



Education for Sustainable Development and Global Citizenship

In the Further Education Sector in Wales



Information

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In the Further Education Sector in Wales

Audience	Principals, vice-principals teaching and non-teaching staff and boards of governors of FE colleges, work based providers; local authorities; teacher and other unions; teacher training institutions; national and local bodies in Wales concerned with education for sustainable development and global citizenship.
Overview	This is an information document to aid delivery of ESDGC in FE colleges. The 'Themes' identified in the 'Common Understanding for schools' document cover the range of ESDGC and support the delivery of ESDGC through academic and vocational subjects, relevant non-statutory frameworks and the 14-19 Learning Core. This document also supports delivery of the Welsh Bacallaureate.
Action required	No action required – For information only
Further information	All enquiries about this information document should be sent to: Jane Nettleton Strategy Unit Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Cathays Park Cardiff CF10 3NQ Tel: 029 2080 1402 Fax: 029 2082 6109 E-mail: esdgc@wales.gsi.gov.uk
Additional copies	Further copies may be obtained at the above address. This document can also be accessed from the Welsh Assembly Government website at: 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



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Summary

This document is aimed at supporting the implementation of education for sustainable development and global citizenship (ESDGC) in FE colleges in Wales. This document was informed by the updates on sustainable development returned to the Welsh Assembly Government by FE colleges in Wales as part of the strategic planning process.

The document scopes the breadth of ESDGC in FE colleges and illustrates the types of actions already being taken by colleges in Wales through six case studies.

From the work on ESDGC already underway in colleges in Wales it is possible to identify the critical factors required for the successful implementation of ESDGC. These can be summarised as follows.

- Commitment at senior management level and at Board level.
- Involvement of the estates manager.
- Curriculum manager leading the delivery of ESDGC integration into the curricula.
- Knowledgeable and credible champion.
- Cross College group that is part of the committee structure, involving students as well as staff.
- Good communication of progress.
- Use of intranet to support communication of progress, staff training and learning materials.
- Comprehensive and ongoing staff training.
- Productive links with the local and wider community.

'No problem can be solved from the same consciousness that created it. We have to learn to see the world anew' (Einstein).

1 Introduction

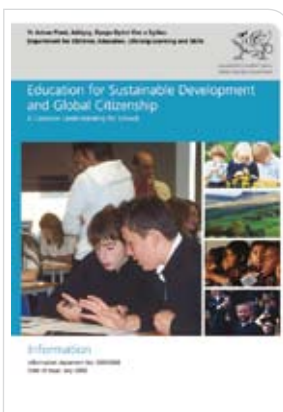


'Wales has 23 FE colleges with approximately 270,000 learners.'

Source: The Webb Review

This document sets out to support colleges in the FE sector in Wales in addressing some of the actions identified for the sector in *Education for Sustainable Development and Global Citizenship - A Strategy for Action (DELLS Information Document No: 017-06)*¹. There was a clear call in *A Strategy for Action* for clarity on the breadth of ESDGC and this document will build on the "*Common Understanding for ESDGC in Wales*" which is primarily aimed at the schools sector and includes a section on post 16.

ESDGC has relevance for all aspects of college activity and for all those involved with the college: students, teaching staff, non-teaching staff and visitors. A whole-college approach to ESDGC is required, but it takes time for ESDGC to reach all parts of a college. This document uses the "Common Areas" identified in *ESDGC - A Strategy for Action* to both identify starting points and to ensure all aspects of college life are covered. The Welsh Assembly Government already requests updates on sustainable development from all FE colleges through the strategic planning process and the returns from colleges have influenced the contents of this document. Some colleges have already demonstrated the benefits that ESDGC can bring to the curriculum, the management of the institution and to the morale and commitment of staff and students.



FE colleges play a key role in preparing a large percentage of people for life in and beyond the local community. ESDGC is about equipping people with the knowledge, skills and attitudes to be effective citizens in a complex and changing world both through their curriculum and through the practice of the institution.

ESDGC in the Further
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¹ *Education for Sustainable Development and Global Citizenship - A Strategy for Action (DELLS Information Document No: 017-06)* can be downloaded at http://www.esd-wales.org.uk/english/ESDreports/pdf/AP_E.pdf

The purpose of the FE system in Wales is to support learners throughout their lives, to have the knowledge and skills to:

- enter employment
- remain in and progress within employment
- be intelligent consumers
- be informed, discerning and contributing individuals, parents and citizens

(Introduction - page I, New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales, LLUK, 2008)

Promise and Performance, the 'Webb Review'² into FE in Wales, has identified the need for radical change in the sector if Wales is to become "a successful, bilingual society capable of competing in the global economy, delivering high quality public services and developing its social and cultural strengths ..."³ ESDGC can make a significant contribution to changes in the sector to meet the future challenges identified in *Promise and Performance*. In his review Sir Adrian Webb recognised that implementing good policy was substantially harder than developing good policy. This document is designed to help colleges implement ESDGC in response to the policies of the Welsh Assembly Government, it summarises the benefits of ESDGC and supports these with case studies and examples.

² *Promise and Performance: The Report of the Independent Review of the Mission and Purpose of Further Education in Wales in the context of The Learning Country: Vision into Action* Published December 2007

³ *Page 2 of the Executive Summary of Promise and Performance* December 2007

2 ESDGC in the FE sector



Yale College

Students in the FE sector of education today are having to face up to new challenges including a growing gap between rich and poor; technological innovation; environmental destruction; and climate change. These challenges also face FE providers as they try to meet the current and future needs of their students and the demands for new skills from employers. Colleges have a responsibility to help students 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.

A key advance in the field of Education for Sustainable Development and Global Citizenship has been the preparation of a draft all Wales strategy ... This is in recognition of the fundamental role these issues are increasingly playing in education and lifelong learning and the fact that Wales is widely regarded as being in the vanguard within the UK.
(page 9, *The Learning Country 2: Delivering the Promise*, WAG 2006)

'Implementing good policy is substantially harder than developing good policy.'

The Webb Review

ESDGC enables students to develop the skills, knowledge and values to participate in decision-making about the way we do things individually and collectively, both locally and globally, which promotes a more equitable and sustainable world. It does this through engaging students as active participants in their local and global communities as well as through their courses.

Cultural context and individual identity have important roles to play in developing students' perspectives on the world. The rich cultural heritage of Wales and the bilingual policies influence the worldview of students in Wales and help to develop an understanding of cultural diversity locally and globally.

The needs and rights of both present and future generations.

Education for sustainable development and global citizenship is about:

- The links between society, economy and environment and between our own lives and those of people throughout the world
- 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.

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

2.1 So what does ESDGC actually mean for colleges?

For students in colleges, ESDGC is about:

- being encouraged to care for themselves, care for each other and care for their environment;
- the issues they have a right to know about for their future;
- appreciating their role in the college community, the local community and the global community;
- discovering that, whatever they are studying, there are connections with the “bigger picture” of the wider world;
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act in both their personal and professional lives.

For teachers/lecturers in colleges, ESDGC is about:

- a holistic approach to education;
- preparing learners for the new challenges that will be a part of their personal and professional future such as climate change and international competition for resources;
- developing learners’ worldview to recognise the complex, interrelated nature of their world and the world of work;

- an approach to teaching and learning to which every subject/course can contribute;
- building the skills that will enable learners to think critically, think laterally, link ideas and concepts and make informed decisions.

For college managers, ESDGC is:

- part of the ethos, pedagogy and organisation of the college;
- about the messages inherent in the way the college is organised and managed;
- something that requires colleges to “do” as well as teach;
- something that requires co-ordination across the whole college, linking estates and teaching and learning;
- something that Estyn look for as part of Key Question 3 of the Common Inspection Framework.

ESDGC is not:

- a separate subject;
- a series of discrete concepts or topics;
- confined to the lecture room;
- the responsibility of just one lecturer or manager in the college;
- about transmitting a set of answers to learners.

