

Sustainable Development & Global Citizenship

Guidance for Schools



The Environment Centre



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Please note that all contact and reference information in this guidance, including websites, was accurate as of January 2006. Whilst all websites and resources referred to in this guidance were deemed suitable for school use, schools should always check content before using them with pupils.

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PART A: INTRODUCTION

Aim

The purpose of this document is to provide guidance to schools and other education settings in the City & County of Swansea on Sustainable Development and Global Citizenship. The guidance particularly aims to assist schools in reviewing and / or developing their own policy.

All schools in Swansea are recommended to be operating an effective policy for Sustainable Development and Global Citizenship by July 2007.

Local Context

Sustainable Development and Global Citizenship have been promoted for many years in schools in Swansea. The terms used may have changed, but the commitment hasn't.

The City & County of Swansea's commitment to work in this area is made clear in its strategic plans such as the Biodiversity Action Plan, and the emerging Learning Strategy and Environment Strategy.

Swansea Environmental Education Forum (SEEF) was formed in 1999 and brings together over 50 partners from the public, private and voluntary sectors that are keen to support work in this field. SEEF itself is part of an even bigger partnership called Swansea Environment Forum. This wider partnership is one of the six key strategic partnerships responsible for delivering Swansea's Community Plan ***Ambition is Critical***, which sets out the vision for Swansea to the year 2020.

Key Documents

There are a number of key documents that schools need to consider:

- The School Curriculum in Wales** (ACCAC, 1999)
- Geography in the National Curriculum in Wales** (ACCAC, 2000)
- PSE Framework: Key Stages 1 to 4 in Wales** (ACCAC, 2000)
- PSE Supplementary Guidance** (ACCAC, 2000)
- Science in the National Curriculum in Wales** (ACCAC, 2000)
- Learning For All: Standards for Racial Equality in Schools** (Commission for Racial Equality, 2001)
- Education for Sustainable Development & Global Citizenship – Why? What? How?** (ACCAC, 2002)

- ☑ **Standards and Quality in PSE in Primary and Secondary Schools in Wales** (*Estyn, 2002*)
- ☑ National Assembly for Wales Circular No: 13/03 (**Personal and Social Education (PSE) and Work-Related Education (WRE) in the Basic Curriculum**) (*National Assembly for Wales, 2003*)
- ☑ **The Common Inspection Framework for Education and Training in Wales** (*Estyn, 2003*)
- ☑ **Consultation Document on Education for Sustainable Development – A Strategy for Wales** (*Welsh Assembly Government, 2005*)
- ☑ **Inspection Matters: School Issue No 2** (*Estyn, January 2005*)
- ☑ National Assembly for Wales Circular No: 11/2005 (**Global Citizenship Secondary School Map – Education for Global Citizenship and Sustainable Development**) (*Welsh Assembly Government, 2005*)

Estyn

In January 2005, Estyn published new inspection guidance for inspectors on Sustainable Development and Global Citizenship (*Inspection Matters, Schools Issue No 2, January 2005*). Selected excerpts are reprinted below:

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

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

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

In making judgments on standards in relation to SDGC, inspectors will need to consider the following questions:

- Are the statutory requirements for SDGC in geography being met?
- Does the PSE provision give enough attention to SDGC?
- Do pupils have enough opportunities to develop and extend their awareness and understanding of SDGC in other subjects?
- Do pupils taking examination courses have enough opportunities to consider SDGC issues?

- Do pupils show an appropriate level of awareness and understanding of SDGC?
- Are pupils given the opportunity to develop their awareness and understanding of SDGC through extra-curricular work and projects?
- Does the school have adequate resources for SDGC?
- Is the staff trained well enough to teach SDGC?
- Does the school have a good understanding of SDGC?
- Does the school have a policy on SDGC issues?
- Does the policy have a beneficial effect on practice?
- Was the school acting sustainably during the inspection?
- Are there effective measures in the use of energy?
- Are there procedures to ensure that waste is kept to a minimum?
- Is the school effectively promoting recycling?
- Is the school effectively supporting healthy life styles?
- Is the school engaged in projects that promote SDGC?
- Has the school gained any award for its work in promoting SDGC?

Full document online at: www.estyn.gov.uk/publications/InspectionMatters_Jan2005.pdf.

PART B: FRAMEWORK FOR SCHOOL POLICY

Schools are advised to structure their policy using the headings provided here. All pupils, staff, parents and governors should have the opportunity to contribute to the development of a policy.

1. Common Terms Used

ACCAC:	Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (Qualifications, Curriculum & Assessment Authority for Wales)
ESDGC:	Education for Sustainable Development and Global Citizenship
GC:	Global Citizenship
DFID:	Department for International Development
IEP:	Individual Education Plan
LEA:	Local Education Authority
NAfW:	National Assembly for Wales
PSE:	Personal and Social Education
RE:	Religious Education
Schools:	Schools and all other statutory education settings
SD:	Sustainable Development
WAG:	Welsh Assembly Government

2. Introduction

- State when the policy applies from and when it will be reviewed.
- Offer a definition of Sustainable Development and Global Citizenship – schools are advised to adopt the following:

Education for sustainable development and global citizenship is 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.’ (ACCAC, *Estyn*, *National Assembly and DFID*, 2002)

- Identify links to other school policies as relevant.

