



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

# Supplementary guidance: education for sustainable development and global citizenship

## September 2013



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**What is the purpose?**

To provide guidance to inspectors for evaluating education for sustainable development and global citizenship in Wales when it is a line of enquiry.

**For whom is it intended?**

All school inspectors.

**From when should the guidance be used?**

From September 2013.

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## 1 Introduction

The promotion of ESDGC is a key objective of the Welsh Assembly Government.

‘ESDGC: A common understanding for schools’ (July 2008)<sup>1</sup> states that **Education for sustainable development and global citizenship is education that will prepare young people for life in the 21st century**. It recognises that ESDGC is not an additional subject; rather it is described as being about **‘the values and attitudes, understanding and skills. It is an ethos that can be embedded in throughout school, an attitude to be adopted a value system and a way of life.’**

The Welsh Government challenges schools to provide opportunities for teachers and learners to consider global issues; to make the link between what is personal, local, national and global; 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.

This supplementary guidance links to the Estyn 2010 guidance for the inspection of schools<sup>2</sup>.

The 2010 common inspection framework gives a prominent place to ESDGC. It is set out in section 2.1.4 of ‘Key Question 2: How good is provision?’ The guidance states:

### 2.1.4: Education for sustainable development and global citizenship (ESDGC)

ESDGC has a clear place in subjects of the National Curriculum, such as Science and Geography, and it is one of the five themes in the PSE Framework. It also features in the Learning Core of Learning Pathways 14-19 and in the Welsh Baccalaureate Qualification core.

Inspectors should consider the extent to which:

- the curriculum and extra-curricular activities help pupils to develop the knowledge, understanding, skills and values of ESDGC;
- the school acts sustainably, for example in using energy, minimising waste and recycling; and
- the school contributes to global citizenship, for example through developing an understanding of the wider world.

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<sup>1</sup> ESDGC; A common Understanding for Schools July 2008

<sup>2</sup> 2010 Estyn Guidance for the Inspection of schools

## 2 Evaluating Education for Sustainable Development and Global Citizenship (ESDGC)

The starting point for inspection is the school's evaluation of its own performance. If a school has identified ESDGC in its self-evaluation report, the reporting inspector may direct a line of enquiry to ESDGC during the inspection.

The inspection team will sample evidence to test the school's evaluation of its work on ESDGC.

There are likely to be many opportunities to gain evidence on pupils' knowledge and understanding of ESDGC and on how well the school manages and promotes it.

Evidence of ESDGC may be found in early years and in all key stages. Learners from 3-19 can be given opportunities to develop thinking in ESDGC.

There are opportunities for inspectors to consider the extent to which extra-curricular activities help to develop the knowledge, understanding, skills and values of pupils about ESDGC, for example through projects on topics such as recycling, minimising waste, using energy and in understanding the wider world.

Some schools may have received an award for their work in sustainable development or global citizenship, for example the Eco Schools Award and the Healthy Schools Award.

If ESDGC is identified as **a line of enquiry**, the section below contains some suggested questions when pursuing the enquiry. It is not the intention to use all these questions, but only those that are relevant to the lines of enquiry being followed. The list is not exhaustive or comprehensive.

### 1 The understanding, skills and values held and applied by pupils of sustainable development and global citizenship.

- Do pupils understand that their actions and those of others make a difference globally, nationally and locally?
- Do pupils know how they can look after the environment?
- Are they aware that people have different opinions about different issues relating to ESDGC?
- Do pupils have the opportunity to learn about issues in the locality and the wider world?
- Do learners feel that they have a say about environmental issues that impact on their school and the community?

### 2 Teaching and Learning in relation to ESDGC

- Does the personal and social education curriculum pay regard to ESDGC?
- Does the scheme of work for Geography/Science fulfil the requirements of the National Curriculum in respect of ESDGC?

- Is there evidence of the cross curricular application of ESDGC?
- Do pupils have opportunities to develop their understanding of ESDGC in other subjects, e.g. religious education, art, music, drama, including those followed for external accreditation?
- What opportunities are there for pupils within the learning core of learning pathways 14-19 and/or the Welsh Baccalaureate to consider ESDGC?
- Are pupils able to extend their awareness and understanding of ESDGC through extra-curricular work/projects?

