

CEWC-CYMRU
(COUNCIL FOR EDUCATION IN WORLD CITIZENSHIP – CYMRU)
BUSINESS PLAN, 2007-2012

EXECUTIVE SUMMARY

The work of CEWC-Cymru is needed more in 2007 than at any previous time in its 60-year history.

The educational environment in Wales increasingly emphasises the importance of understanding current local and global issues. Such understanding derives only partly from factual knowledge; equally important is that young people develop a meaningful sense of community involvement and responsible citizenship. School councils and other forums for young people can help to develop the skills needed in this process. So too can the use of classroom methods which enhance everybody's skills of teamwork, critical thinking and democratic involvement. In the global context, this is vitally important: as technological advances make the rest of the world more immediately accessible, we all need to understand how to interpret different sources of information, and how to take effective action on issues that affect us.

This business plan reflects the fact that Wales, the world and their inter-relationship are in a state of change, and that our ways of engaging young people's interest must adapt to reflect that fact. Our mission statement and aims have been simplified, and are now accompanied by a statement of our organisation's values. Following an appraisal of CEWC-Cymru's strengths, weaknesses and exposure to external trends, a strategic direction is outlined. It is essential that our core activities are strengthened, while ensuring that new projects can themselves be sustained by becoming part of that programme.

This growth of our core work requires a significant expansion of CEWC-Cymru itself. While we can continue to deliver good services to our clients with our current resources, to achieve all of our strategic objectives will require increased levels of staffing and finance. Section 8 outlines a new model of staffing which would create a full-time Development Officer post; looking further to the future, it also suggests that we consider the establishment of a North Wales office for CEWC-Cymru.

Our goals can be delivered only if we operate as an efficient and democratic organisation. Therefore, there are also a number of goals for improving CEWC-Cymru's working environment, as well as the role of its clients and Executive Committee in making decisions.

For further information about our activities, or to discuss our objectives in more detail, please contact our Education Officer, Martin Pollard, using the contact details at the top of this page. We hope that you find this document to be interesting and useful.

This is CEWC-Cymru's first business plan; it covers the 5-year period from 1 April 2007 to 31 March 2012.

The initial planning stage took place in conjunction with Voluntary Action Cardiff and involved CEWC-Cymru's Chairman (John David), Treasurer (Steve Gray) and Education Officer (Martin Pollard). The Education Officer then finalised the draft plan, with input from the organisation's other staff, Executive Committee and key CEWC-Cymru members.

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1. MISSION, VALUES AND AIMS

Mission statement

CEWC-Cymru exists to help young citizens develop the skills, knowledge and self-belief that will enable them to contribute to the future of Wales and the world.

Values

We believe that:

- all young people should be able to participate as active citizens of Wales and the world
- being part of that world means appreciating its diversity of views, values and cultural backgrounds
- there must be active engagement between groups and individuals, through meeting, exchanging views and debating differences
- education should develop these aspects of community involvement through a partnership of schools, voluntary organisations, government bodies and others

Aims

- To enable young people to explore local, national and global issues, and to develop as active citizens in school and beyond
- To enable teachers to educate effectively for global citizenship, and to develop their schools' curricula and structures to maximise such opportunities
- To work with local and national government bodies so as to promote global citizenship within the National Curriculum and as a cross-curricular theme in education

Related policies

CEWC-Cymru's values and aims are reflected in written policies on child protection, equal opportunities and sustainability (all available on request), and in our efforts to provide events and publications in both Welsh and English wherever possible.

2. OUR BACKGROUND

The Council for Education in World Citizenship – Cymru (CEWC-Cymru) was established in 1944, and has become one of the foremost organisations supporting citizenship education in Wales. CEWC-Cymru is the schools arm of the Welsh Centre for International Affairs (WCIA), but operates as a separate registered charity (Reg. No. 1048759) with its own Executive Committee. Based in the Temple of Peace in Cardiff’s civic centre, we employ two full-time staff members directly, and share two members of the WCIA’s secretarial and financial staff. The WCIA’s Director is also the Secretary of CEWC-Cymru.

