



Estyn

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Her Majesty's Inspectorate
for Education and Training in Wales

ESDGC

Progress in education for sustainable
development and global citizenship

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Introduction

This thematic report is published in response to a request for advice from the Welsh Government in the Ministerial remit to Estyn for 2013-2014. It reports on the progress that primary, secondary and special schools have made in education for sustainable development and global citizenship (ESDGC) since 2006 when Estyn published a baseline report on, 'Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales'. One purpose of the 2006 report was to inform ESDGC delivery for the next five years.

The judgements in this report are based on evidence gathered from inspections using Estyn's 'Supplementary guidance for inspectors on Education for Sustainable Development and Global Citizenship in schools.' The supplementary guidance is structured around the seven suggested themes identified by UNESCO as part of the 'Decade of Education for Sustainable Development' and the Welsh Government's, 'Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools (2008) to help learners to study a range of ESDGC issues and relate these to key concepts. The themes are:

- the natural environment;
- consumption and waste;
- climate change;
- wealth and poverty;
- identity and culture;
- choices and decisions; and
- health.

The report is intended for the Welsh Government, headteachers and staff in schools, local authorities and education consortia. It should also be of interest to teacher trainers. The evidence base for the report is set out in Appendix 1 and includes visits to a representative sample of schools.

Background

The report is set in the context of the Welsh Government's priorities for:

- supporting the drive for greater social inclusion and aiding integration, understanding and tolerance; and
- supporting the development of globally-minded individuals for the workforce.

The promotion of ESDGC is a key objective of the Welsh Government. The Welsh Government aims to encourage schools to provide opportunities for teachers and pupils to consider global issues and to make the link between what is personal, local, national and global. It also aims to encourage schools to challenge learners to engage in culturally diverse experiences, critically evaluate their own values and attitudes, and develop skills that will enable them to challenge injustice, prejudice and discrimination.

In 2006, the Welsh Assembly Government reviewed its sustainable development scheme and adopted 'Starting to Live Differently' which resulted in the action plan: 'Education for Sustainable Development and Global Citizenship – A Strategy for Action.'

To support the implementation of the action plan, Estyn conducted a baseline survey in schools and further education colleges in Wales. The outcomes of the survey were published in Estyn's 2006 report 'Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales'.

The findings of the 2006 report identified that:

- teachers and advisers did not have a clear and consistent understanding of the definition, purpose and benefits of ESDGC;
- schools, colleges and local authorities were generally more confident about, and focused more on, sustainable development than global citizenship; and
- while schools were enthusiastic about promoting sustainable development, they were often less clear about identifying how and where they could develop the skills associated with ESDGC.

The report also provided a useful model for schools to use in evaluating their provision of ESDGC. See Appendix 2 for this model.

The Welsh Assembly Government produced a guidance document: 'Welsh Assembly Government: Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools' in 2008. The guidance was intended to help schools to develop a common understanding of ESDGC and to aid its delivery.

The 2008 guidance provides a clear steer about the values and attitudes, understanding and skills that ESDGC should promote in preparing learners for the 21st century, including:

- promoting an economy that makes minimal demands on the environment;
- taking action on social justice to tackle poverty;
- ensuring diversity and biodiversity to enhance our communities – local, national and international; and
- valuing people and supporting them to live healthy and interdependent lives.

The guidance says that ESDGC should not be seen as an additional subject but as 'an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life'.

Main findings

Pupils' understanding of sustainable development and global citizenship

- 1 In the majority of the schools visited for this survey, pupils' understanding of the key concepts of sustainable development and global citizenship develops appropriately as pupils progress through school and is generally secure for each of the seven themes for ESDGC. There is now no significant difference between pupils' understanding of sustainable development and their understanding of global citizenship. This is an improvement since 2006 when understanding of global citizenship was not as well developed.

Sustainable development

- 2 Pupils are often very interested in the **natural environment** and their understanding of it is generally good. Almost all pupils understand that they depend on the environment for energy, food and other resources. Many pupils understand the need to conserve energy, but often in terms of saving money rather than resources.
- 3 In the best schools, pupils' understanding of **consumption and waste** develops well. They understand where the things they consume come from and where waste goes, although only a minority understand the interdependence of producers and consumers. Few understand the difference between 'standard of living' and 'quality of life.'
- 4 Few Foundation Phase or key stage 2 pupils understand the difference between climate and weather, but almost all pupils in the secondary schools visited understand the concept of **climate change** and global warming and many can explain the implications for the way we live.

Global citizenship

- 5 Pupils in all key stages generally have an appropriate understanding of the concepts of **wealth and poverty** and some of their implications. Almost all pupils have an understanding of the effects of inequality on people's lives and understand the types of support charities can provide for people in need. Almost all pupils in the secondary schools visited have a good understanding of the inequalities that exist between people in different countries, and between people within countries.
- 6 Pupils in schools with a high proportion of ethnic minority pupils generally have a better understanding of the effect of discrimination and prejudice on individuals than pupils in other schools. Few pupils at key stages 3 and 4 have a good understanding of **identity and culture**, including complex concepts such as the link between culture, faith and individual value systems and beliefs.
- 7 Almost all pupils in the schools visited can give examples of ways in which they make **choices and decisions** that affect school life. They influence the work of the school through groups such as the school council, eco-committee or healthy living group.

They realise that actions have consequences and generally know how to minimise personal conflicts.

- 8 Almost all pupils in the schools visited understand the principles of how to care for their own **health** and that of others. They have a secure understanding of the importance of eating healthily and taking regular exercise. Almost all key stage 2 pupils understand about the negative effects of pollution, tobacco and alcohol on their health and most pupils at key stages 3 and 4 understand that there are ways in which health and quality of life can be improved in countries around the world.

Vision, policy, planning and promoting ESDGC

- 9 In most of the schools visited, leaders have a clear vision for promoting ESDGC. The schools with the most effective policies for developing ESDGC have a clear definition and understanding of ESDGC and what it means for their staff and pupils in the context of their school and beyond. This clarity in understanding ESDGC has improved since 2006.
- 10 The majority of the schools visited have effective plans for developing and delivering ESDGC. Almost all schools teach aspects of ESDGC effectively through a variety of subjects. In a minority of the schools, planning is not systematic and relies too much on discrete and uncoordinated projects for coverage. This results in pupils having a limited understanding of the impact of their actions in respect of ESDGC. Where planning in secondary schools is most effective, teachers who specialise in specific subjects plan the coverage of ESDGC together. This strengthens the provision and ensures that teachers who have a stronger understanding of the more complex aspects of ESDGC teach them. This results in pupils having a deeper understanding of these aspects.
- 11 Schools with the most effective planning include opportunities for pupils to develop their numeracy, literacy and thinking skills within cross-curricular thematic projects that focus on ESDGC. However, in many of the schools visited, teachers do not incorporate good enough opportunities for pupils to use their literacy and numeracy skills in ESDGC work. This has not improved since 2006.
- 12 All the schools visited provide a wide range of extra-curricular and other activities to promote ESDGC and extend pupils' knowledge and experience. All the schools visited follow at least one accredited scheme in areas related to ESDGC. However, few schools collect evidence to assess the impact that following these schemes has had on pupils' understanding of ESDGC concepts.