3. Sustainable Development and Global Citizenship: Practice

- ☑ Briefly state the school's commitment to acting in a sustainable way and in a way that promotes global citizenship. Briefly comment, as appropriate, on the school's policy on issues relating to Sustainable Development and Global Citizenship. These may include:

- Animal Welfare
- Biodiversity
- Energy
- Food
- Human Diversity
- Procurement & Banking
- School Grounds & School Buildings
- Social Responsibility
- Transport
- Waste, Litter & Recycling
- Water

Further information on all these issues is provided in Part C of this guidance.

4. Sustainable Development and Global Citizenship: Curriculum

- ☑ Briefly describe how Education for Sustainable Development and Global Citizenship is delivered through the curriculum and through PSE, Geography and RE in particular. As appropriate, refer to schemes of work for other subjects.
- ☑ Briefly describe any 'focus activities' that provide learning opportunities for pupils and enhance the curriculum provision. This may include reference to some of the following:

- Award schemes
- Charity work
- Collective worship / special assemblies
- Environment day or week
- Forest School
- Fruit tuck shop
- Out of School Hours Learning activities
- Peer support schemes
- Recycling schemes
- Safe Routes to School
- School garden
- School linking schemes
- School visits
- Use / development of school grounds
- Visiting speakers

5. Recording

- ☑ State how the school records the implementation of this policy. Schools will inevitably have evidence in a number of places, often to satisfy requirements of award schemes or legislation. It would be helpful for a member of staff with oversight of Sustainable Development and Global Citizenship to maintain an up to date record of what evidence the school has and where it is kept. The following is a suggested list of evidence that schools could refer to:
 - Certificates / Awards
 - Estyn inspection reports
 - Examples of pupil work
 - Letters to or from school
 - Newsletters
 - Newspaper cuttings
 - Photographs
 - Reports to governors
 - Research findings
 - School Council / Eco-council minutes
 - Utility bills
 - Videos of activities
 - Website pages

6. Management, Monitoring & Evaluation

- ☑ Explain how the school manages Sustainable Development and Global Citizenship issues and state any responsibilities given to members of staff.
- ☑ Outline how the school will monitor and evaluate the implementation of this policy. Schools should consider the following:
 - Pupil progress in relation to appropriate learning outcomes within statutory curriculum documents.
 - Whether practice reflects policy.
 - The views of pupils, staff, parents and governors feel in relation to Sustainable Development and Global Citizenship
 - The relevance and quality of materials, resources and teaching and learning methodologies for Sustainable Development and Global Citizenship provision.
 - The efficiency and effectiveness of the organisation and management of Sustainable Development and Global Citizenship.
 - The sufficiency and effectiveness of staff professional development in relation to Sustainable Development and Global Citizenship.
 - The need to incorporate changes and developments in local or national guidance and policy.

- ☑ Schools should consider using a recognised Environmental Management System (EMS), such as the Green Dragon EMS (further information available from www.greendragonems.com). As a point of interest, 36 organisations (but no schools) in Swansea were Green Dragon certified as of January 2006.
- ☑ State the school's commitment to considering relevant external views as appropriate. Examples of external staff may include:
 - Estyn
 - LEA advisers
 - Local employers
 - SEEF (Swansea Environmental Education Forum) members
 - Specialist consultants
 - Teacher training institutions

PART C: GUIDANCE ON SPECIFIC ISSUES

This part of the guidance contains information and advice in relation to a variety of specific issues.

It would be impossible for schools to fully address all the issues at once. Schools are advised to audit current practice in all areas. This will enable schools to select appropriate areas for development – these should then feature schools' action planning documents.

Specific issues have been artificially separated over the following pages to help readers understand them. In reality, these issues are all inter-related.

Whilst there is no section devoted to rights, it is important that schools understand that much of what follows is underpinned by the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child.

The following issues are covered in this guidance:

- Animal Welfare
- Biodiversity
- Energy
- Food
- Global Links
- Human Diversity
- Procurement & Banking
- School Grounds & School Buildings
- Social Responsibility
- Transport
- Waste, Litter & Recycling
- Water

Animal Welfare

Mahatma Gandhi famously stated “*the greatness of a Nation and its moral progress can be judged by the way its animals are treated*”. Animals, especially those under human care, should be treated in such a way that they do not unnecessarily suffer.

