

**Values education: an evaluation of
provision of education for the
promotion of social responsibility
and respect for others**

February 2007



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



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- ▲ secondary schools;
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- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
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Introduction

- 1 As part of its remit for 2006-2007, the Welsh Assembly Government requested that Estyn evaluate how well secondary schools are promoting the development of pupils' sense of social responsibility and respect for others ('values education'). Learners demonstrate social responsibility when they show an awareness of their responsibilities to themselves, to others and to the community, and show an understanding of their role as active citizens in a diverse Wales.
- 2 This report reviews current secondary school provision for promoting values education and identifies common features of good practice. Case studies are used to illustrate this good practice.
- 3 During the survey, inspectors visited 13 maintained secondary schools and one special school across Wales, which represented a range of urban, rural and Welsh-medium provision. In addition, inspectors considered evidence from nine local education authorities, conducted interviews with voluntary and other agencies, and scrutinised evidence from inspections carried out under the Common Inspection Framework.

Background

- 4 The major social and economic changes that occurred in Wales in the second half of the last century, including the decline in church and chapel attendance, the fragmentation of traditional community life, the retreat of a deferential culture and the ethical challenges arising from new technologies and globalisation, have led to a reassessment of the role schools should play in the promotion of core positive values. The approach taken by schools has been to teach pupils about accepted religious and social values. Schools now increasingly also promote pupils' ability to be morally autonomous and to make informed decisions with an awareness of the consequence of those decisions for themselves and for others.
- 5 The promotion of the values of social responsibility and respect for others has been a consistent priority of the Welsh Assembly Government. It is an overarching theme in key policy publications. Although there is no explicit Welsh approach to the promotion of social responsibility, there are a large number of education initiatives that have the development of 'values' at their heart. The expectation is that schools should play an important role in promoting these values in young people through the range and quality of the experiences they provide and by actively engaging young people through consultation in the education they receive.
- 6 'Better Wales'¹ establishes the importance of the core values of social inclusion, equal opportunity and the promotion of a tolerant society where diversity is valued. 'The Learning Country'² and 'Learning Pathways'³ emphasise how education and learning can help individuals make a positive contribution to society. The promotion of values related to education for sustainable development and global citizenship is another key priority of the Welsh Assembly Government. The publication in 2006 of the related strategy for action⁴ outlines how this education will take shape.
- 7 'Extending Entitlement'⁵ establishes 10 entitlements for young people that also cover important elements of promoting social responsibility. These entitlements include:
 - a wide and varied range of opportunities to participate in volunteering and active citizenship;
 - sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons and promote rounded perspectives including both national and international contexts; and
 - the right to be consulted, to participate in decision making.

¹ www.betterwales.com (Welsh Assembly Government, May 2000)

² Learning Country: A Comprehensive Education and Lifelong Learning Programme to 2010 in Wales (Welsh Assembly Government, 2001)

³ Learning Pathways 14-19 Guidance II (Welsh Assembly Government, April 2006)

⁴ Education for Sustainable Development and Global Citizenship – A Strategy for Action (Welsh Assembly Government, 2006)

⁵ Extending Entitlement: Support for 11-25 year olds in Wales: Direction and Guidance (Welsh Assembly Government, July 2002)

- 8 Section 176 of the 2002 Education Act, The Schools Councils (Wales) Regulations 2005 and the establishment of the participation consortium⁶ all reflect the Welsh Assembly Government priority to involve and consult young people more on the services they receive.
- 9 There are other Welsh Assembly Government policies and initiatives, particularly the Curriculum Cymreig and the piloting of the Welsh Baccalaureate Qualification, that have a direct impact on how social responsibility is promoted by schools.
- 10 Many elements of education for the promotion of social responsibility are already well-established in what schools do to develop pupils' social, moral, spiritual and cultural development. Most schools structure their approach to the teaching of social responsibility through the framework for personal and social education (PSE) and the accompanying guidance. The framework defines personal and social education as 'all that a school undertakes to promote the personal and social development of its pupils. This includes all the planned learning experiences and opportunities which take place not only in the classroom but also in other areas of school experience which are features of the ethos and community life of the school'.