Leadership, management and support for ESDGC

- 13 Where schools have identified members of staff with clear responsibility for leading and developing ESDGC, the provision is generally effective and pupils' understanding of key concepts is at least good. Where responsibilities are not clear enough, this is not the case.
- 14 The confidence of teachers in delivering ESDGC is high in many of the schools visited. Where training has not been a priority, members of staff lack confidence in

teaching the more complex concepts related to ESDGC. Most schools visited would benefit from further training in specific aspects of ESDGC. A directory of good practice contacts would be helpful.

- 15 Most of the schools visited include aspects of ESDGC within their self-evaluation procedures. Leaders generally evaluate the planning and delivery, but very few schools evaluate the impact of provision on pupils' understanding of ESDGC.
- 16 Many of the schools visited have a member of the governing body with particular responsibility for ESDGC. Very few governors have received training other than from the school or feel confident enough to challenge the schools in relation to ESDGC.

Recommendations

Schools should:

- R1 improve pupils' understanding of the more complex ESDGC concepts identified in this report, including those relating to identity and culture;
- R2 plan for the progressive development of pupils' understanding of the seven ESDGC themes across the curriculum, and assess and track pupils' development;
- R3 plan for ESDGC to make a positive contribution to developing pupils' literacy and numeracy;
- R4 provide a variety of extra-curricular opportunities to support ESDGC;
- R5 identify members of staff to have responsibility for co-ordinating and developing ESDGC across the school;
- R6 provide appropriate training for teachers and other staff to help them to deliver ESDGC more effectively, including its more complex concepts; and
- R7 ensure that governors receive training to enable them to support and challenge the school in delivering ESDGC.

Local authorities / regional consortia should:

- R8 establish a directory of providers with good practice in ESDGC, which can be shared with schools; and
- R9 provide training for governors to enable them to support and challenge schools appropriately in respect of ESDGC.

Pupils' understanding of sustainable development and global citizenship

- 17 In the majority of the schools visited, pupils' understanding of the key concepts of sustainable development and global citizenship develops appropriately as pupils progress through school and is generally secure for each of the seven themes for ESDGC. There is now no significant difference between pupils' understanding of sustainable development and their understanding of global citizenship. This is an improvement since 2006 when understanding of global citizenship was not as well developed.

Sustainable development

The natural environment

- 18 In the primary schools visited, most pupils at the end of the Foundation Phase have a fascination with and respect for the natural world. However, their understanding of the natural environment is generally confined to their immediate environment, such as their school and home. Many can explain what living things need in order to thrive. However, few pupils are able to refer to features in the wider world, except for the impact of water shortage, and a very few pupils understand where things people consume come from and go.
- 19 Almost all pupils at the end of key stage 2, in the schools visited, understand the importance of showing respect for landscapes, habitats and living things. For example, pupils speak about the need to look after their school playground and keeping the area free of rubbish. Most pupils understand the needs of living things and give examples of ways in which they act upon this information, such as growing plants and looking after their pets.
- 20 Most pupils in the secondary schools visited have an appropriate understanding of the concept of sustainability relative to their age and ability. They understand that people depend on the natural environment for energy, food and for materials and other resources at a local and global level. Most pupils understand the need for re-cycling and renewable energy in order to support sustainability, and can give specific examples within their local area. For example, in one school, two pupils could explain why they had installed solar panels at home.
- 21 In a few secondary schools visited, pupils' knowledge about issues regarding the natural environment, climate change, the greenhouse effect, consumption of waste and the need to develop sustainable lifestyles is particularly strong. Most pupils understand the concept of interdependence of organisms, food webs, energy flows and the effect of external influences on these.

Consumption and waste

- 22 In the primary schools visited, almost all pupils at the end of the Foundation Phase have an appropriate understanding relative to their age and ability of energy

consumption and the need to not waste energy resources and water. Most pupils know about the importance of recycling to reduce waste, but few understand the concept of renewable energy. Very few pupils understand where the things people consume come from or go.

- 23 At key stage 2, almost all pupils in the schools visited understand that people depend on the environment for energy, food and other materials and resources. They are aware of the need to recycle and are generally enthusiastic about explaining the many ways they recycle at school and at home. Almost all pupils can also explain the importance of switching off the lights and saving water. However, many pupils often see this as more to do with saving money, rather than conserving energy or water. The work of the eco-committees generally reinforces the need to recycle and save energy and water in most schools.
- 24 Almost all pupils in the secondary schools visited have a clear understanding of sustainable development. For example, they understand that an ecological footprint is a measure of human impact on the environment. Most pupils appreciate the actions required to reduce their own ecological footprint and to minimise waste.
- 25 Almost all secondary school pupils appreciate how other people influence and contribute to how they live their lives. However, only a minority understand the concept of interdependence between producers and consumers and issues relating to fair trade. Although most pupils understand the influences of advertising and peer pressure on consumption, few understand the difference between 'standard of living' and 'quality of life.'

Climate change

- 26 At the end of the Foundation Phase in the schools visited, a few pupils understand that there are a range of views about the effect of climate change. Many pupils' understanding of climate change is at an early stage, as might be expected.
- 27 At key stage 2, many pupils recognise that individuals and groups of people are able to take action to educate and campaign about climate change. They understand that there are a range of views about how to combat climate change, and that climates can change over time. Most pupils understand the range of ways to save and generate energy. For example, in one school a group of pupils studied the local wind farm and could explain the importance of renewable energy compared with burning fossil fuel. However, many pupils in the schools visited do not understand the difference between climate and weather.
- 28 At key stage 3 and key stage 4, almost all pupils understand the basic concept of global warming and can explain for example that warmer weather could lead to melting of the ice caps, which could lead to flooding in low-lying areas. Most understand how our actions may affect the climate in years to come. A few more able pupils can talk about global cooling and that climate change is part of a larger pattern of events. They make links with historical events such as the industrial revolution in the UK to explain how this may have affected the climate.