The UK government set up a committee in 1967 that became the Farm Animal Welfare Council in 1979. The committee's first guidelines recommended that animals require the freedoms to 'turn around, to groom themselves, to get up, to lie down and to stretch their limbs'. These have since been elaborated to become known as the Five Freedoms of animal welfare, and can be applied to animals in all settings:

The five freedoms

1. Freedom from thirst, hunger and malnutrition.
2. Freedom from discomfort due to environment
3. Freedom from pain, injury and disease
4. Freedom to express normal behaviour for the species
5. Freedom from fear and distress

What schools can do

Children can undoubtedly receive tremendous benefits from having animals in the school when they are properly cared for. However, it should always be remembered that the welfare of the animals is of paramount importance – learning should never occur at the expense of the animal. Animals should only be kept in schools where the following proper provision for their physical and mental well-being can be guaranteed:

- ✓ that a named person is responsible for the welfare and husbandry of the animals;
- ✓ that a suitable environment is provided;
- ✓ that provision can be made for suitable housing, husbandry and veterinary care at all times *including weekends and during holidays*;
- ✓ that any contact between pupils and animals is a supervised and controlled activity;
- ✓ that animals are given adequate “rest” periods away from disturbance;
- ✓ that any animals kept are prevented from indiscriminate breeding.

Not all species are suitable candidates for being kept as classroom pets – the SSPCA has a useful guide to the suitability of different animals as school pets. Schools must carefully consider the requirements of individual animals to ensure that they will be able to provide for the needs of the animal. The school must be totally committed to providing for the animals' welfare and detailed animal care plans must be made (see example on the following page).

In many cases individual schools may decide that the practicalities involved in looking after classroom pets are too onerous for them. If schools decide not to keep animals their pupils could miss out on a valuable learning experience. Schools are therefore encouraged to make use of appropriate visitors to the school, from organisations such as the RSPB, RSPCA and Swansea Community Farm. Schools are also encouraged to take pupils on visits to places like the RSPCA's Llys Nini Animal Centre, The Wildfowl and Wetlands Trust's National Wetlands Centre Wales and Swansea Community Farm.

Written Care Plan: 5th September 2005



Name	Fluffy (brown) and Mopsy (brown)
Description	2 Female rabbits (neutered)
Date of Birth	17 th May 2001
Diet	Hay, vegetables, fruit, rabbit mix.
Daily Care	Feed 1 scoop rabbit mix and 2 tubs of hay twice daily (between both rabbits). Change water daily. Remove droppings and wet litter daily. Change bedding weekly. Allow out into large exercise pen for 1 hour twice daily. Replace gnawing block as required. Thorough grooming session each week.
Special notes	Check teeth and nails monthly, take to be clipped by vet as required. Supplies (feed and straw) purchased from the Pet Store on Welfare Street, fortnightly.
Vaccinations	Myxomatosis and haemorrhagic viral disease annually
Teacher Responsible	Mrs Smith (Second contact: Mr Davidson)
Veterinary surgeon	Anytown Vets, High Street, Anytown, Tel: 456987
Date of last vaccination	May 2005
Veterinary visits/notes	June 2004 - Mopsy taken to vet - treated for eye infection (eye drops both eyes - twice daily for seven days) Treatment finished 26th June 2004
Budget	£250 annual budget from petty cash - see Mrs Brown - to pay for supplies, veterinary visits and vaccinations

This care plan has been adapted from SSPCA: www.sspcaeducation.org

Useful Websites

International Federation for Animal Welfare (IFAW): www.ifaw.org

National Wetlands Centre Wales: www.wwt.org.uk/visit/llanelli/

RSPCA (Llys Nini branch): www.llysnini-rspca.org.uk

SSPCA: www.sspcaeducation.org

Swansea Community Farm: www.swanseacommunityfarm.org.uk

NB: Note further information in the 'Food' section of this guidance in relation to farming.

Biodiversity

Biodiversity, short for biological diversity, is literally the “variety of life on earth”. It includes all genes, species and ecosystems and the ecological processes of which they are part. This is a complex living system that includes humans.

Biodiversity is the earth’s life support system and is crucial to our everyday existence. It helps clean our air and water, it is our food, provides us with essential raw materials and resources for clothing, shelter, medicines and many other commodities.

Increasing human population means greater pressures on the world’s biodiversity, which is exacerbated with ever-increasing individual demands. The living planet is showing signs that it is failing to recover from these mounting pressures. Some Scientists even believe we're on the brink of the greatest global loss of biodiversity since the extinction of the dinosaurs and many other species more than 65 million years ago.

Over the last century, here in the UK, over 170 species of plants and animals became extinct. In the last 25 years 10% of our dragonflies have become extinct. Over the same period, 75% of our butterflies have decreased, 25% of bird species are in decline and once common species, such as the Common Frog and Common Lizard are no longer common. Even some of our mammals are threatened with extinction such as dormice, water voles and bats.

Since World War 2 we have lost 97% of our wild flower meadows, 75% of heaths, and 98% of our lowland peat bogs. Over 200,000 miles of hedgerows and 50% of our ancient woodlands have disappeared.

In the UK the main threats to biodiversity are direct loss of habitat and species (from changes in agricultural practice, development, mineral extraction and forestation), habitat fragmentation (splitting up of blocks of habitat and species into disconnected pockets) and degradation (from neglect or inappropriate management). Other threats include climate change, pollution, introduction of non-native species and over-exploitation all of which are widespread and commonplace and have increasing significance as pressure builds.