CEWC-Cymru enables young people throughout Wales – mostly 7 to 18 year-old students in formal education – to become interested and involved in contemporary local and global issues. We organise a range of student events, including the Wales Schools Debating Championships, human rights workshops, and conferences simulating the United Nations, the European Parliament and the National Assembly for Wales. We also provide teachers with training and classroom materials related to Education for Sustainable Development and Global Citizenship, Personal and Social Education, school councils, thinking skills, and other related matters. CEWC-Cymru operates a membership system for schools and colleges; currently there are over 100 member institutions.

Further information about CEWC-Cymru’s work can be found in Appendix I.

3. CEWC-CYMRU’S CURRENT POSITION

Strengths (internal)	Weaknesses (internal)
<p>Our base at the Temple of Peace, and consequent close relations with our parent organisation the Welsh Centre for International Affairs (WCIA), the United Nations Association Wales and UNA Exchange</p> <p>Ability of staff to deliver a large volume of work on a small budget</p> <p>Our network of schools (with key contact teachers), local education authorities and other organisations</p> <p>Credibility – CEWC-Cymru is a well-established ‘brand’</p> <p>The ability to operate as an all-Wales organisation</p> <p>Core financial support from the Welsh Assembly Government and unitary authorities</p> <p>Redevelopment of our website will help to engage new/wider audiences</p>	<p>Over-reliance on the WCIA’s infrastructure</p> <p>Too few staff – losing a key member would damage our work. Potential difficulty of recruiting new staff members with all necessary attributes</p> <p>Maintaining all strands of work once projects have been completed</p> <p>Executive Committee lacks diversity in age, gender and ethnicity</p> <p>Being too well established – we sometimes forget schools which don’t know us, or neglect to reflect on our work</p> <p>Having just one office in Cardiff – difficult to maintain contact with parts of mid and north Wales</p> <p>Financial vulnerability and steady depletion of reserves can occasionally lead to developing projects to suit funding opportunities, rather than the other way round</p>

Opportunities (external)	Threats or challenges (external)
<p>Government policies on Education for Sustainable Development and Global Citizenship, school councils and thinking skills – CEWC-Cymru can help schools to deliver these elements</p> <p>Opportunity to work with schools (particularly in deprived areas) that have not taken part in our work previously, or are just beginning to hear about us</p> <p>Interest in debating work provided by the WCIA’s organisation of the 2006 World Schools Debating Championships</p> <p>Need for other organisations (other than schools) to seek expertise in speaking/presentation skills</p>	<p>Funding bodies’ increasing emphasis on short-term projects rather than core funding</p> <p>Teachers’ working conditions and students’ workload decrease their ability to take part in CEWC-Cymru’s extra-curricular events</p> <p>Media views of citizenship and global issues can damage our ability to explain such concepts to others</p> <p>Loss of key contact teachers who move on or retire</p> <p>‘Reacting’ to changes in the education system may unsettle our working patterns</p>

Analysis of position

In order to continue providing distinctive, educationally relevant work, CEWC-Cymru must strengthen its core funding sources and its level and continuity of staffing. Our recognised brand, and our established base alongside the WCIA in the Temple of Peace, are both important elements of CEWC-Cymru’s success, but we should not consider these a permanent ‘safety blanket’. If we are to continue as a separate registered charity, with separate finances, then our ultimate goal should be complete financial independence (while retaining our status as the WCIA’s ‘schools arm’).

To achieve this, we must not be afraid of evolving to meet schools’ ever-changing priorities and needs. We need to capitalise on our ability to provide expert input for areas of the curriculum which are new or which teachers find difficult to deliver. At the same time, we must constantly improve our established work – which includes recently developed training and resources as well as ‘traditional’ core events – so as to guarantee their continued success. To ensure that teachers and students will continue to access our events, despite the increased restraints on extra-curricular activities, CEWC-Cymru needs to strengthen its position as a valuable – even indispensable – ally of schools throughout Wales. We also need to monitor closely the policies of local and national government bodies, and work with them where possible to advance our aims.

To achieve all this, CEWC-Cymru needs to invest more time in planning clear year-by-year work objectives. These should always reflect the organisation’s mission statement, values and aims, avoiding the possibility of creating project work simply to ‘go after the money’. Objectives should be matched to the demands of teachers and students wherever possible.

