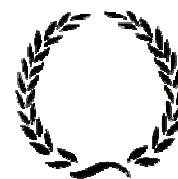


Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales



Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales



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Contents	Page
Introduction	1
Main findings	3
Recommendations	6
How well is the ESDGC understood?	7
How well understood is the purpose of ESDGC?	7
How well understood are the elements of ESDGC?	8
How well understood are the benefits of ESDGC?	9
What is the quality and extent of ESDGC in schools in Wales?	10
What is the quality and extent of ESDGC in Further Education colleges in Wales?	14
What support is available for ESDGC?	15
What support does the LEA offer?	15
What other support is available?	15
What is the role of award schemes?	16
What is the quality and extent of support available?	17
How do we move forward?	18
What are the opportunities, constraints and needs?	18
Moving forward	19
Annex Education for Sustainable Development and Global Citizenship – a model	

Introduction

- 1 The purpose of the report is to provide a position statement about education for sustainable development and global citizenship (ESDGC) in schools and further education (FE) colleges in Wales. The report is based on research commissioned by Estyn and carried out by Sheila Bennell, Jim Coe, Harm-Jan Fricke and Ange Grunsell.
- 2 The Welsh Assembly Government has an Advisory Panel for ESDGC. The panel produced an action plan for ESDGC in 2006. This report contributes to the implementation of that plan by establishing in April 2006 a baseline for ESDGC in schools and FE colleges in Wales.
- 3 The report focuses on:
 - the extent, methods and quality of ESDGC teaching and learning in schools and colleges; and
 - the systems, structures and ways of working that support ESDGC and its potential future development.
- 4 Before producing the report, the team:
 - reviewed a sample of Estyn inspection reports and other relevant documents;
 - examined responses to a questionnaire sent to a sample of schools and all FE colleges in Wales;
 - interviewed officers, headteachers and teachers from four local education authorities (LEAs);
 - invited contributions from the remaining 18 LEAs;
 - interviewed staff in four FE colleges;
 - reviewed the main award schemes relevant to ESDGC that are operating in Wales; and
 - interviewed members of the Welsh Assembly Government's Advisory Panel for ESDGC and nine experts in the field of ESDGC from Wales and elsewhere.
- 5 In 2002, ACCAC, the Department for International Development (DFID), Estyn and the Welsh Assembly Government published a curriculum guidance document for schools entitled 'Education for Sustainable Development and Global Citizenship – Why? What? How?' The Guidance describes the purpose of ESDGC in relation to both sustainable development and global citizenship. The key ideas that are common to both have to do with developing the knowledge, skills and values to

participate in decisions about improving the quality of life and promoting a more equitable and sustainable world.

6 The guidance defines ESDGC as being about:

- the links between society, economy and environment and between our own lives and those of people throughout the world;
- the needs and rights of both present and future generations;
- the relationships between power, resources and human rights;
- the local and global implications of everything we do; and
- the actions that individuals and organisations can take in response to local and global issues.

7 The guidance continues by describing the following nine key concepts of ESDGC:

- interdependence;
- citizenship and stewardship;
- needs and rights;
- diversity;
- sustainable change;
- quality of life;
- uncertainty and precaution;
- values and perceptions; and
- conflict resolution.

8 The Department for International Development (DFID) has established a UK-wide initiative called Enabling Effective Support (EES). In Wales, EES is jointly funded by DFID and the Welsh Assembly Government. The initiative aims to establish local networks to support schools in their work in ESDGC.

Main findings

- 9 Teachers and advisers do not have a clear and consistent understanding of the definition, purpose and benefits of ESDGC. This presents a major challenge when trying to identify criteria to evaluate performance in this area. Schools, colleges and LEAs are generally more confident about, and focus more on, sustainable development than global citizenship.
- 10 While schools are enthusiastic about promoting sustainable development, they are often less clear about identifying how and where they can develop ESDGC's associated skills and values. Key personnel in schools and colleges are generally familiar with the underlying key concepts in the curriculum guidance document, but other staff are largely unaware of them. Overall, teachers do not see the concepts as a helpful way to organise ESDGC work and activities.
- 11 The current position of ESDGC in schools in Wales is that:
 - there is more work on sustainable development than on global citizenship;
 - work in primary schools is of better quality and more developed than in secondary schools;
 - all schools are doing some work that is concerned with it;
 - about three-quarters of schools give little coherent and consistent attention to it;
 - about a fifth of schools, mainly primary schools, are starting to develop their work through better co-ordination; and
 - it has a central and well-organised place in the life and work of less than a tenth of the total and these schools are almost exclusively primary schools.
- 12 The four colleges included in the survey are at different stages of development in their work on ESDGC. Two of them have audited their provision and are incorporating it into their curriculum, ethos and evaluation. One college is planning for more incorporation and the fourth is at an earlier stage of development. All of the colleges have a greater emphasis on sustainable development than on global citizenship.
- 13 LEA support for ESDGC is inconsistent across Wales. Where LEA support is available, it focuses on the provision of training events, often in association with the EES initiative. LEAs are particularly active in promoting school participation in award schemes and similar initiatives, especially the Welsh Network of Healthy School Schemes.