Schools have a part to play in protecting, enhancing and restoring biodiversity both directly and indirectly as well as raising awareness of the importance it plays in our future survival.

What schools can do

Encourage biodiversity rich school grounds

- Regularly remove litter to ensure animals don’t get swallow, get trapped or suffocate

- Survey what habitat you have in and around your school grounds
- Develop a plan to protect, enhance, restore or create habitat suitable for a local area
- Add suitable animal boxes in the ground and around buildings such as bird, bat, hedgehog, insect boxes.
- Supply birds and other creatures with suitable food and water throughout the year
- Plant suitable native, non invasive plants for butterflies and other invertebrates
- Use plants of local provenance which ensures they are adapted to suit local climate
- Create ponds or wet area but don't add any gold fish as they will eat wildlife
- Build habitat piles from wood or stone in damp secluded corners to support invertebrates

Gardening

- Use wildlife friendly gardening techniques (e.g. strong plants, planted suitable places become strong and helps them resist pests and disease, garden organically with no chemicals, use GM free seed)
- Use sustainable and environmentally friendly resources (e.g. Forestry Stewardship Council certified wood, renewable or recycled materials, peat free potting material, organic and chemical free products,
- Conserve water (water plants at cool times during the day, mulching plants to reduce evaporation, collect rain water in a water buff or grey watering systems from taps and showers)
- Make your own free compost from all organic waste from tuck shop, lunches as well as any disease plant material from the garden or indoor plants

Citizenship

- Find out how to get involved in managing a local habitat such as a nature reserve
- Encourage children to become members of charities with children's clubs and information
- Make a commitment for your class or school to adopt a creature, not just for a year but for a useful time period
- Help raise much needed funds to help protect and raise awareness of biodiversity
- Get involved in the Woodland Trust and the Centre for Ecology & Hydrology's project and help monitor and evaluate changes to nature's events.

Useful Websites

Nature Grid: www.naturegrid.org.uk

RSPB: www.rspb.org.uk

The Woodland Trust – Nature Detectives: www.naturedetectives.org.uk

UK Biodiversity Action Plan: www.ukbap.org.uk

UK Safari: www.uksafari.com

Wildlife Trust – Ysgol Natur: www.natureschool.co.uk

Energy

Energy consumption in the UK has risen by 15% since 1970. We are wasteful of energy at all stages of its production and consumption with only 30% of the energy generated in power stations reaching our homes, schools and offices due to inefficiencies with the national grid system.

However we, as a nation are incredibly wasteful in our homes, schools and offices leaving lights on and equipment either on or on standby when we are not using it.

As a nation we are responsible for wasting enough energy per year to power 400, 000 homes just by leaving our appliances on standby and therefore contributing one million tonnes of Carbon Dioxide (CO₂) into the atmosphere that is generated purely through wastefulness and laziness.

With climate change a real threat to the lives of the younger generation and with the need to conserve power, particularly energy generated by fossil fuels, our energy consumption as individuals and as members of institutions is something that we all need to address.

What schools can do

The school will be a big user of energy. Some school heating systems waste 40% of the energy they burn. Indeed, Encams estimates that £100 million a year of public money could be saved if schools were more energy efficient. From 2006, European legislation will require all schools to publish their energy consumption figures.

Schools can:

- Review bills over the last 3 years and work out the tonnes of CO₂ the school has produced (See conversion chart below)
- Undertake a full energy audit in school.
- Encourage energy efficiency within the school and take positive steps to reduce the energy bill and thereby cut down on CO₂ emissions by looking at short term and long-term measures.
- Implement Energy Good Housekeeping measures for the use of lighting, heating, computers, copiers and kitchen equipment
- Consider setting up a team of 'Energy Champions' to continuously monitor any wasteful practices
- Study renewable energy, fossil fuels and nuclear energy in geography and science.

Electricity

Electricity show the number of 'units' used each quarter, measured in kWh (kilo Watt hours). Enter these in the table on the right, total the units used in a year and times this by the conversion factor to find out how many kilograms of CO₂ the school emits in a year.

1 st Quarter	.....kWh
2 nd Quarter	.....kWh
3 rd Quarter	.....kWh
4 th Quarter	.....kWh
<hr/>	
Total units per year	.....kWh
X Conversion Factor	0.43
= CO ₂ Emissions	.....kg

Gas and Oil

Gas bills show how much has been used in kWh, therms or cubic metres. Enter one of these in the table below or the amount of litres of oil used and use the appropriate conversion factor to find out how many kilograms of CO₂ the school emits each year.

Natural Gas			KWh	Therms	Cubic m	Oil		Litres
1 st Quarter	.....	.....	.....	.....	.....	1 st Quarter	.....	.....
2 nd Quarter	.....	.....	.....	.....	.....	2 nd Quarter	.....	.....
3 rd Quarter	.....	.....	.....	.....	.....	3 rd Quarter	.....	.....
4 th Quarter	.....	.....	.....	.....	.....	4 th Quarter	.....	.....
<hr/>						<hr/>		
Total per year	.....	.....	.....	.....	.....	Total	.....	.....
X Conversion Factor	0.19	5.5	1.77			X Conv. Factor	1.25	
= CO ₂ Emissions	.....	.....	.....			= CO ₂	.....

