the CQFW route when it is developed, and when the practical application of level descriptors is more advanced.

More information will be available in the 'Toolkit for ESDGC in Youth Work'.



Measurement and Evaluation

The National Youth Service Strategy describes the outcomes of youth work for young people as active participation, wider skills development, and enhanced emotional competence. All these outcomes are also desired outcomes of ESDGC, and contribute to young people becoming active global citizens. Many youth work contexts measure outcomes and also enable young people to share their local and global experiences with the wider community.

There is considerable emphasis on outcomes and their measurement in the Youth Service Strategy. To increase the understanding of how youth work intervention results in these outcomes initiatives

are being developed to provide additional tools and methods to identify and measure outcomes for young people, and to identify effective practice and wider community benefits.

ESTYN, the office of Her Majesty's Chief Inspector of Education and Training in Wales, has the responsibility to inspect youth support services using the Common Inspection Framework. It has included ESDGC in the 2007 revised guidance on the Inspection of Youth Support Services. There is specific reference to ESDGC in Section 3.11 *'do learning experiences promote education for Sustainable Development'* and other sections underpin other principles such as inclusion and breaking down stereotypes. Organisations and partnerships are expected to include ESDGC in their self assessment exercises. There is an expectation that youth work and other partners in the youth support services will embrace ESDGC in their programmes with young people, determine the outcomes, and include these in self assessment reports.

ESTYN has also researched the delivery of ESDGC in schools and the youth support services. Detailed guidance for schools, teachers, trainers and new teachers has resulted, ensuring that ESDGC is mainstreamed across all curriculum areas. Recommendations for the main stakeholders in the Youth Service and in Adult Community Education have been produced by ESTYN in August 2008, and they include the Children and Young People's Partnerships and wider stakeholders.

7 Integrated Whole Service Approach to ESDGC

“Many staff at all levels are involved in ESDGC initiatives. 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”

ESTYN Education for Sustainable Development and Global Citizenship in adult community-based learning and youth work in Wales, August 2008

The whole view approach that is taken by the Welsh Assembly Government assumes that ESDGC should be both mainstreamed, and that it is everyone’s responsibility in an organisation to implement the principles of ESDGC. The ‘Common Areas’ on page 7 as described in the Strategic Action plan, make it clear that while the teaching and learning area is vital, it is for managers, teachers, young people the Children and Young People’s Partnerships and other stakeholders in the wider community to be engaged in the whole Integrated Youth Service approach, or ‘walking the walk’.

The position of young people and what they can achieve through their participation and as one of the key partners is of prime importance. Through applying the principles and practice of youth participation young people can influence all aspects of the whole Integrated Youth Service approach.

First, the following diagram of ESDGC in the youth work context summarises and illustrates the relationships between ESDGC, young people and the integrated whole service approach. This can be used by managers and youth work practitioners to see at a glance where the whole Youth Service approach is located within an organisation and the areas that need to be considered.

Secondly, these issues are explored further in the chart by mapping the ‘common areas’ to these priorities to illustrate it is everyone’s responsibility to be involved to achieve the desired outcomes. The direct benefits to young people, youth service personnel and the wider community and stakeholders are described and some