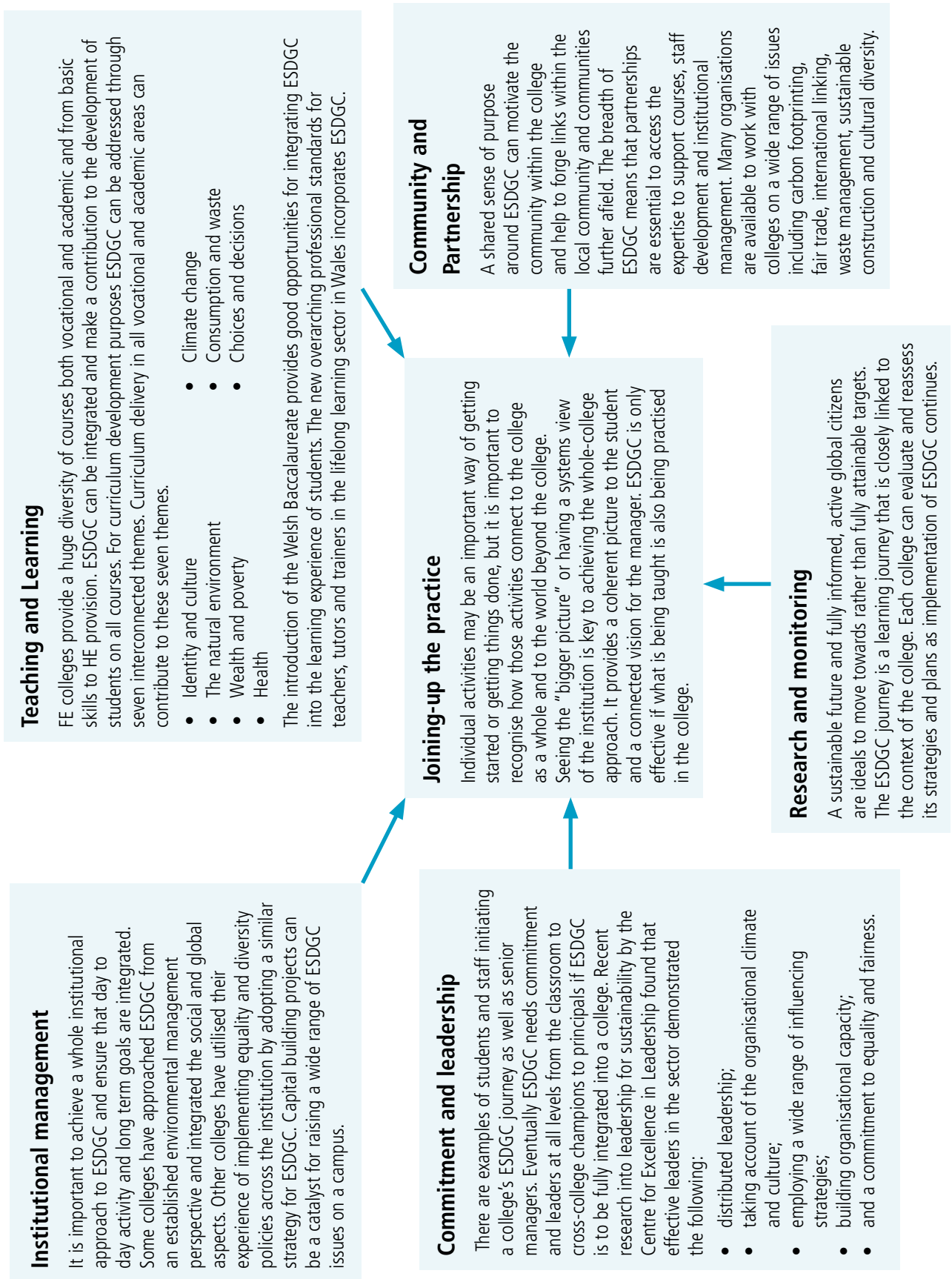
2.2 Starting the journey

ESDGC is strongly influenced by context, which means that each college’s experience of introducing and implementing ESDGC will be different. Colleges will have different starting points and different motivations for engaging in ESDGC. Colleges will need to be realistic in their targets for any one year, although their overall aim will be to integrate ESDGC across all aspects of the college. The categories in figure 2.3.1 reflect the Common Areas mentioned in the Introduction and any one or more of these can offer “ways in” to ESDGC.

2.3 Joining-up practice through the Common Areas of ESDGC

ESDGC is relevant to all the activities that colleges are involved with, and as such it can seem daunting and difficult to engage with and manage. The Common Areas provide a framework to identify starting points for implementation and for planning a whole institution approach. Figure 2.3.1 summarises this approach.

Figure 2.3.1



3 The benefits of ESGC in the FE sector

In the 21st century ESGC is not a luxury or an add-on, but an essential and integral part of the content of courses and the way colleges are managed. ESGC helps to define how individuals fit into and contribute to the local and the global communities, at a time when many long-established structures and practices are changing.

Some colleges have taken action to implement ESGC for the following reasons.

- The values associated with ESGC can provide a unifying focus that can motivate staff and students.
- ESGC can contribute to an over-arching vision for the college, raise its profile and differentiate it from other institutions. It can encourage future planning to develop the college to meet the needs of a fast changing community.
- Improved environmental performance is increasingly associated with long term economic benefits as environmental legislation increases and resource costs rise.
- Visible ESGC activities on campus such as Fair Trade or solar energy, and the contributions a college makes to the local community and the environment make a statement to the outside world about the purpose and values of the college.
- People are becoming increasingly aware of sustainability issues and future students and staff may be attracted to institutions that have implemented ESGC.
- ESGC can alert the college to new areas of expertise and courses associated with working towards a sustainable future. The FE sector has a key role to play in delivering new skills related to sustainable development.
- ESGC can strengthen existing links and promote new links with business partners and civil society partners in the community. Establishing international links can add to the ethos and diversity of the college.

'ESGC can provide an over-arching vision for the college'.

4 Case Studies

Introduction to the case studies

These case studies give a snapshot of some of the ESDGC related activities that are currently underway in FE colleges in Wales. The case studies are based on the 2007 ESDGC updates provided by all colleges to the Welsh Assembly Government, which show various levels of activity across colleges. The examples in these case studies attempt to illustrate the range of activities in the diverse contexts of Welsh colleges, rural and urban, large and small. The case studies do not give an exhaustive account of good practice in Wales nor do they give the full picture of ESDGC activity in each college. They highlight some specific examples of activities which other colleges may wish to develop for their own situation. A contact name and e-mail address is provided at the end of each case study for this purpose.



Coleg Sir Gâr

Coleg Ceredigion illustrates the value of working with an external partner. Gorseinon College shows how embedding ESDGC in the committee structure can bring together estates and curriculum. Coleg Gwent has capitalised on the introduction of the Welsh Baccalaureate to extend ESDGC in the curriculum and has dramatically increased recycling through managing contracts. Coleg Llandrillo's in-depth audit has provided a benchmark for extending the implementation of ESDGC. Coleg Sir Gâr has a rolling programme of training sessions with individual faculties. Yale College, Wrexham has enhanced leadership in ESDGC by integrating it into Academic Leadership Awards.

Further case studies highlighting activities around sustainable procurement can be found in the Welsh Further Education Purchasing Consortium Sustainable Procurement Project.

Case Study: Gorseinon College

Background and context

Location: One campus with outreach centres for lifelong learning courses

Number of students: 2,000 full time and 2000 part time

Range of courses: A strong portfolio of around 50 'A' level courses and courses in approximately 20 vocational areas.

Gorseinon College fulfils a sixth form role for three schools in its local area as well as drawing in a range of other students. The College campus is located in a fairly densely populated residential area.

Starting the journey

The impetus for ESDGC developments has its roots in staff being independently involved in environmental activities. This interest and activity has also been a response to the demands and interest of students. A sustainability committee was started in January 2007 and the staff and student interest in ESDGC has been harnessed into the management structure of the College.

Commitment and Leadership

Commitment to ESDGC has been demonstrated at the highest level with the Principal and Assistant Principals attending the College sustainability committee.

The Assistant Director of Study provides has taken on the role of 'champion' for ESDGC and drives initiatives across the College, including organising weekly meetings with students who can feed ideas into the management structure.