Useful Websites

Centre for Alternative Technology (CAT): www.cat.org.uk City & County of Swansea

Energy Good Housekeeping Guide:

www.swansea.gov.uk/swannet/index.cfm?articleid=7828

Energy Conservation UK: www.energy-saving.co.uk

Friends of the Earth: www.foe.co.uk

The Carbon Trust: www.thecarbontrust.co.uk

The Energy Savings Trust: www.est.org.uk

Food

All stages of the production and distribution of food and drink have a huge impact on our environment. Modern day industrial scale factory production and globalisation of market place has led to aggressive competition to feed the world, but at a cost. The key environmental concerns are described below but there are many other examples of smaller localised problems, which collectively cause enormous damage.

Food and shopping miles on the increase (miles travelled by food stuffs from producer to consumer) and with them emissions of CO₂, a major contributor to climate change, as well as many other gaseous pollutants exacerbating problems such as smog, acid rain, ozone depletion and a general reduction in air quality.

Incidents of water pollution are on the increase due to more widespread use of chemicals mainly, within the agriculture sector. Fertilisers, insecticide, pesticides, sheep dip, hormones and sewage as well as factory added colourants, stabilisers additives, and preservatives are all potentially hazardous and have been directly linked to adverse affects on our long-term health and well being.

In the race to produce ever-cheaper food, there is increasing concern about animal welfare and human rights violations. Standards and conditions have worsened and have been linked to health problems such as BSE, foot and mouth and bird flu.

Within the fishing industry over-fishing, by-catch of non-target species and other unsustainable aquaculture farming methods are leading to the degradation of our oceans ecosystem; many scientists believe they are struggling to recover.

Genetically Modified Organisms foodstuffs are causing alarm without full environment and health impact assessment and the practise of 'patenting life forms' by world corporations means farmers have to purchase them each season or face prosecution where traditionally they would save, exchange and replant seeds.

In many countries throughout the world intense farming and over-use of the land has led to degradation causing erosion, salination, desertification and pollution rendering it useless to both human and wildlife.

Other environmental food issues include over use of and non-sustainable, non-recyclable packaging where wasteful packaging is causing huge environmental degradation.

What schools can do

In the last few years links between a child's diet and their overall development including weight, health and behaviour have become clearer. Schools therefore have a vital role in

encouraging, providing (canteen, tuck shop, vending machines) and educating and raising awareness of the importance of buying and consuming sustainable and healthy food and drinks as part of a responsible and sensible lifestyle.

The vast majority of schools in Swansea use the City and County of Swansea's catering contract where food procurement, amongst other things, is done on their behalf. The system follows current Welsh Assembly Government and other good practice guidance to ensure food and drink options are healthy and sustainable wherever possible.

However some schools have opted out of the extra contracts for the tuck shops and vending machines and need to take the following into consideration in order to make sure schools are taking a responsible role in protecting the environment and welfare of children in their care.

Schools should endeavour to provide food and drinks that are:

- fresh, healthy and of good quality
- locally grown and sourced
- seasonally available
- fairly traded (e.g. Fairtrade Foundation)
- free range or animal welfare standard (e.g. RSPCA freedom food)
- organic
- sustainably fished (e.g. approved by Marine Stewardship Council)

Schools should avoid providing foods that are:

- overly packaged
- highly processed with high fat, salt and sugar content
- made with genetically modified organisms
- transported long distances

Useful Websites

Co-op Fair Trade Schools Pack: www.co-opfairtrade.co.uk/schools_pack

Food for Life: www.foodforlifeuk.org

Food in Schools (DfES / DH): www.foodinschools.org

Growing Schools: www.teachernet.gov.uk/growingschools

Marine Stewardship Council: www.msc.org

RSPCA: www.rspca.org.uk

Schools Organic: www.schoolsorganic.net

The Soil Association: www.soilassociation.org.uk

The Fairtrade Foundation: www.fairtrade.org.uk

School Meals

For further information about school meals in Swansea, please contact:

Bet Jenkins, Catering & Cleaning Facilities Manger, City & County of Swansea

Tel: 01792 773473 / Fax: 01792 773534 / Email: bet.jenkins@swansea.gov.uk

Human Diversity

Human diversity covers all aspects of diversity within the human race, including cultural, religious, social and economic diversity. Whilst diversity can be viewed positively, it can also be a cause of severe tension, locally and globally.

The excellent book *If the World Were a Village* pictures the global population as a 'global village' of just 100 people, to help demonstrate diversity. Some indicators of diversity are as follows:

Whilst over 6000 languages are spoken in the global village, 22 people speak a Chinese dialect, 9 speak English, 8 speak Hindi, 7 speak Spanish, 4 speak Arabic and 4 speak Bengali.