4. THE IMPACT OF EXTERNAL TRENDS

Wales is becoming an increasingly welcoming environment for global citizenship education and the skills and attitudes associated with it. Personal and Social Education (the Community aspect of which is closely related to issues of citizenship) has been compulsory in primary and secondary schools since 2003. The Welsh Assembly Government released guidance on Education for Sustainable Development and Global Citizenship (ESDGC) in 2005, and in 2006 its stance was codified in an ESDGC *Strategy for Action*. The introduction of a Welsh Baccalaureate Qualification has also increased demand for effective teaching about issues such as the European Union, sustainable development, and rights and responsibilities. In addition, from November 2006 all schools are required to establish a school council, and to do so effectively requires the development of students' democratic knowledge and skills. Finally, from 2008 Wales's National Curriculum will include the development of pupils' thinking skills, including the ability to assess critically a range of views.

Rather than waiting for teachers to come to us, CEWC-Cymru should continue to be active in taking advantage of these trends, and should develop projects and resources which are of practical help to teachers and students. In this way – as we have seen during our current work on democracy and animation – we can develop a position as leaders in our field; our goal should be for teachers to consider CEWC-Cymru as the 'obvious choice' for partnership work in these areas.

These positive trends must be balanced, however, with an awareness of the overall environment in which schools operate. Budgetary and timetable constraints, as well as national and local policies on staff working conditions, sometimes mean that teachers are unable to bring students to external events such as our Model United Nations conferences or Wales Schools Debating Championships. And, as we found in 2004 when dwindling numbers forced us to withdraw from organising our annual sixth form residential conferences after more than 40 years, students find it increasingly difficult to commit time to activities which do not fit precisely with their subject curricula.

CEWC-Cymru must remain resolute in its belief that global citizenship activities are vital both for individual students and for society as a whole; and we must transmit that message effectively, by linking our work carefully to teachers' goals and to educational trends. Neither our 'traditional' work nor future projects will be viable unless we do so.

5. OUR STRATEGIC DIRECTION

For the next 5 years, CEWC-Cymru's general approach will be twofold: to increase participation in our traditional activities, and to continue to undertake innovative projects which enable us to deliver services relevant to educational developments. The following strategic summary assumes that core funding from the Welsh Assembly Government and local education authorities, alongside project funding from other partners, will enable at least the continued employment of two full-time staff members and a contribution towards the WCIA's Secretarial Assistant. However, a more ambitious staffing strategy, which will enable us to undertake our work more fully and effectively, is outlined in the next section on Strategic Aims and Objectives.

Maintaining the traditional side of our work does not mean that we can afford to 'stand still'. It requires a continuing process of refinement (and, where necessary, major change) in order to uphold those activities' relevance to young people's lives and educational paths. Our work on debating, particularly during the recent World Schools Debating Championships, has reinforced our belief that young people from all backgrounds can become successfully engaged in such activities as long as they are differentiated according to students' needs and interests.

We will continue to provide a series of educational day conferences on global issues which are unique in Wales. This currently comprises Model United Nations conferences, European Youth Parliaments, National Assembly simulations and One World Conferences on ethnic and religious diversity, but we must be prepared to change this annual pattern of events should student and staff feedback warrant a break from tradition. We should also ensure that our established system of collecting and acting on such feedback is applied uniformly at all of our events. Our other core activities for students – debating, school-based workshops, and aiding the development of school councils – should also be subject to regular scrutiny to ensure that they help deliver CEWC-Cymru's aims for young people.

Since 2003, CEWC-Cymru has devoted substantial resources to project work with a range of partner organisations. The most significant of these has been our work on young people and democracy, supported by the Electoral Commission. This, alongside our work on Philosophy for Children and citizenship education for disadvantaged young people, has led to a major expansion of the training opportunities and resources that we offer – opportunities which have extended beyond the funded life of those projects. In some cases, however, our involvement in shorter-term projects has demanded a substantial injection of staff time without such ongoing benefits. Therefore, it is important for CEWC-Cymru to devote its energies to projects which will be of lasting usefulness to our aims: in other words, that the aim of *all* project work should be that it will eventually become part of our core work.