### **3 Policies and practice that promote and implement ESDGC.**

- Does the school have a policy for ESDGC?
- Has there been any monitoring of the policy to consider the impact on practice?
- Does the school have a working group to develop ESDGC? What has been the impact of this working group?
- Is there evidence around the school of sustainability or global citizenship? For example, in displays promoting the pupils involvement in ESDGC, in using energy, in minimising waste, recycling, in the illustration of relationships with the wider world.
- Is the school supporting healthy eating, in the school canteen as well as around the school?
- Does the range of extra-curricular activities support healthy lifestyles?
- How effective are leadership and management of ESDGC?
- Have there been any professional development opportunities for staff that link particularly to ESDGC? What has been the impact of this?

### **4 Supporting the development and sustainability of ESDGC in the school.**

- How well does the staff understand the issues around ESDGC?
- Has there been any professional development to support staff to include ESDGC in their teaching?
- Is ESDGC included on the agenda of meeting of the governing body?
- Is there planning in place for further development of ESDGC?
- Does someone in the school have responsibility for ESDGC?
- Does this individual feedback on developments to their line manager/leadership team?

Included in the annex to this guidance is a model which can be used as a starting point in identifying the key characteristics of ESDGC.

**Annex**

<b>Aspect</b>	<b>Basic</b>	<b>Developing</b>	<b>Developed</b>	<b>Embedded</b>
<b>Teaching and learning curriculum coverage</b>	<p>Environmental issues take prominence over Sustainable Development or Global Citizenship</p> <p>Coverage largely limited to subject requirements or requirements of Eco Schools/healthy schools schemes</p>	<p>ESD or EGC explicitly addressed in some subjects</p> <p>Award scheme or school linking contributes to some aspects of the curriculum</p> <p>ESDGC seen as primarily relating to environmental issues</p>	<p>ESD and GC planned for and addressed in range of subjects</p> <p>Award schemes, initiatives, school links contribute to whole-school curriculum</p>	<p>ESDGC integrated across the whole school curriculum</p> <p>Development of ESDGC-relevant understanding, skills and values is made explicit in plans</p> <p>Outcomes for pupils are monitored and evaluated</p> <p>Targets for development included in planning</p>
<b>Pupils knowledge, understanding, skills and values</b>	<p>Limited to some subject areas and small groups of pupils, eg eco committee.</p> <p>No or limited understanding of local-global relations and of SD and GC</p>	<p>Ability to apply SDGC learning across subjects and in extra-curricular activities</p> <p>Awareness of diversity and local global connections</p> <p>Developing social skills and values</p>	<p>Ability to relate local issues to global concerns and vice versa</p> <p>Clear development of understanding of topical SD and GC issues</p> <p>For the majority of pupils, skills of enquiry,</p>	<p>Most pupils acquire the skills of enquiry, critical analysis and communication clearly developed in context</p> <p>Pupils understand and apply knowledge of ESDGC to analyse a range of interpretations about sustainability and to challenge simplified or</p>

			critical analysis and communication clearly developed in context	<p>stereo-typical views of other societies</p> <p>Pupils develop their understanding and skills through decision making and carrying out their own initiatives.</p> <p>Pupils are able to present their findings to a wide range of audiences</p> <p>Pupils share their work with their family of schools</p>
<b>Pupils involvement</b>	Largely limited to the involvement of a few pupils in recycling and occasional initiatives such as charity events	<p>Developing participation of pupils</p> <p>For ESDGC it is mainly concerned with environmental situations and/or one-off events</p>	<p>Pupil participation, including decision making, forms ongoing part of school or college life, eg through school or student council</p> <p>Peer support in, for example, conflict resolution/anti-bullying</p>	<p>Pupils make regular suggestions for and take initiatives in SD and GC practices of the school.</p> <p>Arrangements for pupil participation is well developed</p> <p>Pupils are active in making decisions about wider issues in the school</p>



<p><b>Leadership and Management</b></p>	<p>ESDGC generally perceived as 'another initiative'</p> <p>Recycling initiatives may be promoted Assemblies focus on ESDGC</p>	<p>Involvement in scheme or initiative typically reliant on one or two staff members</p> <p>Some explicit attention to sustainable energy practice</p> <p>Healthy tuck shop selling fair trade snacks and fruit</p> <p>Removal of vending machines or changing the contents.</p>	<p>Senior managers provide leadership on ESDGC</p> <p>Development plans and policies refer to ESDGC</p> <p>Audit of ESDGC of curriculum coverage undertaken.</p> <p>Environmental area in the grounds</p>	<p>ESDGC forms core part of the institutional philosophy and practice, and is monitored, evaluated and regularly developed</p> <p>Specific ESDGC resources and responsibilities are allocated in budgets</p> <p>Community and International partnerships are well developed</p>
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