In the village, 32 people are Christians, 19 are Muslims, 13 are Hindus, 12 practise shamanism, animism and other folk religions and 6 are Buddhists.

Whilst there is more than enough food for everyone in the village, only 30 people always have enough to eat.

As for money, the richest 20 people in the village have more than £5600 a year whereas the poorest 20 people have less than £235 a year

The village has grown in size dramatically over the last century – only 32 people lived in the village in 1900.

Swansea is a tiny part of this 'global village', yet it is home to over 50 diverse ethnic communities.

What schools can do

All schools in Swansea were provided with guidance from the Education Department in 2002 called *Valuing Diversity*. This guidance is practical and covered the following areas that schools may need to consider:

- Collective worship
- School meals
- Fasting
- School uniform
- Religious symbols and jewellery
- Daily religious observance and festivals
- Extra-curricular activities
- Religious Education
- Sex education

- Expressive and performing arts
- Home school links
- Naming systems

This should be read by anyone working in a school.

Schools in Wales are expected to develop bilingualism as a key skill. Bilingualism in this respect is concerned with pupils' ability to use English and Welsh. However, it is good practice to promote the use of all languages that pupils in schools may use.

The Ethnic Minority Language and Achievement Service (EMLAS) advise schools to ensure that they 'make the pupil feel welcome by valuing his/her first language(s), culture and religion'.

Schools by law must provide a daily act of collective worship that 'shall be wholly or mainly of a broadly Christian character'. Assemblies, as these acts of worship are more commonly known, should acknowledge and reflect the diversity of the school and global community in their approach and content.

Since May 2002, schools have been required by law to have a Race Equality Policy. This policy should make it clear how the school will both promote race equality and respond to racist incidents.

Schools should develop an annual action plan on race equality – this could be within a wider school development plan. Guidance on race equality action plans is available from the Commission for Race Equality (CRE) in its document *Education for All*.

Further to race equality, issues around equality in respect of gender, disability, religion and sexuality also need to be considered by schools. Evaluating policy using a generic Equality Impact Assessment tool would be a useful way forward for schools.

Schools should select resources carefully, mindful of school and global diversity. Books such as those in the *Small World* and *Like Me Like You* series provide excellent examples – see Recommended Resources in Part G.

Useful Websites

ActionAid Schools: www.actionaid.org.uk/100006/schools.html

Amnesty International: www.amnesty.org

Commission for Race Equality: www.cre.gov.uk

Disability Rights Commission: www.drc.org.uk

Equal Opportunities Commission: www.eoc.org.uk

Global Village: www.acblack.com/globalvillage

United Nations (UN) Human Rights: www.un.org/rights

Valuing Diversity booklet: www.swansea.gov.uk/media/pdf/h/a/Valuing%20Diversity.pdf
(Welsh): www.swansea.gov.uk/media/pdf/o/h/Gwerthfawrogi%20Amrywiaeth.pdf

Procurement

Every single product we eat or use has been made from, at least in part, raw materials sourced from the natural world around us. Many of these natural resources are finite or non-renewable and methods used to locate, exploit and distribute, cause damage to the environment, sometimes extensively and irreversibly.

“Cradle to grave” or “life cycle analysis” (LCA) can help us understand the full impact that each product has on the environment in its lifetime from creation to disposal. LCA looks at the effect of each raw material, the energy in the production, package and transportation and wastes produced (solid, gaseous and liquid).

80% of the world’s resources are consumed by 30% of the world’s population currently but trends show that less industrialised nations, with exploding populations, desire the level of consumerism we “enjoy”. The world has limited resources and soon will not be able to supply us with all the new resources we need.

Activity / Lesson idea: Life Cycle Analysis (LCA)

This activity might take place over several weeks or even a whole term.

1. Look at a number of products made from a single material (aluminium or steel can, newspaper, apple, glass bottle, plastic bottle, cardboard box)
2. Discuss with the class what the products are made of in turn and ask if they know what other things might be used in its creation.
3. Talk about the energy is used in production and the transport, pollution and waste.
4. Discuss which they think is the most environmentally friendly and see if they can ‘close the loop’ at the end of the products life i.e. find the most environmentally friendly way of disposing of the product.

What schools can do

Schools need to think about the environmental cost of all the resources they buy and decide what level of commitment they can afford and what to follow. To become more sustainable schools should take the following into consideration when buying resources:

- Does the school need the resource?
- For sustainable foods see Food section
- Buy products made from renewable resources and avoid non-renewable
- Ensure electrical products are the highest energy efficiency rating
- Buy as local as possible to reduce product miles
- Purchase products made from recycled materials

- Keep things in good working order so they last longer, a stitch in time saves nine!
- Repair, reuse and refill products where appropriate
- Buy biodegradable cleaning products that don't contain harmful pollutants e.g. Ecover product range (further information from www.ecover.com)
- Don't be tempted to buy cheap, inferior goods, it can be false economy
- Look out for eco labelling but beware there are a lot of misleading information

Useful Websites

Co-op Fair Trade Schools Pack: www.co-opfairtrade.co.uk/schools_pack

The Fairtrade Foundation: www.fairtrade.org.uk

Banking

Links between banking and environmental degradation are not direct or immediately obvious however the global financial industry is built on huge banks investing in multinational companies based on their economic credentials alone rather than their principles or responsible approach to business attitude.