In order for this to be the case, we need to pursue those projects which link closely to curricular developments, and whose outcomes can be passed on effectively to future staff members. In the period immediately ahead, we should consolidate our work on democracy in schools by assisting efforts to develop effective school councils. We also need to continue training and advising teachers in Philosophy for Children, given its links to the thinking skills segment of the forthcoming revised National Curriculum in 2008.

Looking further ahead, CEWC-Cymru should investigate how its work fits into 14-19 Learning Pathways, a new Welsh Assembly Government initiative which might change radically the structure of secondary education; we should monitor the development of both the National Curriculum framework for Personal and Social Education (PSE) and the growing interest in GCSE qualifications in PSE; and we should watch how the Welsh Baccalaureate Qualification develops, helping schools and colleges to deliver its global citizenship related content where required. In all cases, we should seek actively to develop projects in areas of growing need, highlighting CEWC-Cymru's role as a leading provider in global citizenship education.

Finally, we must bear in mind CEWC-Cymru's status as a national charity, and should endeavour to increase our operations in areas of Wales where our presence is currently lacking. Particular efforts should be made to engage (or re-engage) colleagues in Powys, Ceredigion and north-west Wales.

6. STRATEGIC AIMS AND OBJECTIVES, 2007-2012

Based on the above consideration of CEWC-Cymru's work, the following strategic aims and objectives will be followed for the 5-year duration of this business plan:

Aim	Objectives	Person to monitor objective*	Resources and implications
<p>1. To consolidate and increase schools' participation in our existing activities, and to enable a more diverse range of young people to benefit</p>	<p>(a) Make at least 2 bids for funding which help extend the life of existing projects</p> <p>(b) Increase CEWC-Cymru membership from 120 schools in 2007 to 160 schools in 2012 (20% of which should be primary schools)</p> <p>(c) Increase the level of participation from schools in disadvantaged (Communities First) areas, including in key skills and debating work – involve at least 15 such schools which have not previously taken part in CEWC-Cymru activities by 2012</p> <p>(d) Introduce a yearly planner of CEWC-Cymru activities for distribution to member schools and to aid efficient planning by staff</p> <p>(e) Introduce new and more efficient schools database system in 2007</p> <p>(f) Explore, by 2012, the possibility of establishing a North Wales office for CEWC-Cymru</p> <p>(g) Ensure that all written materials are available bilingually by the end of 2008</p> <p>(h) Update our website regularly (at least monthly) so as to provide up-to-date information to clients</p>	<p>DO (Development Officer)</p> <p>DO</p> <p>DO</p> <p>EO (Education Officer)</p> <p>DO</p> <p>DO</p> <p>DO</p> <p>DO</p>	<ul style="list-style-type: none"> • Staff need to dedicate time to additional fund-seeking • Continuing improvement in marketing of activities • Building on good relations with local education authorities – additional staff time required • Volunteer support to transfer information to new database • Consideration of organisational and financial restructuring required for this • Increased budget for English-Welsh translation • Volunteers required to help maintain website
<p>2. To undertake innovative and challenging projects which support teachers in delivering curricular requirements</p>	<p>(a) Establish a focus group of teachers to be consulted once each academic year on educational trends and possible avenues for CEWC-Cymru project work</p> <p>(b) Submit at least one funding bid for a</p>	<p>PO (Projects Officer)</p>	<ul style="list-style-type: none"> • Continued employment of Assistant Education Officer (to be renamed Projects Officer)

