

# Update on inspecting education for sustainable development and global citizenship in schools

September 2006



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- ▲ nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ the education, guidance and training elements of Jobcentre plus.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	<b>1</b>
<b>Estyn report ‘Establishing a Position Statement for Education for Sustainable Development and Global Citizenship in Wales’</b>	<b>2</b>
Revised Guidance	2
<b>How do we inspect <u>education for</u> sustainable development and global citizenship?</b>	<b>3</b>
<b>Questions to ask in relation to standards in, and provision for, <u>education for</u> sustainable development and global citizenship</b>	<b>4</b>
1 Policies and practice of schools that promote and implement ESDGC	4
2 The implementation of statutory requirements in relation to ESDGC	4
3 Learner awareness, understanding skills and values of sustainable development and global citizenship	4
4 Learner’s application of their learning	5
5 Teaching and resources	5
6 Projects, awards and extra-curricular activities that enable and promote ESDGC	5
<b>How do we report on <u>education for</u> sustainable development and global citizenship?</b>	<b>7</b>

# **Update on inspecting education for sustainable development and global citizenship in schools**

## **What is this about?**

This provides further guidance on inspecting and reporting on education for sustainable development and global citizenship

## **Who is it for?**

All school inspectors

## **When should the guidance be introduced?**

Immediately

<b>Date issued: September 2006</b>
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## **Introduction**

Inspection Matters 2 in January 2005 provided inspectors with guidance on how to inspect education for sustainable development and global citizenship (ESDGC) in schools. In September 2005, the Welsh Assembly Government has issued a consultation document on an all-Wales strategy for ESDGC. This was followed by the publication of the ESDGC action plan in September 2006.

## **Estyn report 'Establishing a Position Statement for Education for Sustainable Development and Global Citizenship in Wales'**

As part of Estyn's contribution to the ESDGC action plan, we undertook a baseline survey of ESDGC in schools and colleges in Wales. The report is available on our website [www.estyn.gov.uk](http://www.estyn.gov.uk). We ask that all inspectors read this document, in particular the main findings.

In carrying out the work for this survey, we analysed a number of inspection reports and identified the following situation:

- references to ESDGC are more prominent in primary school inspection reports than in secondary and special school reports;
- there are many more references to sustainable development than to global citizenship;
- there is little attention to pupil values and/or behaviour;
- where pupil involvement is mentioned, it is usually about participation in recycling schemes; and
- there is little on some of the issues raised in the following prompts in Inspection Matters 2:
  - Do pupils taking examination courses have enough opportunities to consider SDGC issues?
  - Does the school have adequate resources for SDGC?
  - Is the staff trained well enough to teach SDGC?
  - Does the policy have a beneficial effect on practice?
  - Does the school have a good understanding of SDGC?

In particular, where ESDGC features in inspection reports, it is usually focused on curriculum delivery (through PSE and Geography), recycling, and involvement in award schemes.

### **Revised guidance**

The section below replaces that in Inspection Matters 2. It is the same format as the original and new text is underlined.

## How do we inspect education for sustainable development and global citizenship?

In all inspections, you are required to report on ESDGC under the additional reporting requirements for Key Question 3.

You should find evidence of ESDGC in the early years, all key stages and in the sixth form. In all types of inspection, you will have many opportunities to gain evidence on pupils' awareness and understanding of ESDGC and on how well the school promotes it.

In all types of inspection, you should expect to see some work on promoting ESDGC when inspecting PSE. The Personal and Social Education Framework sets out opportunities to teach ESDGC under the **environmental aspect** and under the **community aspect**, where pupils are encouraged to become 'active citizens in local to global contexts'. In addition, work in relation to the **vocational, social and moral aspects** provides further opportunities. Activities to promote ESDGC should also make a substantial contribution to the development of the **attitudes and values** listed in the key components in the Framework.

Where **geography** is being inspected, there are specific requirements to report on sustainable development, awareness of the wider world through the study of localities elsewhere in the world and global issues. You should assess whether the school meets these requirements.

In addition to the specific references to ESDGC in the PSE Framework and in geography, a number of other subjects can make contributions, particularly science and history, but also art, design and technology, religious education, language, music, modern foreign languages, and, in secondary schools, business studies, vocational subjects and economics.

In addition to inspecting pupils' understanding of SDGC, you will need to evaluate the extent to which the school acts in a sustainable way and contributes to global citizenship. The school could be asked whether it has any policies and objectives on areas such as energy use, cultural diversity, recycling, conflict resolution, waste minimisation, the development of global understanding, supporting healthy life styles and the involvement of learners in the learning process and organisation of the school. The effectiveness of the school's work in this area will be evident in day-to-day running of the school. Some schools may have achieved an award for their work in respect to sustainable development or global citizenship, for example, the Eco-schools award.

## **Questions to ask in relation to standards in, and provision for, education for sustainable development and global citizenship**

In making judgments on standards in relation to ESDGC, inspectors will need to consider the availability of evidence in relation to the following questions:

### **1 Policies and practice of schools that promote and implement ESDGC**

- How effective are leadership and management of ESDGC?
- Does the school have a policy on ESDGC issues and does the policy have a beneficial effect on practice?
- Is the school effectively supporting healthy life styles?
- Was the school acting sustainably and contributing to global citizenship during the inspection, for example in using energy, minimising waste, recycling, encouraging participation of learners in the school and community (locally and globally), illustrating local relationships with the wider world, respecting and learning from diversity, applying agreed rights and responsibilities?

