

Working with young people to create a climate of change

Merlynne A Francique

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PREFACE AND INTRODUCTION

The idea for a resource on Sustainable Development emerged from a Sustainable Development Youth Work Forum meeting which was held at The National Youth Agency in April 2006. The Sustainable Development Youth Work Forum, the brainchild of the Department for Education and Skills, was set up in 2005 with The National Youth Agency acting in the role of secretariat. The Forum, which meets twice a year, brings together key stakeholders with an interest in promoting and integrating sustainable development into youth work policy and practice.

The Forum recognises that youth work has an important role to play in educating young people for sustainable development and that one of the most effective ways of ensuring that young people appreciate the importance of sustainable development is through a process of education. This process would provide young people with an understanding of the nature and scope of sustainable development and the skills needed to influence related policies and initiatives locally, nationally and globally. Through its work, the Forum has sought to foster and demonstrate the links between sustainable development in the context of youth work and

existing youth work agendas of citizenship, community cohesion, cultural diversity and social inclusion. Given this, the resource should be viewed as a culmination and tangible outcome of the work of the Forum.

The resource builds on an earlier publication, *Louder than Words* (2000) which was commissioned by the Sustainable Development Education Panel, a joint creation of the Department of Environment, Transport and the Regions and the Department for Education and Employment. This publication, described as 'work in progress', focused on identifying and analysing good practice in education for sustainable development initiatives in youth work and the development of a model curriculum and

learning outcomes. It makes the point in its recommendations that further work was necessary to progress the work that has been started which would 'allow for the measurement of soft outcomes and lead to progression through different levels of engagement and achievement'. In light of this, this resource should be viewed as taking a step further in that direction.

Notice has also been taken in this resource of climate change, one of the big four issues of sustainable development which has moved from the margins to a more prominent centre stage. It is at the forefront of global agendas and we all need to work together to find solutions. Kofi Annan, the United Nations Secretary General, describes the fight against climate change as 'a vast undertaking that will require sustained global citizenship and vision for decades.'

A recent Review Report on the Economies of Climate Change by the economist Sir Nicholas Stern, commissioned by the Chancellor, Gordon Brown, showed that evidence of global warming was 'overwhelming' and 'disastrous'. This study is significant because it is the first

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major contribution to the global warming debate by an economist, rather than environmental scientist. The report emphasises the urgency of taking action now. 'While there is much more we need to understand both in science and economics', Sir Nicholas acknowledges that 'we know enough now to be clear about the magnitude of the risks, the time scale for action and how to act effectively.'

Climate change has a particular relevance for young people for it is they and future generations who will inherit the climate systems whichever way current governments decide to leave it. Given this, young people have the greatest stake in whether the world succeeds in cutting emissions and addressing climate change. They have the most to lose if our national leaders fail in this task. Young people today will be dealing with climate change and its impacts in the future. They will want to know more about climate change, its causes and effects on them and how they can become an integral part of the solution.

A recent survey commissioned by Friends of the Earth as part of its Shout about climate solutions programme revealed that nearly two thirds of young people believe that we are not doing enough to tackle climate change. Young people are concerned that their parents' generation are in effect throwing away their future. Given this, it is pertinent for us to remember the words of an ancient native American proverb which states that 'we do not inherit the earth from our ancestors, we borrow it from our children.'

Since it is young people who will need to take the long term view of climate

change, the onus is on us to work with them to understand the issues and to secure a voice in decision making processes at all levels in order to influence and address climate change. In addition to this, they need to explore the fundamental changes that need to be made by exercising their rights as active citizens and through the positive choices that they make as consumers.

Jonathon Porritt, chairman of the UK Sustainable Development Commission, warns of the danger that the much broader sustainable development agenda, may be overshadowed by climate change. The Sustainable Development Commission is of the view that 'the only consistent, effective and equitable way to meet the challenge of climate change is through the framework of sustainable development, by applying the five sustainable development principles agreed by the UK Government and Devolved Administrations in 2005, namely, living within environmental limits and creating a just society which will be achieved by a sustainable economy, good governance and sound science.

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WHY THIS RESOURCE IS NEEDED

Several reasons can be given for producing a resource of this nature. These are as follows:

- There are few resources on sustainable development which are aimed specifically at developing and promoting work with young people in informal non-school settings, so any resource which targets this particular group will go some way towards filling this gap.
- To raise awareness of sustainable development in the context of local and global issues.
- To build up the knowledge and capacity needed to drive the sustainable development agenda in relation to youth work policy and practice.
- To demonstrate and promote different youth work approaches to sustainable development.
- To assist with curriculum planning which would result in positive and measurable outcomes for young people.

THIS RESOURCE AIMS TO:

- Promote a greater understanding of and commitment to sustainable development in the context of youth work.
- Demonstrate that youth work incorporates many of the principles which are implied in the notion of sustainable development.
- Demonstrate to youth work practitioners and policy makers how sustainable development can be built into and embedded within the curriculum and learning frameworks.

- Provide examples of practice which illustrate different approaches to sustainable development work with young people.

ABOUT THIS RESOURCE

The resource is designed as an informative, accessible and practical tool for all those who want to be proactive in developing and including a sustainable development focus within youth work programmes. As a practical tool, it will assist in the planning, design and delivery of programmes which provide successful learning opportunities and outcomes for young people. The resource is by no means definitive but it provides useful suggestions and examples and illustrations which could be drawn on when developing policies and evaluating practice.

The resource is divided into five sections. Section One sets the agenda by giving an overview of the rise in prominence of the sustainable development agenda and outlining the key strategic documents. In Section Two, the key concepts of education for sustainable development are presented. Links are also made between sustainable development and youth work focusing on

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the areas that they share in common. Section Three focuses on the curriculum and learning framework and illustrates how the key concept of Education for Sustainable Development (ESD) can be worked through with young people. Making a Difference is the focus of Section Four. Examples of practice in the form of case studies are used to illustrate different approaches of sustainable development work with young people. Section Five provides a list of general reference materials and useful resources.

WHO THIS RESOURCE IS FOR?

There are a number of target audiences who have an interest in the promotion of sustainable development work with young people and who should find aspects of this resource useful:

- Providers of services for young people.
- Regeneration workers, community workers, environment and participation workers, volunteers.
- Training institutions offering youth and community courses.
- Individuals with an interest in promoting sustainable development issues with young people.

SECTION ONE: SETTING THE AGENDA

There is a truism which states that in order to make sense of the present, you need to go back to the past for therein lie the seeds of the future. This is true indeed of Sustainable Development for in helping us to understand the rise in prominence of this agenda we need to look back to its evolution over the years. The use of the term sustainable development can be traced back to 1987 when the *Brundtland Report*, also known as *Our Common Future*, was published by the World Commission on Environment and Development (WCED). This commission, which was set up in 1983, was chaired by Gro Harlem Brundtland, the former Prime Minister of Norway after whom the report was named. The commission's main aim was to find practical ways of addressing the environmental and development issues faced by the world. Its three general objectives were:

- To re-examine the critical environmental and development issues and to formulate realistic proposals for dealing with them.
- To propose new forms of international cooperation on these issues that would influence policies and events in the direction of the changes needed.
- To raise the level of understanding and commitment of individuals, voluntary organisations, businesses, institutions and governments.

Our Common Future, written after three years of public hearings and more than 500 written submissions, was presented to the United Nations General Assembly in 1987. The report alerted the world to the urgent need to pursue economic development that could be sustained without depleting the natural resources or harming the environment. It also called

for a strategy that united and linked development and environment and as a result the term 'sustainable development' was coined.

The main concern of *Our Common Future* centred on securing global equity and the redistribution of resources to poorer nations while simultaneously encouraging their economic growth. There was a recognition that in order to achieve equity and sustainable growth not only was a change required in the way in which technology was developed and used

but also social change in terms of our attitudes, social values and lifestyles. Three important components of sustainable development were identified in the report as environmental protection, economic growth and social equity. *Our Common Future* was therefore the starting

point and basis of the development of the sustainable development agenda.

Another important legacy of *Our Common Future* was convincing the United Nations General Assembly that a major summit was needed in order to address the issues that had been

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identified in the report. In 1992, five years after the publication of *Our Common Future*, the United Nations Conference on Environment and Development (UNCED) was held in Rio de Janeiro, Brazil. This conference, commonly known as the Earth Summit, was the largest environmental conference of its kind, attracting over 30,000 people including government representatives from 178 countries.