	<p>new project each financial year from 2007-08 to 2011-12</p> <p>(c) Enable key staff to schedule 'office days' in advance, and to set aside at least two such days per school term for creative thinking and project development, free from teaching, training or administrative concerns</p> <p>(d) In establishing project partners, seek the involvement of local education authorities in Powys, Ceredigion and at least one of Gwynedd, Conwy and Ynys Môn</p> <p>(e) Establish a database of potential funders for CEWC-Cymru's work</p>	<p>PO</p> <p>Secretary</p> <p>PO</p> <p>DO</p>	<ul style="list-style-type: none"> • Written policy required • Building on good relations with local education authorities
<p>3. To ensure CEWC-Cymru's financial sustainability and continued effective delivery of all of its work</p>	<p>(a) Adjust staffing structure as follows: full-time Development Officer (trains teachers, devises new projects and oversees all work); full-time Education Officer (delivers core programme of student conferences and activities); part- or full-time Projects Officer (depending on level of funding). Continue to share the Secretarial Assistant's time with the WCIA</p> <p>(b) (In conjunction with the WCIA) Devise a Staff Handbook which pools collective knowledge about CEWC-Cymru's activities and work procedures</p> <p>(c) Ensure that projects funded in the short term become part of our 'core' work by:</p>	<p>Secretary</p> <p>Secretary</p> <p>DO</p>	<ul style="list-style-type: none"> • Increased core funding from Welsh Assembly Government, local education authorities and school membership fees • Further short-term project funding, to include salary contribution to Development Officer as well as Projects Officer • Altered requirements of roles: CEWC-Cymru's Development Officer to take on constitutional role of Assistant Secretary; extra responsibilities mean that newly appointed Development/ Projects Officers need revised initial salary scale • Dedicated staff time (gained by expanded staffing

	<p>(i) effective promotion of CEWC-Cymru's expertise in areas such as school councils, debating and work with disadvantaged students</p> <p>(ii) adding related resources and information to the Staff Handbook before the end of their funded life</p> <p>(iii) marketing our work to external organisations wishing to develop areas such as debating, philosophical enquiry and meeting skills; at least 10 such organisations (not schools or colleges) to use our services by 2012</p> <p>(d) Increase our role in training teachers: annual total of 15 full training days to be achieved by 2012</p>	DO	<p>as detailed above)</p> <ul style="list-style-type: none"> Dedicated staff time (see above)
<p>4. To develop CEWC-Cymru as a modern, democratic organisation which responds more effectively to clients' needs</p>	<p>(a) In conjunction with our clients, devise an official policy on young people's participation in CEWC-Cymru as an organisation</p> <p>(b) Work towards an Executive Committee which is more diverse in age, gender and ethnicity (potentially including under-18s); 2 new Committee members to be appointed each year from 2007 to 2009</p> <p>(c) Consult the focus group of teachers (see Aim 2 above) on CEWC-Cymru's overall development as well as specific project needs</p> <p>(d) Ensure that all major activities include an element of consultation before and after the event, and that the strongest recommendations are acted on where practicable</p>	<p>DO</p> <p>DO</p> <p>DO</p> <p>DO</p>	<ul style="list-style-type: none"> Develop relations with specific, interested young people as well as with schools and organisations Consultation requires time commitment from Development Officer
<p>5. To enhance CEWC-Cymru's role as a public advocate for global citizenship</p>	<p>(a) Contribute to all relevant consultations by the Welsh Assembly Government (WAG) and others, whether directly or through Cyfanfyd (the Development Education Association for Wales)</p> <p>(b) Approach WAG regarding the possibility of sitting on or giving evidence to relevant educational</p>	<p>DO</p> <p>DO</p>	<ul style="list-style-type: none"> Time commitment from all officers

	committees		
	(c) Maintain and develop relationships with appropriate external agencies, including local education authorities and organisations such as the British Council and the Electoral Commission	DO	

7. MONITORING AND EVALUATION

The development of our strategic objectives will be monitored by CEWC-Cymru on three levels:

(1) *Individual staff will monitor specific areas as follows:*

- The Development Officer will monitor overall progress of aims against objectives, with specific responsibility for monitoring areas marked DO in the Strategic Aims and Objectives table (section 6).
- The Education Officer and Projects Officer will monitor areas marked EO/PO.

(2) *The Secretary will monitor the achievements of all Officers against the strategic objectives.*

(3) *The Executive Committee will provide an overview and monitor overall progress against the Strategic Direction set out in section 6.*

In addition to these internal processes, we will continue to ask teachers and students to provide feedback on our conferences, training events and resources. We will also seek evaluation of our project work, where appropriate, by independent external consultants; this builds on our current experience of external appraisal, having worked with a consultant to evaluate our democracy-related projects since September 2004. These measures will ensure additional, objective consideration of the progress and value of our work.

8. CONTINGENCY PLANS

This business plan makes certain important assumptions about the demand for CEWC-Cymru's work and our ability to deliver it. The following table considers how we might address the risks inherent in those assumptions.