Global citizenship

Wealth and poverty

- 29 In the schools visited, many pupils at the end of the Foundation Phase recognise that people should be entitled to have their basic needs met. They understand the effects of inequality on people's lives. This includes a generally mature understanding of their responsibility to look after others less fortunate than themselves by, for example, raising money to donate to various charities. Most understand that some people and countries are poorer than others, with a few pupils understanding that local actions affect the wider world because of the connections between places and people.
- 30 At key stage 2, almost all pupils recognise that people should be entitled to have their basic needs met. They can explain what people's basic needs are and why they should be entitled to them. Many have a strong understanding of 'fairness', but only a few think about this in terms of wealth in different countries.
- 31 Pupils in a few of the schools visited had a secure understanding of the United Nation's 'Rights of the Child'. In these schools, the concept of 'rights' is a strong feature and contributes to an ethos of fairness within the school.
- 32 Almost all pupils in the secondary schools visited have a good understanding of the inequalities that exist between people in different countries and between people within countries. They understand about 'fairtrade' and the importance of paying a 'fair price' for commodities and services. For example, pupils in one school talk about people in a particular part of the developing world not having access to clean water or electricity, and that the actions of 'fairtrade' could help these people afford their basic needs.

Identity and culture

- 33 In the schools visited where ESDGC is well established or where there is a high percentage of pupils from an ethnic minority background, almost all Foundation Phase pupils are able to recognise the potential impact of discrimination and prejudice on individuals. However, in schools where this is not the case, few pupils understand this concept at this early age. Few pupils in the schools visited recognise that they are citizens of an interconnected world. Although many pupils understand that people have differing values and beliefs, not unexpectedly at this stage, few understand that cultural values and religious beliefs shape the way people live.
- 34 At key stage 2, many pupils in the schools visited recognise that they are citizens within an interconnected world. Many pupils understand that people have differing values and beliefs although they have a limited understanding of the effect that cultural values and religious beliefs have on shaping the way people live. Pupils in schools with a high proportion of ethnic minority pupils generally have a better understanding of the effect of discrimination and prejudice on individuals than pupils in other schools.

- 35 Almost all pupils in the secondary schools visited understand the importance of respecting themselves, the Welsh culture and the culture of others. They have positive values that challenge stereotyping, prejudice and racism. For example, in one Welsh-medium school, the pupils interviewed for the survey confirmed that they are proud of their culture and heritage and appreciate the way in which other cultures enrich their lives. They feel that ESDGC in their school gives them the opportunity to understand their own culture well while learning about and respecting other cultures. This gives them the knowledge and skills to compare different cultures. However, in the secondary schools overall, few pupils have a strong understanding of more complex concepts such as the link between culture, faith and individual value systems and beliefs.

Choices and decisions

- 36 Most Foundation Phase pupils in the schools visited can give examples of ways in which they participate in aspects of school life and help to make decisions. Most of the pupils could explain the way the school council and eco-committee influences decisions in the life of the school. They understand that their actions have consequences and know what they need to do to minimise personal conflicts. Many pupils refer to the school's reward and sanction system.
- 37 Foundation Phase pupils in about half of the schools visited understand about the Rights of the Child and that not everyone can access these rights in practice. In a few schools, where there is a strong emphasis on the Rights of the Child, pupils have a very good understanding about what these aspects mean. However, few Foundation Phase pupils question other people's statements and opinions and only a very few understand that the environment can be affected by the decisions we make individually and collectively.
- 38 Key stage 2 pupils in almost all the primary schools visited have a very good understanding of choices and decisions. Almost all can give examples of ways in which they participate in aspects of school life, influencing the work of the school through different groups such as the school council, eco-committee or healthy living group. Many are able to give examples of a variety of decisions which the schools have adopted as a result of their influence. These range from painting classrooms to providing playground equipment. Almost all express and demonstrate respect for themselves and for others. They take turns to answer questions and listen thoughtfully to the opinions of peers, building on their ideas well. Pupils realise that actions have consequences and they know what they need to do to minimise conflicts.
- 39 Pupils in most of the secondary schools visited have a good understanding of the Rights of the Child and that not all children have access to them. Most appreciate the importance of a balanced and well-supported argument, with many able to give examples of debates or discussions they hold in school.
- 40 Almost all pupils in the secondary schools visited appreciate the benefits of resolving conflicts peacefully. Most pupils have a clear understanding about the complexity of making decisions and the need to use evidence appropriately in reaching judgements. Almost all understand the principles of democracy and relate their

understanding to the school council. Many refer to history lessons, where they learn about how people campaigned for the right to vote. They relate this to the way they elect members of the school council and how decisions taken by their representatives affect them in school. Many understand how conflicts can arise from different views about global issues and exemplify this, for example, in terms of local wind farms.

Health

- 41 Almost all Foundation Phase pupils in the schools visited know how to care for their own health and the health of others to a level appropriate for their age and ability. Most have a basic understanding of what constitutes a healthy lifestyle and they recognise their responsibilities to keep themselves and others safe. Most pupils understand the importance of clean water for health and that poverty and inequality can cause health problems. However, few pupils have a clear understanding of the impact of the environment on health and wellbeing.
- 42 In key stage 2, almost all pupils in the schools visited are able to describe how to care for their own health and the health of others. They have a secure understanding of the importance of eating healthily, having a balanced diet, clean water and taking regular exercise as components of a healthy lifestyle. Almost all pupils have an appropriate understanding of the negative effects of pollution, tobacco, alcohol and the misuse of other substances on their health. Most pupils recognise their responsibilities to keep themselves and others safe. Many pupils appreciate the importance of their family and local community to keep them safe and healthy and most understand that poverty and inequality can lead to a lower standard of health.
- 43 In key stage 3 and key stage 4, almost all pupils understand the meaning of a healthy lifestyle, and understand the links between a healthy lifestyle and physical and emotional wellbeing. They can explain how they keep fit and healthy and can give examples of ways that they eat healthily. Almost all pupils support specific activities that the school runs to support pupils' wellbeing such as specialist classes and extra-curricular sports clubs. Most pupils understand ways in which health and quality of life can be improved in countries around the world. For example, they understand that people can apply science, administer medicines and use technology to improve health and life chances.
- 44 Most pupils in the secondary schools visited can demonstrate an understanding of what helps to keep them healthy and that in different parts of the world individuals are not able to enjoy some of these benefits. Key stage 4 pupils can demonstrate a more in-depth understanding of these concepts. For example, those studying sports science have a better understanding about the impact of diet and the natural environment on the performance of athletes from different countries.
- 45 Case study 1 illustrates how ESDGC is embedded and has become a prominent feature in all classes in one school.

