

Working Together for the Good of Each Other

**The Education for Sustainable Development and Global Citizenship
Youth Work Handbook**

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Introduction

Welcome to the **E**ducation for **S**ustainable **D**evelopment and **G**lobal **C**itizenship in Youth Work Methodology Handbook. We hope to make your lives easier by unpacking ESDGC, and show that it is relevant to young people's lives and that it can be fun!

As many of you know, ESDGC stands for Education for Sustainable Development and Global Citizenship. It may be a bit of a mouthful, and yet another acronym in a world that seems so full of them, but it is something that youth workers are expected to implement in their work. We aim to enable you to understand ESDGC, and provide guidance on how to embed it in you work. We hope that you will find this guide not only useful but enjoyable. It should inspire you, and enable you to adopt ESDGC in your working life, and maybe even your personal life. When you've finished flicking through these pages you should have a much better understanding of why ESDGC in youth work is so important, what it's all about and how to go about practising it.

This handbook is an introduction to ESDGC, and is not intended to be comprehensive. There are already lots of brilliant ESDGC resources, and this handbook will direct you to them where appropriate. This guide does not aim to replace these resources, or duplicate them. Rather, it draws on the expertise of others and attempts to bring together the range of resources and opportunities available, to provide a starting point for youth workers seeking to incorporate ESDGC into their work.

We strongly recommend that this handbook is read alongside the following:

'Education for Sustainable Development and Global Citizenship: A common understanding for the youth work sector', available at:

<http://wales.gov.uk/docs/dcells/publications/081204comunderstandyouthen.pdf> and
<http://www.cyfanfyd.org.uk/resources/pdf/CommonUnderstandingofESDGCinYouthWork-eng.pdf>

'Global Youth Work; Good Practice Guidelines for Wales', available at:
http://www.cyfanfyd.org.uk/resources/pdf/Global_Youth_Work_Guide.pdf

Beyond Recycling: A Toolkit to Support ESDGC in Youth Work, commissioned by the Welsh Assembly Government's ESDGC panel and produced by Cyfanfyd in 2009, available at:
<http://www.cyfanfyd.org.uk/programmes/global-youth-work/toolkit/>.

All of these documents are key to ESDGC, and examine ESDGC in youth work extensively. As such you will see extracts from all of them throughout this document. We are very grateful to Cyfanfyd for their support in the production of this document; they have done most of the ground work and supported us in using their work in this handbook.

Why should you read this handbook?

Young people today are growing up in a world that is very different to the world many of us grew up in. They are immersed in a world of new technology that is increasingly globalised. Young people are faced with issues that many of us hadn't considered or even heard of when we were their age: unemployment, global warming, climate change, and terrorism to name but a few.

The impacts of our lifestyles are felt locally and globally, and we are more interdependent around the world than ever before. We are all members of a global society and as global citizens we have rights and responsibilities to our neighbours (near and far) and the planet.

Youth work plays a crucial role in supporting young people through a significant time in their lives. It enables them to explore important issues and develop opinions about them, and maybe even do something. ESDGC can support young people to develop an understanding of the world around them. It does this by developing their

knowledge of some of the key local and global issues they face in the world today, and supporting them to explore their attitudes and values.

Given the extent and severity of these issues, the role of ESDGC is essential in supporting young people to become responsible global citizens. This may feel a little daunting, and this guide is not a quick fix, but it is an introduction, for youth workers to begin to adopt ESDGC as their standard practice, and for us all to start working together to achieve a more secure, just and sustainable world.



What is ESDGC?

Education for **Sustainable Development** and **Global Citizenship** is the widely used term for a type of education that can be integrated into every aspect of learning that is about:

- the links between society, economy and environment and between our own lives and those of people throughout the world
- the needs and rights of both present and future generations
- the relationships between power, resources and human rights
- the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues

(Education for Sustainable Development and Global Citizenship: Why? What? How?, ACCAC, 2002)

In the UK, 'global youth work' is an approach to youth work that incorporates the principles and practices of sustainable development and global citizenship. Global youth work essentially supports young people to develop an understanding of the world around them. Global youth work IS education for sustainable development and global citizenship and as such is about developing knowledge, but also enabling young people to develop their own attitudes and values surrounding some of the key local and global issues that they face in the world today.

To start with, this resource looks at sustainable development and then global citizenship individually in order to get a better understanding of ESDGC as a whole.

What is Sustainable Development?

There are many ways to describe what is meant by Sustainable Development. One commonly used definition is that it is:

“development that meets the needs of the present without compromising the ability of future generations to meet their own needs”

(Brundtland commission, WCED 1987:43.)

This definition is problematic, however, as the notion of ‘needs’ is so subjective. For example, people in parts of the western world, such as Wales, and people in less developed countries such as many parts of Africa, might have very different views of what ‘needs’ means. Another problem with the Brundtland definition is that it is not clear where it stands on the issue of inequality. Social inequality was a key feature at both the Rio de Janeiro (1992) and Johannesburg (2002) Earth summits (UN conferences on the environment and development), yet the idea of sustainability can be criticized for not incorporating it more specifically. If we take the definition literally, we might also ask whether there is a danger that the world we ‘sustain’ for future generations could be as full of injustice and inequity as the world we have now!

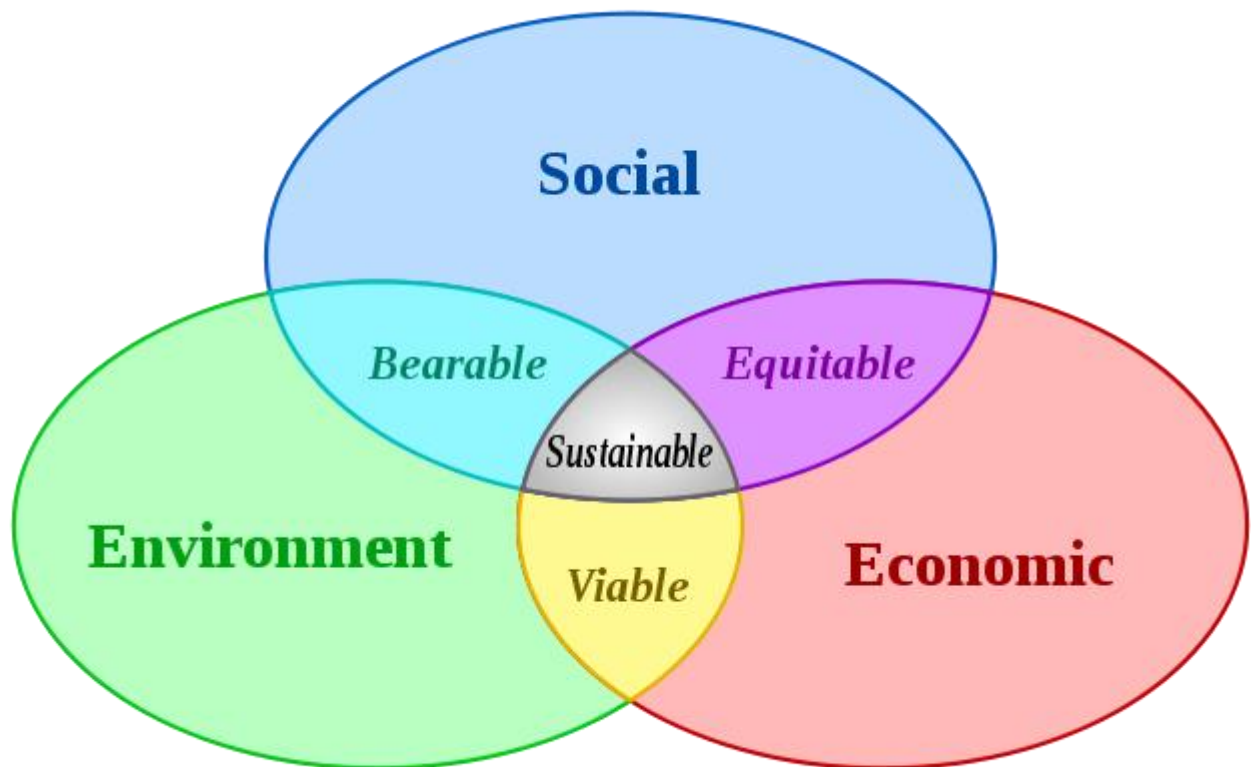
This definition of sustainable development is better at incorporating the idea of social equality:

“the need to ensure a better quality of life for all, now and into the future, in a just and equitable manner, while living within the limits of supporting ecosystems”

(Agyeman *et al*, 2003:2).

Agyeman's definition clearly addresses social equality, and although the notion of 'a better quality of life' is still slightly subjective, it does specify 'within the limits of supporting ecosystems'.

Another way of viewing sustainable development is that when we make decisions, we should make sure that we choose the option that is equally best for the society, environment and the economy in the long run.



But current development is unsustainable - environmentally, socially and economically.

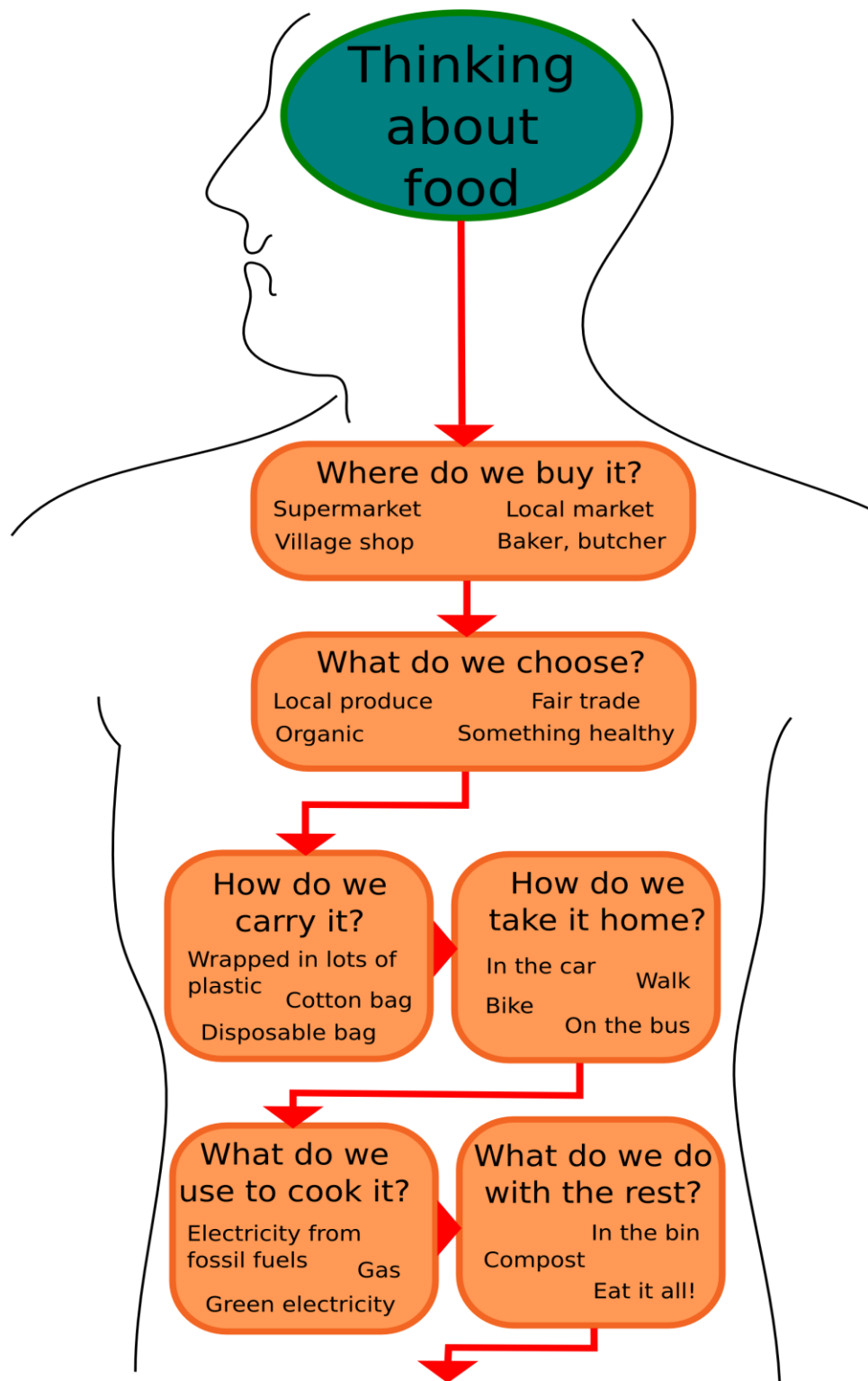
If everyone on earth lived the way we do in the UK, we would need 3 whole planets to sustain ourselves (Ecological Footprints - Taking the First Step, WWF, 2006)

Everything we do in our everyday lives has some relation to sustainable development, and it is the decisions and choices that we have to make every day that truly have an impact on whether development is sustainable or not. Looking at development from one of the following three areas can help us to understand better what is meant by sustainable development.