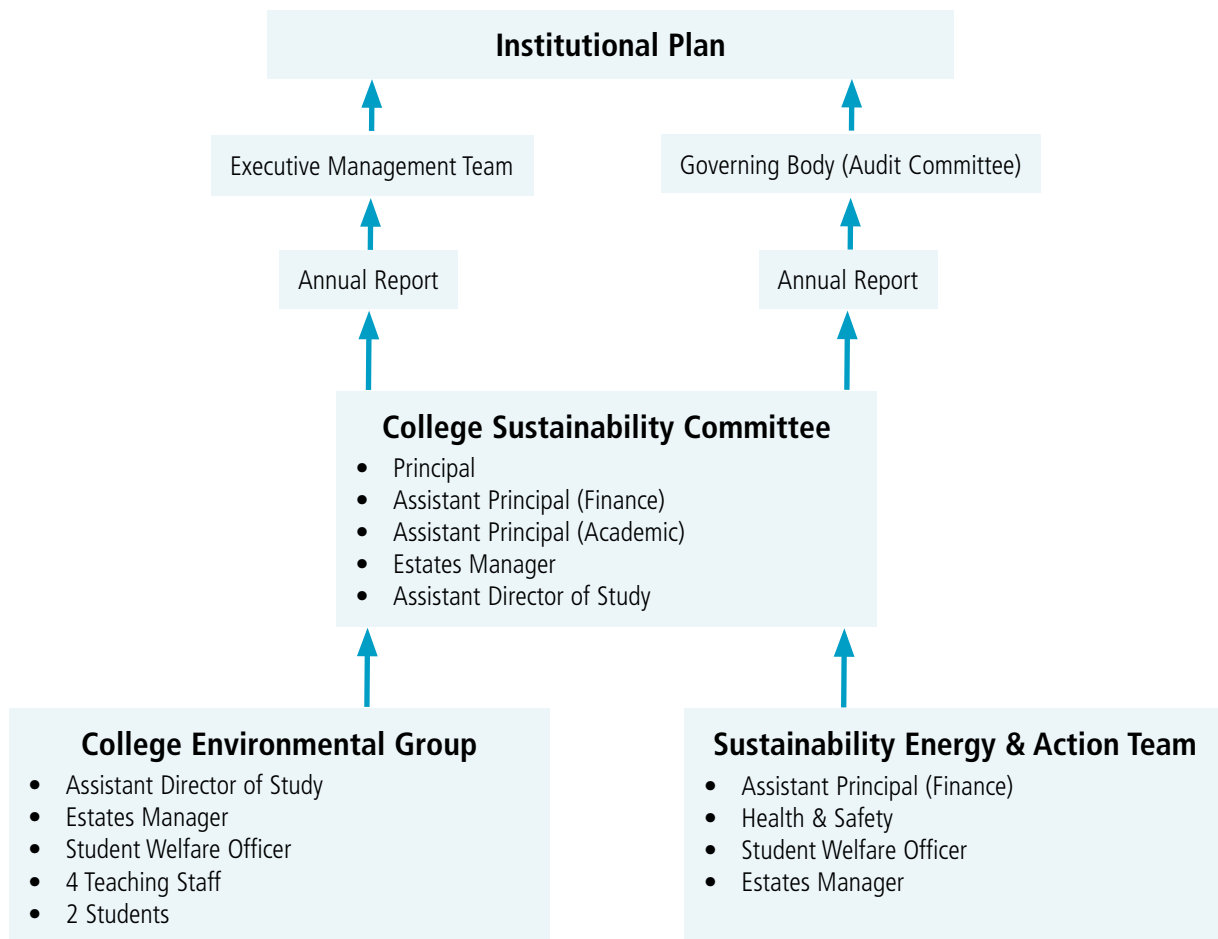
Teaching and Learning

The College has brought in the expertise of an external environmental consultant to help galvanise interest and enthusiasm in ESDGC at the start of the academic year. Sixty staff attended staff development sessions run by the consultant and all full time students had a session during induction week. This stimulated further activity amongst both the staff and the students. The students ran a Green Christmas Fair drawing in local suppliers and businesses and raised money to support development work with Oxfam.

A range of subjects are delivery ESDGC through elements of their syllabi including Environmental Science and Engineering, but all students receive further input on ESDGC through the tutorial programme, some of which is supported by the Swansea Environment Centre.

Institutional Management

The College Sustainability Committee is central to the whole college approach to ESDGC at Gorseinon. Student ideas and requests are fed into the management system through the College Environmental Group.



Gorseinon College Sustainability Committee structure

The College has an Environmental Policy and Action Plan, which is continually reviewed and updated. Energy and water audits have been completed and the College has signed up to Green Dragon aiming at level 2 initially and moving on to level 3 next year. A Travel Plan has been produced for staff travel.

Community and partnership

Gorseinon College has made excellent use of the expertise that already exists with the FE sector in Wales with regards to ESDGC. The College has liaised with Deeside College, which has achieved Green Dragon level 5. Deeside College hosted a visit from Gorseinon staff which helped formulate the environmental management ambitions at the College. The Estates manager at Gorseinon has also visited Pembroke College to discuss the grey water management and alternative energy initiatives taking place there. Collaborating and sharing practice across the FE sector is one of the quickest ways to move the ESDGC agenda forward in a college.

The College's involvement in the Gorseinon Development Trust is important for the community links in the residential location of the College.

The College is also involved in a local project to make the most of woodland in the area through the Cydcoed Scheme.

Research and monitoring

The Carbon Trust have been used to review energy use and carbon emissions.

Research is currently being carried out among students in relation to travel. Questionnaires are being completed to map the travel of students to and from the College in order to reduce car usage which impacts on the residential community around the College.

Joining-up the practice

The College Sustainability Committee is able to maintain an overview of ESDGC in the College. The working relationship between the Estates Manager and the Assistant Director of Study is essential for making connections between academic activities and estates activities and for liaising between the senior management and the rest of the College on ESDGC issues.

Future challenges

Achieving Green Dragon levels 2 and 3.

Maintaining behaviour change when the population of the college changes each year.

Getting the canteen to source more local organic produce.

For further information contact:

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Case Study: Coleg Llandrillo

Background and context

- Location: The college has campuses at Rhos on Sea and Rhyl, Abergele, Denbigh and Llanrwst and numerous outreach centres.
- Number of students: 23,000 full time and part time students
- Range of courses: A broad range of 'A' levels and vocational courses along with provision for higher education, 14 - 19 and work-based learning.

The College serves a mix of rural and urban areas in Welsh and English speaking areas in Conwy and Denbigh.

Starting the journey

Prior to the emergence of ESDGC as a priority for the Welsh Assembly Government, Coleg Llandrillo had been actively embedding practices, which subsequently fell under the banner of ESDGC, into the culture of the college. In particular one member of staff completed a Masters degree in Environmental Decision-making and was appointed as Environmental Coordinator for the College in 2000. A broad approach to environmental issues from 2000 onwards has meant that there were strong elements of good practice from which to develop a holistic approach to ESDGC, including the development of a Sustainability and Environmental Policy.

The aims of ESDGC reflect the long established ethos of the college and as a result a management system that supports ESDGC has evolved over time. Embedding ESDGC into the curriculum and the management practices has been formally identified as a strategic priority for the College.

Commitment and Leadership

The commitment at a strategic level to ESDGC demonstrates the commitment from the senior management of the College, with the Deputy Principal and Assistant Principals embedding ESDGC in their respective areas of responsibility.

The Curriculum Manager is leading the drive to raise awareness of ESDGC in the subject areas and embed ESDGC in the delivery of the curriculum.

The Environmental Coordinator plays a key role as cross-college 'champion' supporting teaching and learning, leading on the environmental management systems and working closely with the Estates Manager.

The development of a Centre for Sustainable Alternative Technology is a physical project based on the Rhyl campus and the manager of this project is leading on promoting sustainable technologies to the College and wider community through demonstrations and the development of courses.