- 14 Other than that received from LEAs, schools usually obtain useful guidance and support from:
- the Welsh Network of Healthy School Schemes;
 - the Eco-Schools Award Scheme, and similar environmental schemes;
 - Development Education Centres¹; and
 - international school linking schemes.
- 15 EES is active in building regional strategies and frameworks that enable schools to promote global connections and understanding of world poverty issues. However, few schools overall are aware of this work. FE colleges obtain support mainly from local Development Education Centres and from some community groups.
- 16 Most schools are involved with one or more award schemes relevant or related to ESDGC and these are often the main driver and vehicles for giving attention to it. Participating schools are generally positive about award schemes. In most cases, schemes focus on sustainable development and healthy living and do not pay enough attention to global citizenship. Overall, teachers find the following features of the schemes confusing:
- the number of different award schemes;
 - the lack of co-ordination between them and other initiatives; and
 - the schemes' different quality indicators and requirements.
- 17 Schools and colleges feel that it is important that there should be specific funding for ESDGC, especially for improving the co-ordination of activities. Schools referred to the positive impact of local co-ordinators for schemes such as the Welsh Network for Healthy School Scheme and PE and School Sports.
- 18 Key opportunities for the further development of ESDGC are:
- the potential of the current review of the national curriculum and the Welsh Assembly Government's Education for Sustainable Development and Global Citizenship Action Plan to raise its profile;
 - the revision of examination specifications and the extension of the core of the Welsh Baccalaureate Qualification;
 - the addition of global citizenship aspects to the Estyn inspection guidelines for further education; and

¹ Development Education Centres are independent local centres that support teachers, youth workers, community educators, higher education institutions and students in learning about global and sustainable development issues.

- the EES initiative, which can help to establish collaboration between different agencies and between statutory and non-statutory partners.

19 The key constraints and obstacles to developing ESDGC work further are:

- the conflicting priorities for curriculum planning;
- the need to rationalise strategic priorities in curriculum planning in order to help schools and colleges to address Welsh Assembly Government initiatives;
- inadequate prioritisation within schools;
- a lack of information on good practice, including access to straightforward ideas that are easy to understand;
- perceived competition between non-government organisations and between different initiatives; and
- more limited support for education for global citizenship compared with education for sustainable development.

Recommendations

- 20 The Welsh Assembly Government through the ESDGC Advisory Panel should:
- R1 clarify the purpose of ESDGC and link the educational case for it with the Welsh Assembly Government's purpose statement on education and lifelong learning;
 - R2 clarify the definition of ESDGC, spelling out in particular its distinctiveness and the benefits it brings to learners;
 - R3 spell out the rationale and potential use of the key concepts in the Guidance document, and relate these explicitly to the definition and purpose of ESDGC;
 - R4 develop a strategy to support the local co-ordination of ESDGC work across voluntary and statutory authorities, and agencies. The strategy should also include guidelines to help providers to raise the quality of teaching and learning and the standards that learners achieve, and a framework to support the continuing professional development of teachers; and
 - R5 establish specific criteria that enable providers to evaluate their work in ESDGC.

How well is ESDGC understood?

How well understood is the purpose of ESDGC?