The main aim of the Earth Summit was to 'bring about change in the way in which the earth's natural resources were being used and to build upon the hopes and achievements of *Our Common Future* by responding to the urgent global environmental problems.' The UN summit focused on three broad concepts, an Earth Charter which covered a number of principles aimed at development and the protection of the environment; 'Agenda 21', a global action plan for sustainable development; and the substantial increase in new funding from developed countries to contribute to sustainable development in developing countries.

The Earth Summit produced a number of outcomes. Three major agreements aimed at changing the traditional approaches to development were adopted in Rio. These were:

- Agenda 21, a 40 chapter action blueprint on how to make development socially, economically and environmentally sustainable in the 21st century. Agenda 21 requires governments to integrate sustainable development into national strategies and highlights the importance of involving Non-Governmental Organisations (NGOs) and the public in the process.
- The Rio Declaration on Environment and Development, a series of 27 principles upon which nations agreed to base their actions in dealing with environment and development issues.
- The Statement of Forest Principles which was aimed at ensuring the sustainable management of forests worldwide.

In addition to these three agreements two legally binding conventions – The United Nations Framework Convention on Climate Change ultimately resulting in the Kyoto Protocol (1997) and The Convention on Biological Diversity – were opened for signature. Collectively these outcomes covered every aspect of sustainable development.

The United Nations Framework Convention on Climate Change agreed certain basic principles, including:

- that remaining scientific uncertainties should not be used as a reason for inaction;
- that action should aim to stabilise atmospheric greenhouse gas concentrations at same levels; and
- that action should be based on 'common but differentiated responsibilities between countries' and that industrialised countries should take the lead in tackling the problem

Following the Earth Summit, the United Nations Commission on Sustainable Development was established to monitor the progress of nation states in relation to agreements made at Rio

and to act as a forum for ongoing negotiation of international policies on environment and development. Agenda 21 meanwhile has been the basis for action by many national and local government bodies. National advisory councils have been set up to promote dialogue between government, environmentalists, private sector organisations and the general community and programmes have been established for monitoring the progress on sustainable development indicators. At the local government level over 2,000 towns and cities worldwide have created their own local Agenda 21 plans.

Ten years after the momentous Earth Summit, the United Nations held another conference in Johannesburg, South Africa in 2002. Organised by the United National Commission on Sustainable Development, an institutional outcome of UNCED, the World Summit on Sustainable Development (WSSD), unofficially known as 'Rio +10', brought together world governments, UN agencies, civil society organisations, multilateral financial institutions and business. The main aim of the Summit was to assess the level of progress that had been made since UNCED and to develop a sustainable conceptual framework for the next century. Unlike the Earth Summit, the World Summit's prime concern was with implementation rather than with putting forward new treaties and targets, although a number of new targets were agreed.

Governments in their assessment of the Summit regarded it a success in spite of the sometimes very contentious areas on which to achieve consensus. Civil society groups, however, were less enthusiastic about the results as they felt little had been achieved in terms of concrete timeframes, targets and funding to implement Agenda 21, the key outcome document of the Rio Earth Summit. The key outcomes of the Summit were as follows:

- the Summit reaffirmed sustainable development, placing it back on the political agenda and gave new impetus to global action to fight poverty and protect the environment;
- there was a broadening and strengthening of the understanding of sustainable development and in particular the important linkages between poverty, the environment and the use of natural resources;
- governments agreed to and reaffirmed a wide range of concrete commitments and targets for action to achieve more effective implementation of sustainable development objectives;
- energy, water and sanitation issues were critical elements of the negotiations and outcomes to a greater degree than in previous international meetings on sustainable development;
- a need was identified and supported for the establishment of a world solidarity fund for the eradication of poverty;
- Africa and the New Partnership for Africa's Development (NEPAD) were singled out for special attention and support by the international community to better focus efforts to address the development needs of Africa;
- the views of civil society were given prominence in recognition of the key role of civil society in implementing the outcomes and in promoting partnership initiatives; and

- the concept of partnerships between governments, businesses and civil society was given a large boost by the Summit and the Plan of Implementation.

KEY DATES IN THE DEVELOPMENT OF THE SUSTAINABLE DEVELOPMENT AGENDA IN THE UK

- 1992 • UK government is a signatory to Agenda 21
- 1994 • The UK became one of the first countries to produce a sustainable development strategy, *Sustainable Development: The UK Strategy*
- 1996 • The publication of the Government Strategy for Environmental Education
- 1997 • The new Labour Government signals its intention to prepare a new strategy for sustainable development
- 1998 • The government brings together a panel of experts including representatives from the Development Education Association (DEA), the Council for Environment Education (CEE), the Royal Society for the Protection of Birds (RSPB) and the World Wildlife Fund (WWF) UK to provide advice on Education for Sustainable Development (ESD) and to make recommendations on how ESD can be promoted in formal and informal settings
 - A consultation document, *Opportunities for Change*, and a summary leaflet for the general public were published
 - The Sustainable Development Educational Panel (SDEP) was set up
 - The SDEP produced a report to the DfEE/QCA on Education for Sustainable Development in the schools sector. The first mention was made here of the seven key concepts through which ESD can be approached, namely: interdependence; citizenship and stewardship; needs and rights of future generations; diversity; quality of life and sustainable change; and uncertainty and precaution

- 1999 • Government publishes a sustainable development strategy, *A Better Life*, with four main aims: social progress which recognises the needs of every one; effective protection of the environment; prudent use of natural resources; and

the maintenance of high and stable levels of economic growth and employment. The strategy also included a core set of around 150 indicators of sustainable development, with a subset of 15 headline indicators and a commitment to reporting against them on an annual basis

- Education for Sustainable Development was formally endorsed by the revised National Curriculum for Schools in England
 - The Sustainable Development Education Panel commissioned the Youth Affairs Unit at De Montfort University to identify and analyse good practice in education for sustainable development initiatives in youth work and to develop a model curriculum and learning outcomes
- 2000
- The Government established the Sustainable Development Commission, led by a Board of Commissioners and chaired by Jonathan Porritt, which reports to the Prime Minister and the First Ministers of Scotland and Wales. Through advocacy, advice and appraisal, the SDC helps place sustainable development at the core of Government policy
- 2001
- The Government published its first annual report, *Achieving a Better Quality of Life*, which reviewed progress towards sustainable development
- 2002
- The House of Commons Environmental Audit Committee is set up. The Audit Committee is critical of the DfES's failure to provide a strategy framework for Education for Sustainable Development
- 2003
- The Sustainable Development Education Panel presents its report, *Learning to Last: The Government Sustainable Development Education Strategy for England*. This outlined a draft strategic framework for Education for Sustainable Development
 - The Sustainable Development Education Panel is wound up after five years as a Non Departmental Public Body following the publication of *A Sustained Lesson – Reviewing England's Sustainable Development Education Panel*, DfES DEFRA
 - The Sustainable Development Action Plan for Education was launched. This was

the first formal recognition by government of the role and contribution that youth work can play in Education for Sustainable Development

- *Learning the Sustainability Lesson* is published. This recommends that the DfES 'develops a framework which puts Education for Sustainable Development firmly within the core of the education agenda, provides direction and impetus to existing initiatives, identifies and builds on existing good practice and prevents unnecessary duplication of effort and resources'. (House of Commons Environmental Audit Committee, Tenth Report of Session 2002-2003 Volume 1)

- 2005
- The UK Government's revised sustainable development strategy, *Securing the Future: delivering UK Sustainable Development Strategy* is launched and builds on the 1999 strategy. The strategy highlights four priority areas: sustainable consumption and production; climate change and energy; protecting natural resources and enhancing the environment; and creating sustainable communities and a fairer world. One of the requirements in this strategy was the requirement of all government departments and their executives to produce a Sustainable Development Action Plan by December 2005
 - The UK Launch of the United Nations Decade of Education for Sustainable Development 2005-2015
- 2006
- DfES consults on sustainable schools
- The DfES updates its sustainable development Action Plan in response to the Government's strategy for sustainable development, *Securing the Future*. Included in the Action Plan is a commitment to 'work with non-departmental public bodies (NDPBs) to encourage them to produce their own sustainable development action plans by December 2006

SECTION TWO

'Our biggest challenge in this new century is to take an idea that sounds abstract – sustainable development - and turn it into reality for all the world's people.'
Kofi Annan (United Nations press Release: SC/SM/7739, 15/03/01).