Food Water Energy

Let's take **food** as our primary example here; food is after all a basic human need and essential to fuelling our bodies. But, what's the impact of our eating habits? It goes further than you might think...

We have so many food choices at our fingertips when we go out to do our weekly or daily shop for food to fuel our bodies:



Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally that will improve the quality of life now without damaging the planet for the future (Cyfanfyd, Training the Trainers, November, 2009)

What is Global Citizenship?

We are all citizens living in a global community. When we make choices and decisions in our everyday lives it is good for us to consider how these impact on both a local and a global level.

“Education for global citizenship enables [young people] to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfil their potential” (Oxfam, 2006, Education for Global Citizenship: A guide for schools)

Oxfam Education believes that Global Citizenship is “more than the sum of its parts. It goes beyond simply knowing that we are citizens of the globe to an acknowledgement of our responsibilities both to each other and to the Earth itself. Global Citizenship is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those coming after us. Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference.”

Oxfam describes the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- is outraged by social injustice;
- participates in and contributes to the community at a range of levels from local to global;
- is willing to act to make the world a more sustainable place;
- takes responsibility for their actions.

(Oxfam 1997)

This description of a Global Citizen sounds very inspiring; but some may find it a little overwhelming! But if ESDGC is carried out properly it's not that difficult to achieve.

Education for Global Citizenship enables young people to understand the global forces which shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world (Cyfanfyd, ESDGC Training for Trainers, November 2009)

It is:

- asking questions and developing critical thinking skills
- equipping young people with knowledge, skills and values to participate as active citizens
- acknowledging the complexity of global issues
- revealing the global as part of everyday local life, whether in a small village or a large city
- understanding how we relate to the environment and to each other as human beings

(Oxfam, 2006)

Where did ESDGC come from?

ESDGC: A common understanding for the youth work sector provides detailed information on the policies regarding and relevant to ESDGC, but briefly:

In January 2000 the National Assembly for Wales launched a major consultation document, 'Sustainable Wales – Learning to Live Differently', which set out plans to achieve a sustainable Wales (National Assembly for Wales, 2000). This became formalized and Wales now has a statutory requirement, within their constitution, to take the principle of sustainable development into full account in developing its policies and practices.

In 1998 nine key concepts were identified by the Welsh Assembly Government's Education for Sustainable Development Panel and the Global Citizenship Working Group (this would later become one body: the ESDGC Panel) that would underpin ESDGC (see table below).

In 2007 the Welsh Assembly Government's ESDGC Panel developed 7 themes for the purpose of providing direction. Whilst the 7 themes are often seen as the key tool for ESDGC it is important to consider them alongside the 9 concepts. Equally, many of the themes and concepts overlap; any one activity might cover several themes and concepts and it's important to emphasise this in keeping with the interdependent nature of the issues within ESDGC.

Concepts	Themes
Interdependence	Choices and decisions
Citizenship and stewardship	Health
Needs and rights	Identity and culture
Diversity	The natural environment
Sustainable change	Wealth and poverty
Quality of life	Climate change
Uncertainty and precaution	Consumption and waste

Values and perceptions	
Conflict resolution	

Thus, ESDGC is not a series of individual topics, but allows learners to study a range of issues through themes. The themes are also interrelated and as such ESDGC should not be thought of as a singular subject, but an ethos with a range of interlinking themes and concepts that influences the decisions we make and the work we do.

The Process

Why should youth workers implement ESDGC in their work?

The issues associated with sustainable development and global citizenship affect us all, young and old, and that includes youth workers! Youth workers as non-formal educators have a unique opportunity to really integrate sustainable development and global citizenship into their practice and support young people to explore it with them.

Youth workers support young people at an important time in their lives and need to be equipped to be able to explore the links between sustainable development and global citizenship with current issues that young people are facing.

The Youth Work Curriculum Statement for Wales states that youth work practice should:

- **promote opportunities and access for all young people whatever their race, gender, sexual identity, language, religion, disability, age, background or personal circumstances**
- **challenge oppression and inequality**
- **recognise the importance and value of the Welsh language and the need to promote its use**
- **recognise that Wales is a country with a diversity of languages and cultures**
- **recognise the importance of sustainable development**
- **recognise that citizenship encompasses responsibilities and rights as global as well as local and national citizens.**

The Youth Work Curriculum Statement for Wales is available at:
http://www.cwvys.org.uk/en/docs/Youth_Work_Curriculum_Statement_for_Wales_English.pdf

Please note the youth work curriculum is currently being reviewed.

How can ESDGC be embedded into youth work practice?

ESDGC is relevant to everything that we all do in our day to day lives. It is about making positive choices about ways of living, working, travelling, eating, running our homes, clothing ourselves and thinking about others. Everything we do has an impact on the environment and in turn on other humans; others that are here and now in our lives, or who live somewhere else in the world, or who don't even exist yet (future generations). As such ESDGC is not something that can be bolted on to the work we do already, or the lives we live; it must be embedded within our day to day lives, wherever we are, whatever the choices we are making.

The same applies for youth work, and equally youth work provides a wonderful opportunity to engage young people in ESDGC. In fact because of the nature of youth work many youth workers are already engaging young people in ESDGC, but might not realise it. There are many activities that can be done to teach youth workers and young people about ESDGC; but for it to be truly effective it must be integral to ALL your work.. ESDGC needs to be present within your policies, values, practices and decision making, and of course the activities that you carry out. So it's not always about spending a particular session 'doing' ESDGC activities, it's more about weaving ESDGC into your existing sessions. For example, in the previous chapter we discussed food and the choices we make when going shopping. The same kind of issues could be applied to a cooking session that you might run. This is not to say that you should not run a session specifically on ESDGC, but this should not be done alone, ESDGC will be much more effective if it is embedded in everything you do, so you are leading by example rather than teaching it as a separate subject.

ESDGC in youth work:

- Recognises the links between our own lives and those of people throughout the world
- recognises histories, both our own and those of others throughout the world

- seeks to include black and minority ethnic (BME) perspectives locally and throughout the world
- is concerned with needs and rights of both the present and future generations
- addresses the relationship between power, resources and human rights
- enables young people to understand the global forces which shape their lives
- equips young people to participate in decision making and take action for change
- enables young people to question, to think critically and to empathise

ESDGC is not:

- confined to project work
- a series of discrete concepts or themes
- the responsibility of one or two people in the service or organisation
- about transmitting a set of answers to learners
- separate from core youth work practice

(ESDGC: A Common Understanding for the Youth Work Sector, November 2008: pp 7-8) http://www.esd-wales.org.uk/english/youth_work/downloads/ESDGC%20youth%20work%20sector%20%28e%29.pdf

The key things about implementing ESDGC are:

- It is integral in everything you do - it is an ethos not an add on
- Everyone is on board
- It is relevant to the young people you are working with
- It is fun

In the reference section you will find links to organisations, websites, reading material and DVDs that will help you plan your work. There are thousands of ESDGC resources, some you can buy, some you can make yourself, some that you already own. As well as this there are lots of organisations offering support and expertise and a range of training available.

How does ESDGC relate to what you're doing already?

As mentioned above, you're probably already doing ESDGC, but might not have realised it. ESDGC fits brilliantly with youth work, because the principles of youth work marry so well with the principles of ESDGC.

All youth work is to be educative, empowering, expressive and participative (the four pillars of the curriculum statement).

Making connections with things that are relevant to young people and the decisions they are making now in their lives is an effective way of integrating ESDGC into your current practice.

According to the Youth Work Curriculum Statement for Wales, youth work, through its voluntary relationship with young people, offers inclusive opportunities for learning that are:

EDUCATIVE

“Enabling young people to gain skills, knowledge, understanding, attitudes and values needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities, locally, nationally, and internationally.”

So, young people are able to make informed choices. As non-formal educators youth workers have the role of enabling young people to gain access to information that will encourage them to think openly and critically about the world. Education on matters concerning sustainable development and global citizenship can be related to everything we do every day.

EXPRESSIVE

*“Encouraging and enabling young people to express their emotions and aspirations, through creative, sporting and challenging opportunities which raise an awareness of:
cultural identity; bilingualism and the value of one's own language; heritage; respect for diversity; citizenship and respect for others.”*

So, enabling young people to express themselves emotionally, creatively, in a way that best suits them as individuals

Youth work, through its voluntary relationship with young people, offers inclusive opportunities for learning that are:

PARTICIPATIVE

“Where young people are encouraged to share responsibility and to become equal partners, fundamental to the learning processes and decision-making structures which affect their own and other people's lives and environments.”

Enabling young people to participate in a meaningful and accessible way.

EMPOWERING

“Encouraging and enabling young people to understand their rights and responsibilities so that they, as responsible citizens of the communities of which they are a part, are able to engage with the personal, social and political issues which affect their lives and the lives of others.”

So, supporting young people to do things for themselves. Enabling young people to identify and make connections with sustainable development and global citizenship.

The global citizen, as we described in chapter 2, is an ideal that may seem somewhat unachievable; the perfect human being. But don't be put off! We're none of us perfect, but we're on a path towards being sustainable global citizens, and there's plenty of support available to achieving this goal. You do however need willingness to take on the challenge, commitment, an open mind, and a good sense of humour!

There are lots of good examples of ESDGC in youth work – have a look at the case studies for a few examples., and then the resource section at the back for ways of integrating ESDGC into your work.

Monitoring, Evaluating and Accrediting ESDGC in Youth Work Practice

ESDGC needs to be incorporated into youth workers session planning to help youth workers monitor and locate ESDGC within their face to face practice and serve as a starting point in the same way as the 4 pillars of the Youth Work Curriculum Statement are a framework for delivery of youth work programmes. The youth work sector is asked by the National Youth Service Strategy to measure outcomes of youth work for young people as active participation, wider skills development and enhanced emotional competence. Therefore it is important for youth workers to understand how youth work intervention contributes to achieving these outcomes. (ESDGC – A Common Understanding For the Youth Work Sector 2008)

The following section has been included as an example of good practice in monitoring, assessing and evaluating ESDGC in youth work practice from Cyfanyfd's ESDGC toolkit for youth workers an online tool to support youth workers available at www.cyfanfyd.org.uk/programmes/global-youth-work/toolkit

Monitoring, Assessment and Evaluation Process: Outcomes and Impacts

Good practice in youth work is being able to monitor progress and being able to communicate these outcomes. Monitoring and evaluation are included within the Youth Work National Occupational Standards. With ESDGC in youth work practice, the measurement of change is vital. All work with young people is about change, progression and moving on. In the context of ESDGC this has a considerable significance for now and the future, not only for individuals but also for organisations, communities and the wider world.

Why it needs to be done

It is really important that monitoring, assessment and evaluation of ESDGC is undertaken for the following reasons:

- Young People and youth workers know what has happened and what

outcomes have been achieved

- Identification of where to develop the work further, including looking into issues in more depth
- Young people can feel a sense of achievement, and will be able to apply their learning to promote their own personal development or for their future education, training and career
- Youth workers can also evaluate what has happened, feel a sense of achievement and reflect on practice for benefit of future training needs
- There can be feedback to the Youth Service organisation and wider community about the results of the work and the wider outcomes
- Feedback to funders and other stake holders is also important
- ESDGC in the youth work sector will have a higher profile and be recognised for its achievements
- When youth support services are inspected by Estyn evidence of ESDGC work can be provided and evidenced
- Future policy in relation to ESDGC in the context of youth work can be influenced

Terminology Used

Monitoring - is recording the work itself and the facts and figures along the way – did it achieve what it set out to do in terms of the objectives and planned activities?

These are often termed **outputs**

Evaluation – is concerned with the impact of what has been achieved and asks the question what difference has it made?