- 21 Teachers and LEA advisers do not have a clear and consistent understanding of the definition and purpose of ESDGC as a broad area of learning that encompasses both issues of sustainability and citizenship at a global scale. Most teachers have a broad understanding of the aspirations of ESDGC, but most are not familiar with the curriculum guidance document. Examples of the definitions they give are that it is about:
- 'teaching children how to care for our planet and how to respect other cultures'; and
 - 'an awareness of the world and the interdependence of its people'.
- 22 LEA officers tend to see ESDGC as an approach to teaching and learning as well as a body of content. They refer to the development of attitudes and behaviour in addition to helping learners gain awareness and understanding.
- 23 Many managers in schools and colleges are not fully confident about their staff's understanding of ESDGC. Understanding is good in only about a quarter of providers in the sample and it is unsatisfactory in about a third of them. Schools, colleges and LEAs are generally more confident about sustainable development than about global citizenship. As a result, they tend to focus much more on sustainable development aspects. In part this is because of the Welsh Assembly Government's strong focus on sustainability as a key policy theme.
- 24 While schools are enthusiastic about promoting sustainable development, they are often less clear about identifying how and where they can develop associated skills and values of ESDGC. Teachers express confusion about how it relates to personal and social education (PSE). This is partly a reflection of the multi-disciplinary nature of both ESDGC and PSE. The broad conceptual base of both makes it difficult for schools and colleges to plan ESDGC and PSE learning experiences in an over-crowded curriculum.
- 25 Schools with a firmer understanding of ESDGC have usually spent a lot of time discussing the topic and training staff. This has resulted in an increase in teachers' confidence as they develop a deeper understanding. One headteacher described how, 'staff were initially lacking in confidence about what it meant and how to go about it ... my role was to create the momentum'.
- 26 Key personnel in schools and colleges are generally familiar with the nine key concepts in the curriculum guidance document, but other staff are largely unaware of them. Those teachers who are familiar with the concepts do not feel that they are helpful in getting to grips with ESDGC. They find it difficult to establish either the connection between the definition of ESDGC and the concepts or how to use the concepts to organise ESDGC work and activities.

- 27 At present, the purpose and definition of ESDGC are not clear enough. It is unlikely that the extent and quality of ESDGC will be improved until teachers have a clearer understanding of what it constitutes and how they can apply this in practice. Because it is broadly defined and interpreted by schools and colleges to suit their needs, there is a great variation in the nature of ESDGC activities across Wales. This presents a particular challenge when identifying criteria to evaluate performance in this area. Because there is no clear definition and understanding of ESDGC, schools and colleges do not know what they need to do and, if they are doing something, whether they are doing it well.

How well understood are the elements of ESDGC?

- 28 At present, schools and colleges understand in general terms that ESDGC involves some or all of the following components:
- knowledge and understanding about the world, the people in it, the links between them and their relationship with the environment;
 - appropriate institutional policies and practices;
 - learners' participation and decision making; and
 - learners' critical thinking.

Overall, these provide an appropriate conceptual structure to support the development of ESDGC.

- 29 Currently, there are two broad views about what constitutes ESDGC. The first view focuses on developing an understanding of the links and relationships within society and with the environment, both locally and globally, and an appreciation of why these links matter. This relatively narrowly-focused interpretation sees ESDGC as being primarily delivered through:
- subjects in the curriculum; and
 - policies and practice that promote activities such as energy-saving and resource efficiency.
- 30 The second, broader viewpoint focuses more on thinking skills and decision-making. This interpretation sees the purpose of ESDGC as a set of learning experiences that enhance the capacity of learners to make informed choices, now and in the future, in relation to the key political, social, economic, environmental and cultural questions they face in their lives. Those who take this view highlight the importance of participation and decision-making skills, and of raising learner confidence and self-esteem. This approach presents managers with challenges in ensuring that ESDGC experiences are distinct from other multi-disciplinary work such as PSE. Schools and colleges are at an early stage in meeting this challenge. Advocates of this broader definition are only partly successful in ensuring that ESDGC contributes something distinctive and different so that it adds value to the experiences of the learners.

How well understood are the benefits of ESDGC?