Case study 1

Context

Ysgol Y Berllan Deg is a Welsh-medium primary school in Cardiff. The school has 453 pupils on roll with 9% eligible for free school meals.

Strategy

Leaders have identified ESDGC as an important feature of the school's work and appointed a team of coordinators to ensure that all aspects of ESDGC are delivered effectively. The school has a co-ordinator for: the eco council, global citizenship, 'Bocsys Bach y Berllan' (a creative way of collecting pupils' views) and the school council. As a result of effective, collaborative and creative planning, ESDGC has become an embedded feature of the school's practice and directly influences many of the school's activities in other curriculum areas.

Action

Each year group in key stage 2 are responsible for a specific area of sustainability for the year. These include activities such as collecting litter, turning off lights and water, tending the school vegetable garden, and composting and recycling. This encourages pupils to take responsibility for their actions within the school environment.

Co-ordinators plan activities to develop pupils' understanding of specific key elements of ESDGC through carefully planned cross-curricular events such as: 'Dydd Mawrth Maethlon' (Nutritional Tuesday). For example, pupils are encouraged to cook a nutritional humus recipe, and then adapt it to feed different numbers. This encourages the use of numeracy within a real-life context.

Other successful activities promoted by the school council to encourage healthy eating include an art competition to design the best cartoon character to promote healthy eating and offering prizes for the healthiest lunchbox.

The school has close links with schools in Lesotho and Patagonia, which encourages pupils to learn about the importance of global citizenship and life in different parts of the world. Teachers from Lesotho are annual visitors to the school, which enables pupils to ask them directly about life in their country. Older pupils arrange an annual sports day in order to raise funds for their partner school in Lesotho.

Following a visit to schools in the Basque Country, where pupils are encouraged to learn more than two languages, the school is developing a trilingual literacy project with Year 6 pupils in conjunction with other schools in the cluster. The project is focuses on fables through the medium of Welsh, English and German.

Outcomes

The school's provision for a wide range of related cross-curricular ESDGC activities has ensured that most pupils:

- have a clear understanding of sustainability and global citizenship appropriate to

their age and ability;

- realise that ESDGC is to do with real people within a real world;
- develop a better understanding of living healthily;
- gain an increasing understanding of three languages; and
- participate in and make well-informed decisions about many aspects of school life.

Pupils' understanding of their roles and responsibilities as members of ESDGC related committees and groups

- 46 Almost all of the schools visited have a school council and an eco-committee as well as many other committees and groups which relate to ESDGC. These include, for example, healthy eating and healthy schools groups, fair-trade committees, intergenerational and international groups and fund raising and charity committees. Almost all pupils who are members of these committees and groups carry out their responsibilities conscientiously. They have a clear understanding of the purpose of the committees or groups and can explain the work of each. Most committees have elected officers, who are clear about their roles.
- 47 Case study 2 gives an example of a primary school's intergenerational club that enhances pupils' awareness of the needs of others.

Case study 2

Context

Ysgol Plascrug, Aberystwyth, has 435 pupils on roll. Around 11% of pupils are eligible for free school meals and 25% come from an ethnic minority background.

Strategy

The school has established an intergenerational club with the aim of developing understanding and respect between people of all ages. It has worked with the Ceredigion Strategy for Older People Officer and a local housing association to establish the project. Members include Year 6 pupils and residents from two of the association's establishments in Aberystwyth.

Action

- Year 6 pupils identified the need to gain a further understanding of the UN Convention Rights of the Child, Article 29, which states that children's education should help them to develop their talents and abilities and help them learn to live peacefully, protect the environment and respect other people.
- Emotional Health and Wellbeing was an area to be developed as the school progressed towards achieving the the Healthy Schools Network National Quality Award. Year 6 pupils explored Article 29 focusing on developing intergenerational learning within the community.
- Pupils identified possible partners from the locality. A partnership formed

between Plascrug Primary School, Ceredigion County Council Strategy for Older People Officer and a local non-profit housing association.

- Fruitful planning meetings and dissemination of information to stakeholders resulted in the initial meeting of 'Clwb Ni' taking place in May 2011.
- The initial project meeting explored ideas and opinions of all stakeholders. Pupils and residents identified a range of activities and established ground rules, which would underpin the learning opportunities across the generations.
- An agreed programme of activities focused on transferring skills across the generations took place monthly, alternating between the venues. Activities ranged from discussing town regeneration plans, taking into account the needs of young and old to comparing childhood experiences through music and play.
- To build on the successful first year of the club, an application was made for the Big Lottery Awards for All Grant. The application was successful, and enabled the club to expand its range of learning opportunities through working with members of the wider community. These included developing digital photography skills and working with local artists to create canvases portraying the core values of the club, now displayed at each centre.
- The older people became an integral part of the school and regularly attend school functions.
- 'Clwb Ni' is now in its third year and is an integral part of Year 6 pupils' commitment to partnership working.

Outcomes

Pupil participation in this work has contributed towards strengthening their decision-making skills and their role in community involvement. Pupils feel valued, their voice is heard, and pupils respect, value and understand the contribution that individuals, regardless of age, can make to society.

- 48 Most schools visited ensure that these groups meet on a regular basis and have a clear communication system to ensure that all pupils, as well as wider stakeholders such as governors and parents, receive feedback from meetings. They do this in a variety of ways including by means of a dedicated notice board, feedback by members to peers, presentations in assembly, scrap books and regular news bulletins.
- 49 Almost all pupils in the schools visited felt that teachers take their suggestions seriously and act on them. They describe ways in which they have changed things in the school. Examples include raising funds for charities selected by the pupils and providing sports equipment and more recycling and waste bins for the school, as well as supporting the introduction of a school garden.
- 50 Most of the schools visited elect council members democratically, ensuring a fair representation from across the school. Members of school eco-committees are more likely to be members by choice, as they have a particular interest in sustainability.
- 51 Although members of the committees and groups generally have an interest in its work, their understanding of sustainable and global citizenship issues are generally no better developed than those of pupils who are not members.