⁶ A multi-agency strategy body set up by Welsh Assembly Government to develop capacity and practice in participation

Main findings

- 11 The schools that are most effective at promoting positive values in young people have strong leaders who provide a clear sense of direction about the values they want to foster, and teachers who act as good role models for pupils. These schools recognise that pupils' social responsibility develops best when what they learn in the classroom is complemented by values that pervade all aspects of school life.
- 12 However, many schools do not have a clear understanding of 'social responsibility' or 'values education'. Schools do not always plan a whole-school approach to promoting social responsibility. Few teachers have received specific training in promoting social responsibility and as a result, the explicit promotion of social responsibility is often limited to a small number of subjects.
- 13 Staff from the voluntary sector and other partners often have wide experience of developing aspects of social responsibility. Schools generally do not make enough use of this expertise in developing pupils' values and only in a few cases is there effective co-ordination of the work done in schools with that done in the wider community.
- 14 Even so, most schools provide well for the social, moral, spiritual and cultural development of pupils. Schools are increasingly using a range of awards and qualifications that credit pupils for their achievement in personal and social education and other programmes that promote social responsibility.
- 15 More and more schools are building on the potential of sustainable development and global citizenship and the Curriculum Cymreig as important elements in promoting social responsibility, although overall these remain fairly weak areas of many schools' provision.
- 16 The Welsh Baccalaureate Qualification is effective in promoting social responsibility and respect for others through its compulsory elements. The learning core of Learning Pathways 14-19 is also a potentially powerful means of promoting values education for all.
- 17 Good attendance and improving attainment and behaviour are indicators of effective development of social responsibility. However, schools do not track pupils' progress in personal and social education and their participation in decision-making enough.

Recommendations

Schools should:

- R1 involve all stakeholders, including pupils, in an explicit consideration of the values the school should promote;
- R2 provide training to develop teachers' understanding of how social responsibility, respect and values can be developed and promoted through all subjects;
- R3 build on the potential of education for sustainable development and global citizenship, the Curriculum Cymreig, Learning Pathways 14-19 and the Welsh Baccalaureate to promote social responsibility;
- R4 use a wider range of qualifications and award schemes to credit the skills pupils' learn in PSE and other courses that promote social responsibility; and
- R5 track and evaluate more effectively pupils' progress in PSE and the extent of their participation in decision-making and in projects that improve their understanding of democracy.

Local authorities should:

- R6 foster better links between schools, youth support services and other partners involved in promoting social responsibility; and
- R7 provide continued support for schools to deliver PSE and other elements of the curriculum that promote social responsibility and pupil participation.

The Welsh Assembly Government should:

- R8 consolidate its policy position on developing social responsibility and values in schools; and
- R9 consider making the revised PSE framework compulsory in the sixth form.

Summary of evidence from school inspections

18 Estyn's Common Inspection Framework requires inspectors to evaluate the following:

1.11 Do pupils behave responsibly and show respect for others?

1.14 Do pupils progress well in their personal, moral, social and wider development?

3.5 Do learning experiences promote pupils' personal development - including spiritual, moral, social and cultural development?

19 The graphs below indicate the grades given for these inspection elements for the 37 secondary schools inspected in 2005-2006.

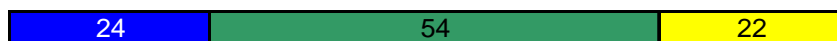
1.11 Do pupils behave responsibly and show respect for others?



1.14 Do pupils progress well in their personal, moral, social and wider development?



3.5 Do learning experiences promote pupils' personal development - including spiritual, moral, social and cultural development?



Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	

20 The charts show that secondary schools in Wales are generally successful in providing education for social responsibility and respect for others. Most secondary schools have no important weaknesses in the standards learners achieve in their awareness of equal opportunity issues and in showing respect for diversity in society. Welsh-medium schools, faith schools, and schools with low deprivation indicators all typically do well in these areas.

21 The 16 inspections of special schools and PRUs in 2005-2006 also show a very positive picture of achievement and provision in the same key areas.

1.11 Do pupils behave responsibly and show respect for others?



1.14 Do pupils progress well in their personal, moral, social and wider development?



3.5 Do learning experiences promote pupils' personal development - including spiritual, moral, social and cultural development?



Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	

22 Where promotion of social responsibility is good, the most frequently mentioned features are:

- the well-understood statements of explicit values that the school seeks to promote across its activities, which are relevant and appropriate to the social, cultural and linguistic context of the school;
- the quality of relationships between staff and pupils;
- effective mentoring and peer support particularly for those at risk of underachievement or disaffection;
- well-understood policies and arrangements in place to deal with bullying and behaviour issues;
- the high level of participation in a relevant range of activities; and
- well-developed PSE provision that celebrates diversity.