- 31 Around a third of teachers feel that there are benefits for learners in following a programme in ESDGC. Teachers and LEA officers who feel that there are benefits, identify them as follows:
- improved aspects of learner subject knowledge and skills that are included in national curriculum requirements;
 - development of learners' values, including empathy and tolerance towards others that help pupils to respect other people;
 - changes in learners' behaviour – from increased recycling to conflict resolution and reduced vandalism;
 - enhanced levels of learner responsibility and participation in activities such as recycling or decision making;
 - learners' improved ability to consider, debate and initiate issues, for example at the school council;
 - access for all learners to topics and concepts that are relevant and current;
 - raised self-esteem of learners;
 - enhancement of learners' critical thinking;
 - changes to the school environment, such as school grounds development and maintenance, and rebuilding programmes;
 - cost savings, for example through better use of energy and paper;
 - improvement in school-community relations; and
 - a better school ethos.
- 32 Teachers are clearer about the benefits of ESDGC in relation to sustainability and the environment. They see this as increasingly reflected in wider political debate in Wales, especially as sustainable development is one of the main themes promoted by the National Assembly for Wales. Some schools and colleges attempt to evaluate their work in this area by looking at a range of indicators, for example electricity consumption, numbers walking to schools and the quality of discussions in class and assignments. However, schools and colleges find it difficult to assess the impact of their work in this area. One teacher commented that ESDGC is 'such an all-encompassing concept, that it's difficult to measure the specific benefits'.

What is the quality and extent of ESDGC in schools in Wales?

- 33 The current position of ESDGC in schools in Wales is that:
- all schools are doing some work that is concerned with ESDGC;
 - there is more work on sustainable development than on global citizenship;
 - work in primary schools is of better quality and more developed than in secondary schools;
 - about three-quarters of schools give little coherent and consistent attention to it;
 - about a fifth of schools, mainly primary schools, are starting to develop their work through better co-ordination;
 - it has a central and well-organised place in the life and work of less than a tenth of the total and these schools are almost exclusively primary schools;
 - the encouragement by the Welsh Assembly Government and Estyn inspections has helped to increase the attention that schools give to it;
 - in general, schools are interested in, or not averse to, developing further attention to ESDGC, but responding to such interest meets practical obstacles; and
 - the guidance and support for the development of ESDGC are patchy and lacking in strategic direction.
- 34 All schools are undertaking some work that is concerned with ESDGC. In particular, work on promoting healthy living is extensive and recycling and energy-saving initiatives are widespread. Schools are developing ESDGC most often through the following methods of delivery:
- Schemes, in particular the Welsh Network of Healthy School Schemes and Eco-Schools;
 - attention to pupil participation; and
 - some curriculum provision, generally through PSE and geography but not widely elsewhere.
- 35 Overall, schools assign higher priority to, and are doing comparatively more in:
- promoting healthy living;
 - promoting critical thinking and learning; and
 - developing the school as a sustainable institution.

- 36 This indicates that schools are responding to competing demands for curricular time and for other educational priorities in Wales, rather than developing a coherent approach to developing ESDGC. Most schools are currently taking forward individual elements of ESDGC without a sense of the whole.
- 37 Most schools address sustainable development far more than global citizenship. A small number have it the other way round, usually where the school is linked to another school elsewhere in the world. In many schools, the emphasis within global citizenship is on international dimensions rather than on global aspects of local life, for example how individual lifestyles in this country can have a profound effect on people living elsewhere. Relatively few schools understand that global citizenship is concerned with the local-global relationships of everyday life, and not only with international understanding.
- 38 Primary schools have more good work in all aspects of ESDGC than secondary schools. Where there is good quality work in secondary schools, it is usually restricted to specific subject areas. Most schools describe their ESDGC work as improving but variable with little consistently good teaching and learning across the school.
- 39 Overall, schools have taken few steps to:
- develop international partnerships;
 - integrate both sustainable development and global citizenship themes into the curriculum;
 - plan explicitly for ESDGC, with clearly allocated responsibilities and resources; and
 - organise whole-school ESDGC initiatives and events.
- 40 The areas of ESDGC that teachers believe they are currently covering relatively well are also their highest future priorities, although most state that they intend to increase attention to all aspects of it. A large minority of schools have taken no steps towards developing international partnerships. Around half of schools see it as a relatively low priority for the future compared with other aspects of ESDGC.
- 41 About a fifth of schools, mainly primary schools, are now reaching a point where they feel they need to co-ordinate their activities in this area. Most of these schools use a number of ESDGC-related award schemes and initiatives. They provide a wide range of experiences that cover ESDGC themes and issues, and they promote pupil participation. A smaller number of schools at this stage of development are beginning to co-ordinate their ESDGC work, for example through developing policies, planning it into schemes of work and increasing involvement with the community. In these schools senior managers provide a strong lead.
- 42 Less than one tenth of schools, almost exclusively primary schools, have a strong commitment to ESDGC and they see it as a fundamental aspect of their philosophy, priorities and practice. They have usually had it as a strategic priority over many

years and they make it explicit in their policies and development plans. These schools tend to:

- have well-developed arrangements for student participation;
- integrate, as appropriate, ESDGC across the curriculum; and
- be keen to look beyond the school gates.