The College has a 'Bright Sparks' group which brings together academic and non-academic staff who are advocates for their particular area. This group provides another level of leadership within individual departments and teams.

Teaching and Learning

A comprehensive report on ESDGC at Coleg Llandrillo has been compiled by the Curriculum Manager and this included an audit of existing activity on ESDGC in subject areas. A number of professional development sessions have been held for staff involving the Environmental Coordinator and the Curriculum Manager as well as outside speakers. These have included general staff sessions as well as specific sessions for work-based learning tutors and community based tutors. The audit for the ESDGC report and the staff development sessions themselves have been used to analyse gaps and to target future support and development. ESDGC staff development sessions on integrating ESDGC with Key Skills are planned for 2008.

Carrying out the audit for the ESDGC research has helped curriculum areas identify their contribution to ESDGC and enabled them to respond to questions on ESDGC when they are contributing to the self-assessment process leading to the College's Self-Assessment Report.

Examples of good practice include: the well-established practice in construction of recycling materials; exploring equal opportunities, racism and migration in Health and Social Care; and the 'Core values' section of the Travel and Tourism courses. The International Baccalaureate and the Welsh Baccalaureate provide opportunities for students to take part in community participation both locally and globally, practicing active citizenship. Many of these activities are facilitated by local and international partners including a children's orphanage in Western Thailand and a junior school in Uganda.

ESDGC is incorporated into the Personal Tutor Handbook with a particular emphasis on equality and diversity and participation.

Coleg Llandrillo sees sustainable development as a growth area for courses including a foundation degree in building services linked to its new Centre for Sustainable Alternative Technologies. Currently it is seeing an increased take-up in a level one Environmental Awareness Certificate aimed at small and medium-sized businesses.

The college has obtained a Quality Improvement Fund grant from the Welsh Assembly Government to carry out an audit and to raise awareness of ESDGC within its Work Based Learning curriculum.

Institutional Management

A key factor to ensuring the whole-college approach to ESDGC is maintained year on year is the inclusion of an induction session in ESDGC for all full time and work-based students.

The College's Environmental Focus Group is the main conduit linking the staff and students with the formal committee structure of the College. This group has eighteen members, is chaired by the Assistant Principal, Corporate Services and has a range of student, academic and non-academic representation including the President of the Students' Union, the Estates Manager, the Safety, Health and Environment Manager, Refectory Manager and the Curriculum Manager.

Sustainability has been embedded in the estates management practices to the extent that the College has achieved Green Dragon level four. As a result of managing water and energy use the Estates Manager is moving away from a centralised boiler system and looking to produce hot water locally where it is needed. Compliance with Breeam excellence standard is being given a priority in the budgets for a new building. Major suppliers and contractors are being checked with regard to their sustainability practices, this is helping to spread the influence of the College's sustainability message into the wider community.

The ESDGC activities will become a feature of the College promotion through its prospectus.

Community and partnership

One of the many partnerships that link Coleg Llandrillo with the local communities it serves is the Family Learning project. The College works with LEAs and schools to support the families of pupils who the schools have identified as being in need of additional support. In many cases the support consists of providing basic skills to parents and guardians and ESDGC is an element of the vehicle used to deliver the basic skills.

A joint collaboration with the electrical company Hyder has resulted in part of one of the College campuses being developed into a landscaped nature walk with areas for quiet reflection for the benefit of students, staff and the local community.

International partnerships have proved particularly valuable in supporting ESDGC work for the Baccalaureate programmes, which have established virtual links as well as student visits.

Research and monitoring

ESDGC is integrated into the planning process of the College as a result of it being a strategic priority and is monitored at all levels from the Environmental Focus Group upwards.

All course coordinators provide feedback on ESDGC and this is fed into the self-assessment report for the College.

The in-depth auditing research that has resulted in the comprehensive ESDGC report for the College referred to above, has provided a benchmark from which the college can move forward. The report also forms a useful reference document for all staff as it contains a list of potential resources.

Joining-up the practice

The ESDGC report for the College provides all staff with a holistic vision of ESDGC practice in the College and enables staff to locate their own activity in the bigger picture. It also highlights the gaps and the connections that still need to be addressed.

On-going strategies to circulate information on ESDGC to staff and students include an e-newsletter circulated twice-termly by the Curriculum Manager, the regular bringing together of the Environmental Focus Group and the Bright Sparks group to share ideas and an exhibition mounted by students for students in the library of the Rhos campus. The Environmental Coordinator has played a key role in linking the curriculum and estates management activities.

Future challenges

Continue to raise awareness among staff to achieve full engagement with all aspects of ESDGC.

Develop sustainability related courses that will become part of the core curriculum offering.

Extend the working in partnerships to take advantage of other opportunities to engage with ESDGC.

For further information contact:

Julie Hanson-Williams, Curriculum Manager:
j.hanson-williams@llandrillo.ac.uk

Case Study: Coleg Gwent

Background and context

Location:	Six campuses and two outreach centres spread across five local authorities
Number of students:	30,000 full time and part time students
Range of courses:	Over forty 'A' levels, almost 30 GCSEs, a full range of vocational courses with higher education courses in ten vocational areas, 14 - 19 programme and work-based learning provision.

Coleg Gwent is the largest FE college in Wales, formed through the amalgamation of several individual colleges. The six campuses serve a diverse area across south-east Wales covering urban and rural; light and heavy industries and land-based industries.

Starting the journey

A practical starting point for the estates management areas of ESDGC was to develop a monthly checklist of ten questions for each campus to consider, including issues such as are lights and computers being left on.

The Welsh Bacalaureate Core has been a stimulus in certain vocational areas such as Childcare and Sport, by providing opportunities to introduce ESDGC related activities.

Commitment and Leadership

A commitment to equality, diversity and citizenship are embedded within the core values of the College and published in a document which sets out the ethos of Coleg Gwent.

The Director of Estates and Facilities along with the Health and Safety Manager have driven the sustainability developments across the College as a whole. The Director of Estates reports to, and receives backing from, the senior managers and the corporate body through the Estates and Finance Committee. The Health and Safety Manager has led the work on Green Dragon.

Students have driven change at a local campus level by calling for initiatives through the opportunities presented by 'Learners Voice'. The Learners Voice initiative is designed to give students opportunities to contribute the opinions and offer suggestions through several

different fora. The course representatives are one of the main channels for the students' perspective to be heard.

Teaching and Learning

A key development in implementing ESDGC in the curriculum at Coleg Gwent has been the development of an on-line resource bank, which supports the Welsh Baccalaureate Core areas of PSE and Wales, Europe and the World. This resource bank is housed on a Moodle virtual learning environment website and is managed by the College's Learning Centre. All staff and students can access the website with most sections containing materials relevant to ESDGC. Staff can use the website for their own development and the preparation of their learning materials, whilst students can use resources on the website to help with the completion of their assignments. The website provides written resources, videos, links to other websites, activities and it also has discussion board facilities. Staff and students can feed in additional resources to the website via the learning advisors.

Welsh Baccalaureate Intermediate Childcare students address aspects of global citizenship through working with the Samaritan's Purse Operation Christmas Child project (www.samaritanspurse.uk.com). They organise the collection, packing and dispatching of Christmas presents to children in Africa, Eastern Europe and the former Soviet Union. The same students address aspects of sustainability through an in depth study into alternative forms of nappies for babies, including engaging with the Real Nappy Campaign. Foundation level students visit the Tŷ Gwyrdd house of the future at St Fagans National History Museum at the start and at the end of their course. This is to review how their perceptions and knowledge about sustainability issues in the home have changed over the period of their course.

Institutional Management

The Director of Estates and Facilities chairs the Energy and Environment Working Group, which reports to the Estates and Finance Committee. The Energy and Environment Working Group brings together representatives from all the campuses and includes curriculum staff and business support staff. It is a key forum for ESDGC related developments at the College.