Promoting social responsibility

Vision and values

- 23 Almost all schools recognise that establishing a clear sense of direction and a positive ethos is important in creating the right conditions for fostering social responsibility and respect for others. This is particularly important in schools where pupils have low self-esteem and negative attitudes to learning. Many schools recognise that pupils' social responsibility and respect for others develop best when what they learn in the classroom is complemented by values that permeate all aspects of school life. Schools also recognise the importance of the opportunities it gives its pupils to feel valued, consulted and respected.
- 24 Most schools and teachers are happy to promote commonly accepted values, such as tolerance and respect. However, there may be less agreement about how to promote other values that may be seen as areas of personal conscience. A few schools have involved a range of stakeholders in an explicit discussion of the vision for the school and the values it should seek to promote. These agreed values are understood and promoted by the staff in all activities and permeate school documentation, newsletters and schemes of work. This strong sense of shared vision and purpose has been achieved in schools of different types serving diverse communities. The values these schools promote are often expressed through high profile community links and have led to improved attainment in due course.
- 25 In a number of schools of religious foundation ('faith schools'), the faith ethos plays an important role in developing values and a sense of social responsibility in pupils. In other schools, acts of collective worship and assemblies can provide an important means of promoting social responsibility, although this remains a weak area in many schools. One school uses assemblies to promote tolerance and understanding of other cultures and religions through a carefully planned annual programme which links clearly to work done in PSE and religious education. In this school, pupils are encouraged to contemplate and explore their own feelings and break down barriers associated with gender, age, race, culture and faith.
- 26 Many schools use the Curriculum Cymreig as a positive means of promoting a shared sense of identity with a set of linked values, including in culturally diverse communities. One school serving a large urban multi-cultural community successfully promotes tolerance and understanding of other religions and cultures grounded in recognition of diversity, but within a common Welsh national identity.
- 27 Many schools recognise how important it is for teachers to model good attitudes and behaviour and act as positive role models. In one school serving a deprived urban estate, senior staff meet and greet pupils on entry to the school. The same school gives careful attention to the maintenance of considerate and respectful relationships between staff and pupils through a well-understood set of rules for behaviour consistently applied by staff. In another school, many staff come from the same community as that served by the school. Because of this there is a great empathy with pupils and a mutual respect through shared pride in their locality and traditions.

On the other hand, schools where relationships with the community, parents and carers are not strongly developed, often have difficulty in promoting social responsibility.

Case study 1: the 'Respect Room'

Pupils in a school serving a community with high levels of anti-social behaviour highlighted the fact that the school had good facilities and opportunities for pupils who were particularly good and for those who did not conform, but nothing for the majority of pupils. They surveyed the pupils and made a case to the leadership team for a 'Respect Room' where they could go to and feel valued and secure. The newly refurbished room now provides an important location for counselling, conflict resolution, peer mediation or just relaxation. The room can be booked online and is accessible to all and provides an important visible means of developing inter-personal skills. It makes a statement about how the school values these skills.

- 28 A few schools do not give enough attention to discussing the vision and values the school should promote and as a result some mission statements have not been reviewed recently. A few schools serving areas with low minority ethnic populations, in both urban and rural settings, do not do enough to recognise diversity in society.

Personal and Social Education

- 29 The Personal and Social Education Framework⁷ and the accompanying supplementary guidance provide a clear basis for promoting aspects of social responsibility. The framework defines outcomes in terms of appropriate attitudes and values pupils should acquire in different key stages. This framework, although not mandatory, provides the structure for many schools to deliver personal and social education (PSE). Individual schools follow different models for PSE delivery with some using timetabled lessons, whereas others use curriculum subjects or have PSE days when they focus on key themes or issues.
- 30 The schools that provide the most effective and innovative PSE programmes link work taught in PSE sessions with the wider promotion of social responsibility across the school. In schools that are most effective in promoting social responsibility through PSE, the following happens:
- teachers encourage active participation in lessons and recognise a variety of learning styles;
 - pupil progress in PSE is tracked and success celebrated;
 - specific opportunities to learn about social responsibility are provided in the teaching and learning of other subjects across the curriculum;

⁷ Personal and Social Education Foundation Key Stage 1 to 4 in Wales (ACCAC, 2000)