Key assumptions	Risk factors	Contingency
(a) Existing Education Officer and Projects Officer continue to work at CEWC-Cymru	Officers leave employment	Develop comprehensive Staff Handbook as soon as possible; ensure that expertise in any one key area is not held by an individual member of staff
(b) Core funding from Welsh Assembly Government and local education authorities is maintained and extended	Funders withdraw or decline to provide additional support	Seek external guidance on developing new sources of income Consult stakeholders (including focus group of teachers) as to which areas of CEWC-Cymru's

		work are the most important to maintain, or to seek additional support for
(c) Schools' timetables allow for continued student/teacher involvement in extracurricular activities	Education system develops in a way which further discourages participation in such activities	Link activities more closely to curriculum objectives Scale back programme of extracurricular events in favour of projects linked directly to classroom work
(d) New staffing structure allows for greater flexibility and creativity of work	Additional work generated makes staff more stretched than at present – we are 'victims of our own success'	Staff work with Secretary to tighten control on work accepted; rigorous assessment of all proposed activities to ensure they fit our strategic objectives
(e) Volunteers will assist key objectives, e.g. website work and database development	No suitably skilled volunteers can be found	Put more ambitious project plans on hold until such volunteers are available: the organisation's smooth running and public image are of paramount importance

9. IMMEDIATE ACTION PLAN

Steps to be taken in the next nine months (April-December 2007):

- Distribute finalised business plan to member schools, funders and other stakeholders
- Organise meeting with Welsh Assembly Government to discuss closer collaboration and potential for increased funding
- Develop new staff policies
- Work with volunteers to upload information onto new CEWC-Cymru website
- Institute planner of CEWC-Cymru activities
- Organise autumn programme of Model United Nations and other conferences
- Ensure sustainability of *Skills for Democracy* and other current project work
- Launch and promote newly revamped website
- Consult staff and IT providers on new database system
- Report to the Executive Committee on initial steps to implement plan

Thereafter, progress will be reviewed formally at CEWC-Cymru's Annual General Meeting and its thrice-yearly Executive Committee meetings.

10. FINANCIAL IMPLICATIONS OF STRATEGY, 2007-2010

CEWC-Cymru's externally audited financial accounts are available on request. This section summarises *additional* expenditure and income which are anticipated in fulfilment of the first three years of our plan, from 1 April 2007 to 31 March 2010. These projections show that there is clearly a need for CEWC-Cymru to attract significant additional funding if we are to achieve our goals. However, we expect our income to increase over the life of this business plan, while the extra expenditure required remains relatively static over the first three years.

ADDITIONAL EXPENDITURE	2007-08	2008-09	2009-10
Salary costs Development Officer: paid on main NJC salary scale, initially at point 34, plus National Insurance/pension contributions	32,673	34,329	36,236
Recruitment of new Education Officer (Current Education Officer to take on Development Officer's role)	2,000	0	0
Travel and subsistence costs Costs not otherwise paid by course trainees or project income, for developing local authority relations, promoting debating etc.	1,000	1,050	1,100
Website development Development of publicly accessible areas, plus design/integration of office database system	3,500	500	500
Translation costs, English-Welsh Published materials and website content	1,000	1,000	500
Marketing/promotional materials	2,000	2,100	2,200
Office/administration costs	1,000	1,100	1,200
TOTAL	£43,173	£40,079	£41,736

INCOME (NEWLY SOURCED, OR CURRENT RE-ALLOCATED)	2007-08	2008-09	2009-10
Re-allocation of current core income	4,000	4,200	4,400
Additional in-service training/external consultancy fees	1,500	1,800	2,100
Additional member schools' fees	400	450	500
Extra event participation fees (debating events, conferences etc.)	200	250	300
Sale of resources	350	350	300
TOTAL	£6,450	£7,050	£7,600

APPENDIX I: CEWC-CYMRU'S ABILITY TO DELIVER

(a) Our history

Our strategic aims for 2007-2012 are based on a conviction that CEWC-Cymru has the experience and expertise required of a leading voluntary sector education provider.