DEFINING SUSTAINABLE DEVELOPMENT

The term sustainable development is not one which is familiar to or easily understood by many youth work practitioners despite the fact that many aspects of work in which they are engaged embrace some of the elements which are integral to it. What then is sustainable development and what does it mean? More than 300 definitions of sustainable development exist. However, the best known definition is one which was presented in the report of the World Commission

on Environment and Development known as the *Brundtland Report* and published as *Our Common Future*. In this report sustainable development is described as ‘development that meets the needs of the present, without compromising the ability of future generations to meet their

own needs’. This definition of sustainable development, now the most common and accepted definition, seeks to harmonise economic development with environmental protection.

However, although this definition is now universally accepted, there is still a lack of consensus about what it actually means in practice or even in theoretical terms.

Many view sustainable development as an abstract concept which is so remote from people’s everyday lives and experiences that it makes it difficult for them to relate

to or engage with it. Therefore, in order for people to ‘sign up’ to sustainable development and all that it entails, they must feel at ease with the term and see the relevance for them and what they do. As a result of this, the definition of sustainable development has been refined over a period of time in order to make it more palatable and acceptable to different audiences.

One definition that has been used to explain sustainable development to youth workers and young people is one that was provided by the SDEP in its submission to the Qualifications and Curriculum Authority as its contribution to the National Curriculum review in 1998. In this definition, Education for Sustainable Development is seen as enabling 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’. Defined in this way, sustainable development is less of an abstract and remote idea and as such can be readily understood and accepted by both youth work practitioners and young people.

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Another useful definition is one that has been promoted by the Development Education Association in which sustainable development is seen as ‘enabling people to understand the links between their own lives and those of people throughout the world; increasing understanding of the economic, social, political and environmental forces which shape their lives, developing the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives; and working towards achieving a more just and sustainable world in which power and resources are more equitably shared.’ (DEA 2001)

Both definitions emphasise the importance of acquiring the necessary understanding and knowledge, the development of values and the critical skills needed to make links between the local and global dimensions, and to influence and participate in decision making which would ultimately lead to behavioural change both individually and collectively.

Sustainable development is perhaps better understood as developing society, economy and the environment in line with the seven key concepts or principles which were described by the Panel for Education for Sustainable Development (1998). These are:

- interdependence – of society, economy and the natural environment, from local to global;
- citizenship and stewardship – rights and responsibilities, participation and cooperation;
- needs and rights of future generations;
- diversity – cultural, social, economic and biological;
- quality of life, equity and justice;

- sustainable change – development and carrying capacity;
- uncertainty, and precaution in action – care and caution.

Given the nature of these principles which underpin sustainable development, it can be argued that sustainable development rests on firm ethical foundations and values, namely the protection of the environment, providing for the future, improving the quality of life and fairness in the distribution and use of resources.

THE ROLE OF YOUTH WORK IN PROMOTING SUSTAINABLE DEVELOPMENT

Youth services, like schools, have an important role to play in educating young people for sustainable development. The very nature and scope of youth work with its emphasis on the personal and social development of young people lends itself as an ideal vehicle for delivering on this agenda.

Youth work provides unique opportunities of informal education for young people through which they are able to:

- develop their knowledge, understanding and acquire critical skills;
- broaden their understanding of others and the society in which they live;

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- explore values, attitudes and behaviour; and
- act on the personal, social and political issues which have an impact on their lives.

The youth work practitioner's ability to engage with young people in a range of informal settings, means that he/she is ideally placed to help young people develop a greater knowledge and understanding of the world in which they live, acquire an appreciation of the issues such as climate change, poverty and social injustice facing the world and to frame these in the context of their own lives. Through the use of a variety of youth work methods to create empowering and challenging learning opportunities, young people are imbued with the skills and values needed to find solutions and take action. This in turn can lead to a change in behaviour and the adoption of more sustainable lifestyles.

Education for sustainable development, is complementary to youth work in that, like youth work, it is both a process of learning and a political process. Sterling (ed) in *Good Earth Keeping, Education, Training and Awareness for a Sustainable Future* UNEP-UK, 1992, outlines the process as one which:

- enables people to understand the interdependence of all life on this planet and the repercussions that their actions and decisions may have both now and in the future on resources, on the global community as well as their local one, and on the total environment;
- increases people's awareness of the economic, political, social, cultural, technological and environmental forces which foster or impede sustainable development; and
- develops people's awareness, competence, attitudes and values, enabling them to be effectively involved in sustainable development at the local, national and international levels, and helping them to work towards a more equitable and sustainable future. In particular, it enables people to integrate environmental and economic decision making.

Apart from similarities in the learning process, the youth work values of education, equality, participation and empowerment have much in common with the beliefs and values which

underpin sustainable development, namely:

- A commitment to education – this focuses on equipping young people with the skills and values needed to stimulate and effect change and seek solutions.
- A commitment to equity and justice – recognising the inequalities which exist in society and the need and means to redress these.
- An acknowledgment of diversity – understanding and appreciating the importance and value of diversity in all aspects of life.
- A belief in interdependence – that we are a part of the wider global community and as such we are inextricably linked, therefore our actions have implications beyond our immediate surroundings.
- A commitment to active involvement – ensuring that individuals can influence the decisions at all levels thus contributing to change.

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- A belief in individual rights and the responsibilities and the ability to exercise those rights as citizens.

Education for sustainable development presents many opportunities and challenges for the youth work world which are of a social, environmental and economic nature. Youth work has to respond to these challenges and opportunities by continually reevaluating its provision, its policies and practices and incorporating where necessary new elements and new perspectives. This means helping young people, for example, to understand the importance of changing to a sustainable way of doing things both individually and collectively as well as assisting them in acquiring sufficient knowledge to make decisions and act upon them in ways which are compatible to sustainable development. In other words, young people need to become sustainability literate.

Some youth services are already on the road towards educating young people about sustainable development, by encouraging explorations of some elements of sustainable development under the umbrella of environmental youth work or global youth work. However, these are specific dimensions of youth work, which are often approached as separate activities and not as integrated components of the whole.

Given the multidimensional nature of sustainable development, it is not possible to confine or compartmentalise its scope and content into any one aspect of sustainable development. Sustainable development requires us to acknowledge the interdependent relationship which exists between the society, the environment and the economy. The current concern for the environment, for example, often tends to overshadow the concern for other sustainable development areas. Sustainable development has a much wider meaning than the maintenance of the environment. UNESCO emphasises this point when it states that Education for Sustainable Development (ESD) should not simply be seen as 'an extension of environmental education or an integration of development and environmental education, but as a catalyst for social change as a means of fostering values, behaviour and lifestyles required for

sustainable futures.’

If sustainable development is to be successfully promoted within youth services the following prerequisites are essential:

- a whole service approach needs to be adopted;
- proper and full integration of sustainable development principles into all the service’s policies, processes and practices;
- a demonstration of collective responsibility and constructive partnerships between service

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providers and young people in the pursuit of sustainable development objectives; and

- visible and tangible support from management in terms of resource allocation and additional training.

It is not difficult to embed the principles of sustainable development into youth work practice, given that the basic foundations are already established, namely the beliefs and values that they both hold in common. What is required is merely a shift in approach rather than a major reorientation. Youth services are already addressing in their programmes issues of community cohesion, the environment, social exclusion and citizenship so they are already ‘on the road’ towards sustainable development. However, being ‘on the road’, does not mean arrival at the final destination. A sustainable development dimension needs to be integrated within the youth work curriculum. The extent to which this will be successfully achieved will be dependent on the ability of youth workers to make links between the existing youth work agendas and sustainable development. These links need to be visible and clearly articulated, and should demonstrate that these agendas are interrelated and can be explored in a variety of contexts in ways that develop the understanding of sustainable development.

