

**Estyn Remit Reports**  
**Welsh Assembly Government Response**

**Report Title:**

Education for sustainable development and global citizenship in adult community-based learning and youth work in Wales

**Report Details:**

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.

**Summary of main findings:**

Estyn found that:

- Generally youth work providers deliver a better range and quality of ESDGC to learners than do adult community-based learning providers but 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.
- 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.
- 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.
- 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. .
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.

### **Recommendation 1**

#### **The Welsh Assembly Government 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

#### **Response**

The Strategy Unit recognises that if ESDGC is to be taken forward within adult-based learning and the youth sector, then these providers must have clarity on what the concept means.

DCELLS is therefore undertaking work to develop 'a common understanding' which clarifies ESDGC in both the ACL and youth sectors and provides guidance in its application at both organisational and curriculum level. The development of toolkits and good practice guides will enable work to be further developed at organisational and delivery levels.

### **Recommendation 2**

#### **The Welsh Assembly Government should:**

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

#### **Response**

The Strategy Unit will make firm links with the Lifelong Learning Division within the SHELL group in order to progress this development which will include involvement within the Welsh Assembly Government ACL consultation due to take place in September.

The Strategy Unit recognises that the ACL sector can gain immensely from the expertise from other sectors such as Further Education or schools. We have therefore prepared a proposal to bring about joint working across sectors in order for ACL to link to policy development and share good practice. Funding for this development will be crucial in providing the necessary progression in this area. Work is also ongoing through the sector skills council Lifelong Learning UK, to produce an application guide to support new standards for ESDGC. This will enable ACL to integrate these standards within any overarching policy as well as other areas of work.

#### **The Welsh Assembly Government should:**

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;

**Response**

Via funding and direction from Welsh Assembly Government, Youth workers have been engaging within training on ESDGC for the last two years in order for them to develop their thinking in relation to ESDGC within their work and to work more effectively with young people.

Providers are well represented on the Advisory Panel as well as the developing newly identified stakeholder groups. Currently, Community Learning Wales and the Youth Service are on the panel in support of the identified actions to be taken forward within 'A Strategy for Action' and the stakeholder groups will ensure the views of the sector are channelled appropriately in order to support learners.

DCELLS will take action to ensure that the quality of training being delivered meet standards agreed nationally for ESDGC across all the education sectors.

The intention is to organise meetings of practitioners within the ACL and youth sector on a regional basis to better embed the common understanding and to build on sectoral good practice initiatives.

**The Welsh Assembly Government should:**

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;

**Response**

Work has been on going to provide children and young people's partnership with background information in this area to the support the single plans and responses have been made to individual draft plans over the last three months.

More needs to be done and the Strategy Unit will be working closely with CYPSE and SHELL, particularly, in developing mechanisms to access these networks through meetings and mailings. In addition, approaches will be made to particular groups within the partnerships such as Communities First. Through sector working group, steps will then be taken to provide appropriate developmental opportunities for these networks and partnerships.

**The Welsh Assembly Government should:**

R5 work with providers to improve access to funding for professional and institutional development;

**Response**

The Strategy Unit will work with other Divisions within DCELLS, and the wider Welsh Assembly Government, in ensuring that current funding made available for professional and institutional development will support the ESDGC agenda.

The Strategy Unit will also work with providers to increase the awareness and importance of ESDGC in order for them to prioritise these areas of work to increase organisational development. Further support and awareness will be made available through:

- Publications and mailings;
- involvement within stakeholder groups to increase awareness of and importance in ESDGC; and

- Developments and good practice provided through other sectors,

It is important for work on the ESDGC standards to be completed to ensure that professional development can be appropriate accredited and linked to the development within other sectors.

**The Welsh Assembly Government should:**

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.;

**Response**

The Strategy Unit intends to work with LLUK, OCN Wales and other providers to develop a suite of professional and personal development opportunities. This will also include professional qualifications such as teaching or youth work.

On completion of these opportunities, work will commence on mapping resources which are currently available and developing new resources where necessary. This will allow individual organisations within the sectors to share expertise and resources where possible.

These training and learning resources will utilise the widest range of media, including e-learning, to cover the needs of all learners. The wide range of ideas will also allow tutors to integrate ESDGC easily into the delivery of their courses and sessions.

Current practice from the Higher Education and Further Education sectors has produced stakeholder groups which are now sector managed and we will ensure that the ACL and youth sector groups take action to develop appropriately accredited training and sector specific resources.

**The Welsh Assembly Government should:**

R7 support adult learning networks and children and young people's partnerships to develop ways to measure the impact of their work in ESDGC;

**Response**

The development of the 'common understanding' documents will lead to audit tools and self assessment tools being made available. This will ensure that the work completed by the partnerships and networks will be measurable and comparable to work taking place within other sectors.

Impact measures of how well these tools have been embedded into the work will be available through:

- Outcomes and targets within the Children and Young People's Plans
- Inspections taking place at local authority, organisational or subject specific levels
- Clear outcomes within the Enabling Effective Support (EES) programme within a widening phase 2 remit

In addition, 'A Strategy for Action' will be supporting an action to share best practice in this area across all sectors.

**The Welsh Assembly Government should:**

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;

### **Response**

We will make links across all work taking place through a 'good' practice guide, rewarding good initiatives through an annual recognition process and produce regular updates of the work taking place within each sector.

It is important, however, to develop clear and relevant support structures to enable delivery of ESDGC. Steps have been taken to ensure there are strong sector stakeholder networks and the Strategy Unit proposal to bring about joint working across sectors will ensure that there is specific sector support available within every region.

### **The Welsh Assembly Government should:**

- 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.

### **Response**

DCELLS realise that the information we provide to our networks and learners needs to be of the highest quality. Work will commence to update the site and make the content relevant for each sector and ensure that the pages provided are current. It will be the intention of the Strategy Unit to allocate greater resources to this site in future years and prepare for a re-launch within the coming months.

### **Recommendations 10-15**

#### **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 so that workers are able to on take action both sustainable development and global citizenship issues in their work.

### **Response**

Recommendations 10 to 15 are directed towards specific organisations related to adult community-based learning and the youth sector. DCELLS welcomes these recommendations and will work with the Networks specified to achieve them.

Due to the nature of the work within these sectors being mainly through a non-formal agenda with learners and there being a high number of part-time staff and volunteers, some of these developments will be more challenging than it would be within other sectors. The Strategy Unit are therefore mindful that the actions within the current three year strategy will need to be extended to fully embed these areas. In the short term, a response will be sought from the Networks on specific issues related to the recommendations.

**Publication Details:**

The report was published on Estyn's website on 19 August.