Since its establishment in 1944, CEWC-Cymru has affected the lives of many thousands of students throughout Wales. Through traditional events such as our Model United Nations meetings and sixth form residential conferences in Harlech, we established a reputation for educating about world issues through activities which remain unique in Wales. Since 1990 we have promoted and organised debating in the schools and colleges of Wales, seeing this provision as central to the development of the key skill of communication. That schools concur with this view can be seen from the number of requests we have had for debating workshops since the hosting the 2006 World Schools Debating Championships and a very high entry for that year's Wales Championships.

From 1999 to 2002 we helped ACCAC, the Welsh curriculum authority, to devise a Framework for Personal and Social Education (PSE), and devised an on-line teachers' resource for PSE which has been used by over 200 schools in Wales. More recently, we have proved our ability to run a series of innovative shorter term projects – funded by the Electoral Commission, Esmée Fairbairn Foundation and European Union – which have extended significantly the breadth of our core work. CEWC-Cymru now works with students from 7 to 18 years old, and our work receives funding from the Welsh Assembly Government and 21 of the 22 local education authorities in Wales.

(b) Our people

A list of our Executive Committee members is provided in Appendix II. The experience of our key personnel is as follows:

Martin Pollard (Education Officer) graduated from Cardiff University in 1995, before training as a secondary school teacher. After two years as an English teacher in a Newport comprehensive school, he joined CEWC-Cymru in September 2001. Since then he has run CEWC-Cymru's core programme of events, delivered classroom workshops through Wales, trained over 100 teachers, and secured funding for several of the projects mentioned in this document. He organises the annual Wales School Debating Championships, and the participation of the Welsh team in the World Schools Debating Championships. In 2006 he convened the World Championships held here in Wales, which, with over 300 participants from 36 countries, was the largest ever international debating competition of its kind.

Kate Wolstenholme (Assistant Education Officer) graduated from the University of Aberystwyth in 2002, then trained as a primary school teacher at Oxford Brookes University. She joined CEWC-Cymru in September 2004 and has run two successive projects on democracy in schools, as well as a project to involve disadvantaged young people in citizenship education. In doing so, she has developed new classroom resources and popular teacher training programmes, one of which involves an innovative joint student/teacher training approach. In addition to mainstream schools, Kate has worked with special schools, Youth Offending Teams and secure units for offenders.

Stephen Thomas (Secretary) has been Director of the Welsh Centre for International Affairs since 1996, and oversees all of CEWC-Cymru's work in the constitutional position of Secretary. He previously worked in health education and teaching in London and in Paris, prior to joining Save the Children Fund in 1988. There he was responsible for the management of aid and development programmes in Mozambique, Somalia and Angola for 4 years. Between 1992 and 1996 he worked as Africa Grants Officer for Comic Relief in London.

(c) Evidence of success

CEWC-Cymru seeks feedback from its clients on a range of activities; original documentation of what follows can be provided on request.

Our Model United Nations conferences are evaluated anonymously by over 500 students each year, enabling us to improve these events continually. The following is a summary of the feedback received on four recent events, which took place in March 2006 in Llangefni, Mold, Barry and Cwmbran:

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The quality of CEWC-Cymru's briefing materials was good.	23%	66%	8%	2%	1%
The conference was enjoyable.	46%	49%	4%	1%	0%
It was easy to get involved in the conference.	31%	51%	14%	4%	0%
It was easy to follow the day's events.	26%	57%	14%	3%	0%
The conference has been helpful for my studies.	20%	46%	22%	8%	4%
Overall ratings	29%	54%	12%	4%	1%

Teachers who participate in our in-service training sessions are also asked to evaluate their experience. The following examples of feedback were received at a recent training course with Blaenau Gwent primary school headteachers, focusing on the use of Philosophy for Children:

*100% of participants **agreed strongly** that:*

- "Today's course has enhanced your knowledge of thinking skills and how they relate to PSE/citizenship education."
- "The course has increased your interest in thinking skills and the Philosophy for Children method in particular."

Which part(s) of the day did you find the most useful, and why?

- "The entire day was a great help to understand and help deliver citizenship and philosophy for children. The use of resources in classes was extremely helpful."
- "I found the whole day useful and could see it fitting not only into the PSE framework but further enhancing the ethos of the school."

How could this sort of training session be improved?

Of 13 teachers, 11 left this blank. The other 2 commented that they would have liked the course to be longer.