MAKING LINKS WITH SUSTAINABLE DEVELOPMENT

Many of the themes which are explored in the youth work curriculum can be linked to sustainable development. Two themes, namely health and citizenship, are used as a means of illustrating these links. Let us consider the theme of health, for example, and demonstrate how a sustainable development perspective can be explored within this. The main focus of the work on health in the youth work curriculum is to enable young people to develop their knowledge, skills and values in order to make healthy life choices, resist negative pressures and minimise harmful behaviours. Within this they might cover:

- a healthy lifestyle, including health related fitness programmes such as diet and nutrition; positive mental wellbeing, reducing the effects of stress;
- the use and misuse of drugs, alcohol, solvents and examine the effect this has on the emotional and physical wellbeing of the individual;
- preventative measures in relation to sexually transmitted diseases;
- the prevalence of HIV/AIDS and its effect on the individual, the family and the community;
- personal risk assessment and the risk posed to young people in different situations;
- looking at the belief systems of other cultures in relation to health issues; and
- the role of government in trying to control the use and misuse of drugs, alcohol and tobacco.

Using this same theme of health, but exploring this within the context of sustainable development, the following are examples of possible areas of exploration:

- the impact that living unsustainably has on health;
- healthy populations and safe environments as preconditions for a sustainable future;
- the links between income, social and cultural factors in determining the food consumption patterns of individuals and families;
- the relationship between the 'health' of the natural environment and the 'health' and living

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- conditions of people;
- the role that the quality of the environment can play in keeping us healthy;
 - health disparities and inequalities between the developing and the developed countries; and
 - the epidemic of HIV/AIDS – as a major threat to plans for a sustainable future.

The theme of citizenship can be looked at in a similar way. In the youth work curriculum, this might involve looking at:

- rights and responsibilities;
- understanding the role of being an active and responsible citizen;
- political literacy, an understanding of the social and political forces that affect and shape our lives locally and globally; and
- community involvement, and how community involvement in decision making processes can bring about change.

Within the perspective of sustainable development, the focus on citizenship might be extended to look at:

- understanding the world as a global community and what it means to be a citizen within this;
- how our actions, choices and decisions can have an impact on international and global issues;
- young people's social and environmental rights within a local and global context, for example the right to live and work in a clean environment with good health and social conditions;
- rights, and responsibilities in different spheres of influence, ecological, economic, political and at different levels of global society;
- the role of governments, Non Governmental Organisations (NGOs) and interest groups in the context of sustainable development issues;
- personal values which relate to sustainable development;
- action that can be taken at a personal and community level which can contribute to sustainable livelihoods and lifestyles;
- the needs and rights of all people and societies to fair and equitable access to resources and a satisfying quality of life;
- the rights of people to democratic participation and to access channels for decision making; and
- the importance of respecting and understanding racial, cultural and religious diversity in a tolerant and democratic society.

APPROACHES TO SUSTAINABLE DEVELOPMENT

There are various routes through which education for sustainability can be developed and enhanced within youth work programmes. Grundy and Simpkin, in their publication *Working with the Youth Service* (1966), suggest three possible approaches. Namely a political education approach, an outdoor environmental approach and finally a personal action and social development approach. The political education approach focuses on power and decision making. Within this, young people become aware of their rights and responsibilities, politically, socially and environmentally, at the various levels. These rights and responsibilities can be exercised, for example, by contributing to consultations such as the DFES consultation on Sustainable Schools and also by having inputs into various decision making processes including the planning and design of local amenities.

Using the outdoor activities environmental approach is a practical way of enabling young people to understand the need to maintain and preserve the environment. Activities can include conservation type activities such as woodland maintenance, the clearing of streams and helping to produce habitat maps, as well as the preservation of traditional rural crafts such as coppicing. By participating in these activities, young people not only develop useful skills but begin to see the relevance of sustainability.

A personal action and social development approach enables young people to explore the impact of personal values, choices and behaviour in the light of global challenges. It can assist young people in assessing and evaluating information from different sources and viewpoints, including the media, and encourage them to develop their own viewpoints and critically evaluate their ideas and actions. Active involvement in local and global campaigns, the empowering of young people to make more sustainable purchasing decisions, and exploring the use of the internet as a means of sharing information and to form alliances for change are included within this approach. This approach can also help to foster ethical awareness in young people and develop the values, skills, attitudes and behaviour needed for sustainable development.

SECTION THREE

THE CURRICULUM FRAMEWORK

‘A good curriculum does not happen by accident, it has to be planned.’
(*Planning the Way: Guidelines for Developing Your Youth Work Curriculum*)

The youth work curriculum can be described as a tapestry into which are interwoven opportunities for young people’s learning. It is a planned process facilitated by strategic interventions of the youth work practitioner and aimed at promoting young people’s personal and social development. Through this process of engagement young people develop an understanding of themselves, others and the world in which they live. They also develop the attitudes and the skills needed to fulfil their potential as adults in society. The youth work curriculum should provide a wide range of learning experiences for young people using a balance of styles, contexts and methods.

In order to plan a curriculum which is progressive and differentiated it is essential to have an understanding of how young people learn. Kolb’s Learning Cycle is a model that is frequently used by youth workers to describe the four separate stages of learning that occur if young people are to learn from their experiences. These are: becoming aware; raising questions; seeking solutions and taking action. Each stage offers different opportunities for young people and can ultimately lead to empowerment if the learning continues. The idea is that ‘doing’ alone is not the basis of learning. To learn there has to be a reflection of ‘the doing’, followed by an analysis of this and then the development of an appropriate action plan.

The curriculum, as a framework for young people’s learning, should in its design and content take account of:

- young people’s needs and interests;
- the level of existing skills, experiences and abilities;
- the diversity and span of young people’s involvement;
- young people’s learning patterns; and

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- the design of learning outcomes.

The curriculum must also reflect the five outcomes of Every Child Matters: Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution; and Achieving Economic Wellbeing. There should be a clear demonstration of how these outcomes can be achieved and measured in the context of youth work. The Every Child Matters outcomes are not different to the outcomes to be achieved through education for sustainable development and these can be mapped against the various outcomes.

Helping young people to live differently and enabling them to make healthier and more sustainable choices in their daily lives, for example, has an impact on health (being healthy), while involvement in community led environmental regeneration projects aimed at making neighbourhoods perceived to be unsafe through drug use, littering, fly tipping and frequent burglary, into cleaner, greener and safer spaces can lead to a decrease in crime (staying safe).

Youth services provide many opportunities for enjoyment and achievement by young people. These include recreational opportunities such as outdoor activities, sport, creative arts and international exchanges. Within the context of sustainable development, outdoor adventure can be used to promote cycling as a form of sustainable transport, for conservation type projects, while the creative arts could be used as a medium for exploring issues of global interdependence and social justice issues. International exchanges, similarly, are useful vehicles for working with other young people from different cultures and countries and for challenging preconceptions and stereotypes. All these activities offer opportunities for enjoyment, personal challenge and achievement (enjoying and achieving).

Youth work programmes assist young people in preparing for working life by helping them to develop work related skills such as interview skills and the confidence to access opportunities in relation to work and employment such as use of Information Technology (IT) and careers advice. The importance of work is viewed in the context of the development of an identity and independence. Within this, young people can begin to explore the ways in which more sustainable livelihoods can be acquired; the importance of stable employment to foster and maintain economic wellbeing; consider career options in relation to sustainable development; the setting up of small youth-led enterprises such as juice bars, the selling of allotment produce and creating art work from recycled materials. Discussions with young people can also revolve around the types of skills that will be needed now and in the future as we move to alternative forms of technology, and more sustainable forms of production and services. (economic wellbeing).

Work with young people within a youth work context also focuses on providing them with the necessary skills to contribute to decision making processes and to influence positive changes

in local services which will be of benefit to them. Putting this in the context of sustainable development, young people using these same skills can make a positive contribution by supporting initiatives locally that are targeted at creating more efficient resource use through restraint in consumption, both individually and within communities.

Young people can also demonstrate an understanding and commitment to sustainable development through their involvement in projects aimed at conserving the natural environment; by participating in national campaigns such as Make Poverty History; by setting up and supporting Fairtrade initiatives within youth clubs and by encouraging the more ethical purchasing of products (positive contribution).