These are often termed **outcomes**.

There can be short and long-term outcomes often in youth work it is only possible to measure short-term outcomes. Or use anecdotal information for

the longer-term outcomes unless longitudinal research is undertaken.

Research – is more concerned with an investigation to further the wider understanding and knowledge about an issue.

Performance indicators – are the items that are to be measured such as the targets of the project or activity, numbers of young people involved and the proposed learning outcomes. These should be related to what the work set out to achieve.

Accreditation – an assessment of evidence to meet an awarding body requirement and provide official authorisation of competency in a subject area

What needs to be measured?

Very often this will depend upon the context of the work, the aims and the objectives, learning outcomes, the organisation and its requirements, and if it is a funded piece of work what is required by the funders. There may be other requirements such as Estyn inspections.

It is important to be clear about why the work is being undertaken and what the **outputs** and **outcomes** are expected to be.

Outputs can include:

- Numbers of young people and community members involved
- Profile of young people involved such as diversity, age, Welsh speakers etc.
- Project milestones
- How funding has been used
- If the work achieved what it set out to do, for example: involving young people in an international cultural exchange, designing a community garden, setting up a recycling project, etc.

Outcomes can include:

Outcome Area	Example in ESDGC
Young people's development of knowledge, skills, understanding and attitudes or behaviours – Have they changed as a result?	Have young people: <ul style="list-style-type: none">• Become more questioning about global issues and the impact of these issues on the wider world• Developed an understanding of diversity and how oppressive behaviour and actions cause inequality• Developed skills to know how to take personal and collective action that will make a difference
The impact on the wider community of young people, the neighbourhood including school, communities of interest and families	How has the impact of the young people's participation changed community attitudes to ESDGC issues?
How the organisation and the workforce are influenced and changed	Have organisational practices changed to become more aware and practical in relation to global issues of concern such as recycling, fair trade procurement, energy efficiency – making everyone more aware to take responsibility for organisational impact.
The affect on Wales, the UK and the World	<ul style="list-style-type: none">• Have any policies changed?• Have ideas been shared and developed• Have groups made a positive difference to communities in other countries?

Measuring, Recognising and Accrediting Young People's Learning and Achievements

A useful starting point for developing what needs to be measured might be to consider the main elements of ESDGC as it:

- Start from young people's experiences
- Encourages a critical understanding of the links between their lives and histories with others throughout the world
- Makes connections between society, economy, the environment and politics
- Reflects on attitudes and values and develops skills
- Enables active participation in creating a more sustainable world

By recognising and accrediting young people's learning and experience, youth workers enable young people to:

- Have what they have learned recorded and certificated
- Participate fully in the learning process
- Motivate other young people to learn through the peer education process
- Gain confidence in their own abilities

(www.cyfanfyd.org.uk/programmes/global-youth-work/toolkit)

The above section from the **ESDGC Toolkit for Youth Workers** produced by **Cyfanfyd** demonstrates the importance of monitoring and evaluating the impact of ESDGC on youth practice.

Accreditation and ESDGC

There are clearly defined areas of commonality between curriculum based youth work and accreditation. Both are concerned with learning outcomes for young people developed as a result of youth work interventions, both are based upon the young person's starting point, measuring individual progress and distance travelled, and both share the core values of participation, education equality and empowerment.

Building on recorded outcomes, youth workers can help individual young people to recognise and record progress and achievements through some form of non-formal accreditation that fit around the 7 concepts of ESDGC (see case studies as examples of good practice)

Accredited learning relates to the generation of evidence by the young person, which enables them to demonstrate that they have achieved a specific learning outcome which itself meets an awarding body required level of competency. Non-formal award programmes use a variety of approaches to generate evidence in order to assess and certificate young people's learning.

Portfolio Building

The most common approach involves young people building up a portfolio of evidence.

Examples include:

- Youth Challenge
- ASDAN
- COPE
- Youth Achievement Award
- Open College Network
- Agored Cymru
- Records of Achievement

Record/Log Book

Maintaining a logbook to record learning, attendance and time spent achieving a set competency. Examples include:

- Duke of Edinburgh Award
- National Governing Body Awards e.g BCU, RYA
- Sports Leadership Awards

Assessment /Tests

Non-formal award programmes do not involve a written assessment that young people have to pass but as young people progress onto more formal accreditation routes then there is often an element of written assessment. Examples include:

- Key/Wider Key Skills.

Techniques for monitoring, assessment and evaluation very much depend upon the young people and the context of the youth work situation; what activity is planned, what is being monitored and evaluated and, to a certain extent the funding. Young people should be involved in the planning process from the start and contribute to the development of monitoring and evaluation. Most often the monitoring and evaluation will be undertaken within the organisation and will be embedded in what usually happens or adapted from existing materials.

An integrated whole service approach to monitoring and evaluating is emphasised in ESDGC: A Common Understanding for the Youth Work Sector. Also, when developing strategies for monitoring, evaluation and self-assessment for Estyn's new Common Assessment Framework, which from 2010 has changed to shorter and more focussed inspections with less notice but with a far greater emphasis on self-evaluation. The responsibilities for all services will be to provide Estyn with information about provision, what young people gain from the experiences and opinions about how a service can continue to improve based on the self-evaluation

process. Continual self-evaluation processes are considered to be good practice and not just for the purpose of inspection.

References

Web sites www.cyfanfyd.org.uk/programmes/global-youth-work/toolkit

ESDGC – A Common Understanding for the Youth Work Sector (2008)

Examples of Good Practice

‘Partners in Progress’ project – international volunteers supporting ESDGC

RCT ESDGC Beacon Group (Rhondda Cynon Taff)

Target group

Youth and community groups in Rhondda Cynon Taff – a wide age range but focused on those aged over eleven years old.

One key message

“There are many exciting and engaging ways to develop ESDGC in youth work. Be creative, give yourself time to try a variety of approaches and build on what engages your group.”

What are we doing?

Partners in Progress is a 3 year project (2008-11) funded by a DFID mini-grant, now in its 2nd year. It aims to develop sustainability and global citizenship education within the youth and community sectors of Rhondda Cynon Taff by engaging with young people and adults, working with youth and community leaders. The objectives of the project are:

- To enable two international volunteers to work in Rhondda Cynon Taff for 6 months and be fully engaged in developing the ESDGC agenda in RCT
- To work with youth and community leaders to design a project and series of activities that will embed sustainability and global citizenship within their work
- To create a Toolkit using the experience and resources gained during the work with local youth and adult groups to enable other leaders to develop sustainability and global citizenship within their work
- To establish long-term links between youth and community groups in RCT and those in Mbale, Uganda through close working with Partnerships Overseas Networking Trust (PONT)

For the first year of the project (2008) two volunteers were recruited through UNA Exchange – Michael Kyeyune from Uganda and Won Jung from South Korea, on the basis of their youth and community work experience. The activities of the first stage of the project began in June 2008 once the volunteers had arrived in RCT. The volunteers took part in an ESDGC training in Dare Valley Country Park attended by RCT youth workers and adult tutors and volunteer leaders due to coordinate International Volunteer Projects (IVP's) in RCT. This training was coordinated by UNA Exchange and provided participants with practical ways to promote ESDGC.

During the summer months Michael and Won participated in a variety of projects, events and activities. Both were co-leaders on UNA Exchange international projects (work-camps) working with children and young people in play scheme settings. They also contributed to other activities such as the Fair-trade Marquee at a local food event called the Big Bite.

The volunteers also organised a Global Village as part of the RCT Children and Young People's Plan launch in August. This aimed to highlight the sustainable development and global citizenship dimension of the Plan and raise awareness of its importance in the lives and futures of young people. The second stage of the project involved Michael and Won working with youth and community groups in Rhondda Cynon Taff. The youth groups included Bodringallt Youth Centre, Darren Las Youth Centre, Pontypridd High School Activity Group and Glyncoch Communities First.



Won Jung from Korea working with young people involved in the project

Outcomes

There has been successful collaborative work between the volunteers and youth workers. This occurred during the ESDGC training weekend and also during the months working with the separate youth groups and the Communities First organisations. This has led to increased understanding of sustainable development and global citizenship on both sides. Those involved now have knowledge and understanding of ESDGC and the gradual process of working through the practicalities of how to bring the agenda into a youth work setting has been a beneficial learning process. In the case of Bodringallt, Darren Las and Pontypridd High School the volunteers had initial meetings and time to meet the groups before developing a project or programme of activities. They decided on an initial activity which would involve the young people and enable them to choose the ESDGC themes that most interested them. The volunteers then devised activities to cover these themes. For example they developed an arts and crafts activity to highlight the problem of waste and a card game which covers issues related to energy and water consumption.

The planned Global Day was adapted in response to an important local event. The 'Yes You Can' event was an activity day for all children in the borough and also the launch of the RCT Children and Young People's Plan. As ESDGC is mentioned within the plan it seemed important to highlight this dimension at the event. A Global Village was established at the event with the help of international volunteers from an International Volunteer Project taking place at that time in Rhondda Cynon Taff. The volunteers manned tables which held activities related to cultural and global issues. There was also globally themed face painting and a large Welsh dragon collage in which children painted international flags.

Challenges and solutions

The project met a variety of challenges during the first year which led to many learning opportunities for everyone involved in the project. The informal and varied nature of youth and community work provided challenges in terms of creating and

adapting activities that would be appropriate in these settings. The volunteers, youth and community workers involved worked together to share ideas and trial different activities with a variety of groups to learn effective ways to do this.



ESDGC training at Dare Valley Country Park

The wide ranging aims of the project were also challenging. Although necessary at the beginning of the project to enable partners and the volunteers to have input into the development of the activities it was also important to focus the activities and establish specific aims. This helped ensure the project had effective outcomes. The many partners and individuals involved in the project were managed by regular update meetings which helped identify potential problems and opportunities and enabled people to contribute to every stage of the project.

Dyfoddol

Dyfodol was established in 2002 by young people for young people. It is a youth led organisation, supported by youth workers, who's aims are youth empowerment, education and action on issues of sustainable development. As far as we are concerned sustainable development includes everything, it relates to every decision we make in life, and therefore also encompasses issues of global citizenship. The reason it is included here as a case study is that it was set up on the principles of ESDGC; ESDGC was never added on, it didn't need to be embedded into an existing body, it formed the foundations and the growth of a Wales-wide youth organisation.

A small group of young people, who were interested in sustainability, were fed up with sustainability seemingly only existing within the adult world. They felt that as the future leaders and key players of the country young people should be engaged in the process. These young people persuaded the then Minister for Wales, Rhodri Morgan, to support a Wales-wide youth forum on sustainable development. They found a couple of youth workers to support them and they then approached a lot of young people across Wales and slowly built up their membership database and began to make their presence known. Since then they have engaged many young people in sustainable development and global citizenship, they have educated other educators on how to engage young people in these subjects, they have provided a vehicle for young persons' voices to be heard by key decision makers and professionals in Wales, and they have provided young people from all over Wales the opportunity to be involved in something unique, to learn the skills involved in running an organisation, to design and deliver workshops to their peers, and to feel that their voice is important and that they can play a part in designing their future.



The key things that we do in order to work within the principles of ESDGC are as follows:

- All of our policies reflect the principles of ESDGC
- We have a transport policy that favours travel by public transport or bicycle over private car.
- All of our materials (office materials, workshop materials etc) are sourced from ethical and environmentally sound sources.
- When we put on events all of our refreshments are organic, local and/or fair-trade wherever possible; and we rarely provide meat due to its high carbon footprint.
- We reimburse all travel costs for members.
- When we plan events we ensure they are held in a venue where it is possible to travel to by public transport. We take this to extremes: when we went to Mongolia in August/September 2011 we travelled all the way there and back by train!
- Young people are included in all decision making about the organisation.
- All of our activities highlight the links with sustainable development and global citizenship.
- Our staff rarely travel by private car, and we support the extra time that is sometimes required to travel by train, bus or bicycle. We recognise that time spent on a train is potentially productive; whereas time spent driving a car is non-productive.