The management of waste has been a major area of improvement across the College. Until 2005 virtually all Coleg Gwent's waste went to landfill, within two years 80% of the waste was being recycled. This has been achieved by a twofold strategy, firstly as the contracts with waste disposal companies were coming up for renewal, Coleg Gwent wrote

requirements into the new tenders that meant the chosen company would have to commit to recycling as much of the College's waste as possible and that they would need to work in partnership with the College to make this happen. Secondly the College started its own campaign among staff and students for recycling paper and cardboard. Each campus receives a monthly certificate recording the total amount of waste generated and the percentage recycled, with a view to encourage each campus to reduce the first figure and increase the second figure.

Coleg Gwent has achieved Green Dragon level 2 across all its campuses and has an action programme to take it towards level 5. The College has invested in a system to track energy and water usage that allows it to benchmark its consumption, identify abnormal usage and work towards reductions. Waterless urinals have already been installed to reduce water consumption.

Community and partnership

Partnerships have played a key role in ESDGC developments at Coleg Gwent, including the partnership with the waste management company to achieve the dramatic increase in recycling.

The Welsh Bacculaureate has encouraged community links on several levels. The Moodle resource bank was developed by lecturers and learning advisors at the College in partnership with Newport Local Education Authority so that schools in the LEA also benefit from this resource. Sports students involved in the Welsh Bacculaureate work in partnership with local primary schools to run a sports event to raise money for Children in Need.

GCSE Students, who have selected an environmental focus for their Welsh Bacculaureate at the City of Newport campus, are actively involved with monitoring the environmental impacts of the proposed road development on the Gwent Levels. They have restored footpaths and developed interpretation signs with local schools.

Welsh Bacculaureate students at the Ebbw Vale campus have developed several international partnerships including an on-going relationship with a school in Ghana and, through the EU Comenius Project, exchanges have occurred with Finland, Germany and Belgium. The College has also made use of the international i-earn project (www.iearn.org), with virtual partnerships being made and IT students from the College visiting Holland and Egypt.

Research and monitoring

Accountability is clearly defined through to the Estates and Finance Committee. The new monitoring system for energy and water will be a useful tool in driving future developments and it adds to the monthly monitoring carried out on each campus.

The Welsh Bacallaureate resource bank can generate website statistics, providing useful data on who is making use of the material and how it is being used.

Joining-up the practice

The Energy and Environment Working Group is central to maintaining an interconnected approach to ESDGC in such a large institution with a wide geographical spread. It is attended by the deputy-director of each campus and through a link with the Students' Union it provides an opportunity for students to contribute to debates and decisions.

Each campus has a Welsh Bacallaureate coordinator who network regularly and who are making increasing use of the Moodle website.

The College magazine circulated to all staff has a regular sustainability related feature.

Future challenges

Plan how to make the Welsh Bacallaureate Core part of the curriculum for all students, including addressing the funding and staff development issues.

Achieve level 3 Green Dragon.

Develop a biodiversity plan.

Develop an environmental awareness programme for all staff and students.

For further information contact:

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Case Study: Coleg Sir Gâr

Background and context

Location:	Five campuses across Carmarthenshire
Number of students:	12,000 full time and part time students
Range of courses:	Nine faculties deliver 30 plus 'A' levels and a wide range of vocational courses along with higher education provision.

Coleg Sir Gâr serves a very diverse range of communities including Welsh and English speaking communities, rural and urban communities and local economies that are heavily industrialised and some based on SMEs.

Starting the journey

The initial stimulus for the college to engage with ESDGC issues came from specific departments and courses responding to demands from employers, developments in specific industries and legislation. In particular this impacted on engineering, construction, agriculture and horticulture. At the time when these drivers were emerging at delivery level the senior management of the college became aware of the drive from the Welsh Assembly Government in relation to sustainable development and ESDGC. The college responded by developing a curriculum strategy that became an institutional strategy.

Commitment and Leadership

The Director of Resources provides the leadership for ESDGC from the senior management team. The Widening Participation Development Manager has ESDGC included within the job description for the post and is leading on promoting ESDGC across faculties.

Teaching and Learning

Individual initiatives in courses are now falling within a curriculum strategy, which is being supported by in-service training sessions provided by the Widening Participation Development Manager. These sessions have been key to raising awareness of ESDGC among staff and presenting ESDGC as a positive solution to certain curriculum challenges by taking an integrated approach to ESDGC, ILT, Bilingualism and Key Skills. In particular the sessions show how ESDGC can be an excellent vehicle for delivering Key Skills.

Two tutorial packs have been produced, one on sustainable development and one on global citizenship along with a staff guide enabling integration into the tutorial sessions.

One area that has responded to legislation and the demands from industry is construction. European funding has been secured to develop a Construction Technology Development and Support Centre in partnership with a builders and plumbers merchants from the private sector. The Centre on the Ammanford campus will be equipped with solar panels, ground and air source heat pumps, wind generators and rainwater harvesting systems.

Institutional Management

The diversity between the campuses at Coleg Sir Gâr has led to the formation of an estates group on each campus, which considers the best way to move forward with issues such as recycling in their local context.

The college as a whole has an energy policy which together with a new Building Energy Management System is leading to significant financial savings. Action has been taken to reduce water consumption with water saving devices on urinals, and boreholes now provide water for most farm activities on the agriculture campus.

The computer services department has set up an automatic turn-off of all networked computers at 9.30 in the evening to avoid computer equipment being left on overnight or over the weekend.

Coleg Sir Gâr is working in partnership with the South West Wales Integrated Travel Consortium (SWWITCH), to develop a travel plan for the whole college. This will also address the issue of sustainable transport. In collaboration with Carmarthenshire County Council they have arranged for local bus companies to alter their schedules to make public transport more attractive to students and staff attending the college. This has also had the knock-on effect of expanding the public transport service for the community. SWWITCH has also arranged Travel Champions Training to provide front-line staff and students with the information they need to become travel champions and ambassadors for College.

Community and partnership

Coleg Sir Gâr is one of the partners working with the county council on a countywide initiative to promote sustainable development throughout Carmarthenshire.

Partnering with private sector companies has been important for specific vocational areas as demonstrated by the construction example above.

The college has developed strong links with China, the Middle East and Ireland which has resulted in diversifying the student population and enriching the experience of locally based students.

Research and monitoring

As part of internal inspections, all peer observations are asked to comment on ESDGC. Observers are particularly asked to highlight to staff being observed where opportunities to incorporate ESDGC are not being taken up.

ESDGC is embedded in the College's operation plan, because it is a strategic objective. Because of this ESDGC is regularly reported on to the senior management team and to the corporate board.

Joining-up the practice

With five campuses spread over quite a wide geographic area creating a whole college approach presents particular challenges, there are weekly tutor briefings, which include updates on ESDGC issues.

The close collaboration between the Director of Resources and the Widening Participation Development Manager has been a key factor in bringing together the estates and curriculum aspects of ESDGC in the college. The Widening Participation Development Manager has a cross-college responsibility for ESDGC, which includes presenting issues to the senior management team and taking training sessions out to all the campuses.

The College is working towards Fair Trade status and the College's Fair Trade Steering Group brings together students, senior management and teaching and non-teaching staff from across the College.

Future challenges

Identifying and delivering CPD on ESDGC for staff in specific areas.

Developing a mechanism for bringing together academic and non-academic staff.

Engaging with staff on estates issues.

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Case Study: Yale College Wrexham

Background and context

Location:	Two campuses situated in Wrexham town centre with some 30 outreach centres serving communities in Wrexham, Denbighshire and Flintshire.
Number of students:	3,200 full time and 14,000 part time students
Range of courses:	Forty plus 'A' levels, coverage in virtually all vocational areas, and higher education courses. There is work-based learning provision and there is an extensive Adult Community Learning programme delivered through the outreach centres.

Starting the journey

Like many colleges Yale had elements of ESDGC activity stretching back to environmental initiatives in FE in the 1990s. In response to the ESDGC Strategy for Action the college established an ESDGC champion by extending the remit of the Environmental and Health and Safety Officer, who has become chair of the Environmental Management Group. This Group was given new terms of reference to cover curriculum and a wider membership.

A newly introduced Access to HE course in environmental science provided a focus for interest in ESDGC at Yale and ESDGC was also seen as an opportunity to manage learning pathways in the College.