- there are good links with the wider community as well as involvement with local and national initiatives;
 - teachers are committed to the programme and it is appropriately staffed and resourced; and
 - PSE has the active support of senior leaders.
- 31 Schools in areas of high deprivation often give priority to PSE because they recognise its importance in encouraging better behaviour and attitudes to work. Where this provision has shortcomings, it is often because schools have not prioritised resources for PSE in terms of curriculum time or staffing. Weaker PSE programmes do not link well to wider school activities and are poorly organised and the teaching of aspects of citizenship is not well-developed.
- 32 Where PSE provision is good, schools often develop initiatives which respond to the needs of the local community. One school in an area of high deprivation and high levels of anti-social behaviour has developed a successful PSE programme to promote social responsibility and consideration of personal values through a multi-agency project delivered annually to pupils in Year 9. The week-long programme uses school and outside expertise to deliver units on the psychology of self-esteem, successful parenting, drugs and alcohol awareness and community and social responsibilities. The use of a locally-produced educational film using actors from the school is a particularly powerful tool in challenging pupils' attitudes.

Case study 2: the PSE programme

One bilingual school in North Wales promotes social responsibility and respect for others through a series of linked initiatives which has as its core principles respect for the individual, pupil participation and environmental awareness. The PSE programme provides a core provision for all pupils and was established after wide consultation with pupils, staff, parents and governors. It relies heavily on using older students as peer mentors and outside agencies for specialist input. The PSE programme has a high profile in the school: the quality of provision is audited regularly and there are explicit links to other areas of the curriculum. The core programme has at its heart the encouragement of debate and active listening to the views of others. All units in the programme are followed by lively whole-year debates where etiquette is observed and all contributions heard in respectful silence. The PSE programme is supplemented by termly charities for each year group where there is a sense of pupil ownership which develops deeper understanding of the underlying issues.

- 33 Almost all schools in Wales are using the All Wales Core Team Police Liaison programme (available in English and Welsh) as part of their PSE programme. The programme, delivered by a dedicated team of trained officers, has three main themes within the overarching aim of crime reduction: substance misuse education, anti-social behaviour and personal safety. The programme covers issues in a way that is appropriate to different age groups and clear learning outcomes expressed as

the values and attitudes which should be developed. In a number of schools the core programme forms a valuable element in the PSE programme. Some schools have developed the programme further by involving the officers more widely in the school in dealing with pupils who are at risk of developing anti-social behaviour. The programme is most effective when it is delivered as part of a carefully planned PSE curriculum, is not seen as a one-off event and takes account of the particular issues and problems that individual schools face. In one area, the programme has been adapted to deal with the significant local problems with drugs, alcohol and substance misuse. For schools, the programme provides valuable additional resources and expertise. It can also promote greater pupil confidence in the police. There are also useful and supportive links with staff from other agencies, such as social workers and health workers.

- 34 A few schools do not have the PSE infra-structure and organisation to support the effective delivery of the programme. A few schools visited had inadequate provision and planning for PSE. The monitoring of the quality of PSE provision for pupils who are no longer in mainstream school provision is not good enough in some cases.

Education for sustainable development and global citizenship

Case study 3: education for sustainable development and global citizenship

One school in an area of high deprivation has developed a national reputation for its promotion of sustainable development and global citizenship (ESDGC). The well-established cross-curricular programme provides opportunities for pupils to develop social responsibility and respect for others through a series of high profile activities which have a real impact on their own and others' communities. The commitment of the senior staff to the values of ESDGC helps to establish a background for the everyday work of the school. The use of external funding has offered creative and original opportunities for pupils to develop social responsibility. The main good features are:

- ESDGC is viewed as a pupil entitlement and the contribution of all subjects to it is audited;
- the development of sustainable relationships with several other countries;
- the use of GCSE Citizenship and PSE to promote social responsibility for all;
- high-profile newsletters and involvement in national competitions;
- strong involvement in local issues; and
- pupil presentations to cabinet advisory groups.

- 35 The promotion of education for sustainable development and global citizenship (ESDGC) is a key Welsh Assembly Government priority and plays an increasingly significant role in how schools promote social responsibility. However, provision for ESDGC has weaknesses in many schools.
- 36 Promoting social responsibility and values is a key aim of ESDGC. Its main intentions are set out in a curriculum guidance document for schools entitled 'Education for Sustainable development and global citizenship - Why? What? How?'⁸. The main aim is to develop in pupils the knowledge, skills and values to participate in decisions about improving the quality of life and promoting a more equitable and sustainable world. The key concepts and values of ESDGC include interdependence, citizenship and stewardship, needs and rights, diversity, values and perception and conflict resolution. These values are synonymous with the values of social responsibility. The Department for International Development (DFID) has established a UK-wide initiative called Enabling Effective Support to provide support to schools about the global dimension. In Wales, nine regional networks have been set up to help schools to identify support and spread good practice. Enabling Effective Support has national conferences and has conducted surveys into the range of non-governmental organizations providing support to schools and the extent of school linking initiatives. The kinds of activities supported by one network have:
- enabled special-school teachers to attend a conference in London;
 - supported a planning workshop for science teachers;
 - provided a grant for four creative arts teachers to work together; and
 - provided resources for two secondary schools to develop their work in ESDGC.
- 37 One secondary school is developing opportunities for Year 8 pupils to learn about social, economic and environmental factors in their own area as well as links with global issues.
- 38 Many schools are developing an awareness of the international dimension through the Comenius scheme and the 'Roots and Wings' project which promotes partnerships between pupils, teachers and schools across Europe.