The National Curriculum for England and Wales recognises the importance of sustainable development and the need for education to promote it. In its introductory section it states that (the curriculum) should develop (pupils') awareness and the understanding of, and

respect for the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. Although this relates to the more formal setting of schools, this is equally applicable in informal education settings.

Educating young people for sustainable development is about exploring/examining and challenging values, attitudes and personal behaviour. It is also about young

people developing the skills and confidence to take action and change things for the better. However, this can only be achieved if young people are active and willing participants in the learning process. Young people need to be aware of choices and consequences and explore the possibilities of alternative sustainable futures. The starting point has to be with young people's own experiences and preconceptions and extending outwards, moving from the local to the global.

The curriculum and learning framework which is presented in the following pages is an example of a curriculum which reflects education for sustainable development. The framework takes each of the seven concepts of ESD and illustrates how these can be worked through. Each concept is organised in terms of elements, learning outcomes and evidence. The methods, skill development areas and roles for young people are also illustrated. The curriculum framework is by no means definitive, it is merely a tool that can be used to assist in planning work with young people.

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Evidence

- Young people should be encouraged to:
- ...
 - ...
 - Begin to form alliances with others

... as globally

Learning Outcomes

Young people make at one level can have a
Young people and their families, friends, and communities are affected by globalisation of locally

een people, places and the

Elements

orld as a global community

What are the challenges of living in a global community? How do we live in a global community? What are the challenges of living in a global community?

Key concepts

Interdependence

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Key concepts
Citizenship and
Leadership

promoting citizenship and leadership
What are the challenges of living in a global community? How do we live in a global community? What are the challenges of living in a global community?

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Elements

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life systems and responsibilities
What are the challenges of living in a global community? How do we live in a global community? What are the challenges of living in a global community?

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Learning Outcomes

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Evidence

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Evidence

ards more sustainable futures

Young people who are engaged in their work with others are more likely to take action on climate change. The evidence shows that young people who are engaged in their work with others are more likely to take action on climate change. The evidence shows that young people who are engaged in their work with others are more likely to take action on climate change.

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Learning Outcomes

ardship and the consequences

Develop an understanding of the impact of climate change on the world's finite resources. The evidence shows that young people who are engaged in their work with others are more likely to take action on climate change. The evidence shows that young people who are engaged in their work with others are more likely to take action on climate change.

orld's finite

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Elements

aste, using materials from

Key concepts
Needs and expectations

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biological, historical,
cultural, geographical
and social
science concepts

fundamental to the development of young people's understanding of the world and their place in it, and value
as well as traditions, experiences and perspectives

Elements

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between diversity and

world and the

world

diversity Young people's views on the concept of

Learning Outcomes

ways in which

world

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different people and cultures to demonstrate an

Evidence

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Evidence

Young people will be able to identify the causes of climate change and its fair

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Learning Outcomes

Young people will be able to identify the causes of climate change and its fair

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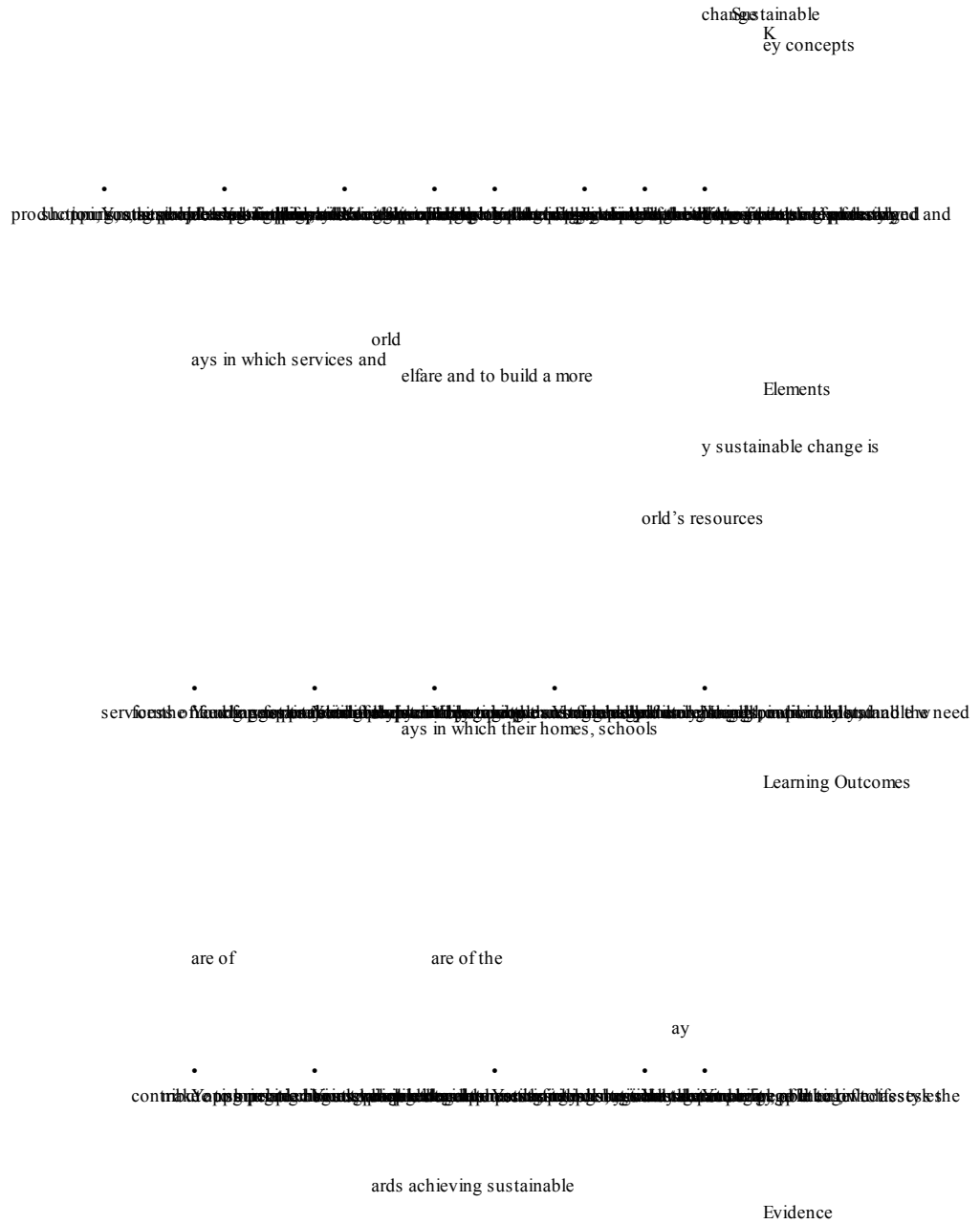
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An explanation of the impact of climate change on the environment and the health of people and animals

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ey concepts.
K Quality standard.

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Evidence

Young people are responsible for their own development

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Learning Outcomes

Young people understand the need

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Elements

Young people understand the risks of

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ey concepts

Uncertainty

- Practical projects
- Discussions and debates
- Quizzes
- Information sheets
- Games
- Art, music, drama
- Newspaper articles
- Films and videos
- Presentations from visiting speakers
- Visits eg recycling centres, regeneration projects, sustainable projects
- Outdoor activities
- Investigations
- Surveys
- Campaigns
- Peer education
- International work
- Cross community work
- Enquiry based skills involving problem solving
- Accessing information
- Absorbing information and giving feedback
- Lobbying, influencing, challenging
- Critical and creative thinking
- Analysis and evaluation of information and making connections between different facts
- Empathising with other people and their situations
- Collaboration and cooperation
- Decision making
- Applying knowledge
- Planning
- Reflecting
- Consumers
- Citizens
- Stewards
- Leaders
- Campaigners and lobbyists
- Activists
- Decision makers
- Volunteers
- Peer educators

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SECTION FOUR

MAKING A DIFFERENCE: CASE STUDIES

The case studies which are presented in this section as examples of good practice reflect the three approaches used to deliver sustainable development, namely political education, outdoor activities with an environmental focus and projects which are of a personal action and social development nature.

Six projects are featured. The Partnership for Rural Futures, a Worcestershire based project, successfully engaged rural regeneration agencies in discussion and promoted social inclusion for all young people in village life. The CommunityCheck and YouthCheck projects are aimed at fostering greater environmental awareness in communities and encourage young people's involvement in all aspects of community life. A People and Planet Group based at Warwick University has through its campaigning on Fairtrade issues achieved great success within its

university and the accolade of becoming a Fairtrade university.