Commitment and Leadership

Two Assistant Principals, one with responsibility for resource planning and one with responsibility for curriculum planning and performance sit on the expanded Environmental Management Group bringing senior management commitment and authority to the Group. The College has also provided leadership in the curriculum by integrating responsibility for ESDGC into Academic Leadership Awards.

Teaching and Learning

A Teaching and Learning Mentor has been given responsibility for ESDGC across the curriculum. A curriculum audit was carried out by sending a questionnaire, which covered investigating the understanding, importance and training needs for ESDGC as well

as its inclusion in the curriculum, to all staff running courses. The results of the audit established the initial position of ESDGC and significant information for planning further implementation.

The audit identified where ESDGC was already embedded in courses across the curriculum. It identified a gap between the importance accorded to ESDGC by many staff and their confidence in teaching it, which has enabled targeted staff development for specific areas.

An integrated project approach to the curriculum has been piloted by the Art Department bringing in other curriculum areas. The theme of 'animals' enabled students to explore different materials with a nationally renowned sculptor, visit animals in zoos, explore ethical issues including the fur trade and testing on animals, explore wildlife in Wales and internationally. It addressed Key Skills and led to performance art and English and Welsh work. It created a holistic experience for students and brought together staff for planning and delivery.

Yale College is developing a moodle-based e-learning system that will enhance access to materials for students, reduce photocopying and provide a useful vehicle for staff development for ESDGC, particularly for part time staff who find it difficult to attend staff development sessions.

Institutional Management

The Environmental Management Group has driven many of the institutional changes relating to ESDGC. The Group links management and activities at all levels in the college, the personal tutor system will enable students to make recommendations to the Group, and at Board of Governors level one governor has responsibility for environmental sustainability.

The College has been accredited with Green Dragon at level 3. There is sub-metering of electricity across the College buildings allowing for individual management of buildings and a consultant from Wrexham Council provides an annual energy report on the College. Staff and students can access transparent records for all waste materials generated at the College on the intranet, this shows all the companies collecting materials, their licence to carry the materials and details of how the materials are disposed. Making this information so openly available encourages staff and students to play their part in recycling operations.

Community and partnership

The Faculty of Adult and Community Learning has an extensive network of links and partnerships in the communities served by the College. This includes working with the Local Authority, supporting Wrexham Community Cohesion, working in 'Communities First' wards and contributing to community regeneration. The Faculty has found trade unions are often sympathetic to the ESDGC agenda and they are a useful entry point for developing partnerships. The Moodle virtual learning environment is having an increasing role to play in the Faculty for both student learning and staff development.

A relationship has developed with the local NHS Trust which enables free access for the Trust staff to all the courses at the college in return for an annual block payment from the Trust.

Yale College is a member of strategic partnerships, including the Wrexham Community Consortium for Education and Training, the Community University of North Wales and the Wrexham Area 14-19 Learning Network. This latter partnership has resulted in excellent relationships with schools and the potential to develop a spiral curriculum for ESDGC.

The College currently has students from 34 countries which contributes to the diversity of the college community. It has developed international links with India and China in particular, including a curriculum project with India based on textile design and production and supported by the British Council.

Research and monitoring

The ESDGC update submitted to the Welsh Assembly Government included actions for the future which will be monitored by the Environmental Management Group.

The Teaching and Learning Mentor with responsibility for ESDGC audits the programme reviews for ESDGC and monitors schemes of work.

Joining-up the practice

The Environmental Management Group maintains an overview of ESDGC activity in the College.

The staff newsletter 'y-talk' carries items of information on ESDGC activity.

Future challenges

How to engage students, staff and partners with ESDGC at a deeper level to make ESDGC part of the culture of the College.

How to make part time staff aware of the contribution they can make to ESDGC.

How to reduce energy to at least maintain or to reduce the current cost.

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Case Study: Coleg Ceredigion

Background and context

Location:	Two sites, one in Cardigan and one in Aberystwyth
Number of students:	700 full time and 2,500 part time
Range of courses:	Vocational courses include Construction, Engineering, Art and Design, Hospitality and Catering, Health and Care, Business and Management, Furniture Design, Visual and Performing Arts and Media, IT; a mix of GCSEs and 'A' levels; a PGCE course and Access to Nursing.

The college serves a rural catchment area in which there are significant numbers of small businesses with an interest in sustainability issues.

Starting the journey

The key to starting a serious attempt to implement ESDGC at the college was the partnership with Ymlaen Ceredigion, which is a voluntary sector organisation promoting sustainability in the local community. There was a keen interest in ESDGC among some of the staff at the college but there was a lack of capacity and resource that was solved through the partnership. Ymlaen developed a successful funding bid to support one of their education officers working alongside staff in the college, providing staff training and inputs to the tutorial programme.

Although the initiative had an impact across the college the main focus to start with was the teaching and learning on one of the two campuses. There was now external pressure to take on this initiative, it was instigated because the college considered it to be a good idea.

Commitment and Leadership

The project to implement ESDGC was led by the Vice-Principal of the college with the Ymlaen Ceredigion Education Officer driving the work forward with staff and students. Because there was no internal ESDGC 'champion' it became everyone's responsibility to reflect on their own practice in relation to ESDGC. Other key leaders and drivers included the Head of Estates and Technical Services, various heads of faculties and individual members of staff. A project steering group was established with relevant members of

the local and wider community along with college staff. The steering group met every two months and received progress reports and discussed future strategy and actions.

Teaching and Learning

There was a strong commitment from those leading the project to see ESDGC embedded across the curriculum and not as an additional activity added-on here and there. To this end the college developed a lesson plan proforma that required all lessons to consider sustainability alongside bilingualism and equal opportunities as cross-cutting themes integrated into the mainstream delivery of any subject or skill being taught. All learning programmes have to indicate in which weeks sustainable development issues are addressed and the quality team records the extent to which each lecturer takes sustainability into account as part of their teaching through lesson observation. This process has resulted in all lecturers being aware of the need to take a holistic view of ESDGC in their specialist areas. For example in Construction PowerPoint presentations have been developed, which incorporate strong references to ESDGC across both wood and trowel trades, together with a video on the global benefits of the use of sustainable resources in these trade areas. In Furniture Making, a solar kiln has been built, saving resources and enabling learners to see sustainable methods for drying wood.

All full time students have a comprehensive tutorial programme and ESDGC has been integrated into the programme in a generic format, with two sessions being allocated for inputs from the Ymlaen Ceredigion Information Officer. This knowledge is then built on in their mainstream study.

Institutional Management

The Head of Estates and Technical Services and the Vice-Principal have played a key role in developments. The college has signed-up to the Green Dragon Award scheme. The college has an Energy Policy and has set energy targets. An Environmental Policy will be included in the new college Estates Strategy. A new Building Management System is being installed to enable accurate monitoring of energy consumption and enable the calculation of carbon emissions.

All lecturing staff have two sessions annually as part of the in-house staff development programme on ESDGC matters. The first session focuses on generic ESDGC matters and the second session assists staff in integrating the ESDGC message into their mainstream delivery. Support staff have a session on ESDGC on a college staff development day which focuses on how ESDGC impacts on their roles in the college.

Community and partnership

Partnership has played a central role on the development of ESDGC at Coleg Ceredigion. Ymlaen Ceredigion is a community organisation with a strong sense of commitment to the project and sustainability generally. Ymlaen Ceredigion has a network of connections with businesses and organisation in the community which is served by Coleg Ceredigion and was able to facilitate partnerships on behalf of the college. Numerous partnerships have developed between various departments in the colleges and organisations from the private sector, the public sector and civil society. Examples include.

- Art and Design have established links with local design companies that use sustainable methods.
- The Hospitality and Catering section has developed relationships with local suppliers and gained a greater understanding of Fair Trade matters.
- Childcare has drawn on information from the Real Nappy Campaign.
- Numerous local companies provided representatives at a 'Careers for a Sustainable World' event.
- Independent Living Skills students have established a recycling scheme and work closely with local furniture recycling projects.

Research and monitoring

Ymlaen Ceredigion produces regular reports which provides for a semi-external view on progress in the college.