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

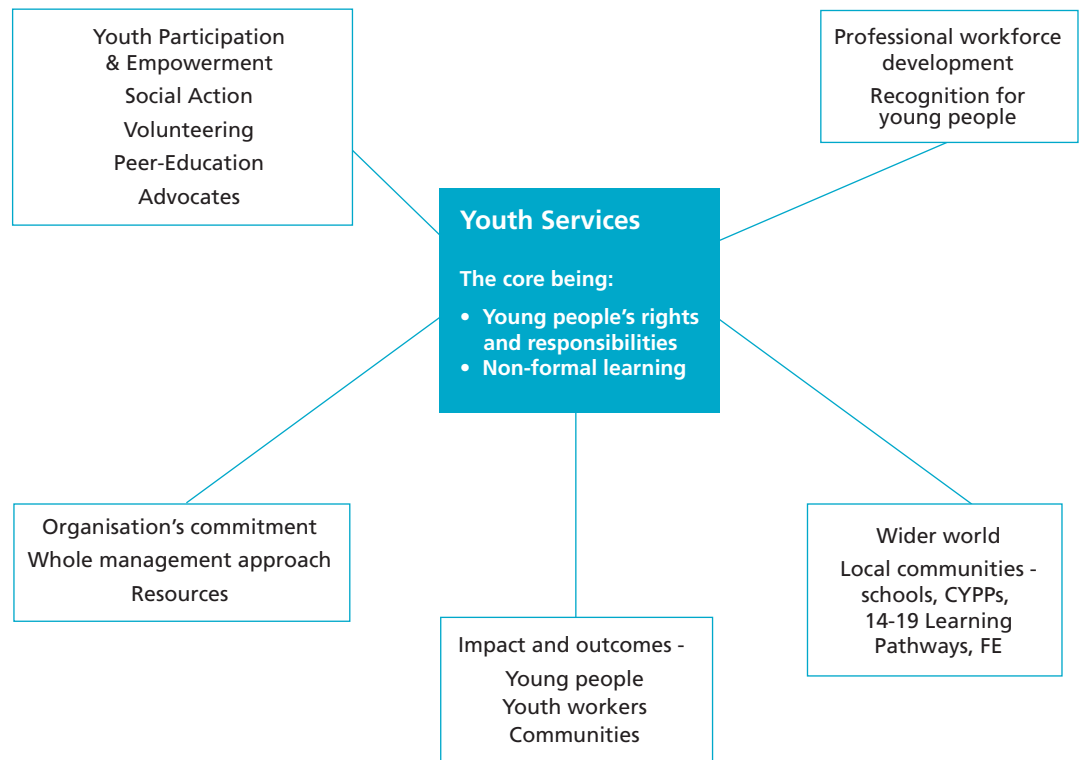
E Lazlo

“If something is sustainable it means we can go on doing it indefinitely, if it isn’t we can’t”

Jonathan Porritt

challenges and examples identified. These are not exhaustive but are there to illustrate the advantages and scope of the whole organisation approach.

Whole Youth Service Approach to ESDGC



Common Area: Commitment and Leadership

What it means

The positive and informed response of the people in the organisation and managers to achieve sustainable development in all aspects of the Youth Service including strategic management of the workforce, training, policy development and guidance, consultation with young people, buildings, resources and facilitating the delivery of the work with young people. Young people should have a role consistent with the principles of youth participation

Example: In Rhondda Cynon Taf the work undertaken in Bodringallt Youth Centre producing a DVD on litter and waste, is used to demonstrate good practice and build on integration of ESDGC work throughout the Youth Service



Benefits

Everyone works together to reach and implement a vision of sustainability and young people see the benefit of their ideas being implemented

Challenges

Achieving the vision and the time, resources and skills of the stakeholders to achieve the outcomes

ESDGC in the Youth Work Context

Organisation Commitment & Whole Management Approach

Common Area: Teaching and Learning

What it means

Methodology in delivery of ESDGC is through the principles and practice of youth work, the workers relationship with young people and young people participating in wider society to be active global citizens

This is relevant for the Youth Service and wider, can be a spontaneous piece of work or part of existing programmes such as badges and awards in the voluntary sector

Examples: Many youth workers in Conwy are introducing ESDGC into the programmes they already run in youth clubs such as 'Fairtrade Cooking' or 'recycling paper'

Example: Professional development training that includes ESDGC in youth work is provided. Training is available and can be accredited through OCN at levels 2 and 3. In 2007 - 2008 over 100 youth work practitioners from throughout Wales undertook external one-day training courses on ESDGC in youth work

Recognition is available to young people for engagement in ESDGC through generic awards but for more specific projects on ESDGC

Example: Youth workers in Neath & Port Talbot youth service raised awareness in young people about the environmental impact of off-road biking as well as finding a safe low impact location for them to ride their bikes. The course, accredited at OCN level 2, ran over a period of 12 weeks and looked at all aspects of off-road biking including bike maintenance and environmental impacts



Benefits

Young people learn and develop skills, are empowered and have an active role with their ideas being put in to action. Longer term outcomes will be that young people can influence other areas of their lives as the situation arises in the future including formal education and career development

All youth workers and managers have the skills knowledge an understanding to implement ESDGC across the whole organisation and in their work with young people

Challenges

Mainstreaming or embedding ESDGC in the organisations programmes and activities

Developing the skills of workers and dissemination of what practice is effective

Coordinating and realignment of existing training and integrating with youth work training and the workforce development action plan

Integrating with other developing initiatives in recognising the contribution of young people such as CQFW

ESDGC in the Youth Work Context

Young People, rights and responsibilities

Youth Empowerment and Participation: Social Action, Volunteering, Peer Education, Advocates

Professional Development for the front line workforce and managers

Recognition of young people's development

Common Area: Institutional Management

What it means

The response of the organisation and its managers to achieve the specified goals in all aspects of the Youth Service through strategic management. Young people should have a role in identifying what needs to be done and coming up with ideas from procurement of environmentally friendly or fair trade goods, to use of integrated technology (IT) to reduce travel costs