A Fair Trade Tuck Shop based at Moat Community College in Leicester was the brainchild of four young women who were determined in their own way to create awareness of social injustices and the need for fairer trade by promoting the consumption of Fairtrade products by their peers. The Cheetam Park Sensory and Art Garden in Tameside actively engaged a group of disaffected young people in conserving both their cultural heritage as well as the local natural environment. Finally, a cycle workshop project from Wolverhampton demonstrated the need for young people to reuse, repair and recreate for recreational purposes.

THE PARTNERSHIP FOR RURAL FUTURES

The Partnership for Rural Futures is a Worcestershire based project which was funded in 2004-2005 by the Partners in Innovation (PIN) fund, administered by The National Youth Agency. The Partnership for Rural Futures project did not happen by accident or in isolation from work that was taking place locally. The project evolved from work that was undertaken by the Rural Team of Worcestershire Youth with young people during the period 2001-2003 to explore wider social agendas. This work consisted of a needs analysis based on the work of the Somerset Rural Youth Project that identified housing, transport, careers and democracy at all levels as central challenges facing young people in rural areas.

From this, the team was able to create a long term strategy that was based on young people's own ideas and which was within the wider context of rural regeneration thinking, policies and practice. Awareness raising of rural young people's agenda with a wide variety of agencies and working with small groups of young people to create 'action plans' through which young people felt their housing, employment and transport needs could be effectively met was also the focus of work during this period.

The Partnership for Rural Futures demonstrates that deprivation is by no means confined to inner city areas. Young people in rural areas too suffer from disadvantage and deprivation although this is different in nature from that experienced by young people in urban areas. The

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overall aim of the project was to create a partnership of rural young people, youth workers and rural regeneration workers who would be prepared to pilot young people's 'action plans'. These plans were designed to address the key issues challenging the social and economic inclusion of young people in rural areas. The intention was to address issues of housing, employment and transport in a holistic way based on a community development approach to youth work.

Before the project could begin, the team had to identify a group of young people who were willing to undertake the work. The original group consisted of ten young people who were drawn from six villages scattered across rural Worcestershire. These young people who were self selected and represented a fair cross section of the rural community both socially and geographically had previous experience in action research work on employment or transport or had been involved in projects exploring issues of local democracy.

The life of the project was divided into three distinct phases. The first three month phase was spent on helping young people to develop their confidence and skills in preparation for presenting their ideas to a wide range of regeneration agency partners. This process was kick started by an initial four day residential during which young people were able to identify the styles of presentation with which they were most comfortable. Subsequent preparatory work was done largely in meetings held on average once a week. The presentations were based on a 'standard package', to be delivered to targeted agencies and was shortened when necessary to suit individual situations.

The second three month phase was spent on exploring 'action plans' with key regional and county wide agencies such as housing associations and rural transport partnerships and to 'youth proof' the policies and practices of these partners. In the final phase of the project, a four month period from December 2004 to March 2005, the group worked on agreed 'action plans' with more local partners such as bus companies and small businesses, and again to 'youth proof' their policies and practices where feasible. The group was also mindful of the future and was busily working with partners to identify budgets and systems through which the work could be progressed in 2006.

Overall, the group felt that they had achieved their objectives in putting young people's concerns on the agenda of organisations which served rural communities. They were able to hear at first hand the issues which impacted on the lives of young people. During the lifetime of the project presentations were made to 12 organisations ranging from the West Midlands Countryside Agency team to Young Farmers clubs. Additional work was also undertaken to create promotional videos, to assist in developing the foundation of a countywide rural young people's transport forum, to explore drug use in rural areas and to work with the Rural Housing Enabler to outline a future work plan through which young people could become more fully engaged in the Section 106 schemes.

The Partnership for Rural Futures proved to be successful not only as a valuable and ground-breaking innovative piece of work, but also in the way it promoted local regeneration by delivering the youth message in a powerful and refreshing way that appealed to partners. It also provided partners with the opportunity to engage with a knowledgeable group of young people. For young people, the project provided useful opportunities for skill development and learning and also for accreditation through the Duke of Edinburgh Award Scheme and

YouthWorcs Award. It also broadened young people's lives beyond the narrow confines of their villages. One young person has appropriately summed up the experience as 'I've gained so much in confidence during this project. Before this I'd never dreamed I'd stand up to talk to people I didn't know. I've felt so much more sure of myself, and I can do so much that I would never have done before, an example being my exams the other week!'

Young people were not the only beneficiaries of the project. There were benefits too for the rural team, in that the project provided an opportunity to test out a different approach not normally used in the youth work field and evaluate its impact. The team also acquired a greater understanding of how to ensure that young people have a voice in influencing, monitoring, evaluating and developing those services that can help to deliver social inclusion for young people in rural areas.

THE COMMUNITY CHECK AND YOUTH CHECK PROJECTS

The CommunityCheck Project in the East Midlands is one of 37 pilot projects which operate across the UK. Funded by DEFRA, through its Environment Action Fund, the project is managed by the national charity StudentForce for Sustainability, a charity that focuses on young people working and learning to boost their employability as well as the sustainability of communities and employers. The CommunityCheck project was launched in Leicestershire in May 2006, having successfully operated in Northamptonshire for the previous four years.

The project provides a variety of opportunities for young people to learn about environmental issues and to acquire skills in conducting environmental assessments, report writing, marketing and in offering practical, relevant advice. The main focus of the project is to promote sustainable consumption. For this, it uses trained young people as volunteers to

carry out free environmental assessments of community buildings across Leicestershire. Young people do not require relevant experience to become involved, as training is provided at the beginning and throughout their time as volunteers. All that is asked for, is an interest in encouraging their local community to become more environmentally aware.

The training that the young people receive enables them to learn about and promote resource efficiency (eco checks) and local links (local checks) in buildings and community spaces that are used by the public. Community checks are overseen by a CommunityCheck team which consists of a manager, support officers, volunteer checkers and champions. Community checks take place at a time which is convenient for the organisation and lasts for approximately two hours. During this time the CommunityCheck team run through a check list which looks at the organisation's waste, water, energy, purchasing, transport and access.

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Following the check, a comprehensive report is compiled, which sets out recommendations which will enable the organisation to save money by reducing costs and increasing resource efficiency. A Community Champion is linked to the organisation whose role is to assist in implementing the recommendations by developing action plans, and providing support and training for staff. St Andrew's Church in Leicester and St Peter's Community Centre in Loughborough are among a number of buildings that have been checked.

One grateful recipient of the CommunityCheck from St Dionysius's Church in Market Harborough has commented, 'I've read through the church one so far and I am impressed with its comprehensiveness. The accompanying notes are also extremely helpful'. Young people working on the project, too, have seen the benefits of the project to the local community as well as to themselves. One CommunityCheck volunteer has summed it up succinctly when he says, 'I can see the great value this project adds to the local community and to the environment. Not only this, but it also looks great on my CV and has provided me with skills.'

Complementary to the CommunityCheck is the YouthCheck project which is funded by the Big Lottery for a period of three years. YouthCheck targets young people in the 16 to 25 age range from specific deprived wards in Leicester, Corby, Northampton, Kettering and Wellingborough and focuses on community sustainability and on creating youth friendly communities.

YouthCheck is about young people being engaged, empowered, enabled and valued. YouthCheck seeks to court young people's involvement in all aspects of community life. This ranges from getting on better with older members of the community, through to the management of buildings, inclusion in decision making processes and in actively contributing to the building of cohesive communities. In Highfields in

Leicester, for example, YouthCheck is working with Active Youth, to secure a greater involvement by young people in decision making processes within their communities, while in St Matthews, Leicester, a media project is being used as the vehicle through which young people canvas the views of other young people on the ways in which their communities can be improved.

YouthCheck offers volunteering opportunities for young people that can be accredited, in house training courses and City and Guilds Profile of Achievement as well as awareness in sustainable

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development around energy saving, recycling and citizenship. The project is also useful in terms of challenging community stereotypes of young people and enabling community elders to acquire a new perception of young people as participative and engaged and interested in the welfare and wellbeing of their communities.