43 The lack of clarity and consistency about the definition, purpose and benefits of ESDGC makes it difficult to establish a firm picture about what schools are doing and especially how well they are doing it. From the work undertaken to provide this position statement, we feel that it would be helpful to schools (and colleges), LEAs and others with an interest in ESDGC to devise a model of how it can operate within a provider. The model can:

- be used as the basis for establishing criteria that will help a provider to judge how well it is doing; and
- help providers to see how they may improve and develop their work in ESDGC.

44 In the annex to this report there is a suggested model that sets out the characteristics of ESDGC in schools (and colleges) at four levels. The different levels are:

- **basic:** provision is limited to some subjects and there are ad hoc activities and initiatives;
- **developing:** there are many ESDGC-related activities, such as award schemes, but pupils' experiences are piecemeal and inconsistent;
- **developed:** ESDGC work is more prominent and there is greater coherence to the provision; and
- **embedded:** ESDGC is a central part of the life and work of the provider.

45 It is possible that different aspects of ESDGC will be at different levels within a single institution.

46 The model then sets out how these different levels relate to:

- the curriculum coverage;
- learner awareness, understanding, skills and values for sustainable development and global citizenship;
- learner behaviour; and
- institutional policies and practices that embed ESDGC.

- 47 The model may help schools and colleges to identify and plan for the process that they may need to go through in order to improve their ESDGC work. At present, the model is offered as a starting point and it requires further work and development. Its further development is outside the scope of this report. If the model is seen to be a useful contribution to promoting ESDGC, then it would need to be developed by the Advisory Panel and integrated into the actions required to implement the Education for Sustainable Development and Global Citizenship Action Plan.

What is the quality and extent of ESDGC in Further Education colleges in Wales?

- 48 The four colleges included in the survey are at different stages of development in their work on ESDGC. Two of them have audited their provision and are incorporating it into their curriculum, ethos and self-evaluation procedures. One college is planning to incorporate more ESDGC into their curriculum and the fourth is at an earlier stage of development. All the colleges place a greater emphasis on sustainable development than on global citizenship.
- 49 All the colleges are piloting the Welsh Baccalaureate Qualification with a small number of learners. The Welsh Baccalaureate Qualification includes within its core programme aspects that relate to sustainability and making global connections. All the colleges feel that it is a qualification that will help to increase their contribution to ESDGC.
- 50 Beyond this, colleges have a variable understanding of where aspects of ESDGC occur in their teaching programmes. Responses ranged from '....it's in pockets everywhere ... in all vocational areas', while others responded that they thought that aspects would be covered in quite a few subjects. Some colleges have taken substantial steps towards acting sustainably by incorporating it into the management of their estates as well as in the curriculum. Others are just beginning to address these issues.
- 51 The support of senior managers is a key factor in developing work in ESDGC. One college has an environmental steering group with members from every section of the college. These 'champions' then drive the issues in their own areas.
- 52 There is little work towards ESDGC-related awards. However, colleges often have international links. Staff value these links for their contribution to broadening the outlook of both the learner and the staff themselves. For some areas of study, they are seen to be a key part of the curriculum.

What support is available for ESDGC?

What support does the LEA offer?

- 53 LEA support for ESDGC is inconsistent across Wales. LEA advisers generally have many responsibilities, of which support for ESDGC is only one, and it is often a relatively low priority in their workload. Small LEAs in particular have problems in securing the resources for ESDGC, even where they see it as an important issue. LEAs that work with other LEAs, often as part of a consortium arrangement, are able to increase the support that they can offer. In some cases, this overcomes some of the problems of the small LEAs.
- 54 Where LEA support for ESDGC is available to schools, it focuses on the provision of training events, often in association with the EES initiative. LEAs are particularly active in promoting school participation in award schemes and similar initiatives, especially the Welsh Network of Healthy School Schemes.
- 55 Half the LEAs investigated in the survey bring clusters of schools together for ESDGC topics and activities. The schools that are involved see this as a beneficial development and value the contacts this brings with other schools, including those that serve different age groups.
- 56 Schools have access to wider council support in most authorities. This is usually concerned with environmental management issues. Occasionally, it also involves support for classroom activities, for example on waste management, or in order to contribute to an award scheme. Councils provide FE colleges with some support on practical aspects too, such as advice on buildings.