⁸ Education for Sustainable Development and Global Citizenship - Why? What? How? (ACCAC, DFID, Estyn and Welsh Assembly Government, 2002)

Case study 4: understanding other cultures

As part of the Comenius scheme, a special school in an urban area of very high deprivation has used EDSGC effectively to promote social responsibility and skills for independent living for over a decade. Since 1992, 55 staff and over 350 pupils have been involved in an annual two-week exchange with a special school in Holland. The project spans an academic year and is the focus for cross-curricular activities as well as dedicated key skills development days. The project extends pupils' understanding of European cultures and requires thorough pupil participation and evaluation of activities. The project also helps to develop pupils' wider personal and social education with the focus on developing individual learning skills. A series of activities during the exchange expands pupils' social, historical and cultural awareness.

Curriculum innovation

- 39 Many schools across Wales are developing innovative approaches to the curriculum which help to promote social responsibility. Many schools are now providing a range of courses and qualifications that secure the interest and commitment of learners and succeed in promoting social responsibility.
- 40 Many schools are using programmes which lead to a qualification as part of their PSE programmes, especially with less able pupils or those at risk of disaffection⁹. Several schools have developed innovative models for PSE delivery in key stage 4 which take account of different learning styles. Some schools are well supported by local authority PSE advisers in developing new and relevant materials and approaches. A few schools track progress in PSE very effectively and set targets for further activity. This is a strong feature in many special schools.
- 41 Across Wales the number of pupils sitting the GCSE short course in religious studies has risen dramatically. Total entries have risen from 38,000 in 2005 to over 47,000 in 2006 which is over 70% of the total short course entry. The pass at grades A-C is about 60% and shows that many pupils develop a good understanding of moral, social and ethical issues in society.
- 42 Several vocational courses such as 'Health and Social Care' and 'Child development' have specific areas where ideas of social responsibility are taught and assessed. A small number of schools in Wales enter pupils for the BTEC first National Diploma in public service aimed mainly at those interested in careers in the uniformed public services. The Open College Network (OCN) offers a number of courses which also help to develop life skills and social responsibility.
- 43 A few schools have used citizenship GCSE effectively as a means of developing pupils' awareness of social responsibility. The WJEC has also developed a PSE short course GCSE which a few schools see as an effective means of promoting aspects of social responsibility and requires pupil involvement in an active citizenship

⁹ Current Qualifications and the 14-19 Learning Pathways Initiative (Estyn, 2006)

project. At present, very few schools offer this course and results for the PSE course for a very small cohort in 2006 were poor.

- 44 A small number of pupils achieve entry level qualifications such as Life Skills and Certificate for Personal and Social skills every year. The Award Scheme Development and Accreditation Network Awards (ASDAN) Certificate of Personal Effectiveness provides a good framework for accrediting personal and social skills at three different levels. Through the Prince's Trust, 60 centres offer the XL awards accredited by ASDAN which have citizenship and community awareness as part of the course design. In an increasing number of settings these types of qualifications are proving motivating for learners. There are many innovative programmes in schools for pupils who are not following the mainstream school curriculum. Schools do not always consider how the opportunities provided for these groups might also be valuable for other sections of the school population.
- 45 The Welsh Baccalaureate Qualification at advanced and intermediate level has been piloted at centres across Wales for the past three years and offers good opportunities for the promotion of social responsibility. As part of this course, students complete a period of community participation, and take part in work experience. There have been many very good examples of participatory projects and students and teachers record high levels of satisfaction with these aspects of the course. Examples of successful participatory projects include:
- the production of personal history videos about the people in a residential home;
 - leading community sports activities in local clubs;
 - peer support and mentoring projects;
 - allotment regeneration projects;
 - work in primary schools and care homes; and
 - students acting as translators at the National Eisteddfod.
- 46 In addition, students follow a course of compulsory PSE which does, in the best practice, offer stimulating and challenging experiences. The core unit of Wales, Europe and the World helps to develop awareness of contemporary political and social issues in Wales and beyond. The expansion of the Welsh Baccalaureate Qualification to foundation level offers significant opportunities for schools to develop provision for promotion of social responsibility to wider sections of the school.
- 47 Schools which have well-established Curriculum Cymreig often promote social responsibility and respect for others well. When it is delivered well, the Curriculum Cymreig strengthens and complements the work done through the community and social aspect of the PSE framework and makes an impact on a wide range of pupils. However, the provision for education to promote the languages and culture of Wales is only adequate in about half of secondary schools in 2005-2006.