WARWICK UNIVERSITY PEOPLE AND PLANET GROUP

The Warwick University People and Planet Group is one of over 55 groups which operate in universities and colleges throughout the UK. These groups, which are run by students, are supported by People and Planet, the student campaigning organisation that works with sixth formers and university students encouraging them to campaign on fair trade and other issues relating to poverty, human rights and the environment.

The main focus of the work by students is on raising awareness and campaigning on global issues in which they have an interest. Most meetings are held in term time when students are able to discuss and plan their campaign strategy. Apart from the organising of publicity campaigns on specific issues, students are involved in various activities such as debates, quizzes, gigs or club nights which highlight the issues on which they are campaigning.

The People and Planet group at Warwick University is a large and well established group that has been involved in a range of campaigns both on and off campus on issues which include trade justice issues. In November 2005, for example, over 35 people from the group joined others in a mass lobby for trade justice. This call for justice was delivered to hundreds of MPs prior to the crucial World Trade Organisations talks in December 2005.

Although the Warwick group is involved in creating and promoting awareness around fair trade within the university, it nevertheless wanted to gain popular support for its Fairtrade campaign.

One of the most effective ways of achieving this was to table a motion stating that 100 per cent of the union's products should be fair trade. The group realised that this would require a large number of students on side in order to get the motion passed. After a great effort by the students, the motion was passed with 79 per cent of 1,650 voters in favour of the motion. The University of Warwick is now a Fairtrade university. This means that all tea, coffee, hot chocolate, sugar, speciality teas, fruit and fruit juice sold in the university is Fairtrade. This also

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includes all vending machines.

This achievement was made possible through the training and support provided by People and Planet which enabled the students to identify where they could make use of existing structures and bodies in their locality in order to achieve positive change. Through this exercise, students have gained a greater understanding of democratic processes and have seen that small actions to promote Fairtrade in their university over a number of years have achieved high levels of support for the issue.

THE FAIRTRADE TUCK SHOP AT MOAT COLLEGE

Four young women – Tania, Anisha, Amina and Sarah – have been instrumental in setting up the first Fairtrade tuck shop at the Moat Community College in Leicester. The seed of the idea for setting up a Fairtrade Tuck Shop was sown through work on social justice issues as part of the school based youth work programme. As part of this programme young people explored issues of slave labour, forms of injustice and the rules and practices of international trade which tends to be biased in favour of rich countries and powerful companies and operated to the detriment of poor producers from developing countries. The young women were especially interested in the charitable aspect of this and wanted to raise awareness around these issues.

With the help and support of the local Millennium Volunteer Coordinator and the school based youth worker, the young women set about devising a strategy for implementing their idea. The young women began by having discussions with the catering manager as to the feasibility of the idea and then sought to gain the support of the headmistress. Once the green light was given, the young women set about designing posters to publicise the tuck shop. The next stage entailed surveying young people to get an idea of the products that should be stocked.

The tuck shop was set up in the college's dining area and operates on two days per week, Tuesdays and Fridays. Not content to confine this offer to students only, the young women began negotiation with members of staff which resulted in a stall being set up in the staff room on Wednesdays for the sale of Fairtrade products. The young women's achievements in this area have since been recognised and rewarded through a presentation of awards evening held in May 2006.

CHEETHAM PARK SENSORY AND ART GARDEN

Groundwork Tameside in partnership with Stalybridge District Assembly and Tameside Metropolitan Borough Council have joined forces to bring the heritage of Stalybridge to the fore of Tameside citizens' minds. Young people from Copley High School have worked on the project supported by Heritage Lottery Fund - Young Roots grant to develop a Sensory and Art Garden which is to be built in the town's Cheetham Park. The garden will include a planting scheme which plays on park users senses incorporating all year colour, scented flowers and rustling shrubs. The main focus of the garden will be a central sculpture which will represent the industrial heritage of Stalybridge with a particularly strong focus on the town's cotton industry. The project has been used to develop a new sensory and art garden researched with local

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young people from the Stalybridge area. Its aims are to encourage young people to use local heritage and conservation in an innovative and inspirational way. By engaging young people in the development and design of the garden, the project sets out to link young people with their local heritage and allow them to present their new knowledge to the residents of Tameside.

Using sculpture and planting to stimulate the senses, the garden will encourage and develop new skills and provide a wider use of the park.

A group of young people from Copley High School form the basis of a core working group. The group was identified through referrals from the school and formed part of the Youth Inclusion Programme which engages disaffected young people who are at risk of anti-social behaviour. Creative art workshops, social history research and landscaping sessions were used to create designs for the art work and garden. Art workshops were delivered to the young people by Groundwork Tameside Art Development Officer, Justin Wiggin.

The group visited Yorkshire Sculpture Park to get inspiration for the different kinds of work they could produce. These sessions were complemented by social history workshops linked to the history of the park and the industrial history of the area.

Research was carried out by visiting Tameside Local Archives Library, internet research and visiting Portland Basin Museum based in Ashton-under-Lyne. The museum trip provided a real insight into people's lives during the Industrial Revolution. The young people also took part in a real classroom experience, understanding first hand the differences between school life over the ages.

This research fed back into the creative art workshops with young people expressing their findings through making small scale clay sculptures and sketches, considering the material from which their sculpture would be made and the design features to be used. The group as a result of their research have been able to map a timeline of significant interest to the town, including the opening of the Huddersfield Narrow Canal, The Plug Plot and the Blanketeer's March to London.

The young people have also actively participated in conservation work with Tameside Rangers. The group has worked to establish an area of land which has sown wild flowers to increase biodiversity. They have had to protect this area by making a fence to stop other native wild life from eating or damaging the seeds. As a part of this, the young people have worked towards achieving a John Muir Environmental Award, which requires them to study for 60 hours to discover, explore, conserve and share a wild place.

The final design for the area will include a central sculpture in the shape of a prism, made from sandstone to reflect the local built environment. The design feature will include a carved relief of a cog wheel which operated machinery in the cotton mills. Along with this design will be the history of Stalybridge timeline researched by the group on a plaque recessed into the stone sculpture. The planting scheme has been designed to change colour with the season and incorporates a variety of colours, plants and shrubs to tease the senses.

The young people have learnt vital skills throughout the project to help them re-engage with education. They have developed problem solving skills, time management and interpersonal skills through communication and ICT. When completed, the Sensory and Art Garden will be free for all residents to enjoy. Information on how the heritage of Stalybridge has inspired the garden will be incorporated in the overall garden design. It is hoped that the garden will be used by the local community for years to come and in the future become part of the town's rich heritage.

MULTI AGENCY CYCLE WORKSHOP

Cycling is one way of helping to reduce the adverse effect of environmental pollution, contributed in part by the excessive use of motor vehicles. The Multi Agency Project (MAP) which operates in the All Saints and Blakenhall Community Development area of Wolverhampton is promoting cycling as a means of transport and sport among 11 to 19-year-olds in this area. Associated with this, is the maintenance of young people's own bicycles and

the promotion of the health and safety aspects of on the road and off road cycling. The motto of the project can be ideally summed up as 're-use, repair and re-create for recreation'.

The initial idea for the cycle workshop came from discussions with three young men, who attended the Liber8 sessions held at the Blakenhall Community Centre. The project is targeted at young people who attend Liber8, now renamed the Positive Youth Activities sessions, those young people with whom workers come

in contact through outreach or detached youth work and through links with school. From the outset, the project has been supported by the Road Safety Department of Wolverhampton City Council, who have taken a keen interest in its development.

Since there was no space within the community centre itself for such a project, it was decided to renovate a disused storage shed on the grounds of the centre to house it. After extensive renovations the workshop was ready for use in January 2006. The capacity of the workshop is such that it can only accommodate between four to six young people at any one time.

The cycles which are used by the project are those which are either unclaimed bicycles donated

of the cycles varies from being nearly new to being in a state of disrepair. Once the cycles are received, young people strip them down to the frame, repairing broken parts or replacing these with new parts from a stock of common bicycle parts which include inner tubes, brake blocks, wheels and tyres. Cycles are then checked to ensure that they are in good working order and eventually sold to young people themselves at a much reduced cost or to members of the community.