What other support is available?

- 57 Other than that received from the LEA, schools can usually obtain useful guidance and support from:
- the Welsh Network of Healthy School Schemes;
 - the Eco-Schools Award Scheme, and similar environmental schemes;
 - Development Education Centres; and
 - international school linking schemes.
- 58 Relatively small amounts of financial support are available locally through the EES initiative. EES is active in building regional strategies and frameworks that enable schools to promote global connections and understanding of world poverty issues. However, few schools overall are aware of this work.
- 59 FE colleges obtain external support mainly from local Development Education Centres and from some community groups. Although some colleges take part in

external award schemes and have initiatives such as international links, these tend not to be specifically related to ESDGC.

What is the role of award schemes?

- 60 Most schools are involved in one or more award schemes related to ESDGC and these are often the main driver and vehicles for giving attention to it. In most cases, the schemes focus on sustainable development and healthy living and do not pay enough attention to global citizenship. The main exceptions to this are the school or college linking schemes promoted and supported through:
- the European Union's Comenius programme; and
 - the British Council-managed Global School Partnerships programme that is funded by DFID, with additional support from the Welsh Assembly Government.
- 61 Eco-Schools is the most widely-used award scheme, involving over 1,000 schools in all 22 LEAs in Wales. The scheme is currently developing global citizenship modules. Pembrokeshire's Sustainable Schools Award Scheme, which involves many schools in the county, is structured around all the ESDGC concepts except 'conflict resolution' and 'values and perceptions'.
- 62 Those local authorities that have developed a particular award scheme provide support for schools on ESDGC issues primarily through that scheme. They provide some LEA training and council support in co-ordinating the scheme, but practical support often relies heavily on the contributions of voluntary organisations. LEA advisers see participation in schemes as beneficial, particularly to primary schools. Far fewer secondary schools participate in these schemes as most schemes are not successful in meeting their needs.
- 63 Participating schools are generally positive about award schemes. Schools involved in such schemes value the impetus it gives as well as the external recognition of their progress. Schools find it useful to have a framework that provides a structure for their work and helps them to set targets for making further improvements. Most schemes emphasise the need for development of the whole-school ethos and of links with the community. Participating schools value the greater involvement of the local community, parents and governors as a result of award schemes. In some cases, the award schemes result in schools carrying out only the actions that are needed to achieve the award rather than on developing the ethos of the school and the capacity of learners. Despite this, one of the surveyed LEAs identified the rapid whole-school progress, from a low baseline, achieved by several schools from participating in the Eco-Schools Award.
- 64 Overall, teachers find the following features of schemes confusing:
- the presence of a number of different award schemes;
 - the lack of co-ordination between them and other initiatives; and
 - the schemes' different quality indicators and requirements.

What is the quality and extent of support available?

- 65 The local authority and the voluntary sector generally provide support for schools and colleges through a collaborative approach. This is especially true for primary schools. It is less noticeable, but not wholly absent, in the secondary and further education sectors.
- 66 There is no clear national picture of the quality and extent of support available. Local circumstances differ widely. For example, in Pembrokeshire schools are positive about the support available, while elsewhere few schools state that support is good, although this varies between LEAs. Around half of schools see the support as being limited or non-existent. The best support:
- is co-ordinated – involving local authority and voluntary sector organisations;
 - is backed by resources;
 - is comprehensive in that it covers both sustainable development and global citizenship; and
 - has content of good quality.
- 67 Some good models of co-ordination and collaboration are beginning to emerge through the development of the regional EES networks. However, teachers express the need for better co-ordination of different schemes and initiatives. This is particularly the view of those who have recently become interested or involved in aspects of ESDGC work. They find confusing the wide variety of, and occasional competition between, voluntary sector organisations and award schemes. One response, typical of many, was that there are, 'pockets of support, but it is not cohesive'. Many initiatives operate in isolation and on a local basis. A large minority of schools are not aware of what training and support is available.
- 68 Schools and colleges feel that it is important that funding is made available specifically for ESDGC. Many of the activities are potentially time-consuming, especially in initiating and developing the work. This requires additional funds and schools and colleges do not feel that there is enough for this work. In addition, funding is also required for improving the co-ordination of ESDGC work in local areas. Schools referred to the positive impact of local co-ordinators for schemes such as the Welsh Network of Healthy School Schemes and PE and School Sports.
- 69 Support rarely covers all aspects of ESDGC. For example, most award schemes cover some but not all of the aspects of it. Support from LEAs and other council departments is more available for sustainable development than for global citizenship. In addition, LEA advisers with responsibility for ESDGC and those with responsibility for race equality do not often work together effectively.