Outcomes:

- Young people throughout Wales have felt empowered to voice their opinions and take action on issues of sustainable development and global citizenship.
- Young people have contributed to a range of Welsh Government consultations on sustainable development.
- Young people involved in Dyfodol have gained a range of skills including, amongst other things, project planning, management and delivery; various skills needed for running an organisation; decision making; facilitation; consensus; and team work.
- Young people from Dyfodol have been at the forefront of peer education in Wales, which is now becoming an increasingly accepted form of effective education.
- Young people across Wales have designed and delivered a multitude of projects all around the issues associated with ESDGC.
- Young people working with Dyfodol have made sustainable development and global citizenship fun.
- Young people involved with Dyfodol have made changes in their lives to reduce their carbon footprint, and have influenced others to make changes too.
- Young people across Wales have a greater understanding of a wide range of issues relating to sustainable development and global citizenship.

Trashion

Blaengwawr Primary school, Aberdare, in Partnership with Blaengwawr Comprehensive, E3+, local charities and RCT Streetcare

Trashion is an after school project for pupils and parents/carers in Blaengwawr Primary school and is part of the Blaengwawr cluster of schools healthy lifestyle activities. It runs September 2010 to June 2011, from 3.30 to 5.00 pm for 6 weeks a term across 3 terms. Wendy Morgan, school cluster worker, runs the course aided by Carley Jones E3+ tutor. Young people are keen to help the environment and are interested in fashion; so they signed up with family members enthusiastically and have sustained their attendance throughout.

A partnership with Blaengwawr Comprehensive, E3+, local charities and RCT Streetcare has enabled the project to run each term with minimal resources as materials are recycled or donated for use, thereby minimising the cost and making it sustainable in the longer term. A key component is Education for Sustainable Development and Global Citizenship. Using materials, paper and packaging that would normally be thrown away reduces the burden on landfill and gives participants practice in being economical with scarce resources. Staff from RCT Streetcare have joined in with information on fly tipping, littering and dog mess, supporting a (reused) T-shirt painting competition promoting a cleaner environment. They have also awarded certificates and donated pencils, key rings and wrist bands, all made out of recycled materials. The pencils made out of old bank notes are particularly popular! A charity has benefited from Trashion participants making shopping bags from recycled material, which were donated to older people living in Romania.

Pupils strutted on their own mini catwalk of fashion clothing made from recycled materials- newspaper, curtains, bubble wrap, plastics etc.

A group of 6 adults and 7 children are now working hard on making rag dolls out of recycled materials – one is a Goth! The project cost of under £600, including tutor fees, was achieved as there were few bought resources.

Outcomes

'Look great, save money and the planet' is the clear green message that young people are sending. Their achievements and successes have been celebrated and publicised in school, the local press and 'Love where you live' awards. By recycling and reusing materials, pupils learn to make clothes, toys and accessories, and are making a positive impact in reducing the amount of waste going to land fill. Every little bit counts.

In doing so, they have learned skills of design, sewing and dress making and gained greater global understanding, whilst working as team, having fun and developing social skills. New generations prevent the build-up of waste and mess and keep the environment clean, tidy and sustainable. They realise that every little bit they do helps and by consuming less, they use fewer of the world's finite resources, making them last longer and shared with others who do not have access to as much.

Here's what the participants say:

My favourite activity was, 'making outfits out of old material and t-shirt design', 'fashion show'.

The project helped me , 'be more creative', 'to re-use materials', 'learn how to help the community by recycling', 'to have the confidence to strut!'

Project Mongolia

In December 2009, Dyfodol member Isabel Bottoms made contact with Chimgee from Mongolia. They were both attending the UN climate negotiations in Copenhagen as youth delegates, and received some support from Dyfodol. They decided that it would be a good idea to establish an organisation, broadly similar to Dyfodol, in Mongolia, as a forum for young people to discuss and campaign on Sustainable Development and climate change issues. It was felt that a skill-share project would be useful for young campaigners in Mongolia and Wales to learn from each other.



Immediately after her return to Mongolia, Chimgee began to organise meetings for young people in Ulaan Baatar, which led to launching the organisation Greenbell.

Meanwhile, in Wales, Dyfodol was running a peer education project about climate change, and looking for fresh approaches to the issue that young people can relate to.

Dyfodol decided to organise a visit to Mongolia that would

- provide support for Greenbell and enable young people in Wales and Mongolia to share their skills and experiences
- promote understanding of the effects climate change will have on Mongolia, including the effect on traditional lifestyles
- provide life-changing opportunities for young people from all backgrounds in Wales, including those not in education employment or training

- showcase sustainable travel by travelling to Mongolia by train rather than plane

The costs of the project were in excess of £40,000, this was financed by a GwirVol International opportunities grant of around £28,000, a fundraising effort by the young people involved, match-funding through Dyfodol and donations in kind in Wales and Mongolia.

The travel group consisted of 11 people: 8 young people, 2 youth support workers and Dyfodol's Advocate.

The 8 young people were expected to give a significant time commitment - including fundraising events and a training residential (before) and workshops and presentations (after) as well as the journey itself. In order to ensure that the project was genuinely open to all, they were not expected to make any financial contribution themselves, and were offered training and support.

Travelling by train was a key part of the whole Project Mongolia approach - as Dyfodol and Greenbell are both committed to tackling climate change, the last thing we wanted to do was make the problem worse by flying half way around the world! Luckily, an alternative was available - the group travelled by train across Europe and Siberia. On the face of it, this may seem impractical - the journey takes 7 days in total! On the contrary, travel time was put to good use and was very much part of the project, and the slower pace of travel gave the participants a much richer experience than flying.

In the week it took to travel by train from Wales to Mongolia, the group took part in training activities and produced plans for the workshops to be run in Mongolia. Working in cramped carriages was difficult, but the gradual changes in landscapes and cultures outside as we travelled 6,000 miles from Wales to Ulaan Baatar more than made up for that!

In Mongolia, activities included:

- Delivering a series of workshops about climate change at schools and universities
- Visiting nomadic herders to stay in their yurts, learn about their way of life and how it's being affected by climate change
- Meeting the Mongolian environment minister and prominent members of the Mongolian Green Party, and encouraging them to do more work with young people



The journey back to Wales was an opportunity for evaluation and writing up website material about the project.

The experiences from the journey have been fed into Dyfodol's ongoing peer education programme.

Outcomes

The main outcomes of the project are:

- The 8 young people in the travel group have had a life-changing experience and have gained skills and confidence in:

- Understanding climate change
- Presentation and facilitation skills
- Group work and consensus decision making
- Cultural awareness and foreign languages
- Fundraising and publicity work
- Dyfodol's support was useful for Greenbell in engaging young people and organising campaigns in Mongolia
- The understanding gained of the effects of climate change in Mongolia was shared with people in the wider community in Wales
- A wider group of around 40 young people in Wales have had volunteering experiences through the project



Natural Environment.

Learners are encouraged to develop respect for all living things and acknowledge the relationship between people and the environment.

Nine Yr. 10 students from Ferndale Community School are working with youth workers on an environmental project at Dare Valley Country Park. Youth workers take learners out of school to engage with the programme for two hours every other week using the expertise of the Outdoor Education Team based at the park.

Throughout the programme learners are given the opportunity to work with the Outdoor Education Team to produce a greenhouse from re-cycled plastic bottles. The learners will be supported by the Youth Workers who assist with recording evidence of their progress. The learners involved currently have limited knowledge of the environment and the impact they, as individuals, have on it. It is anticipated that the learners will gain a better understanding of the environment and be encouraged to develop acquired skills and knowledge gained.

The majority of the work takes place outdoors allowing learners to experience the natural environment. Learners benefit greatly from the knowledge and expertise of project staff promoting discussion and conversation around issues such as; how peoples actions can improve or damage the environment, how living things depend on each other, habitats, animals and plants and seasonal changes.

The aim of the project is to generate and encourage interest in the environment using a practical project as the focus.

Objectives:

- To encourage an understanding of the importance of re-cycling.
- To prepare re-cycled products for long term, alternative use.

- To learn about the environment and its importance through contact with professionals.
- To develop an appreciation and respect for the environment.
- To develop team work skills
- To develop practical skills
- To develop an interest in sowing and growing plants.

E.S.D.G.C. projects work well it seems with the primary school age range but are less important and less interesting to young people aged 14 plus. This project has enticed the group and stimulated their interest by

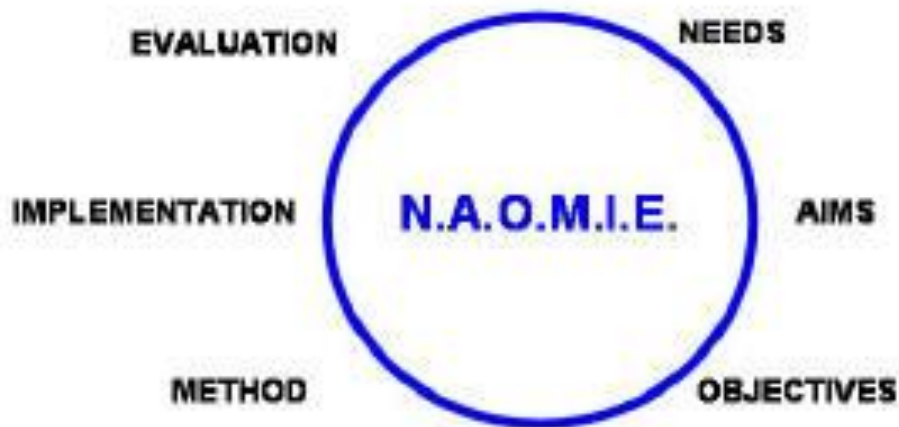
- a) working away from a school environment
- b) providing an opportunity to work in a practical way.

NAOMIE

The **NAOMIE** loop training model is just one of a number that may be used when undertaking any form of planned activity.

The use of this type of training model should be regarded as an aid to programming and not be regarded as a constraint to planning an activity.

This method of programme planning may be used for various types of activities as well as participation such as; pool matches; inter-club events; residential training or outdoor pursuits.



THE NAOMIE TRAINING MODEL

NAOMIE in Action

	Actions	Example
Needs	Determine the need for the activity – why are you planning this activity?	Is this a need identified by the young people / community / country etc?
Aims	Once you have established the need for an activity you can decide what the general aim of that activity will be. An aim is a long term statement of intent. They are imprecise, often ambiguous, give a general direction without time limit and are often written from the point of view of a professional, ie. you as the worker and what you intend to achieve with the activity.	To increase the capacity for recycling within our youth project. To develop an ethical approach to shopping
Objectives	Whilst your aim illustrates what you, as the youth worker, intend the activity to be, objectives describe what the young people will be able to do, or know, or value if the learning takes place, ie. objectives define a desired change of behaviour - the learning outcomes.	<ul style="list-style-type: none"> • Identify and source resources • Consult with other young people on any current issues within the project • Consult with the Management Committee on any current issues within the project • Plan projects to increase levels of participation of other young people in meeting the aims set
Method	You need to decide what methods you are going to use in order to achieve your objectives. For example, are you going to show the young people a video or are you going to demonstrate the activity yourself, or are the young people going to learn by having a go themselves?	Agree the programme that will work towards meeting the aims and objectives, and identify how young people, staff and volunteers will engage in each part of it.
Implementation	Once you have chosen the methods you are going to use then you need to decide how you will deliver the activity. This implementation plan will include resources, both human and material, timing, bookings that need to be made, ie. for a room or minibus, advertising the activity.	Flipcharts, brainstorms, colourful pens, games and quizzes, welcoming room, safe place. Funding for bus fares and logistics of travel, rewards, resources, numbers of young people participating, advertising on social networks and the press, information board, word of mouth, etc.
Evaluation	The Evaluation of the planned activity is as important as the activity itself. Critical analysis allows the activity to be improved in the future and also highlights reasons why an activity did not go as well as planned.	Notes of meetings, Evaluation sheets outlining what was good, what needs to be improved? Inform young people how you are going to feedback to them.

ESDGC Support

In producing this section we deliberated over what to put in and what to leave out; as we said previously there are thousands of resources available for ESDGC.

We have built this section around the comprehensive and very impressive support and resources section of the ESDGC toolkit (available in full at <http://www.cyfanfyd.org.uk/programmes/global-youth-work/toolkit/>) and owe huge thanks to Cyfanfyd for this. The ESDGC toolkit was commissioned by the Welsh Assembly Government and was produced by Cyfanfyd in 2009. There was an enormous amount of work put into it, and as mentioned previously we have drawn on that work in this document elsewhere.