- 48 The establishment of effective 14-19 Networks can make an important contribution to the promotion of social responsibility and respect for others. In one area where a consortium arrangement between schools and colleges is well-established, one unexpected benefit of students travelling between sites to access a wider choice of subjects has been an increasing integration of the young people from different schools as a valley community. More generally, these networks are not well-established across Wales.

Case study 5: developing personal effectiveness and community responsibility

A large rural comprehensive school has a well-established programme for potentially disaffected pupils in key stage 4 that helps pupils develop a sense of personal and community responsibility. There is a supportive structure for pupils and teachers have high expectations of what pupils can achieve. In Year 10, pupils follow a reduced number of GCSE or vocational courses delivered in school which are complemented by two days a week of activities to develop team-building and a sense of group and personal pride. The activities include visits to a range of public services, extended community environmental projects, self-defence classes, first aid, and work with the Prince's trust and for some, participation in the Duke of Edinburgh award.

The pupils are supported by a learning skills co-ordinator with particular focus on key skill development and additional accreditation is provided through the ASDAN certificate of personal effectiveness award.

In Year 11, pupils move to a range of training providers out of school and learn to work with others in new working environments. The group has a high profile in the school and its work is celebrated in a series of year-group assemblies and the group use their skills to enhance the school and local environment. The pupils in the group have shown improved behaviour and attendance and the programme has the strong support of parents and other partners. The programme helps many pupils make a successful transition to the local college.

Award schemes

- 49 Many schools in Wales use awards schemes creatively to help develop pupils' social responsibility and respect for others although the total number of pupils involved in such schemes is relatively low. However, these schemes often are highly motivating for individuals and groups of pupils and are effective in developing self-confidence and key skills. A few schools encourage volunteering and participation in local community projects although this is not widespread in the schools visited for this survey. Not all schools are aware of the opportunities offered to pupils through award schemes.
- 50 A small number of schools in Wales are involved with the Impetus awards which are funded and administered by the Institute for Global Ethics with support from Welsh Assembly Government. The aim of the project is to help pupils explore shared values and then put these into practical action in a local or international setting. Pupils work with a local volunteer panel to develop their project to the required standard to

achieve the award. Awards are presented at a national conference and recent projects have included:

- renovating of a vandalised railway station;
- establishing of an anti-bullying mentoring system;
- environmental work in Belarus by a group of disaffected pupils;
- formulating of anti-smoking materials for secondary school pupils; and
- environmental and community work by a special school in North Wales.

- 51 One local authority uses the award to help motivate young people who have been identified by schools or others as being at risk of developing anti-social behaviour. These students have been successfully involved in projects on the theme of D-Day awareness and developing a hospital garden.
- 52 The Duke of Edinburgh award scheme is used by many different providers to give young people the opportunity to develop social responsibility and respect for others through the service, skills and expedition elements of the award. The Duke of Edinburgh has a good take-up in some areas, but is less popular in the Welsh-speaking areas of Wales. All local authorities in Wales have a franchise to operate the award. Almost all have a dedicated development officer to administer the award and an awards officer as a public figurehead. In 2004-2005, 9,600 young people across Wales were involved at different levels in a variety of settings. The award has been a positive influence on young people in many of the schools visited for this survey. Although the award is well established in many traditional school settings it has also proved effective in motivating more vulnerable groups. The Youth Offending Team in one LEA uses the award for pupils with offending behaviour and one LEA uses a detached youth work team to involve disaffected young people who would not normally access the award in conventional school settings. One school uses the award to extend opportunities in the curriculum in key stage 4.