The project is promoting cycling as a sustainable form of transport for young

people, which is pollution free, good fun, and not too costly to purchase and maintain. It provides an ideal form of transport for young people, providing a healthy, environmentally friendly way to get about and gives them a degree of freedom and independence. Through involvement in the project young people have been given a real opportunity to develop their skills in all aspects of cycle repair. The MAP Cycle Project has teamed up with an officer from the Road Safety Department to develop routes into an accredited NVQ cycle maintenance course that will be delivered from the MAP Cycle Workshop. This will provide a tangible outcome of the young people's achievements.

SECTION FIVE

RESOURCES

Practitioners are always looking for resources that will provide them with suggestions and practical ideas in a form that is readily available or can be downloaded and photocopied for instant use. In this section a list of resources, websites and organisations are provided which are useful in the promotion of sustainable development.

Blackberries from Mexico is a new resource which can assist youth workers in introducing a global dimension into youth work. It is the final publication from the Global Youth Project, funded by Department for International Development and Connect Youth. This resource is available as a free download (www.nya.org.uk/Global-Youth/Template.asp?NodeID=90992) and multiple copies can be requested from The National Youth Agency.

COMPASS is a manual on human rights education for use with young people. The resource is targeted at youth workers who are new to this field. It provides useful background information to issues and activities which can be introduced to young people. The resource which is available from the Council of Europe can be downloaded from the website:

www.eych.coe.int/compass

Development Education Association has a wealth of resources and materials that have been published. These are targeted at practitioners who work with young people in informal settings. To find out more about what resources are available and for a list of development education centres visit the DEA website: www.dea.org.uk/youth

IISD Youth Source Book on Sustainable Development is an online resource. The Source Book contains information on young people's concerns with sustainable development issues, case studies of youth action together with advice on how to organise for action, useful resource lists and finally a directory of international and regional youth organisations. Materials can be downloaded from the site: <http://iisd.ca/youth/vsbk020.htm>

On the Line Activity Pack is a new resource which can be accessed from the GirlGuiding UK website: www.girlguiding.org.uk Issues covered include education, peace, food, health and the environment.

Poverty: Which hand have you been dealt? is a free mpower resource pack from Christian Aid. The resource is specifically targeted at youth workers and focuses on issues surrounding poverty in developing countries and the links to international trade. The pack includes a video and a leader's booklet containing useful suggestions for activity based learning. For information about mpower resources visit the website: www.christian-aid.org.uk/mpower or telephone 020 7523 2134.

The Great Escape is an activity resource which introduces participants to human rights and develops their understanding of democracy, legal rights, responsibilities, systems of justice and skills in communication and working with others. This resource, which has been produced by Amnesty International, is designed in the format of a board game and can be downloaded from

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the website: www.amnesty.org.uk/education/resources

Voices from the Streets is a Teacher and Resource Pack which can be adapted for use by youth work practitioners. The resource which is produced by Consortium for Street Children, focuses on the issues facing street children and aims to provide young people in the UK with the knowledge, tools and enthusiasm to take action to improve the lives of street children around the world. The resource consists of an activity pack and accompanying video/DVD. Issues covered include street children and child labour, access to education, health, justice and children's rights. For more information about the resource visit: www.streetchildren.org.uk

World Heritage in Young Hands is an educational resource kit for use by secondary school teachers. Although this resource is targeted at teachers it can be adapted for use in non school settings. The kit was prepared as part of UNESCO young people's World Heritage Education Project in 1994. It provides many opportunities for discussion, research, visual sessions and role play. Materials can be downloaded from: <http://whc.unesco.org/education/kit/kitengfl/whelintro.htm>

Youth Global Citizen's Passport Scheme is a resource which is produced by Global Connections, a development education centre based in Pembrokeshire. Issues covered include globalisation and diversity, the environment, children's rights, fair trade and identity. The resource can be purchased for £3.00 by contacting Global Connections by telephone on 01646 687800 or

e-mail: info@globalconnections.org.uk Visit the website: www.globalconnections.org.uk

YouthXchange is a training kit on responsible consumption which is produced by the UNEP-UNESCO Partnership on Youth and Sustainable Lifestyles. The resource consists of a guidebook and website which highlights the inter-related nature of sustainable consumption. Issues covered include the environment, ethics and economics. The resource provides young people with the tools and resources that enable them to network towards sustainable consumption. The resource can be downloaded from the website: www.youthXchange.net

USEFUL ORGANISATIONS

ActionAid is an international charity working in over 40 countries worldwide. The charity campaigns on global issues such as corporate accountability, trade, women's rights international aid and debt.

Website: www.actionaid.org.uk

Amnesty International is a campaigning organisation that works to protect human rights worldwide. It works to achieve sustainable change for people experiencing violations of human rights.

Website: www.amnesty.org.uk

Black Environment Network works to establish ethnic environment participation. Its work focuses on the natural environment, the built environment, heritage and the environment, health and the environment and housing and the environment.

Website: ben-network.org.uk

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BTCV, set up in 1959, is a charity for environmental conservation volunteering throughout the UK and around the world. It works to bring about environmental change.

Website: www.btcv.org

CAFOD is a development and relief organisation that works in over 75 countries to tackle the causes of poverty and encourage development irrespective of race, religion or politics.

Website: www.cafod.org.uk

The Development Education Association (DEA) is an umbrella association that aims to raise awareness of global issues and the ways in which they affect our daily lives.

Website: www.dea.org.uk/youth

Fairtrade seeks to tackle the exploitation of developing countries by giving consumers opportunities to buy products that guarantee a better deal for producers.

Website: www.fairtrade.org.uk

Friends of the Earth campaigns on environmental issues such as genetic modification (GM), corporate accountability, world trade, biodiversity, waste, transport and climate change.

Website: www.foe.co.uk

Greenpeace is an independent non-profit global campaigning organisation. It campaigns on climate change, ending nuclear power, defending the world's oceans and the life that depends on them, preventing the release of GM crops in the environment and also for sustainable farming.

Website: www.greenpeace.org.uk

Groundwork is a network of local trusts that focus on environmental improvement.

Website: www.groundwork.org.uk

Oxfam is a development relief and campaigning organisation that works to find lasting solutions to poverty and suffering worldwide.

Website: www.oxfam.org.uk

People and Planet is the largest student network in Britain campaigning to alleviate poverty, defend human rights and protect the environment.

Website: www.peopleandplanet.org

Save the Children is a child focused organisation that aims to protect and uphold the rights of children worldwide.

Website: www.savethechildren.org.uk

Studentforce for Sustainability is a national charity that focuses on young people working and learning to boost their employability as well as the sustainability of communities and employers.

Website: www.studentforce.org.uk

Sustain campaigns for food and agricultural policies and practices that enhance the health and

Working with young people to create a climate of change

welfare of people and animals, improve the working and living environment, promote equity and enrich society.

Website: www.sustainweb.org

Sustrans is the UK's leading sustainable transport charity.

Website: www.sustrans.org.uk

The Red Cross is part of a global voluntary network, responding to conflicts, natural disasters and individual emergencies.

Website: www.redcross.org.uk

Tools for Self Reliance works with local organisations in some of the poorest countries in Africa. The organisation refurbishes tools in the UK and then sends them to countries in Africa. It also collaborates with others to campaign against the causes of poverty.

Website: www.tfsr.org

TRAID (Textile Recycling for Aid and International Development) is a charity which is committed to protecting the environment and reducing world poverty by recycling and campaigning at home. Funds are raised through the recycling of textiles and retailing them with a fashion edge.

Website: www.traid.org

War on Want fights poverty in developing countries in partnership and solidarity with people affected by globalisation. The organisation campaigns for workers' rights and against the root causes of global poverty, inequality and injustice.

Website: www.waronwant.org

Wildlife Watch is a national environment club for young people. It is the junior section of the Wildlife Trusts.

Website: www.wildlifewatch.org.uk

World Wildlife Fund campaigns on a wide range of environmental issues and sustainable development.

Website: www.wwf.org.uk

USEFUL WEBSITES

Department for Education and Skills www.dfes.gov.uk

Department for Environment Food and Rural Affairs (DEFRA) www.defra.gov.uk

Department for International Development (DFID) www.dfid.gov.uk

Sustainable Development Commission www.sd-commission.org.uk

UK Government Sustainable Development www.sustainable-development.gov.uk

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