We have added some of our own tried and tested favourites to this, but we recognise that what we have provided here is not everything, and you should also have a look at some of the other materials available. We also recommend you have a look at Dyfodol's resource pack, which includes a wide range of activities and other resources (some of which are included here), available at www.dyfodol.org.

You too will find your favourite resources that get used time and time again; and new resources are always being dreamed up, so do keep an eye out for them.

Policy Documents

'Education for Sustainable Development and Global Citizenship: A common understanding for the youth work sector', available at:

<http://wales.gov.uk/docs/dcells/publications/081204comunderstandyouthen.pdf> and <http://www.cyfanfyd.org.uk/resources/pdf/CommonUnderstandingofESDGCinYouthWork-eng.pdf>

One Wales, One Planet: A New Sustainable Development Scheme for Wales; available at:

<http://wales.gov.uk/topics/sustainabledevelopment/publications/onewalesoneplanet/?lang=en>

Young People, youth Work: the National Youth Service Strategy (2007), available at:

<http://wales.gov.uk/topics/childrenyoungpeople/publications/youthservice/?lang=eg>

General Activity Packs and Training Manuals

“Global Youth Work Training and Practice Manual” (Development Education Association)

This resource manual offers the opportunity for youth workers, development educators, peer educators and youth work trainers to acquire the skills, knowledge and confidence to make global perspectives an integral part of work with young people. It is packed with materials, training exercises, activity ideas and approaches developed, piloted and produced in collaboration with youth workers, DEA members and other partner organisations.

Free to download as PDF version:

www.dea.org.uk/resources/item.asp?d=894

“Global Youth Work: Taking it Personally” Momodou Sallah and Sophie Cooper

This *activity pack* is geared towards practitioners who work face-to-face with young people. It aims to help make the personal, local, national and global connections between ‘things out there’ and ‘things in here’.

Available at:

www.nya.org.uk/information/110982/globalyouthwork/

“Get Global – A Skills Based Approach to Active Global Citizenship (Key Stages 3 & 4)” Joanne Price with assistance from Janet Convery, Eirian Samuel and Heather King

A training pack designed for schools, but with many ideas applicable to youth work and based on participatory learning methods.

The pack is available to download free at:

www.getglobal.org.uk

“Chilled Out, Not Worn Out – a One World Education Pack” NYDEP (IE)

An activity pack divided into 4 themes – rights and responsibilities, Access to Education, sexual health and young people and work.

Available to download free at:

www.developmenteducation.ie/resources/

“Youth Africa Experience” Alan Dearling and Denis Kigongo

This book provides a collection of games and activities to bring the “beauty and diversity” of African culture to multi-cultural education. Written for the youth work sector, Youth Africa Experience provides good background information and the tools to develop creative learning experiences for young people on issues such as conflict resolution, poverty and environmental care.

Available to buy at

www.globaldimension.org.uk/resourcesearch/details.aspx?id=1455

“Where’s the Impact?” - Centre for Alternative Technology

This activity pack looks at consumer items, how they are produced and their environmental impact. A workshop activity to explore the way the Eco-footprint of an object or activity works. Participants tell the story of an object using a variety of cards representing land use, transport, production and disposal. This resource can be adapted to use with any object. The cards are in Welsh and English.

Available to buy at:

www2.cat.org.uk/shopping/product_info.php?products_id=1690

“Get Real”, Christian Aid

This is a Global Citizenship education resource pack for 11-to-14 year olds. Get Real contains films, video stories and downloadable activities exploring five issues: peace and conflict; HIV; climate change; children’s rights; gender equality.

Available at:

<http://learn.christianaid.org.uk/News/ournews/getreal.aspx>

“Radio for Change Global Citizenship” CD-ROM, Ruth Davies, Global Link

Music, interviews, audio diaries and other audio material provide the basis for teaching eight key concepts of global citizenship using quizzes, role plays, simulation exercises and other learning activities. Produced by a community radio project, and including topics such as sustainability, diversity and social justice, it is suitable for secondary students and informal settings like youth groups.

Available at:

www.globallink.org.uk/resources/r4c.php

“80:20 Development in an Unequal World” Colm Regan

The 5th edition of the popular development education resource is now available in hard copy and on CD. Designed for use in education, 80:20 is widely used internationally by teachers, youth and community educators, senior school students, university students and NGO personnel. The resource provides an introductory overview of key issues and challenges in development and related areas.

More information at:

www.developmenteducation.ie/book

ESDGC themed activities, games and resources

Identity and Culture

“Show Racism the Red Card” 2006 Edition

Produced by the campaign against racism in football, this exciting multi-media pack is a favourite in schools. The DVD features a powerful anti-racism message, using football to raise subjects such as racism, identity, stereotypes, global citizenship, and civil rights. The pack is suitable for all ages, and comes with a comprehensive educational booklet full of ideas for follow-up activities and discussions.

Available to buy at

www.srtrc.org/shop/index.php?main_page=index&cPath=4

“Learning to Participate: Human Rights, Citizenship and Development in the Local Community” Birmingham DEC, 1996

Learning to Participate focuses on a case study of Handsworth, Birmingham. It examines the issues facing this community, such as racism, unemployment, poverty, and policing and includes valuable statistics, case studies, media reports, and diagrams. This is a useful resource for work on racism and citizenship.

“Festivals Together: A Guide to Multi-cultural Celebration” by S. Fitzjohn, M. Weston, J. Large

A resource guide for celebration, and for observing special days according to traditions based on many cultures. This book brings together the individuals from a multi-faith community - Buddhist, Christian, Hindu, Jewish, Muslim and Sikh. It draws on backgrounds as diverse as North and West Africa, the Caribbean, China, India, Ireland, Japan, New England, the Philippines and more. Its unifying thread is our need for meaning, for continuity and for joy using stories, songs, crafts, activities and recipes.

Choices & Decisions

“Young Activists Series” Community Links

With an easy-to-use format and humorous illustrations, the three workbooks in this series offer practical tips for young people who want to become engaged in their local communities. These are 'do-it-yourself' manuals, packed with useful ideas, advice and exercises to develop skills to take part in community projects or to start their own. Included are:

- “How to be a Community Champion: A Practical Manual for Young Activists”
- “How to be a Fundraising Champion: A Practical Manual for Young Activists”

- “Untie your Tongue and Get Life Licked: A Practical Public Speaking Guide for Young Activists”

Available to buy at:

www.community-links.org/our-national-work/young-activists-books/

“Young People’s Participation In Decision Making” by UK Youth

This resource introduces young people to the principles of youth participation. It explores key issues that influence the success of young people’s involvement with decision making bodies and processes. The 12 sessions and over 40 activities enable young people to gain an understanding of values and choices; types of youth participation; human and youth rights; team work and problem solving; communication and handling conflict; types of decision making and becoming confident in meetings and committees.

Available to buy at:

www.ukyouth.org/whatwedo/publications/

“How Do We Make Peace?” Discussing Global Issues, UNICEF

Using 10 exciting activities designed to improve speaking and listening skills, this booklet addresses what peace is and the causes of and solutions to conflicts. By relating conflict situations to students’ own experiences, young people can see how they can become actively involved in building and maintaining a peaceful community. The pack includes inspirational case studies from young people in Burundi, Cambodia, Northern Ireland, and Scotland.

Available to download free at:

www.unicef.org.uk/tz/resources/resource_item.asp?id=76

“Empowering Children and Young People”, Save the Children

This training manual aims to help professionals, such as community workers and school teachers, to empower all children so that they can contribute to the decisions which affect them as individuals and as a group, at local and national levels.

Available to buy at:

www.savethechildren.org.uk/en/54_2321.htm

“Planet X”, Oxfam

This is an activity to encourage young people to consider their own priorities in terms of rights, and to provide opportunities to practise negotiation skills.

Available to download at:

www.oxfam.org.uk/education/resources/developing_rights/files/lesson1_planet_x.pdf

“Making Sense of World Conflicts”, Oxfam

Drawing on vast amounts of source material, case studies, and country information, this resource helps investigate the complex subject of conflict with young people aged 13–17. There are case studies of Sierra Leone, Cambodia, Manchester and Liberia. The activities build strength in enquiry and discussion skills, as well as high level reasoning and creative thinking.

Available to download at:

www.oxfam.org.uk/education/resources/making_sense_of_world_conflict/?5

“Developing rights”, Oxfam

Why are rights important? This resource will help young people to think about the place of rights in their own lives, and see how young people from around the world are claiming theirs. Useful for exploring issues such as equality, the right to education, and the balance between rights and responsibilities, the activities also use case study material from South Africa, Lebanon, and Ethiopia

Available to download at:

www.oxfam.org.uk/education/resources/developing_rights/?57

“Peer Learning: A Worker’s Guide - Training and Supporting Peer Educators” M. Harvey for UK Youth

This is an indispensable manual for those training young people for the role of peer educators. Peer learning offers clear guidelines and a flexible structure that can be used in various settings across differing levels of participation by young people. It is suitable for work on a range of topics such as crime, bullying, or citizenship etc. The guide is clearly laid out in four parts. Parts one to three focus on the three key elements of planning a peer education programme: establishing an appropriate environment for a peer education programme; recruiting and selecting peer educators; and a development programme for peer educators. Part four contains a set of 20 activity sheets which can be photocopied for use in the workshops detailed in part three.

“Words Hurt Too” G. Russell for UK Youth

‘Words Hurt Too’ offers those working with young people information on all aspects of bullying including; the signs of bullying, promoting an anti-bullying environment, raising awareness of bullying, developing policies to combat bullying, step-by-step guide to managing bullying. ‘Words Hurt Too’ provides ideas and group work activities that equip young people with increased assertiveness, the strength to resist threatening and manipulative behaviour, the ability able to ask for help, and increased self-esteem.

Available at

<http://www.ukyouth.org/whatwedo/publications/allpublications/wordshurttoo.htm>

“Stand Up for Your Rights”, Peace Child International

"Stand up for your Rights" is a young person’s version of the Universal Declaration of Human Rights. This resource presents activities for introducing human rights aimed at young people aged 10-16 years of age.

More information available at:

www.peacechild.org/education/learnyourrights

Health

“Mind, Body and Soul” by Vanessa Rogers, National Youth Agency

This series of activity packs published by the NYA are three linked titles; Mind, Body and Soul, looking at emotional, physical and spiritual health and wellbeing for young people. Each book provides a toolkit of ideas and activities split over a number of sections for youth workers and other professionals to explore and help them promote holistic wellbeing for young people.

- **Mind** is about promoting good emotional health, enabling young people to feel happy, respected and content.
- **Body** is for workers seeking to encourage young people to take care of the physical side of their health and promotes keeping safe and healthy lifestyles.
- **Soul** supports workers exploring beliefs, values and ethics with young people.

Available to buy

at: www.nya.org.uk/s/shopproduct/100106/100125/108850/108878/mindbodyandsoul/

“Values and Visions – a Handbook for Spiritual Development and Global Awareness”,
Sally Burns and Georgette Lamont

This handbook offers ideas for spiritual development and global awareness. It presents material on freedom, justice and equality and has the backing of Christian Aid, CAFOD, the World Council of Churches and other groups.

Available to buy at:

www.dep.org.uk/pastprojects/valuesandvisions.php

Natural Environment

“Rethink Refuse Reduce”, **Field Studies Council**

This resource provides off-the-shelf and adaptable resources, with an approach that departs from the standard and which certainly encourages discussion.

Available to buy at:

www.field-studies-council.org/publications/pubsinfo.aspx?Code=OP89

“Biodiversity, Food and Farming for a Healthy Planet”, **Convention on Biological Diversity**

This web resource explores the many different parts of nature that make biodiversity and agriculture possible. Each section has a downloadable resource (a game or puzzle).

Available free at:

www.cbd.int/ibd/2008/youth/

Consumption & Waste

“Where’s the Impact?” - Centre for Alternative Technology (CAT)

This activity pack looks at consumer items, how they are produced and their environmental impact. A workshop activity to explore the way the Eco-footprint of an object or activity works. Participants tell the story of an object using a variety of cards representing land use, transport, production and disposal. This resource can be adapted to use with any object. The cards are in Welsh and English.