Vision, policy, planning and promoting ESDGC

Vision and policy

- 52 In most of the schools visited, leaders have a clear vision about many aspects of sustainable development and global citizenship. They communicate this vision well and explore, in collaboration with others, how to achieve it through the curriculum, extra-curricular programmes and the wider activities of the school.
- 53 Leaders in all the schools visited recognise how the values and attitudes that are promoted through ESDGC contribute to the overall ethos of the school. For example, almost all of the schools visited describe themselves as caring schools, where the importance of respect is a prominent feature. One primary school describes its ethos as 'a climate of understanding, care, worth and mutual respect', which portrays the ethos in that particular school well. A special school visited has adopted its own mission statement that describes its ethos simply as: 'Looking after our world so that it will last forever.' Pupils and adults from the whole school community understand this mission statement.
- 54 Leaders in many of the schools visited describe ESDGC as a context and a vehicle for developing other skills such as literacy, numeracy, problem-solving and thinking skills, as well as developing an understanding of ESDGC-related concepts. This is reflected in the day-to-day work of many of these schools. In these schools, ESDGC contributes effectively to pupils' critical thinking skills, and helps them to understand the challenges that face a changing world.
- 55 Almost all the schools visited have a policy for developing ESDGC. However, the policy in a few of these schools is new and has not had time to impact positively on pupils' understanding of all aspects of ESDGC.
- 56 Where ESDGC is an embedded feature of the school, and has a high profile, the policy is usually clear and appropriate, reflecting the context of the school well. It describes clearly how the different aspects of ESDGC weave through the whole curriculum providing pupils with exciting and relevant experiences.
- 57 The most effective policies provide a clear definition of ESDGC and what it means to their staff and pupils. For example, one primary school with an effective policy has named it: 'Making a world of difference'. Another school conveys its approach to ESDGC to staff and pupils well by basing its policy on its 'eco code': 'Don't be lazy – not to recycle would be crazy – reduce, re-use, recycle, restore and respect'.
- 58 Most schools' policies state the aims and objectives of developing ESDGC clearly. Many refer to the Welsh Government's seven areas of ESDGC and provide a background to the curriculum priorities related to it. Schools often base these policies on an exemplar policy provided by the local authority and they generally adapt this effectively to suit their particular needs. Where the school has written its policy collaboratively, with most teachers having a direct input into its content, there is a positive impact on standards and pupils' understanding of the key elements of ESDGC.

- 59 Leaders in almost all the schools visited monitor the policy regularly, as part of their on-going monitoring processes. Generally, the governing body accepts the policy as presented, although a very few governors play an active role in writing or challenging its content.

Planning

- 60 The majority of the schools visited have effective plans for developing ESDGC. In schools where pupils have a good understanding of the key concepts and values of ESDGC, planning is systematic and encompasses the development of the key features and principles across the school. This ensures progression year-on-year. The most effective planning includes opportunities for pupils to develop their numeracy, literacy and thinking skills within cross-curricular thematic projects focusing on key principles of ESDGC.
- 61 In a minority of the schools visited, planning is not systematic and relies too much on discrete projects to ensure coverage. This often results in pupils having a limited understanding of the relationship between each of the key values and principles of ESDGC.
- 62 In most of the primary schools visited, planning for ESDGC is a key part of the Foundation Phase curriculum. There is clear emphasis on planning practical learning activities both indoors and outdoors, and an awareness of the environment and the diversity of the people who live there. This forms a sound foundation from which to develop pupils' understanding of sustainable development and global citizenship.
- 63 In many primary and special schools where pupils' understanding of the key concepts of ESDGC is good or better, teachers often plan specific elements of the work within cross-curricular themes. Where this is done well, it ensures coverage within a specific timescale and progression year-on-year. This approach helps pupils to learn about the interdependence of sustainability and global citizenship. A good example of a cross-curricular approach where sustainable development and global citizenship are interlinked was in a school where pupils compared their locality, including the development of a local wind farm, with those of partner schools in other countries.
- 64 Case study 3 illustrates how a special school visited for the survey planned and successfully implemented an integrated project based on developing pupils' understanding of sustainable development and global citizenship.

Case study 3

Context

Héronsbridge School, Bridgend has 233 pupils from the age of three to 19 years. All pupils have statements of special educational needs for severe, profound or complex learning difficulties.

In 2006, Heronsbridge joined a British Council 'Connecting Classrooms' cluster of nine schools: three each from Bridgend, Tanzania and Botswana. Since then, the project has continued with activities that have included 44 teacher-exchange visits between Heronsbridge and the other schools. This has resulted in a better

understanding of ESDGC issues in these schools. In particular, teachers returning to Africa have become successful advocates for equal opportunities for pupils with learning and physical disabilities in their schools.

Strategy

In the last few years, as part of the school's ESDGC programme, the school has introduced a series of gardening projects, which have won awards at the Royal Horticultural Society flower shows including Chelsea. The aim of the projects was to explore sustainability issues, learn gardening skills, develop positive attitudes to healthy eating and contribute to pupils' understanding of global citizenship. To build on the school's success and to further promote ESDGC, the school set up a series of linked projects with its partner schools in Tanzania and Botswana.

Action

The school has been successful in securing funding from a Welsh charity to develop both small and large scale gardening projects as part of its ESDGC programme. Many of the projects focus on growing food in a sustainable way with partner schools in Tanzania and Botswana. For example, in 2012, Heronsbridge extended its gardening project to include bee keeping. This inspired a partner Tanzanian school to set up a similar project which it is developing as an income source.

On a larger scale, charity funding enabled its partner schools in Africa to install fencing, shade netting and irrigation so that pupils could mirror Heronbridge's food planting and harvesting project. In the African schools, the food produced is used to supplement school dinners, provide food boxes for vulnerable children such as orphans or those with HIV, and is sold to provide a small income.

In 2013, to explore sustainability issues further, pupils at Heronsbridge researched the concept of using keyhole gardening, which is a method of gardening which is based on recycling, composting and conserving water. Each school in the global partnership agreed to build a keyhole garden. Schools exchanged plans and photos of the building of the keyhole gardens, which included using local materials, and planting and harvesting crops. Heronsbridge pupils built a keyhole garden in the school orchard and another exhibit which won a highly commended award at the 2013 Royal Horticultural Society show in Cardiff.

Outcomes

In the African schools, participation in the ESDGC projects has had a significant impact on attendance. This is largely because pupils have the opportunity for a daily nutritious meal, containing produce grown from the gardening projects. This has led to significantly improved pass rates for transition from primary to secondary education.