The college has a comprehensive quality assurance and curriculum planning system. ESDGC is monitored through the observation and self assessment process in terms of teaching and learning and through strategic and operational planning in terms of teaching and learning and all estates matters.

A Steering Group continues to meet to take the ESDGC project forward, which is now being supported by DFID.

Joining-up the practice

The college's commitment to ensuring that ESDGC is a responsibility of everyone in the college continues to be its main focus. It expects each individual in the college community to champion the ESDGC message to the best of their ability.

Because ESDGC is an integral part of the college's planning process and reaches from the strategic plan to the lesson plan there is a circle of communication in terms of expectation. In addition, a newsletter has been circulated, notice boards dedicated to ESDGC established on both college campuses and staff liaison groups set up to keep individuals informed of activities

Internal meetings take place between Ymlaen Ceredigion, the Vice Principal and Head of Estates and Technical Services. The minutes of these meetings are discussed at the college's Teaching Learning and Quality Committee.

Future challenges

The college currently submits a proportion of its budget to ESDGC work which is otherwise currently funded by DFID. Continuation of such funding is vital for the college to continue to offer a comprehensive and integrated approach to ESDGC. In the future, initiatives such as accrediting ESDGC work and developing international links will be on the college's agenda.

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5 Integrating ESGC in colleges

Coleg Llandrillo



5.1 Commitment and Leadership

The values that underpin ESGC such as equality, fairness, caring for people and caring for the environment overlap with the values that are embedded in the missions of many colleges and values that are supported by staff and students in FE. As a result ESGC can be used as a vehicle to re-visit the aims of the college and re-invigorate staff with a shared purpose.

Because ESGC touches on all aspects of college life it can be used as a management framework, using a systems approach to address the interconnected and complex activities of FE.

Recent research by the Centre of Excellence in Leadership into leadership for sustainability in the learning and skills sector found that a distributive model of leadership, empowering leaders at all levels in the institution, the most successful form of leadership for principals and vice-principals engaged in implementing sustainability.*

There is an opportunity for colleges to be leaders in their communities by preparing for the demands that will result from future environmental and global economic changes.

Box 5.1.1 Points to consider in relation to commitment and leadership

- Are the values of the college shared and reviewed with students, staff and other relevant stakeholders?
- Is the college forward looking, responding to future employment demands and future skills agendas?
- Is the college playing a role in influencing the future direction of its local and wider communities?
- Does the leadership in the college model the practices and changes it wishes to see among students, staff and community?

**Implementing
ESDGC through
the curriculum is
as much about
approach and
methodology
as it is about
content.**

Further information

- The Welsh Assembly Government, ESDGC A Strategy for Action http://www.esd-wales.org.uk/english/ESDreports/pdf/AP_E.pdf
- *The Centre for Excellence in Leadership offer leadership courses to the learning and skills sector and a range of other leadership support. The publication Leadership for Sustainability is available as a download. www.centreforexcellence.org.uk
- The Sorted website developed by the Environmental Association for Universities and Colleges and the Learning and Skills Council to support sustainable development in FE colleges. www.eauc.org.uk/sorted/home

5.2 Teaching and Learning

ESDGC recognises the importance of experiential learning that helps students to appreciate their context in the world outside the classroom. Active learning situations which require students to consider alternatives and make decisions link with developing thinking skills, reflecting on their own learning and as they mature gaining the ability to become independent, lifelong learners.

The seven themes are intended to demonstrate the breadth of ESDGC. However, it is important to remember that the themes are a way of managing an interconnected whole. All seven themes need to be considered when planning or auditing a curriculum. Box 5.2.1 provides examples of the areas that fall within each theme. Teaching and learning activities will usually incorporate aspects of several, if not all of the themes.

Box 5.2.1 Examples of the issues associated with the seven ESDGC themes

Identity and culture - personal and regional histories; Welsh heritage and language; how identities and culture influence actions; what constitutes a community; the impact of other cultures on Wales; challenge stereotypes; recognise that people hold different values; recognise and challenge discrimination and prejudice in an appropriate way; peaceful resolution of differences.

The natural environment - biodiversity; endangered species; conservation and restoration of habitats; human dependence on ecosystems and the interdependence of ecosystems; the impact of human activity including conflicts on natural environments; gene banks and genetic modification; stewardship of resources and habitats; the role of natural environments in relation to quality of life.

Wealth and poverty - levels of wealth and poverty; the gap between rich and poor locally and globally; basic needs; quality of life; the interdependent causes and impacts of poverty; migration; how wealth is created; perceived and real value of goods, services and relationships; globalisation; Fair Trade; the right of future generations to access resources.

Health - the importance of caring for oneself and caring for others; the relationship between health and quality of life; nutrition and sources of food; the impact of drug abuse on individuals and others; the value of different relationships including family, sexual and professional; the impact of the environment on health; the importance of access to clean water.

Climate change - the scientific evidence relating to climate change; the greenhouse effect; global warming; the causes of climate change; the potential impacts and the uncertainty of predictions; the precautionary principle; preventative and adaptive responses; the impact of individual and collective actions; ways of bringing about change; the impact on future generations.

Box 5.2.1 Examples of the issues associated with the seven ESDGC themes

Consumption and waste - renewable and non-renewable resources; energy, food and water; sustainable design and sustainable materials; the waste hierarchy; ecological footprint, carbon footprint; supply chains, transport; the rights of future generations to a quality of life; advertising; peer pressure; quality of life versus standard of living; reassessing values; resolving conflicts over resources.

Choices and decisions - democratic and non-democratic decision-making at different levels from a small group discussion to international agreements; how to participate in decision-making at different levels; how to present a point of view; the inter-connected consequences of making decisions; the role of governments; how to be a participant in civil society.

N.B. these examples are not exhaustive.

ESDGC can provide content for Key Skills programmes at all levels.

All teaching and learning activities based on the themes will contribute to students developing their understanding of the nine concepts associated with ESDGC, which are:

- interdependence;
- citizenship and stewardship;
- needs and rights of future generations;
- diversity;
- sustainable change;
- quality of life;
- uncertainty and precaution;
- values and perceptions;
- conflict resolution.

Box 5.2.2 Points to consider when reviewing curriculum delivery

- How can the themes be used to aid the delivery of your programme?
- How can you incorporate and contextualise the themes in a relevant way? Are there appropriate examples from the students' vocational area?
- Does the teaching style reinforce the message in the theme?
- Is there an opportunity to make cross-curricular links or links with colleagues' delivery?
- Does it support practices and behaviours across the college?
- Are there partnerships or contacts that can be made with relevant individuals or organisations outside the college?

The ESDGC Common Understanding⁴ sets out the knowledge and understanding, attitudes and values, and the skills based on the National Curriculum for Wales and the four skill areas within the Skills Framework. It is the intention of the ESDGC Panel to

⁴Available from <http://www.esd-wales.org.uk>

commission an ESDGC qualifications framework and an ESDGC resource for the six Key Skills that will be available to all colleges and other Key Skills providers.

Box 5.2.3 ESDGC generic example of an activity to address Key Skills at foundation/intermediate level

Students are given information and facts about 'basic needs' and listen to a short presentation on basic needs from a tutor or an external speaker from a development organisation. Students debate how this relates to what they consider to be their needs.

Students record what they perceive to be their needs and in small groups they identify tasks for individuals to research the sources of their food and other consumable items. Record the outcomes in a table or on a map. Students complete an on-line ecological footprint (e.g. www.earthday.net/footprint/ or www.wwf.org.uk/oneplanet/ophome.asp)

Ask students to compare their use of resources with people in other countries around the world. They can do this by comparing the ecological footprints for various countries (e.g. *Living Planet Report*, available at www.panda.org/news_facts/publications/living_planet_report/lp_2006/index.cfm)

Students produce a graphical comparison of ecological footprints from around the world and research ways to reduce their own footprint.

Students work in their small groups to produce a presentation of their findings and as well as individual reports.

Students evaluate their individual and group performance in terms of completing their research, developing their presentation and meeting deadlines.