Available to buy at:

www2.cat.org.uk/shopping/product_info.php?products_id=1690

“Sustainability Handbook for D&T Teachers” Practical Action & CAT

This resource offers inspiration for ideas on subjects and activities on ESDGC. Each of the six Rs - rethink, refuse, reduce, reuse, repair and recycle - is considered in relation to each focus area, with suggested activities and sources of further information. This resource is designed for D&T teachers but with lots of activity ideas that can be adapted for youth groups.

Available from:

www.practicalaction.org/?id=sustainability_handbook

Recycle Mobile Phones, Oxfam

This resource explores the costs and benefits of using mobile phones with workshop ideas and support for organising a mobile phone recycling scheme. There are guidelines for organising a collection of old phones, and ideas for using mobile phones as a starting point to discuss the environment, recycling, poverty, and the place of communications technology in different parts of the world.

You'll find background information, posters to advertise your collection, and further ideas for educational activities about mobile phones. Great for 12–16 year olds.

Available to download at:

www.oxfam.org.uk/education/resources/bring_bring/?5

The Green Packs

These are excellent activities packs for work on consumption and waste.

Available to download at

www.sita.co.uk

Recycling

Find out what you can recycle, where...

www.recyclenow.com/what_more_can_i_do/can_it_be_recycled/index.html

Climate Change

“Crazy Climate”, Christian Aid

The ‘Crazy Climate’ resource pack explores the issue of climate change and poverty in an exciting poster and board game.

The resource is available to download free from:

http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate_resource.aspx

“The Transition Handbook”

We live in an oil-dependent world, with no planning for when the supply is not so plentiful. This handbook shows how the inevitable and profound changes ahead can have a positive outcome and offers you the tools for starting the process. These changes can lead to the rebirth of local communities, which will grow more of their own food, generate their own power, and build their own houses using local materials. They can also encourage the development of local currencies, to keep money in the local area.

Available to buy at:

<http://transitionculture.org/shop/the-transition-handbook/>

“Climate Change and Youth” by the Government

This is a quick guide to climate change by the UK government.

Available to download at:

www.direct.gov.uk/en/Environmentandgreenerliving/Greenerlivingaquickguide/DG_072885

Carbon Footprint Calculators / Activities

A summary of different calculators - <http://coinet.org.uk/materials/carboncalculations>

CAT's easy to use carbon calculator - www.carbongym.co.uk

‘Global Footprint’ related activities and quizzes - www.globalfootprints.org

“Zerocarbonbritain”

Details how Britain can eliminate emissions from fossil fuels in 20 years and break our dependence on imported energy.

www.zerocarbonbritain.com/

“The Age of Stupid” DVD

From director Franny Armstrong, The Age of Stupid stars Pete Postlethwaite as a man living alone in the devastated world of 2055, looking at old footage of seven real people from now and asking: why didn't we stop climate change when we had the chance?

Inconvenient Truth” DVD

From director Davis Guggenheim comes the Sundance Film Festival hit, AN INCONVENIENT TRUTH, which offers a passionate and inspirational look at one man's fervent crusade to halt global warming's deadly progress in its tracks by exposing the myths

and misconceptions that surround it. That man is former Vice President Al Gore, who, in the wake of defeat in the 2000 election, re-set the course of his life to focus on a last-ditch, all-out effort to help save the planet.

DVD and more information available at:

www.climatecrisis.net/

Wealth & Poverty

“The Chocolate Game: Delicious Fair Trade Game” Christian Aid

Revised and updated for 2007, this best-selling simulation game gets players to represent families involved in the cocoa trade in Ghana, Brazil, UK and Belize, so they can understand how international trade affects them. This resource incorporates fair trade issues, instructions for play, discussion points, and role-play cards.

Available as a free download from:

http://learn.christianaid.org.uk/YouthLeaderResources/choc_trade.aspx

“Bananas & (Cocoa) Beans” RISC

This pack investigates our links with people across the globe through trade in food and drink products. It starts by raising awareness of our global links, and then goes on to look at the negative impact these links can have. Fair trade is introduced as a positive alternative, and ways in which we can all take action for positive change follow on from this.

Available to buy at:

www.risc.org.uk/education/teaching_resources.html

“Banana Pack” 2006 DVD Edition, Banana Link

26-minute DVD, A5 booklet, A4 booklet, 4 A2 posters, 3 loose-leaf activity sheets

This multimedia pack features a variety of excellent and informative resources for teaching about the banana industry and fair trade. 3 sheets with thought-provoking activities exploring how power is shared along the international banana supply chain and how to promote fair trade.

Available to buy at:

www.bananalink.org.uk/content/view/96/56/lang.en/

“The Poverty Challenge” Christian Aid

Take The Poverty Challenge! Christian Aid’s latest simulation game, players take on the role of families from six countries to experience the impact of poverty and how sustainable development and training can improve their livelihoods.

Available as a free download from:

<http://learn.christianaid.org.uk/YouthLeaderResources/Default.aspx>

**“Looking Behind the Logo: The Global Supply Chain in the Sportswear Industry”
Oxfam**

Starting by contrasting the Olympian ethos of fair play with the unfair conditions endured by sportswear producers in poor countries, this flexible resource makes the global supply chain relevant to children's lives. Through an imaginative role play game, activities and discussions, young people can understand why workers are denied their basic rights - and consider how to stop worker exploitation. This resource is also available in Welsh.

More information at:

<http://blogadmin.oxfam.org.uk/coolplanet/teachers/olympics/index.htm>

“XChanging the World” RISC

A flexible and comprehensive pack that introduces global trade issues through a variety of fun activities. It features lots of ideas, games, and role plays that enable young people to see how current trade laws benefit rich countries whilst increasing poverty and inequality. Real-life case studies that include the manufacture of Nike trainers, the role of transnational corporations and the impact of tourism in Goa all help young people to think about the role we have as global citizens.

This and other resources available to buy at:

www.risc.org.uk/education/teaching_resources.html

“Milking it”, Oxfam

Compare the lives of two dairy farmers in very different countries. How are they affected by international trade rules? Who makes these rules, and what can we do to change them?

Available to download at:

www.oxfam.org.uk/education/resources/milking_it/milkingit/

“Bananas Unpeeled”

Video introduced by comedian Mark Thomas, this film investigates the social and environmental issues facing banana plantation workers in Latin America and the Caribbean (suitable for ages 13+). This video comes with background information booklet.

DVD available at:

<http://www.bananalink.org.uk/content/view/77/37/lang.en/>

Homemade / Generic resources

Some of the most useful ESDGC resources are not specially designed activity packs or games. There are many alternative (generic) resources which can be used to support ESDGC activities in different youth work settings. The list below is just a starting point - almost anything can be used as an ESDGC resource, use your imagination!

- Large world map (ideally Peter's Projection). You can buy laminated versions. You can also make useful map resources yourself (or together with a youth group). This is easily done by projecting a map image (found on the internet) on a large piece of material pinned to a wall, then tracing around the image and colouring in!

In addition to physical maps there are lots of good online mapping tools, e.g. Google Earth and UNHCR:

www.unhcr.org/events/47f48dc92.html.

Great tool for highlighting sea level rises, international flight paths and images of refugee camps and war torn areas at:

<http://earth.google.com/gallery/index.html>.

Another online tool "Worldmapper" has maps focussing on a range of global themes:

www.sasi.group.shef.ac.uk/worldmapper/index.html

- World festival / event calendar. Online versions available see www.earthcalendar.net. You can also buy laminated versions.
- Newspapers / magazines (current news stories can be a good way of introducing discussions / activities on ESDGC themes).
- Common objects such as food / clothes, mobile phones, or "mystery" objects that you can ask young people to guess their use / stimulate discussion. A good example of this are "Mooncups" - a planet conscious, reusable menstrual cup, alternative to tampons, collecting rather than absorbing menstrual fluid. It is healthier because it does not deposit bleach or pesticides in the body and doesn't produce sanitary waste (see www.mooncup.com).
- Pictures representing issues (e.g. pictures of environmental damage caused by plastic bags) are useful for stimulating discussion. These are available free on the internet. There are also great visual resources available to buy from "The Earth from the Air" project. They produce a set of cards with engaging images of the world created by amazing aerial photography. On the back of the card interesting facts and figures relating to the world today are given in a simple and accessible way. The cards are available at: www.wecomunic8.com/education.html

Online resources / websites

(i) Websites for / by young people that cover global citizenship / sustainable development issues

Taking IT global – www.takingitglobal.org

Student Action for Refugees – www.star-network.org.uk

Anti-racist site for young people – www.eurokid.org

Young Citizens in Action – www.youngcitizens.org.uk

Global Gang - 'Real-life stories, news and games from around the world' - www.globalgang.org

Ctrl+Alt+Shift – global issues / various topics - www.ctrlaltshift.co.uk
UNICEF Youth Voice - www.unicef.org.uk/youthvoice/index.asp

(ii) Websites of campaigning organisations

Campaigning organisations often have pages devoted to educational resources, details of how to get involved in campaigns, news of events and areas aimed specifically at young people. For example:

Action Aid - www.actionaid.org.uk
Amnesty International - www.amnesty.org.uk
Campaign for Education - www.campaignforeducation.org
Christian Aid – www.cymorthcristnogol.org.uk
Clean Clothes - www.cleanclothes.org
Fairtrade Foundation - www.fairtrade.org.uk
Greenpeace UK - www.greenpeace.org.uk
Human Rights Education Associates - www.hrea.org
Ireland based Development Education - www.developmenteducation.ie
Jubilee Debt Campaign - www.jubileedebtcampaign.org.uk
Keep Wales Tidy - www.keepwalestidy.org
Labour Behind the Label - www.labourbehindthelabel.org
Make Poverty History Wales - www.makepovertyhistorywales.org.uk
Make Trade Fair - www.maketradefair.com
New Internationalist magazine - www.newint.org
One World Week - www.oneworldweek.org
Oxfam – www.oxfam.org.uk
People and Planet - www.peopleandplanet.org
Save the Children - www.savethechildren.org.uk/en/54.htm
Stop AIDS Campaign - www.stopaidscampaign.org.uk
Stop Climate Chaos - www.stopclimatechaos.org
Trade Justice Movement - www.tradejusticemovement.org.uk
UK Youth Climate Coalition (UKYCC) www.ukycc.org
UN Millennium Development Goals - www.un.org/millenniumgoals
Fair Trade Wales - <http://www.fairtradewales.com/>
War on Want – www.waronwant.org
WWF - www.wwf.org.uk

(iii) Other online resources

The following sites contain a range of ESDGC themed resources – many are available free to download.

Centre of Alternative Technology - www.cat.org.uk/education/ed_content.tpl?subdir=education&sku=ED_50
Climate Outreach and information network (COIN) - http://coinet.org.uk/materials/the_yellow_house_cd
Development Education (Eire) - www.developmenteducation.ie/resources/
Development Education Association - www.dea.org.uk/resources/

Development Education Project - www.dep.org.uk/pastprojects/index.php
Friends of the Earth - www.foe.co.uk
Global Dimension - www.globaldimension.org.uk/
Global Link - <http://www.globallink.org.uk/resources/>
Greenpeace - http://activism.greenpeace.org/eco_quest/
National Youth Agency -
www.nya.org.uk/s/shopcategory/100106/100125/108850/youthworkactivities/
Peacechild International - www.peacechild.org/estore
Practical Action - <http://practicalaction.org/?id=education>
Reading's Development Education Centre -
www.risc.org.uk/education/teaching_resources.html
Seeds for Change - www.seedsforchange.org.uk
UK Youth - www.ukyouth.org/whatwedo/publications/
UNICEF- www.unicef.org/uk/tz/resources/download.asp

(iv) Online Videos and animations

“Miniature Earth”

Web-movie illustrating global issues by reducing population of the Earth to 100.
www.miniature-earth.com/me_english.htm

“Home Sweet Home”

Fantastic play-dough animation of the planet heating up.
Eco Animation available at:
www.anitasancha.co.uk

“The Story of Stuff”

The Story of Stuff is a 20-minute, fast-paced, fact-filled look at the underside of our production and consumption patterns. The Story of Stuff exposes the connections between a huge number of environmental and social issues, and calls us together to create a more sustainable and just world.