The project has helped Heronbridge's pupils to:

- have a better understanding of the natural environment, sustainability, climate change and healthy eating;
- increase their confidence, resilience and achievement through taking part in

projects that challenge them and require commitment;

- develop their thinking, organisational, communication and decision-making skills through working with peers and adults in the local community and international partner-school communities; and
- develop a greater sense of global citizenship and understanding of other countries.

- 65 In a minority of schools visited, where planning is less successful, teachers do not plan ESDGC work well enough and key elements of ESDGC often take the form of separate mini-projects. A few schools visited use accreditation schemes such as eco-school status and healthy schools awards as the main vehicles to teach aspects of ESDGC. However, this often results in pupils understanding only specific aspects of ESDGC in isolation, without realising the interdependence between them.
- 66 Almost all schools use specific curricular areas such as geography, science, art, design technology and religious education as vehicles for delivering aspects of ESDGC. Many also use ESDGC as catalyst to deliver other subjects or topics.
- 67 Where secondary schools are most effective, teachers who specialise in specific subjects, such as geography, science, art, design technology and religious education, plan the coverage of ESDGC together. This strengthens the provision and ensures that teachers who have a better understanding of the more complex areas of ESDGC teach these. This results in pupils having a deeper understanding. A example of this is the work of the school in case study 4.

Case study 4

Context

Cwmtawe Community School is an 11-16 co-educational school in Neath Port Talbot local authority. There are 1,270 pupils on roll, with 18% eligible for free school meals. ESDGC is integrated into school practice and teaching, and supported by the school's co-ordinator. Pupils cover the seven themes of ESDGC across the curriculum and many are involved in extra-curricular activities and initiatives.

Strategy

The school undertook a whole-school mapping exercise of the provision of ESDGC to check continuity and coverage of the the seven themes of ESDGC across the curriculum.

Action

The school arranged a meeting with heads of department to outline the seven themes of ESDGC. Staff then carried out a curriculum audit of all subjects across key stage 3 and key stage 4 in order to identify where they incorporated the themes of ESDGC within the existing schemes of work. They then matched different themes and produced a planning grid and exemplars of pupils' work for a range of activities. The ESDGC co-ordinator collated these grids and placed exemplars into a portfolio

of evidence of good practice, which is useful for governors, staff and visitors to the school. In their planning grids, teachers include specific content from key stage 3 programmes of study and GCSE specifications, as well as activities linked to whole-school initiatives such as 'Eco-schools' and 'Healthy Schools' initiatives, extra-curricular activities and trips.

Example of part of a completed grid for key stage 3 geography:

Year	Topic	Wealth and poverty	Choices and decisions	Natural environment	Identity and culture	Health	Consumption and Waste	Climate Change	Example
7	Wales	√	√	√	√	√			Wales and Jamaica are compared and contrasted in term of wealth, employment, literacy etc Conflict in National Parks – an assessment based on identifying conflicts between users, their impact on others and the environment and prepared solutions.
7	Hazards	√	√			√	√		Comparing the response to hazards in MEDSs – Japan's 2011 earthquake and the 2006 Tsunami. Building a model volcano from waste materials.
7	Map skills			√					Pupils use OS maps to plan Duke of Edinburgh's award walks and find local features developing skills of identifying natural features on a map.

Outcomes

The mapping grids enable teachers to identify areas where ESDGC is already incorporated as well as opportunities for further development.

The collated grids also enable the ESDGC co-ordinator to look at overall provision across the curriculum and identify whether the seven themes are receiving equal coverage or if there is a need to develop content or activities. This leads to revision in planning, where appropriate.

As schemes of work are reviewed and updated, ESDGC can also be easily revised by referring to the grids. ESDGC is now fully integrated into the curriculum with input from all subjects, equally weighted between environmental issues, sustainable development and global citizenship. As a result, pupils can identify links between curriculum topics and school initiatives.

- 68 Planning in most of the secondary schools visited provides pupils with appropriate opportunities to develop their knowledge, skills and attitudes in most aspects of ESDGC relevant to their role in looking after the world. These aspects are strong features of the Welsh Baccalaureate. For example, this includes work with local food banks, fairtrade projects, holding a mock United Nations conference, and studying Mandarin as the language element of the Welsh Baccalaureate within a study of China.

- 69 Almost all schools have procedures in place for senior leaders to monitor and evaluate planning documents on a regular basis. However, few schools include ESDGC as a separate aspect of these procedures. In the few schools that monitor and evaluate the planning for ESDGC, the focus is generally on coverage rather than the quality of provision.

Promoting ESDGC

- 70 All the schools visited provide a wide range of extra-curricular activities to promote ESDGC and extend pupils' knowledge and experience. Examples include:
- eco club;
 - school council;
 - culture club;
 - gardening club – allotment and farmers' market;
 - sports clubs – various sports;
 - healthy cookery club;
 - Comenius Project club;
 - fairtrade group;
 - Forest Schools;
 - fund-raising activities;
 - community projects;
 - language clubs; and
 - Urdd
- 71 When planned effectively, these activities improve pupil confidence and enhance the opportunities for them to learn more about issues related to ESDGC, for example the eco club enhances members' understanding about sustainability issues, while the healthy cookery club encourages healthy eating, and the Comenius project club raises pupils' awareness of global citizenship.
- 72 The proportion of pupils participating in extra-curricular activities is generally higher in primary schools than in secondary schools. The number of boys taking part in activities is generally the same as that of girls.
- 73 Almost all the schools visited promote sustainability and global citizenship visually in various ways. For example, displays of pupils' work are evident in all the schools. Pupils are able to describe clearly what displays are about, and understand that displays help to emphasise to pupils and adults the importance of sustainability and global citizenship.
- 74 All schools visited have an eco-schools and school council information board, displaying appropriate information about the work of these groups. Most schools display their awards, such as 'Eco-Schools Flag and Healthy Schools' awards, in a prominent place. Pupils and staff are proud of these achievements and most pupils can explain what the school needed to do to achieve the awards. The displays raise awareness of the importance of sustainability and global citizenship effectively among visitors to the school.
- 75 Where ESDGC is a well-embedded feature of the school's work, and the level of pupils' understanding of related issues and concepts is high, the standard and prominence of displays of related work are very good. Pupils can describe clearly what the school does to promote its work in this area and feel proud to be part of it. For example, one school's work on 'The Rights of the Child' is a prominent feature across the school, where there are related displays in all areas of the school, and the pupils have a clear understanding of the key principles involved with each one.