Coleg Sir Gâr



Box 5.2.4 Example of an ESDGC related activity for the Welsh Baccalaureate core element Wales, Europe and the World - intermediate level

Students identify a current affairs story that links Wales to another part of the world. Is it a positive or negative story? Is there more information they would like to know about the story? How could they find out?

Visit the St Fagans National History Museum or the cottages at the Llanberis National Slate Museum or access a suitable video resource. Afterwards students research houses and ways of life in other countries.

Students research and compare wage levels and job opportunities between Wales and other countries. Students identify examples of how technology is changing the jobs that will be available in the future.

In *Promise and Performance* Sir Adrian Webb has several recommendations that are relevant to the implementation of ESDGC including:

- ESDGC can be a vehicle for the delivery of Basic Skills and contribute to the Leitch target for Level 2 Basic Skills (90% of adults by 2020).
- develop a comprehensive strategy for the international dimension of post-14 education and
- ensure FEIs become the recognised skills driver for an area.

The FE sector is both influencing and responding to emerging new skills associated with current and future trends such as renewable energy and local supply chains. Colleges are developing new courses and extending their curricula to meet these demands and generating new income streams for the institution.

Further information

- Curriculum resource information is available on the Wales ESDGC website www.esd-wales.org.uk
- *Promise and Performance* can be downloaded at <http://wales.gov.uk/topics/educationandskills/educationskillsnews/promise-and-performance-review?lang=en>
- The Sorted website has links to teaching and learning resources www.eauc.org.uk/sorted/useful_websites

5.3 Institutional Management

If students are to respond positively to ESDGC issues they need to know that the institution is committed to the same values. The physical environment and the management practices of a college send out powerful messages to those studying and working in the college.

Strategic approach

ESDGC can play a key role in the development of a college and strategies to address various aspects of ESDGC should be embedded in the strategic plan for the institution. Strategic plans can be reinforced by having appropriate policies with clearly identifiable accountability for scrutiny and revision. Policy titles may vary from college to college, but will cover areas including equality, diversity, environmental management, community links, international links, procurement and Fair Trade.

Operational approach

Taking action at an operational level particularly with regard to energy, water, food and waste management can bring environmental and economic benefits both institutionally and globally. The Green Dragon environmental management system used by most colleges provides a framework and accreditation for addressing these issues.



Coleg Llandrillo

The Welsh Further Education Procurement Consortium Sustainable Procurement Project can help colleges develop a systematic and sustainable approach to all aspects of procurement.

Achieving the Welsh Assembly Government directive of Breeam Excellence is a challenge for capital projects that will bring long term benefits with regard to running costs. The implementation of building performance certificates emphasises the need for monitoring individual buildings which can lead to more effective management of the estate.

Procurement can be a driving force for change towards sustainable practices.

Colleges across Wales are facing similar challenges and some colleges are further ahead in some areas than others. There is great potential for collaboration and for the sharing of good practice, which could help the whole sector move forward. Joining the Environmental Association of Universities and Colleges (EAUC) with its regional branch for Wales is another good way to access operational information and share practice. Every day on the EAUC jiscmail, estates managers are asking for help and receiving information from colleagues.

Student and staff awareness

Policies, operational infrastructure and student and staff awareness need to work together. Students and staff may be inspired by ESDGC related policies, but motivation will wane if the opportunities to act in a sustainable way are not available. Whether it is energy conservation or international linking, students and staff in the college need to be engaged and informed participants.



Yale College

Box 5.3.1 Points to consider

- Is ESDGC embedded in the strategic plan for the college?
- Are relevant policies in place along with processes for monitoring and review?
- Is the college aware of and taking action to implement emerging environmental and equality legislation?
- Do staff and students have access to relevant strategic and operational information?
- Are all staff and students briefed about the changes to practices that involve them?

Further information

- WFEPCC
- Green Dragon www.greendragonems.com
- Arena Network is a consultancy that assists with implementing Green Dragon www.arenanetwork.org
- The Carbon Trust provides advice on reducing carbon emissions mainly through improving energy management www.carbontrust.co.uk
- EAUC is a membership organisation for universities and colleges providing support for implementing sustainability www.eauc.org.uk
- The Fairtrade Foundation www.fairtrade.org.uk
- People and Planet specialise in student engagement in ESDGC related issues <http://peopleandplanet.org>
- The SORTED website has a comprehensive section on buildings and estates www.eauc.org.uk/sorted/buildings_and_estates



Partnerships between colleges and schools are growing in importance as a result of the Learning Pathways 14-19.⁹

5.4 Community and partnership

Colleges are community based institutions and as sustainability becomes an increasingly important issue in communities so the local college can be a key partner in shaping the future of the community. In parts of Wales the 'Transition towns'⁶ movement is gaining prominence with education having an important role to play. In certain parts of Wales the 'Gold Star'⁷ community project is underway and provides a practical opportunity to contribute to the Millennium Development Goals⁸, which relate to issues at the heart of ESDGC. The international links which colleges have provide an opportunity for the local community to make global connections and to engage with other cultures.

All colleges work with a wide range of partners both local and global. There are increasing numbers of organisations in the public, private and civil sectors which are willing to work with colleges on ESDGC related issues. These include the Welsh Assembly Government, Local Authorities, transport companies, utilities, employer organisations, non-governmental organisations and charities. The partnerships can take the form of commercial contracts as with suppliers or jointly funded projects. A number of organisations are working to support ESDGC in the curriculum including the development education centres and the environmental centres in Wales.

Providers need to be aware of ESDGC in partner schools. The ESDGC Common Understanding describes the learning outcomes for Key Stage 4 and Post 16.

⁶See <http://transitiontowns.org>

⁷ See <http://goldstarcommunities.webspring.org.uk>

⁸ See www.un.org/millenniumgoals

⁹ See http://new.wales.gov.uk/topics/educationandskills/publications/circulars/learning_pathways_14_19?lang=en

Box 5.4.1 Points to consider

- Does the college have partnerships with a range of organisations in its community, i.e. public sector, business and civil society?
- Does the college have links with organisations nationally and globally as well as locally?
- Do the maximum number of students benefit from the partnerships that exist?
- Does someone in the college have an overview of all the partnerships?

Further information

The ESDGC website for Wales has a searchable directory of organisations which can offer support with ESDGC
www.esd-wales.org.uk

5.5 Research and monitoring

Researching the existing ESDGC activity across a college can reveal a wealth of practice that staff may initially not recognise as ESDGC. An audit can be a useful way of raising awareness and can help to establish ESDGC in the on-going quality framework of the college.

Box 5.5.1 Points to consider

- Is ESDGC built into the college's frameworks for schemes of work, lesson plans and assessments?
- Does ESDGC feature in lesson observations?
- Is the college making full use of WAG and local authority expertise, and organisations such as the WFEP, the Carbon Trust, the Energy Consortium, Arena Network and Green Dragon?
- Is ESDGC integrated into the college's self-assessment report?

Key Question 3 of the Estyn Common Inspection Framework has a very wide remit, which includes education for sustainable development, spiritual, moral, social and cultural development, work-related learning and the breadth and enrichment of the learners' experience. It allows Inspectors to explore links and partnerships with the community and to see how institutions are responding to the priorities of the Welsh Assembly government. The implementation of ESDGC in a college can address many aspects of what Estyn Inspectors look for in Key Question 3.

Common Inspection Framework Key Question 3

How well do learning experiences meet the needs of employers and the wider community?

The committee structure of the college has a key role to play in this.

5.6 Joining-up the practice

The Common Areas from the *ESDGC Strategy for Action* help to ensure all aspects of colleges are engaged with ESDGC. However, ESDGC requires an integrated approach across all areas to ensure actions are complementary and not conflicting.

Box 5.6.1 Reviewing the committee structure by asking the following questions can improve integration and effective implementation of actions

- Does everyone (teaching and non-teaching staff, students, employers, suppliers) have the opportunity to feed in ideas that will reach decision-makers?
- Are there clear communication channels (department meetings, intranet, newsletters) so that everyone receives information about actions being taken?
- Who has the overview?