We also run joint school council training sessions with both staff and students. The following comments, taken from a recent training day in a Cardiff comprehensive school, are typical of the overwhelmingly positive feedback received:

I loved the morning – really helpful in expressing my views and opinions, also giving me ideas of what to put forward in the next school council meeting.

It was interesting. Now I'm more confident with others. Missing two lessons was worth it!

The activities we did this morning were interesting and were useful. It was a good idea to mix the years. Interesting to hear younger pupils' views.

I learnt new stuff and it was cool. I think other schools will learn a lot as well. Well done – you taught me to be a better person as well as a better school councillor.

Personal recommendations for our in-service training have been received from Cardiff County Council and Blaenau Gwent County Borough Council.

(d) Financial stability

Although it operates as the schools arm of the Welsh Centre for International Affairs, CEWC-Cymru maintains separate accounts. As a registered charity, our accounts are externally audited and have remained stable for some years. As shown by our records for 2005-06 (available on request), we do face the challenge of the gradual erosion of reserve funds; this, however, is to be addressed by the planned increase in income from expanded provision of in-service training over the life of this business plan.

(e) Clients and partners

CEWC-Cymru's main client body comprises students and teachers in primary schools, secondary schools and other educational settings throughout Wales.

To achieve our aims, we work directly with individuals and groups from a range of organisations. From 2004 to 2006, these included most local education authorities in Wales, as well as the following:

The Artery	Institute for Global Ethics
Baha'i Council for Wales	Institute of Welsh Affairs
Bridgend People First	Julian Hodge Bank
Cardiff Youth Offending Team	Muslim Council of Wales
Children's Commissioner for Wales	National Assembly for Wales
Council of Europe	Education Team
CSV Cymru	Neath Port Talbot Youth Offending
Cyfanfyd – the Development	Team
Education Association for Wales	NGfL Cymru
Cymdeithas y Cymod	North East Wales Institute of Higher
Dialogue Works	Education
Dysg – Learning and Skills	Oxfam Cymru
Development Agency for Wales	Peace Mala
The Electoral Commission	SAPERRE
Esmée Fairbairn Foundation	Save the Children
European Commission	School Councils UK
European Union	South Wales Jewish Representative
EuropaWorld online newspaper	Council
Funky Dragon	Swansea Institute of Higher Education
Hansard Society	Theatr Gwent
Innovate Trust	

Times Educational Supplement Cymru
 UNA Exchange
 UNICEF UK
 United Nations Association UK
 University of Wales, Aberystwyth
 University of Wales, Bangor
 University of Wales Institute, Cardiff
 Wales Debating Federation

Wales Public Law and Human Rights
 Association
 Wales Regional Professional
 Development Network
 Wales Youth Forum on Sustainable
 Development
 Welsh Assembly Government
 Welsh Joint Education Committee

APPENDIX II: EXECUTIVE COMMITTEE MEMBERS

Name	Role	Organisation (if any)
Professor G O Phillips	President	
John Watkins	Chairman	
Sue Rivers	Vice-Chair	Bedwas High School, Caerphilly
John David	Vice-President	
Steve Gray	Treasurer	NASUWT Cymru
Pierre Bernhard-Grout	Member	Association of Directors of Education
Councillor John M Davies	Member	Welsh Joint Education Committee (WJEC)
Councillor Mike Day	Member	WJEC
Raye Scott	Member	WJEC
Councillor John Turner	Member	Welsh Local Government Association (WLGA) / WJEC
Councillor Bill Kelloway	Member	WLGA / WJEC
Jeff Jones	Member	Estyn
Alison Jenner	Member	Wales Regional Professional Development Network
Councillor B Cossey	Member	Conwy County Borough Council
Ron Williams	Member	National Union of Teachers
Julie Childs	Member	Pen-y-dre High School, Merthyr Tydfil
David Kelly	Member	Elfed High School, Buckley
Nicola Sinclair	Member	Bishop of Llandaff Church in Wales High School, Cardiff
Professor Richard Ennals	Member	CEWC (England)
Mike Godsell	Member	United Nations Association Wales
Elwyn Morgan	Member	Wales TUC Cymru
Matthew Barry	Member	
Ken Gregory	Member	
W H John	Member	