- 76 Many schools use their website and regularly produce and send newsletters to parents with dedicated areas to inform them of the school's work in ESDGC. This, in turn, raises parent's awareness of important issues, and suggests ways in which they can also play a part in sustainable development and global citizenship within and beyond the school community.
- 77 All the schools visited have followed accredited schemes in at least one area of ESDGC. Most of the schools have been successful in achieving accreditation at different levels following the 'Eco-schools' scheme. Many have also received recognition for their work in promoting 'Healthy Schools.' A minority have achieved an 'International School Award' for their work in promoting global citizenship. By raising pupils' awareness of and supporting fair trade, many schools have achieved 'Fair-trade Schools' status. Many of the schools have also been successful in achieving recognition for their part in supporting and following a variety of other initiatives.
- 78 Most schools agree that taking part in accredited schemes raises the profile of ESDGC within the school and the local community. They also agree that they help to raise pupils' awareness and improve their understanding of some related key principles. A minority of pupils take an active part in each project or scheme. While those pupils directly involved may gain a better understanding of some related key principles, this is not always communicated well enough to the other pupils. Only few schools can provide evidence to support the positive impact that these awards have on pupils' understanding of ESDGC as an area of learning.
- 79 Several of the schools visited perceive the awards as a type of status symbol, and once achieved they often give little priority to the practice that took place to achieve the award until the time comes to be re-assessed. A few schools feel that achieving these awards is an end in itself. For example, one school, having achieved a 'Platinum Flag' and 'Healthy School Status' awards, felt that there was 'nowhere else to go.'

Leadership, management and support for ESDGC

- 80 Leaders in the majority of the schools visited for the survey identify ESDGC as one of their priorities. However, a minority do not and in many of these schools the responsibility for ESDGC development is not clear enough, resulting in sporadic coverage and limited pupil understanding of relevant issues.
- 81 Leaders in the majority of the schools visited have identified teachers who have specific responsibility for developing ESDGC. In these schools, leaders recognise that it is an important area of learning. In a minority of these schools, the responsibility is shared, with one teacher responsible for sustainable development and another for global citizenship. In one special school visited, where ESDGC is a strong feature, there is an overall co-ordinator, overseeing a team of other staff who have specific roles to develop different aspects of the work. This includes co-ordinators with responsibility for international links, healthy living, horticulture and recycling and waste minimisation. A few schools have appointed a co-ordinator for ESDGC very recently.

- 82 Where schools have identified members of staff with clear responsibility for leading and developing ESDGC, the provision is generally effective, and pupils' understanding of key principles is at least good. Where responsibilities are not clear enough, this is not the case.
- 83 Most schools have procedures in place to ensure accountability. Where schools are most successful, they have accountability routes that are clear to teachers and leaders. In primary schools, most ESDGC co-ordinators are accountable to the headteacher. In secondary and special schools visited, most are accountable to the deputy headteacher or a head of department.
- 84 Most schools have participated in professional development activities that relate to aspects of ESDGC within the last three years. In the majority of schools, the co-ordinator has taken part in activities organised by outside agencies and consequently, arranged and delivered training within the school for members of staff. Much of the training relates to specific aspects, usually to accredited schemes such as 'The Healthy Schools Programme' or the 'Eco-schools Project.' Where schools are most successful, and highlight ESDGC as one of their priorities, training is extensive and includes many aspects of the area of study. Many schools use the expertise of local authority or cluster staff to provide training support. In a few schools, where training is very limited, the internal arrangements allow individuals little development opportunities.
- 85 In one primary school visited, the co-ordinator has followed an ESDGC module as part of a Master's degree. This has been very useful in extending an understanding of the key principles of ESDGC, which they have been able to use effectively to develop staff awareness and influence provision. A few secondary school co-ordinators value their role as members of local authority ESDGC networks in order to update their knowledge and understanding of key issues.
- 86 One primary school visited made reference to the local authority's provision of an on-line notice-board and weekly newsletter, which keeps staff up-to-date and helps them to share good practice. Many schools are supported well by lead persons within the local authority when writing their policy and provision plans. However, a few schools have little or no support from the local authority and depend on external agencies for support and to meet their developmental needs.
- 87 Most schools visited indicated the need for further training in specific aspects of ESDGC, particularly in relation to recent changes. These changes include international school links, the UN Rights of the Child, ESDGC within personal and social education, and restorative practice. A few schools also indicated that they would appreciate training on the integration of literacy and numeracy within ESDGC, as well as leadership and management of ESDGC, particularly in monitoring and assessment. A few schools also suggested that a directory of good practice contacts within the regional consortium would be helpful.
- 88 To develop staff and pupil understanding of ESDGC, one secondary school established links with a school in a contrasting cultural context. This is illustrated in case study 5.

Case study 5

Context

Ysgol Aberconwy is an English-medium 11-18 school in Conwy. There are 893 pupils on roll with 16.5% eligible for free school meals.

Strategy

As part of its planning for ESDGC, the school established links with a school from a contrasting culture.

Action

The school became involved in a British Council programme and in 2008 the deputy headteacher travelled to China to establish a partnership with a high school in Chongqing.

Following the major earthquake that struck South West China, it became difficult to communicate with the school. However, through working with the British Council, Aberconwy secured a Chinese teacher to work at the school each year. The school also involved feeder primary schools as part of the project.

As the work continued, the school gained funding to establish a 'Confucius Classroom' through the Hanban's Confucius Institute in China. Aberconwy was one of two schools in North Wales to receive this funding. The successful schools worked collaboratively on the project. As a result, China has contributed financially and enabled the school to secure a dedicated classroom and invest in ICT resources and written materials, and ensured the allocation of a teacher from China for two years. The Confucius Institute in Cardiff also supported the school by providing funding for an extra Chinese language assistant.

Teachers also organise 'China days' for pupils to gain an insight into the culture of China. Currently, sixth form Welsh Baccalaureate students study Mandarin as the language element of the course. Two sets of Year 9 pupils study Mandarin as their second language and large groups of pupils across the school and in the feeder primary schools benefit in the school's 'Gorwelion' (Horizons) themed learning days, where they gain an opportunity to learn about the Chinese language and culture.

The headteacher this year visited China as the guest of Hanban. An important part of this visit was to meet with another proposed partner school.

Outcomes

The school's links through the project have enabled pupils to gain a strong insight into the language, customs and culture of a contrasting country. This is achieved as part of global citizenship being taught within a real-life context. Pupils have also had the opportunity to learn another language.