Raising awareness of democracy

- 53 An increasing number of schools and local authorities are developing initiatives to raise pupils' awareness of democratic processes. School councils are well-established in many secondary schools and national initiatives such as Funky Dragon¹⁰ are making a significant contribution to raising pupils' awareness of the democratic process. Many schools have productive relationships with local and national politicians who visit to speak to pupils. A few schools have mock elections running alongside national elections. In one rural local authority, school council representatives visited the main council chamber and addressed members on current issues in their schools.

¹⁰ www.funkydragon.org

- 54 One school has developed online questionnaires to consult pupils about whole-school issues. Another school visited has run citizenship days. In one local authority, councillors spoke to schools and answered pupils' questions online before a reality show style 'vote-off'. Many other local authorities are actively trying to involve pupils in the democratic process through youth forums, school council conferences and other consultative mechanisms. One local authority, has a youth democracy co-ordinator and a youth mayor and mayoress.
- 55 The Council for Education in World Citizenship (CEWC) has worked with over 100 secondary schools and 20 local authorities to promote awareness of active citizenship in both a local and global context. The council organises regional and national debates, conferences, in-service training and resources to promote the teaching of citizenship in schools.
- 56 Several schools have been involved in the 'Your Say' project in 2005, funded by the electoral commission as part of the skills for democracy programme. In the schools where the programmes are offered as part of a wider approach to promoting social responsibility there has been a positive benefit for those involved.
- 57 However, the teaching of this aspect of citizenship and pupil awareness of the democratic process are underdeveloped in many schools.

Effective participation

- 58 Many schools in Wales are seeking ways of providing opportunities for young people to develop social responsibility through participation in activities that involve them in making informed decisions about issues which affect their lives. School councils are mandatory in all secondary schools in Wales. The Welsh Assembly Government and local authorities generally support schools well in setting up and running these effectively. Through school councils many young people are developing the skills needed to be effective members of society as well as giving the wider school community the sense that the pupils' voices count and of shared ownership.
- 59 Increasing and meaningful pupil participation is a feature of many schools visited in the survey. Local authorities have consulted with young people in a variety of ways over their single education plans and one has used an external organisation to facilitate this consultation more effectively. A minority of schools do not operate school councils effectively and consultation with pupils is very limited.
- 60 Schools offer many other forms of participation for pupils through eco-committees, charity groups, peer-mentoring schemes for literacy, numeracy, sex education and behaviour. Participation in sports teams, musical events, drama, festivals and eisteddfodau is considered by schools as very important in promoting respect for others and wider social responsibility. Charity fund-raising is very strong in many schools in Wales and some schools are forming more sustainable relationships with particular causes. One school in a rural area has very strong links to Uganda and involves staff and pupils on reciprocal visits. The school has supported linked schools in practical and effective ways such as donating text books and equipment and many pupils feel personal involvement and ownership of the work.

- 61 The PE and School Sport (PESS) initiative has done much to promote social responsibility through sport. The key purpose of the 63 PESS development centres in Wales is to identify, strengthen and develop good practice in physical education and school sport. One benefit has been the noticeable increase in confidence and self-esteem of many of the pupils involved. Many transfer the self-discipline learnt in sport to their behaviour in school. This has given many disaffected pupils a sense of purpose and their attitudes to school and others have improved as a result. Links with local leisure centres have often been strengthened and relationships between centres and local pupils have improved. Children increasingly use the centres independently out of school hours and are encouraging their parents to use the facilities as well.
- 62 Peer-mentoring schemes are a very positive influence in promoting social responsibility. One scheme - added power and understanding in sex education (APAUSE) - involves older pupils training in mentoring skills to help to deliver sex and relationship education to younger pupils. The schools operating the programme report positive outcomes for the younger pupils in acquiring the understanding and knowledge to make informed choices and in the enhancing of the skills of the deliverers. Mentoring schemes to help with literacy, bullying and behavioural difficulties are well-established across schools in Wales and many local authorities have been pro-active in initiating and supporting these programmes. In one school, Year 12 students have received training to help them support Year 11 pupils and their families in preparing for GCSE examinations.
- 63 Peer-mentoring schemes like these involve older pupils in modelling supportive behaviour that provide exemplars of positive support in the school's community. In addition to helping to improve skills also shows the benefits of co-operation and mutuality.

Case study 6: peer mentors

One school has developed a peer-mentoring scheme in partnership with the local special school. This offers the opportunity for pupils to develop their own mentoring skills and make a commitment to others. Through this scheme, 20 pupils have been trained in peer-mentoring skills leading to a qualification. Each mentor has a pupil to mentor with the aim of helping that pupil to develop independent living skills. The programme requires commitment over a number of months and is supported by funding from the 'Leonardo da Vinci education and culture initiative'. The older pupils now help to train others in mentoring skills in their own school.