Example: In some local authorities, executive decisions have been made to appoint a worker with sole responsibility to support ESDGC in that authority. Some Youth Service managers have also decided to give responsibility to one of their staff to co-ordinate ESDGC and to be the main point of contact

Example: A youth project in Swansea sells fair-trade products in the coffee bar at the same price as other products



Benefits

All stakeholders see the importance of ESDGC and this will have additional benefits including accessing funding or obtaining sponsorship

Organisations can be seen as examples of good practice particularly within aspects of youth participation

Challenges

Engagement of young people within ESDGC is not always seen as part of the role of all worker

Ensuring that everyone is signed up to the vision and that it can be resource neutral

ESDGC in the Youth Work Context

Organisation Commitment & Whole Management Approach

Common Area: Partnerships

What it means

Stakeholders need to work together to implement ESDGC strategically and in their practice, including promoting international work, partnership and collaborative working

Partnerships should reflect ESDGC using the whole organisational approach in their single plans

ESDGC in the different education sectors can dovetail so that young people can get recognition for their contribution

Communities can identify the contribution of young people and get involved in their initiatives

Example: Christian Aid, the Wales Youth Forum on Sustainable Development and Gwerin y Coed have been working together on HIV/AIDS peer education

Example: The Caerphilly Youth Forum developing a fact file for young people 'Take 5 to save the Earth' with support from the other organisations within the CYPP and it being distributed to schools and communities in that area

Example: The Black Voluntary Network in Cardiff has set up an Assembly funded project to get BME young people to think about and explore issues that are relevant to them, such as culture and employment. The young people direct the project and have run a conference for Bank managers to look at barriers to BME young people getting a job in the sector, dealing with issues such as racism and prejudice

Benefits

Young people recognised for their vital role and being models that others can aspire to

All stakeholders and wider community are thinking in a sustainable way and implementing the ideas in to their plans, community development and citizen engagement. Ideas from other parts of the world are shared and implemented

Challenges

Everyone signing up to a vision and knowing how they can play their part given competing priorities and interests

ESDGC in the Youth Work Context

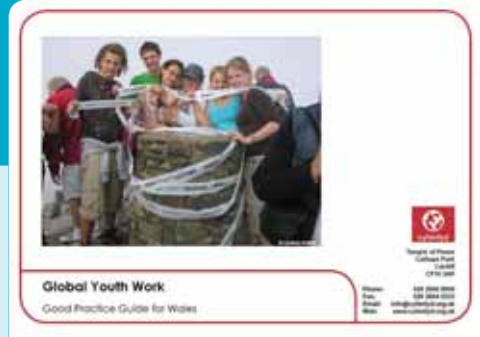
Links are provided to the wider world, local communities, schools, Further Education (FE), Children and Young People's Partnerships (CYPPs), 14-19 Learning Pathways and Adult Community Education (ACE)

Common Area: Research and Monitoring

What it means

Includes research, identifying and sharing good practice, recording outcomes of ESDGC and using the Estyn Common Inspection Framework and self assessment

Example: Cyfanfyd undertook research into developments and activities taking place within youth organisations across Wales and created a good practice guide



Benefits

An understanding of how and why the practice of ESDGC has benefits for all including enriching young people's lives and the wider communities

Models of practice identified as good practice using clearly understood and agreed criteria

Challenges

Prioritising resources to undertake research

Training in the identification of outcome measures and evaluation techniques

ESDGC in the Youth Work Context

Outcomes and Impact - Young People, Youth Workers and Communities

Common Area: Resources

What it means

Identification of resources required and any other appropriate issues to address.
Appropriate sharing of resources and networking

Example: Big Lottery Fund is consulting on unclaimed assets criteria including distribution to voluntary sector projects to combat climate change in 'Implementing a dormant accounts scheme in Wales: a consultation', August 2008

Benefits

Can be resource neutral and save resources through more efficient use

Challenges

May need some priority changes within organisations

ESDGC in the Youth Work Context

The library at Cathays Park and a range of resources held by stakeholders



Glossary of Terms

ESDGC	Education for Sustainable Development and Global Citizenship
BME	Black and minority ethnic
CWVYS	Council for Wales Voluntary Youth Services
Cyfanfyd	A national membership organization working to promote ESDGC
UN	United Nations
OCN	Open College Network
CQFW	Curriculum and Qualification Framework, Wales
CYPP	Children and Young People's Partnership
YPP	Young People's Partnership
NOS	National Occupational standards
ESTYN	The education inspectorate for Wales

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