However there are a handful of smaller, well established banks that can offer customers the option of avoiding investment with companies that have poor track records in human rights, animal welfare, waste, terrorism, pollution and so on. Returns might not be as high or even as reliable but offer a responsible and guilt free method.

What schools can do

To become a key player in citizenship schools should endeavour to lead by good example and all their banking in theory should be ethical. However, almost all schools in Swansea have tied into existing banking agreements through the LEA. Schools could opt to make their own arrangements – but, as of December 2005, only one school has chosen to do so.

Below are listed things a school might be able to do to become more financially ethical:

- Ask existing bank to move school monies to ethical investment funds
- Encourage other bank accounts held by groups acting within the school to move their money to more ethical investments. For example, if the school council or Parent Teacher Association has a bank account of its own, it will be much easier to hold this with an ethical bank than the school's central account..

Useful Websites

The Cooperative Bank: www.thecooperativebank.co.uk

Ecology Building Society: www.ecology.co.uk

Triodos Bank: www.triodos.co.uk

School Grounds

School grounds can be an excellent resource benefiting pupils, staff, parents, the wider community and the environment. The full potential of school grounds is rarely exploited and it is even rarer for them to be used in a truly sustainable manner.

School grounds can be welcoming, stimulating, non-threatening and easily accessible space where all aspects of the curriculum (formal, informal and hidden curriculum) can be taught. School grounds should have a huge positive impact on a child's education and development and make learning experiences more relevant to them and a much more pleasant place in which to play, learn & work.

Involving children in the sustainable development, use and management of their school grounds fosters sense of belonging and ownership and leads to an increased self esteem as a responsible and active citizen. Learning Through Landscapes (LTL) research has shown that schools that improved their grounds resulted in 65% improved attitudes to learning, 52% improvement in academic achievement and 73% considerable improvement in behaviour.

Schools should ensure that all school development and school grounds work is carried out in an environmentally, responsible way having minimal environmental impact whilst raising awareness of the reasons for the method used.

What schools can do

Whilst using and developing school ground the following should be considered:

- involve the whole school community in consultation and participation
- consider all user groups needs and requirements
- consider the whole site even when only developing a small area
- consider the whole of the curriculum (formal, informal and hidden)
- think about different reasons, seasonal and times use (e.g. health, sports, summer fayre, celebration, break and lunch times, after school and holidays, dark winter nights)
- survey what you have on site before making any changes
- ensure minimal damage to any existing site through machinery, materials or workings
- use sustainable sources materials

Useful Websites

Learning through Landscapes: www.ltl.org.uk

SUSchool: www.suschool.org.uk

Royal Horticultural Society (RHS) Learning: www.rhs.org.uk/learning

Activity / Lesson idea

1. Pupils undertake a physical survey of the school grounds. They construct a map indicating the location of features such as trees, benches, footpaths and courts and pitches for games, noting their condition.
2. Ask pupils to observe and record how the school grounds are currently used at different times of the day, *e.g. before school starts, at break and lunchtime, for lessons and activities, after school*. Help pupils use techniques such as fixed-point photography, video and mapping to gather and record this information.
3. Discuss with the pupils ways of establishing the needs of different groups that use the site, *e.g. teachers taking lessons outdoors, students and community groups using the site after school hours*. Pupils agree methods for collecting and analysing this information, *e.g. questionnaires, charts and diagrams*.

School Buildings

Many of the school building stock in Swansea are aging and showing signs of neglect or lack of investment over the years. Victorian schools were designed and constructed when standards of living and lifestyles were very different and as open fires were replaced with central heating so damp and mould set in. Buildings erected later in the 1960's and 1970's are just not as robust and building supplies available inferior to traditional materials.

What schools can do

When schools have to undertake repairs, re-decorate or extend their buildings, schools should try to undertake a renovations style approach keeping the vernacular character as schools are an important part of a community's heritage, both living and historical.

Materials should have minimal damage on the environment and where possible be reused and reclaimed. Wooden products should have the Forestry Stewardship Council certification (FSC), paints and varnishes should be low solvent (or even solvent free – see Ecos Organic Paints link below) and thought go into renewable supplies.

Useful Websites

Ecos Organic Paints: www.ecospaints.com

Forestry Stewardship Council: www.fsc.org

Social Responsibility

According to the government's Department of Trade and Industry, Corporate Social Responsibility (CSR) is essentially about behaviours that go beyond basic legal compliance. A responsible organisation behaves in three key ways:

- It recognises that its activities have a wider impact on the society in which it operates
- In response, it takes account of the economic, social, environmental and human rights impact of its activities across the world
- It seeks to achieve benefits by working in partnership with other groups and organisations

CSR is not just a matter for businesses, but for all organisations. A lot of organisations give money to worthy causes and 'gifts in kind' by giving of staff time or free resources, as well as developing links with charities, locally, nationally and globally.