Available at:

www.storyofstuff.com

“Shift happens”

A powerful PowerPoint presentation aimed at educational audiences but would be good for provoking a discussion about the future of education and learning in increasingly globalised world. Available at:

<http://blogs.msdn.com/ukschools/archive/2008/09/11/shift-happens-uk-download.aspx>

Wake up, freak out (on youtube – animation) One of our favourites!!

http://www.youtube.com/watch?v=5T_3WJPYY9g

11 mins 35 sec Good concise overview of climate change - bit of science, bit of what we can do

Eddsworld - climate change http://www.youtube.com/watch?v=uvqU_L5PZtk
4mins 12 sec Mainly focuses on electricity use - minimising it

Sir David Attenborough: The truth about Climate change

<http://www.youtube.com/watch?v=S9ob9WdbXx0> 2mins 44 sec Short, snappy, prob

more appropriate for older yp's/ adult audience. Confirms that Global warming is down to human activity.

Students take action on Global warming 6 mins 18sec

<http://www.youtube.com/watch?v=BnAwY7DKNxY&feature=relmfu>

WWF climate witness video clips are pretty good...very documentary like though, bit "serious", and maybe a bit scaremongering? This one's quite a nice one though!!

National Geographic

<http://video.nationalgeographic.com/video/player/environment/global-warming-environment/way-forward-climate.html>

Miniature Earth www.miniature-earth.com

Climate change - innovative solutions from Thailand Oxfam video 1min 10 sec

<http://www.youtube.com/watch?v=2IZEJC193yw>

People

People can be some of the best resources for ESDGC. Having a visit / session by a staff or volunteer from an organisation working on ESDGC issues can be a great way of bringing a new perspective or stimulating interest in a topic.

Here are just a selection of some of the organisations that are able to provide staff or volunteers:

Christian Aid staff/volunteers are available to visit youth groups to cover ESDGC topics – contact details for Welsh offices are at:

www.cymorthcristnogol.org/aboutus/contact/welsh/index.aspx

Cyfanfyd hosts a network of Global Youth Work practitioners and can help to find someone to deliver a workshop

www.cyfanfyd.org.uk

Dyfodol members are available to visit your youth club/organisation to run sessions on sustainable development issues. See

www.dyfodol.org for more details.

UNA Exchange supports over 200 international volunteers each year to come to Wales on community development / environmental projects. They can organise visits activities with youth groups of international volunteers who can bring a global perspective a range of different issues. For details, see:

www.unaexchange.org

Dynamix (a Swansea based organisation) can organise trainings in a topic of your choice i.e. peer education, climate change etc. For more information, see: www.dynamix.ltd.uk

A really valuable resource is local community members willing to come in and share their experiences with the young people.

Reference books / background reading

***“Global Youth Work (Empowering Youth and Community Work Practice)”*, Momodou Sallah**

This book explores the process and concept of globalisation, global inequalities as well as the notion of global citizenship. It defines Global Youth Work and engages the reader in practical strategies to locate the sometimes abstract concept of globalisation in young people's everyday experiences. This book is aimed at students on JNC or equivalent qualifying courses and youth work practitioners everywhere.

Available to buy at: www.amazon.co.uk/Global-Youth-Empowering-Community-Practice/dp/1844452859

“Understanding Global Issues Booklets”

A straight-talking series of booklets that concentrate on the facts behind the issues that dominate the international news. The booklets are designed in an accessible magazine style with photos, illustrations, diagrams, and statistics. Plus on the centre pages, each one features an A3 illustration packed with facts and statistics.

- *“Melting Ice- Rising Seas: The front line of global warming”*
- *“Tobacco & Tea: Simple pleasures, global repercussions”*
- *“Natural Disasters: Living with an angry planet”*
- *“Millions of Migrants: Seeking asylum and a better life”*

Available to buy at:

www.global-issues.co.uk

***“Trigger issues series”*, New Internationalist Publications**

The Trigger Issues series presents single objects that have had far-reaching impact on the modern world. Each item is explored through its effects on society and often surprising cultural connections. Exposing topical items in a new light these are short, sharp and provocative booklets.

- *“Diamonds”* By N. van der Gaag The ultimate 'rocks': desired, possessed, traded, stolen, smuggled and - literally for many - to die for.
- *“Kalashnikov AK-47.”* By G. Burrows. An everyday item (in many countries) with iconic status and strange cultural symbolism.

- “*Mosquito*” By R. Swift. The constant battle against the tiny foe and its deadly disease, and its cultural impact through history.
- “*Condom*” By P. Allen. A brief history of contraception and a fascinating look at this crucial piece of latex.
- “*Football*” By C Brazier. A diverting look at the history, politics and extraordinary paradoxes of the beautiful game.
- “T-shirt.” By T. Wells. An exploration of cotton and fashion through this most ubiquitous item of everyday wear.

“*New Internationalist – No-Nonsense guides*”

Good, simple guides to a number of ESDGC related topics, e.g. Globalisation, Climate change etc

Available at http://shop.newint.org/uk/index.php?main_page=index&cPath=3_32

“High Tide – How Climate Crisis is Engulfing our Planet”, Mark Lynas

The acclaimed first book to tell the climate change story for a popular audience. In this ground-breaking book, author Mark Lynas reveals the first evidence - painstakingly collected over three years of travelling to far-flung corners of the globe - of how global warming is hitting people's lives, not in the future, but in our world today.

More information available at www.marklynas.org/2004/3/19/high-tide

“The Atlas of Climate Change: Mapping the World's Greatest Challenge” K. Dow T E Downing, Earthscan

Rigorous in its science and insightful in its message, this atlas covers a wide range of topics related to climate change, including warning signs, future scenarios, vulnerable populations, health impacts, renewable energy and emissions reduction. With more than 50 full colour maps and graphics, it is an essential reference resource for anyone teaching about climate change.

More information available at www.earthscan.co.uk/?tabid=2633

“Our Living Earth: A next generation guide to people and preservation”

Yann Arthus-Bertrand

Our Living Earth portrays the foreboding storey of a planet in peril and shows what needs to be done to save it. Full of facts and figures, very accessible so great for children and young people too, and full of stunning photographs that represent our planet and some of the issues facing it.

‘Carbon Detox – Your Step by Step Guide to Getting Real About Climate Change’, George Marshal

Reduce your carbon footprint from day 1 – ‘Carbon Detox’ explains the changes each of us can make at home, at work and in every aspect of our lives. From summer heat waves to rising sea levels, climate change affects us all. The main cause is carbon dioxide and our carbon emissions are growing year by year at a frightening rate. However, there is hope. The changes we make now can slow the effects of climate change and preserve the planet for future generations.

Available at www.amazon.co.uk/Carbon-Detox-step-step-getting/dp/1856752887

“Climate Change” M. Jarman, Pluto Press

'Small Guides to Big Issues' is a new series of accessible introductions to the global challenges of the twenty-first century. The books in this series de-bunk myths and raise questions about the global economic and political system and how it works. They are designed for campaigners and activists, students and researchers, and anyone interested in looking behind the headlines. Jarman shows how there is a growing movement of countries in the South who are beginning to adapt to the challenges of climate change. Outlining their solutions, she shows what countries such as the US and UK must do to catch up.

More information at

http://publications.oxfam.org.uk/oxfam/display.asp?K=9780745325804&aub=Melanie%20Jarman&sort=sort_date/d&m=1&dc=1#descrip

"Climate Change" By D. Godrej

Looks at the latest scientific findings, the politics of climate change and the options for working towards a low-carbon future.

"Collins Gem Carbon Counter"

Measure your own Carbon Footprint in all aspects of your life from food shopping to work, holidays and clothes. Starting with your home energy supplies and usage, this pocket-sized calculator takes you through each part of your daily life and helps you add up the impact you are making on the environment, thus allowing you to identify the key parts which you'll need to adapt in order to reduce your footprint, with advice on how to achieve this.

Available at www.amazon.com/Collins-Gem-Carbon-Counter-Calculate/dp/0007248121

"The Carbon Calculator", Mark Lynas

How to calculate your carbon footprint and practical tips on how to reduce it. Written by Mark Lynas, one of Britain's most respected commentators on environmental issues, 'The Carbon Calculator' shows you how to reduce your carbon footprint and help protect the environment. The handy carbon calculator takes you through each aspect of everyday living, helping you to assess the impact you are having on the environment. It also allows you to measure your carbon footprint against averages around the world and gauge what sort of targets you should be setting yourself.

More information at www.marklynas.org/books

"Funny Weather." K. Evans

A full-length comic book explaining the scientific principles behind climate change. Educational and funny. With an introduction by George Monbiot.

"The Woodland Year", Ben Law

Recipes, coppice crafts, timber frame eco-building, nature conservation, species diversity...

More information available at www.ben-law.co.uk/books.html

'The Big Necessity: Adventures in the World of Human Waste'

Produced behind closed doors, disposed of discreetly, hidden by euphemism, excrement is rarely out in the open in 'civilised' society, but the world of waste - and the people who deal with it, work with it and in it - is a rich one. This book takes us underground to the sewers of Paris and London and over-ground, to meet the heroes of India's sanitation movement, the Japanese genius at the cutting edge of toilet technology, and the bio-solids lobbying team.

Available at www.amazon.co.uk/Big-Necessity-Adventures-World-Human/dp/1846270693

“Chew on This” E. Schlosser and C. Wilson

Subtitled "Everything you don't want to know about fast food", this book is lively and informative, with first-hand quotes from children and young people. It presents the facts in such a way that allows readers to make up their own minds about the incredible fast food phenomenon.

“Teaching Green”, Tim Grant and Gail Littlejohn

Green education will help children to grow as fulfilled, independent and caring people - active democrats cooperating with each other and with the Earth. Simple in style, radical in content and outspoken in tone, this book guides parents, teachers and students towards an education that is good for people and good for the Earth.

Available from www.amazon.co.uk/Teaching-Green-Middle-Years-Teacher/dp/0865715017

“Chemical Maze”, Bill Statham

Tartrazine, polydextrose and E133 - how are you supposed to know what's dangerous and what's not? Warnings we receive daily about chemicals used in our food and cosmetics can be overwhelming and confusing. This user-friendly, pocket shopping guide tells you at a glance which additives are hazardous, which chemicals are best avoided and which ingredients are safe.

Available from www.amazon.co.uk/Chemical-Maze-Additives-Cosmetic-Ingredients/dp/1840244828

“Seeing Through Maps – Many Ways of Seeing the World”, New Internationalist

Do you know: Which image shows population sizes? Which images show how big each country is? Which image shows that 'North' isn't the same as 'up'? Which image conveys the idea of 'Spaceship Earth'? Which image was created to help navigators? Which images have been criticized the most? This book answers all these questions and many more. It explains the principles behind the Peters' Projection Map and a dozen other unique maps and provocative images. It includes over 70 maps and illustrations, including a redrawing of Mercator's original world map (unavailable since the 1950s), Minard's map of Napoleon's march on Moscow, and routes of African Slave Trading.

Available at: www.amazon.co.uk/Seeing-Through-Maps-Many-World/dp/1904456553

“The Atlas of War and Peace”, Dan Smith, Earthscan

From Iraq to Sierra Leone, the Middle East to Northern Ireland, Colombia to Afghanistan, The Atlas of War and Peace maps the problem of war and the challenge of peace in the 21st century. Its unique format gives shape and meaning to the statistics about the world's war zones and armed forces, and makes it an indispensable resource for understanding the world we live in.

More information available at www.earthscan.co.uk/?tabid=231

“The Atlas of Food, Who Eats What, Where and Why”, Erik Millstone and Tim Lang, Earthscan

Food is vital for our health and welfare, and its production critically affects the environment as well as the wealth of nations. Despite a rapid increase in trade, hundreds of millions of people remain hungry, while chronic obesity is increasing worldwide. Much of the grain that

could amply feed the world's population is fed instead to cattle to satisfy the rich world's appetite for meat. New technologies, such as GM crops, promise to increase food production, but are they completely safe? Vividly presented through the creative use of maps and graphics, this atlas provides clear, authoritative and comprehensive accounts of the food chain - from plough to plate - and reveals how it affects the lives and livelihoods of us all, farmers and suburban shoppers alike.

More information available at <http://www.earthscan.co.uk/?tabid=905>

'The McDonaldization of Society', George Ritzer

McDonald's represents a monumentally important development and the process that it has helped spawn, McDonaldization, is engulfing more and more sectors of society and areas of the world. It has yielded a number of benefits to society, but it also entails a considerable number of costs and risks. This book aims to offer readers some new insights into the society in which they are in the process of constructing. It is hoped that this book will not only inform, but also serve as a warning, and perhaps most important, point the reader in directions that can help make the "iron cage of McDonaldization" a more human setting in which to work and live.