- 64 The majority of schools offer wider opportunities to develop social responsibility through developing leadership skills. The prefect body is a positive feature in many schools, with many students receiving training in counselling and mentoring skills before taking up their roles. Prefects are sometimes elected by their peers or have to apply for their positions in one school. One school uses a residential course to develop these skills. Leadership is often widely distributed across the year groups through peer mentoring or community involvement. In some schools prefects perform

an important function as positive role models and are representative of the different groups in the school.

Case Study 7: transition from key stage 2 to 3

Many schools are developing much improved systems for managing transition between key stages 2 and 3. One effect of this has been to promote social responsibility effectively in involving older pupils as mentors to Year 6 pupils in transition activities. In one area, the secondary school has established a transition school council. In another, pupils staff a help-desk for younger pupils in the first few weeks of term. In one 11-16 school, Year 11 prefects make an audio-visual presentation to parents of Year 6 pupils. These schemes are particularly effective as a method of promoting social responsibility and respect when part of a wider peer mentoring and cross year support mechanisms in the school. In one mid-Wales school, Year 6 pupils have a two-day induction programme, where the second day is dedicated to a carousel of group activities with current Year 7 pupils which requires pupils to work together to achieve a specific outcome. Pupils work on topics such as ecology, fears and anxieties, personal organisation and looking after oneself. Skills of working together are explicitly discussed and reported. Trained counsellors work alongside teachers to monitor groups and follow up individual pupils with potential worries. Through this exercise pupils are introduced to the values and ethos of the school to which they are to transfer.

Community links

Case study 8: partnerships

One school serving several Communities First areas has been very successful in developing effective partnerships with a range of local groups. The school has been proactive in securing extensive funding from a variety of sources for a number of projects which have helped to develop relationships with the community. The approach has been to identify worthwhile partnerships with providers in the locality and facilitate pupil access to these schemes. The partnerships cover a wide range of voluntary and statutory agencies. The school also has very good links with the youth service and has two youth workers on staff as well as close relationships with youth workers in the community. The school employs youth workers in five local bases to provide a range of out-of-school activities. This helps to provide a continuity of provision for pupils in the school and meant that more young people have taken part in community-based activities and representative community groups such as community first partnerships, youth fora and road safety groups. The school also supports a wider local authority initiative for co-ordinated interventions with families to promote positive social and educational attitudes.

65 Many schools promote social responsibility by developing strong links with the local community. Schools with a diverse ethnic profile often foster very effective links with the community and staff understand how to develop social responsibility and respect for others in a multi-cultural context. In such provision, staff deal well with race issues

and equal opportunity. Local authorities often support these schools well. One local authority has an Equality, Diversity and Achievement Award which establishes clear criteria to promote best practice. Another provides diversity awareness training for head teachers and governors. An authority in North East Wales promotes respect for other cultures through a biennial festival which celebrates the religious, linguistic and cultural diversity of the area. Many schools access support from the Valleys Racial Equality Group or similar organisations. A few local authorities have provided little diversity training for schools in the past two years and consequently there is variability in this aspect of schools' provision in these areas.

- 66 A few schools have been able to access Cymorth (the children and youth support fund) and have established projects under the theme of empowerment, participation and active citizenship.
- 67 Many schools receive funding for extended-opening after-school clubs which promote participation. In about four out of every 10 schools inspected in 2005-2006, partnerships with other providers and interested parties had outstanding features. There are many examples of good links to local universities, primary schools, local faith communities, local business, special schools and care homes although schools do not always ensure enough pupils are involved in these activities.
- 68 Many schools recognise that values of social responsibility and respect for others are not evident in the wider communities in which they serve. A small number of schools are perceived negatively in their communities. Many schools recognise the need to challenge engrained negative attitudes through positive engagement with the community.

Conclusion

- 69 Several national initiatives from the Welsh Assembly Government offer valuable direction to the programmes of work and activities that support the promotion of social responsibility and respect for others in schools. As a result, schools across Wales have forged partnerships with other agencies to deliver better opportunities for pupils to develop a sense of worth and to give them the values and confidence that will enable them to make their own judgements.
- 70 Nevertheless, sometimes the work lacks focus and coherence. The quality is patchy in schools where values education is not a priority and where local authorities do not offer consistent leadership and support. Few schools have a comprehensive vision of the aims and objectives that subsume all the contributory initiatives that inform this area of responsibility.