### **2 The implementation of statutory requirements in relation to ESDGC**

- Are the statutory requirements for ESDGC in geography being met?
- Does the PSE provision give enough attention to ESDGC?
- Do learners have enough opportunities to develop and extend their awareness and understanding of ESDGC in other subjects?
- Do learners taking examination courses have enough opportunities to consider sustainable development and global citizenship?
- Are learners given the opportunity to develop their awareness and understanding of ESDGC through extra-curricular work and projects?

### **3 Learner awareness, understanding skills and values of sustainable development and global citizenship**

- Do learners show an appropriate level of awareness and understanding of sustainable development and global citizenship?
- Do learners develop the values and skills that are central to ESDGC?

#### **4 Learner's application of their learning**

- Do learners show their capacity of applying critical thinking?
- Do learners participate in the organisation of the school and the community?

#### **5 Teaching and resources**

- How well do the staff understand ESDGC?
- Is the staff trained well enough to incorporate ESDGC into their teaching?
- Does the school have adequate resources for ESDGC?

#### **6 Projects, awards and extra-curricular activities that enable and promote ESDGC**

- If the school has been or is involved in an externally supported ESDGC programme or project (e.g. an award scheme or curriculum development project), what has been the impact?

In the annex in our baseline report, we offered a model as a starting point in identifying the key characteristics of ESDGC so that providers can develop their work in ESDGC. We did not offer it as a completed piece of work, but as a work in progress. It is reproduced here because it might help inspectors in evaluating ESDGC.

level ⇨ aspect ↓	basic	developing	developed	embedded
<b>curriculum coverage</b>	<ul style="list-style-type: none"> <li>Environmental issues take prominence over SD or GC</li> <li>Coverage largely limited to subject requirements</li> </ul>	<ul style="list-style-type: none"> <li>ESD or EGC explicitly addressed in some subjects</li> <li>Award scheme or school linking contributes to some aspects of the curriculum</li> <li>ESDGC seen as primarily relating to environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>ESD and GC planned for and addressed in range of subjects</li> <li>Award schemes, initiatives, school links contribute to whole-school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>ESDGC integrated across the whole school curriculum</li> <li>Development of ESDGC-relevant understanding, skills and values is made explicit in plans</li> <li>Outcomes for learners are monitored</li> </ul>
<b>learner awareness, understanding, skills and values</b>	<ul style="list-style-type: none"> <li>Limited to some subject areas</li> <li>No or limited understanding of local-global relations and of SD and GC</li> </ul>	<ul style="list-style-type: none"> <li>Ability to apply SDGC learning across subjects and in extra-curricular activities</li> <li>Awareness of diversity and local global connections</li> <li>Developing social skills and values</li> </ul>	<ul style="list-style-type: none"> <li>Ability to relate local issues to global concerns and vice versa</li> <li>Clear development of understanding of topical SD and GC issues</li> <li>Skills of enquiry, critical analysis and communication clearly developed in context</li> </ul>	<ul style="list-style-type: none"> <li>Learners develop their understanding and skills through carrying out their own initiatives</li> </ul>
<b>learner behaviour</b>	<ul style="list-style-type: none"> <li>Largely limited to the involvement of a few learners in recycling and occasional initiatives such as charity events</li> </ul>	<ul style="list-style-type: none"> <li>Developing participation of learners</li> <li>For ESDGC it is mainly concerned with environmental situations and/or one-off events</li> </ul>	<ul style="list-style-type: none"> <li>Learner participation, including decision making, forms ongoing part of school or college life, eg through school or student council</li> <li>Peer support in, for example, conflict resolution/anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>Learners make regular suggestions for and take initiatives in SD and GC practices of the school</li> </ul>
<b>institutional policies and practices</b>	<ul style="list-style-type: none"> <li>ESDGC generally perceived as 'another initiative'</li> <li>Recycling initiatives may be promoted</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in scheme or initiative typically reliant on one or two staff members</li> <li>Some explicit attention to sustainable energy practice</li> <li>Some staff aware of ESDGC through CPD</li> </ul>	<ul style="list-style-type: none"> <li>Senior managers provide leadership on ESDGC</li> <li>Development plans and policies refer to ESDGC</li> </ul>	<ul style="list-style-type: none"> <li>ESDGC forms core part of the institutional philosophy and practice, and is monitored, evaluated and regularly developed</li> <li>Specific ESDGC resources and responsibilities are allocated in budgets</li> </ul>

**How do we report on education for sustainable development and global citizenship?**

All inspection reports should contain an evaluation of ESDGC in the section on Key Question 3 – How well do the learning experiences meet the needs and interests of learners and the wider community? The 'reporting requirements' for Key Question 3, state that you must report on ESDGC and this should be done in relation to the guidance on the right-hand side bullet that is numbered 3.11 in the guidance handbook.