More information at www.mcspotlight.org/media/books/ritzer.html

"Ethical Consumer magazine and website"

Lots of current up-to-the-minute information and statistics on the ethics of being a consumer www.ethicalconsumer.org. For example 'Unzipped: Clothes shops' ethics stripped bare'.

"If the World Were a Village" D. J. Smith.

This is a book about the world's people. Beautifully illustrated and laid out simply, this book allows the reader to conceptualise the whole world as if it were a single village inhabited by one hundred people. In this imaginary village, each person would represent 62 million people from the real world. By 'shrinking' the world's population, David Smith makes proportions and relationships more meaningful, and statistics more manageable. For activities;

Available at www.acblack.com/globalvillage/

"50 Reasons to Buy Fair Trade" M. Litvinoff J. Madeley, Pluto Press

Ideal for use as source or reference material, this well-researched book sets out the wide-ranging positive impacts of fair trade, and explores how we as consumers can make a difference in the fight to end poverty and injustice.

Available at www.amazon.co.uk/50-Reasons-Buy-Fair-Trade/dp/074532584X

Available at

http://shop.newint.org/uk/index.php?main_page=advanced_search_result&search_in_description=1&keyword=trigger+issues

"Facing Aggression" By J. Hopkinson & D.Owens-Rawle for UK Youth.

An essential reading for anyone who comes into contact with disaffected young people and confrontational situations. This resource provides case studies that present real-life examples of aggressive behaviour and explain how to; prevent confrontational incidences, diffuse challenging and aggressive behaviour, re-engage with young people and alleviate tension after successfully managing conflict, build bridges of communication and trust, develop policies to protect staff safety and create a safe and welcoming environment.

Available at

www.ukyouth.org/whatwedo/publications/allpublications/facingaggression.htm

“DIY Handbook - A Handbook for Changing Our World” Edited by the Trapeze Collective.

Accessible and informative, this DIY handbook brings alive the rich potential of grassroots activism and shows how we can work together to create just, equitable and sustainable societies. Covering everything from cultural activism to health, autonomous spaces, food, alternative media, popular education and direct action.

Available at www.amazon.co.uk/Do-Yourself-Handbook-Changing-World/dp/0745326374

“Local Lobbyist Guide”, Christian Aid

This no-nonsense guide contains everything you need to know about how to maximise your political punch and bring the issues of poverty and injustice to your local MP’s attention.

Available at www.cymorthcristnogol.org/resources/index/index.aspx

“52 Weeks to Change Your World”, Centre for Alternative Technology Publications

An innovative little book, 52 Weeks to Change Your World gives us a programme of achievable targets that will help us reduce our impact on the environment and the causes of global climate change. And it's not all about sacrifice: the book's message is, 'being "green" doesn't mean giving up on life's little luxuries'. Find out what you can do to make a difference. Tasks range from changing to green electricity, buying organic chocolate and recycling domestic waste to the bigger challenges of ditching your wheels and setting up an eco-business. The book also comes with loads of useful links to how to do that little bit extra and all the reasons why changing your world a little will help make a bigger difference for the planet.

“Do the Right Things!” by P. Khaneka

This practical text shows the reader how simple it is to make the most of their spending power. It covers socially-responsible finance, ethical shopping, effective charitable donations, renewable energy, action groups and much more.

Available at www.amazon.co.uk/Right-Things-Practical-Ethical-Living/dp/1904456170/ref=pd_mg_b_61?ie=UTF8&s=books

“Ethical Careers Guide.” Edited by G. Burrows

The only comprehensive UK guide to working in ethical, environmental and socially responsible careers.

www.ethicalcareers.org/

“New Internationalist – No-Nonsense guides”

Good, simple guides to a number of ESDGC related topics, e.g. Globalisation, Climate change, World Poverty etc

Available at http://shop.newint.org/uk/index.php?main_page=index&cPath=3_32 and www.amazon.co.uk

Zero Caron Britain www.zerobritain.com

“Change the World for a Fiver.” We are what we do.

A best-selling book, Change the World for a Fiver, features 50 simple actions to change the world and make you feel good.

Available from www.wearewhatwedo.org/

“Books to Go: Peace.”

Little book of quotations and illustrations full of inspiration for a more peaceful world.

“Books to Go: Political Animals.”

Little book of quotations and illustrations acknowledging animal rights and our own role as political animals.

“Books to Go: Green Action.”

Little book of quotations and illustrations, full of environmental inspiration.

‘Books to Go’ available from

www.amnestyshop.org.uk/index.php?main_page=product_info&products_id=182

“Don’t Shoot the Clowns.” By J. Wilding

The Iraqi people's story of dealing with invasion and occupation, told through an activist turned clown.

Available from

http://shop.newint.org/uk/index.php?main_page=product_info&products_id=305

Supporting organisations and useful contacts

Wales

Black Environment Network (BEN), Llanberis, Wales

Tel: 01286 870715

www.ben-network.org.uk

BEN works across diverse sectors throughout the UK for full ethnic environmental participation. Black Environment Network uses the word ‘Black’ symbolically recognising that the Black communities are the most visible of all ethnic groups. They also work with white and other ethnic communities.

Centre of Alternative Technology (CAT), Machynlleth, Powys

Tel: 01654705959

www.cat.org.uk

CAT offers solutions to some of the most serious challenges facing our planet and the human race, such as climate change, pollution and the waste of precious resources. They address every aspect of the average lifestyle - the key areas we work in are renewable energy, environmental building, energy efficiency, organic growing and alternative sewage systems. The Visitor Centre is open seven days a week with interactive displays show global issues such as energy generation and transport, and practical, everyday solutions for everyone. CAT also runs a free information service, answering enquiries on a massive range of topics by phone, letter or email, five days a week. They have many free activity sheets to download. www.cat.org.uk/education/ed_content.tmp?subdir=education&sku=ED_50

Christian Aid, offices in Cardiff, Bangor and Carmarthen

Tel (Cardiff office) 029 2084 4646

www.cymorthcristnogol.org

Christian Aid produce resource packs on ESDGC issues such as climate change and water shortage, which have activity ideas for young people. Many are available bilingually. These are available free from their website:

<http://learn.christianaid.org.uk/YouthLeaderResources/Default.aspx>.

Contacts: Anna Jane Evans (North Wales Area) aevans@christian-aid.org, Aled Pickard (South Wales) apickard@christian-aid.org

Cyfanfyd

Tel: 029 2066 8999

sophie@cyfanfyd.org.uk

www.cyfanfyd.org.uk/global

Cyfanfyd is a national membership organisation that works to develop global citizenship and sustainable development in all sectors of education throughout Wales. The Cyfanfyd membership numbers over 100 individuals and organisations from throughout Wales. Some of these are campaigning organisations, some are educational charities and some are international linking organisations. Many work with a number of ESDGC themes and may be able to support your work in your area.

Cyfanfyd co-ordinates a Global Youth Work Network for Wales which sends out regular email up-dates about new developments, resources, training courses, projects, events and funding opportunities within the field of Global Youth Work in Wales. This 350-strong Network operates Wales-wide and members have the opportunity to meet and share information with each other twice a year. If you would like to join please contact Sophie Cooper.

Cymru Cuba is the Cuba Solidarity Campaign in Wales.

www.cymru-cuba.cjb.net

Cymdeithas y Cymod

www.cymdeithasycymod.org.uk

The Fellowship of Reconciliation in Wales, an international spiritually based movement committed to active non-violence working for peace.

Dolen Cymru

www.dolencymru.com

Dolen is an organisation that promotes friendship and understanding between the peoples of Wales and Lesotho.

Down to Earth Project

www.downtoearthproject.org.uk

Based on Gower, Swansea and is a not-for-profit organisation that offers a diverse range of experiences in sustainable and simple living from learning how to grow food organically, to building with earth, staying in yurts and tipis, baking organic bread and working with animals. Down to Earth is based on an awareness that positive and real-life examples of 'sustainable living' are few and far between and contrasting the negative publicity surrounding environmental concerns, their aim is to provide engaging and simple approaches to which anyone can learn and anyone can apply in their own lives.

Dyfodol

www.dyfodol.org

Dyfodol is a youth led organisation for young people interested in creating a secure and sustainable future for all. Dyfodol seeks to achieve this by working on three main principles: Empowerment, Education and Action. Dyfodol is open to all young people in Wales aged 0 - 25, and always welcome new members to join and get involved.

Email: info@dyfodol.org

Gwerin y Coed (the Woodcraft Folk in Wales)

www.woodcraft.org.uk

An educational movement for children and young people, which aims to develop self confidence and activity in society, with the aim of building a world based on equality, friendship, peace and co-operation. The Woodcraft Folk organisation produces resources on a range of subjects, they have a range of projects, they hold major international events, and they have a network of local clubs and centres.

Peace Mala

www.peacemala.org.uk

This organisation promotes a symbolic bracelet that promotes friendship, respect and peace between faiths and all people in the world. The aim of Peace Mala is to contribute to education for global citizenship through promoting understanding, respect, tolerance and peace between communities, cultures and faiths. Their wish is for people, animals and the environment to be at peace.

PEDEC (Powys Environment and Development Education Centre), Llanidloes, Powys

Tel: 01686 412731

Global Youth Officers: Sarah Jennings & Jan Gerlings (sarah@pedec.org.uk / jan@pedec.org.uk)

www.pedec.org.uk

PEDEC is a development education organization based and working primarily in Powys. PEDEC holds a library of ESDGC resources available for youth workers to take away and use. These can be sent out across Wales but postage must be paid for by the borrowee. Also supports Youth workers to embed ESDGC into their work, including outreach visit to youth clubs.

SCIntillate

www.scintillate.org.uk

SCIntillate specialise in delivering Sustainable Development Education, Science, Design Technology and Music through hands-on workshops and interactive shows.

Small World Theatre (SWT)

www.smallworld.org.uk

An educational charity that promotes the use of performance, digital and visual arts to help often disadvantaged and marginalised groups to find means of expression and develop their communities. You may have heard of their project 'Diogel/Safe', a drama-based partnership project focusing on encouraging host communities to support refugees. SWT is also due to open a Resource Centre for ESDGC near Cardigan.

UNA Exchange

www.unaexchange.org

UNA Exchange is based in Cardiff and is a non-governmental, non-religious organisation that is also a registered charity. UNA Exchange aims to: promote international understanding and cultural exchange; encourage voluntary service as a means to encourage peace, equality and democracy; support community development and bring an intercultural

dimension to community projects; and offer people in Wales direct contact with people from other countries as a way to understand international issues.

World Education Centre (WEC)

www.bangor.ac.uk/addysgbyd

WEC is a Development Education Centre based in the University Of Wales, Bangor. WEC currently only work with the formal schools sector and in higher and further education to promote the global dimension and sustainable development. However they do have a range of resources available for loan from their resource centre in the university's normal site library.

Rest of UK

Development Education Association (DEA)

This website is a useful starting point for sustainable development and youth work. It provides practical ideas, resources and information on developing work with young people.

www.dea.org.uk/sustainabledevelopment/index.html

www.dea.org.uk/uploads/4453d22a64a184b4f76a113996448fcf/global_youth_work_manual.pdf

Oxfam

www.oxfam.org.uk/coolplanet

Though produced for teachers this web-site has resources relating to many ESDGC themes - www.oxfam.org.uk/education/resources

Plan

www.plan-uk.org

Plan is one of the largest child-centred community development organisations in the world, helping children and their families in 49 of the poorest countries to break the cycle of poverty. They have many copyright free photos and activities to download - www.plan-edresources.org/resource_center

The Red Cross

www.redcross.org.uk/education

Though aimed at schools-based education this website has resources online covering topical issues to spark debate and is up-dated regularly.

Training available

Cyfanfyd run the ESDGC Training for Trainers, a 3 day very comprehensive course teaching teachers and youth workers how to deliver ESDGC.

Dyfodol deliver a wide range of training including facilitation training, how to engage young people in sustainable development, climate change, peer education, consensus training and more.

Dynamix (a Swansea based organisation) can organise trainings on a topic of your choice i.e. peer education, climate change etc. See www.dynamix.ltd.uk for more information.