- 89 The majority of the schools visited are aware of the Welsh Assembly Government publication: 'Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools' (2008). Many have used the document to inform their policies and procedures. Almost all the schools where provision and standards of pupils' understanding of key principles of ESDGC is good, are aware of the publication, and use it to inform and guide practice. About a half of the schools use the annex contained in: 'Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales, Estyn, 2006' as a model for self-evaluation – see Appendix 2.
- 90 Many of the schools visited are involved in sharing good practice or working on joint projects with other local schools. For example, the school in case study 6 is a lead school for the UN Rights of The Child Project and restorative practice,¹ and members of staff often share their expertise in these areas with teachers from other schools.

Case study 6

Context

Blaenymaes Primary School serves a Communities First area on the east side of Swansea. There are 190 pupils on roll with over 70% of pupils eligible for free school meals, which is the second highest proportion for primary schools in Wales.

Strategy

Because of the challenging social circumstance of many pupils, the school aims to make itself a safe, caring environment where pupils have a wide range of opportunities to experience the immediate and wider world around them. This has led to the aim of creating a whole-school ethos of responsibility and respect for self, others and the environment, with ESDGC forming a core part of the school's philosophy and practice.

The school aimed to use the 'respecting rights' agenda of the 'choices and decisions' aspect of ESDGC as a platform towards improving standards, attendance and behaviour.

Action

The school successfully introduced two key initiatives to help support the respecting rights agenda and improve pupil outcomes. These were a restorative justice scheme and attainment of the UNICEF level 2 'Rights Respecting School' award.

The school has incorporated the 'respecting rights' agenda into every aspect of school life: school policies, assemblies, all aspects of teaching and learning and special projects such as 'Fairtrade fortnight' and the appointment of pupil 'anti-bullying ambassadors'.

¹ Restorative practice is an initiative used to attempt to reduce conflicts, disputes, anti-social behaviour and bullying.

To help embed the respecting rights agenda, the school displays the rights in all classrooms and around the school. The pupils chose a mascot to remind them of their rights, with every class having a soft toy 'rights respecting dragon' named Rhodri. The school has a close liaison with its UNICEF ambassador, who has taken Rhodri on a trek to Kilimanjaro and Machu Picchu. This was to raise funds to support children around the world, who are not having their basic rights met. The ambassador returns to the school to discuss Rhodri's journey with pupils and staff and this becomes part of the children's project work. For example, older pupils in key stage 2 created a poem: 'Recipe for a Rights Respecting School', which they presented as part of anti-bullying week at the Senedd.

Outcomes

Pupils' participation in the restorative justice programme and UNICEF 'respecting rights' school award has helped them to:

- participate in and make well-informed decisions about aspects of school and community life;
- develop a greater sense of responsibility and respect for self and others;
- acquire a mature understanding of 'human rights' and 'the rights of the child'; and
- improve their behaviour, attendance and outcomes.

- 91 The confidence of teachers in delivering ESDGC is good or better in many of the schools visited. A very few leaders were unsure of how confident their staff were in delivering all aspects of it. Yet, in one of these schools, pupils' understanding of the key principles of ESDGC is good.
- 92 Around a half of the schools visited have representatives on a range of external bodies related to ESDGC. These include, for example, the National Eco Committee of Wales, Swansea Environmental Forum, CILT trilingual project, Fairtrade Wales; Oxfam Cymru, Christian Aid, Fair Trade Wales, Cyfanfyd and Wales for Africa Hub. In these schools, ESDGC tends to have a high status. Teachers value the support provided by relevant external bodies in raising their awareness of current issues and providing them with training opportunities.
- 93 Most schools include aspects of ESDGC within their on-going self-evaluation procedures and evaluate it on an annual basis. However, leaders generally restrict evaluation to provision and planning, with very few schools evaluating the impact of its provision on pupils' understanding.
- 94 ESDGC has featured as a priority in the development plans of many schools visited for the survey within the last three years. Pupils in these schools generally have a clear understanding of its key principles.
- 95 Around a half of schools visited include ESDGC as an agenda item at staff and senior management team meetings. Staff in almost all schools discuss related issues when appropriate.

- 96 Many of the schools visited have a member of the governing body with particular responsibility for ESDGC. Many of these governors meet regularly with coordinators to discuss developments and feed back to the full governing body meeting. This ensures that the governors know about the activities and developments at the school in this area and this helps them to support the school appropriately. Very few governors have received training about ESDGC other than from the school. Few governors are aware of local authority training events specifically related to ESDGC. As a result, few governors feel confident to support or challenge the schools in relation to this area of work.

Appendix 1

Evidence base

The findings and recommendations of the thematic survey are based on an analysis of Estyn inspection findings from primary, secondary and special schools from 2010 to 2013 and visits to a representative sample of 10 primary schools, 10 secondary schools and two special schools. The sample includes examples of schools exemplifying good practice in ESDGC.

During the visits to schools, inspectors interviewed members of the senior management team, teachers with responsibility for developing ESDGC, a sample of pupils and pupil members of relevant committees. They also scrutinised pupils' work and relevant displays around the schools.

Sample of schools visited

Bedwas High School, Caerphilly
Blaenymaes Primary School, Swansea
Caerleon Comprehensive School, Newport
Cardigan County Secondary School, Ceredigion
Cefn Hengoed Community School, Swansea
Crickhowell High School, Powys
Cwmtawe Community School, Neath Port Talbot
Heronbridge School, Bridgend
Llandysilio C.I.W. School, Powys
Mount Stuart Primary School, Cardiff
Pontllanfraith Comprehensive School, Caerphilly
St Mark's VAP School, Pembrokeshire
St Philip Evans Roman Catholic Primary School, Cardiff
Swiss Valley CP School, Carmarthenshire
Ysgol Aberconwy, Conwy
Ysgol Eifionydd, Gwynedd
Ysgol Glancegin, Gwynedd
Ysgol Gyfun Gymraeg Bro Myrddin, Carmarthenshire
Ysgol Gynradd Gymraeg Tirdeunaw, Swansea
Ysgol Hafod Lon, Gwynedd
Ysgol Plascrug, Ceredigion
Ysgol Y Berllan Deg, Cardiff

References

A Supplementary guidance for inspectors on Education for Sustainable Development and Global Citizenship in schools, Estyn, 2013

Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools, Welsh Assembly Government, 2008

ESDGC: Progress in education for sustainable development and global citizenship

Education for Sustainable Development and Global Citizenship – A Strategy for Action, Welsh Assembly Government, 2006

Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales, Estyn, 2006

Appendix 2

From appendix in 2006 report: Education for Sustainable Development and Global Citizenship – a model

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

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