How do we move forward?

What are the opportunities, constraints and needs?

- 70 There are a number of key opportunities for the further development of ESDGC:
- the potential of the current review of the national curriculum and the Welsh Assembly Government's Education for Sustainable Development and Global Citizenship Action Plan to raise its profile;
 - the revision of examination specifications and the extension of the core of the Welsh Baccalaureate Qualification;
 - the addition of global citizenship aspects to the Estyn inspection guidelines for further education; and
 - the EES initiative, which can help to establish collaboration between different agencies and between statutory and non-statutory partners.
- 71 The key constraints and obstacles to developing ESDGC work further are:
- the conflicting priorities for curriculum planning;
 - the need to rationalise strategic priorities in curriculum planning to help schools and colleges to address Welsh Assembly Government initiatives;
 - inadequate prioritisation within schools;
 - a lack of information on good practice, including access to straightforward ideas that are easy to understand;
 - perceived competition between non-government organisations and between different initiatives; and
 - more limited support for education for global citizenship compared with education for sustainable development.
- 72 At present, schools and colleges identify the following needs for improving their provision for ESDGC:
- for it to be designed into the curriculum and vocational areas beforehand, and not dealt with after the curriculum and specification have been finalised;
 - for improved access to additional and dedicated funding for professional and institutional development;
 - for better training and development, including that for senior managers, and its inclusion in initial teacher education and training;

- for its inclusion in LEA strategic plans, such as the Single Education Plan, in order to ensure continued LEA support and participation by all schools;
- for a framework to illustrate its different aspects and highlight what excellence looks like; and
- for more sharing of good practice and the provision of good-quality resources for classroom activities.

Moving forward

- 73 Currently, progress in schools and colleges depends significantly on individual teachers' personal beliefs and values and on their enthusiasm for ESDGC. Although such personal attributes are a major force for change, it is unlikely that they will be enough in themselves to ensure that it is a central part of a provider's life and work. However, there is another way in which schools and colleges are developing their ESDGC provision that may offer a pointer for future developments. This starts by implementing one or two ESDGC-related programmes. Schools and colleges then find that these programmes need co-ordination, and a few providers seem to be reaching the stage of formalising their commitment by agreeing an ESDGC policy.
- 74 It is vital that leaders and managers see ESDGC as important so that any improvements can take place. A key stage in this process is reached when providers highlight it within development plans and policy statements. Primary schools are ahead of secondary schools in this respect. Incorporating ESDGC into subject teaching and whole-school activities in secondary schools and FE colleges presents a major challenge, not only to the schools and colleges themselves, but also to LEAs and other supporting agencies.
- 75 The model set out in the annex suggests what aspects a provider could develop at each level. This can provide a basis for asking questions about the extent and quality of the progress of ESDGC from one level to another. Although many schools and colleges may go from the 'basic' level and through the 'developing' level to arrive in the 'developed' level, it takes a step change in philosophy and practice to reach the 'embedded' level. Providers who wish to explore the practical and educational issues surrounding each level will need appropriate guidance and support, for instance from the Welsh Assembly Government's ESDGC Advisory Panel, its member organisations, and from LEAs.
- 76 If ESDGC is to be successfully embedded and sustained, schools and colleges need to become committed to promoting it. However, they need to be careful that they do not just concentrate on environmental matters or on a narrow view of sustainable development and the global dimension. They also need to consider ESDGC alongside issues where it is or can be a major contributor, for example to:
- the development of political literacy;
 - the development of a human rights and social justice perspective; and
 - an appreciation of cultural diversity.

77 The current guidance on ESDGC is not effective in helping to promote it. It does not clarify:

- its purpose for the education of young people;
- its logic and distinctiveness in terms of approach and learning outcomes; and
- the cohesion between purpose, definition, the key concepts and their use.

Annex

Education for Sustainable Development and Global Citizenship – a model

The following model is offered as a starting point in identifying the key characteristics of ESDGC so that providers can develop their work in ESDGC. It is not offered as a completed piece of work, but as a work in progress.

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