The following information helps to give an idea of the significance of charity work in the UK alone:

- The Home Office estimates that 26 million people in England and Wales contribute 1.9 billion hours of voluntary activity a year, equivalent to around one million full-time workers.
- The value to the UK economy of this voluntary work is put at £23 billion.
- The UK's top 100 companies donate almost £1 billion to charity every year.

As young people mature it is important that they value social responsibility. Being a responsible citizen includes taking responsibility for their actions, not just in terms of the way that their actions may directly affect another person (e.g. bullying), but also in terms of the way their actions now may have an effect for many years to come in the wider community and on the environment.

What schools can do

The PSE and Citizenship programmes are ideal for this. By looking closely at the issues above and ensuring pupils have opportunities to take part in decision making within the school, this sense of social responsibility within the school community and beyond can be instilled in them.

Useful tools for doing this within the school are schools councils but tackling the issue of the wider community can be more difficult. Making links with other schools in local community and across the world are proven successful ways of addressing issues and encouraging responsibility, as are giving the pupils opportunities to fund raise or volunteer for local and global charities.

It is also important that pupils have a good understanding of how Government, local and national, and our legal system works so that they can be empowered to take informed decisions and participate in society as a whole.

Some ideas:

- Make links with a school in the developing world and use these links to compare and contrast ways of life and attitudes
- Charity work: adopt a charity, fundraising activities, participation in local and national events
- Host community events in school and enlist the help of the pupils e.g. host the local annual Age Concern Christmas Party and use pupils to act as waiters
- Day trip to courts and government buildings
- Talks and discussions with local government officials e.g. local councillors
- Promote and encourage volunteering – particularly relevant for pupils as part of the new 14 – 19 Learning Core.

Global School Partnerships

Linking with schools in other countries promotes social responsibility, provides excellent learning experiences for pupils and creates innovate opportunities for staff professional development. Schools can make links with schools in countries all over the world. Funding is available from the British Council to help pay for travel expenses for staff and pupils, resources for curriculum developments or whole school projects.

For example, Gors Community Primary School has participated in a British Council funded Comenius project on “Water” with schools in Germany, Poland, Italy, Sweden, as well as a global project with a school in Rajasthan, India. The school has twice won the International School Award for their commitment to international work, an accolade that Whitestone Primary School has also won.

For support in developing school partnerships and accessing the funding available, contact Alison Jenner: email Alison.Jenner@swansea.gov.uk or tel 01792 470171.

Useful Websites

British Council (Global Partnerships): www.britishcouncil.org/globalschools.htm

BTCV Cymru: www.btcvcymru.org

International School Award: www.britishcouncil.org/learning-international-school-award.htm

School Link (Save the Children): www.school-link.org.uk

Swansea Council for Voluntary Services (SCVS): www.scvs.org.uk

UK Government’s website on CSR: www.csr.gov.uk

Wales Council for Voluntary Action (WCVA): www.wcva.org.uk

Transport

Transport is the fastest growing contributor to climate change and with estimates of over 30 million cars on the road by 2025; we all need to take a look at the way we travel, particularly to work and school. During the morning rush hour there is a 17% increase in cars on the road with parents doing 'the school run'.

This not only contributes to pollution but the knock on effects of the increase in traffic include a rise in health problems such as asthma amongst young people and a rise in accident rates due to the increased number of cars on the road. The Department of Health estimates that there are between 12,000 and 24,000 early deaths each year resulting from poor air quality in our cities. The UK government has committed the UK to work towards a 60% reduction in its carbon dioxide emissions by 2050.

Further to car use, demand for air travel is expected to increase threefold by 2030.

At current rates of global use of fossil fuels, many scientists estimate that we could run out of oil within 50 years.

Alongside the need to reduce the environmental impacts of some forms of transport – particularly road and air travel – there is a need to promote and make use of more environmentally friendly transport options such as cycling, public transport and walking.

What schools can do

Schools can do many positive things to address transport issues:

- Encourage a car share scheme amongst members of staff
- Discourage the 'school run' by limiting parking within a given radius of the school and informing parents about bus and coach services locally
- Use the walking bus scheme for pupils (see case study on following page)
- Provide secure facilities for bicycles to be locked up and host cycling proficiency courses regularly in school
- Consider carefully the environmental impact of transport for medium and long distance school trips e.g. flying is the most polluting form of transportation (Schools should also carefully consider the environmental appropriateness of destinations for tourism – 'eco-tourism')

Useful Websites

Sustrans UK: www.sustrans.org.uk

Transport 2000: www.transport2000.org.uk

Safe Routes to Schools: www.saferoutestoschools.org.uk

Case Study: Penllergaer Primary School



The Walking bus at Penllergaer Primary



Our walking buses provide a fantastic sight during the early morning rush in Penllergaer. Penllergaer is located next to the large intersection at junction 47 of the M4.

At Penllergaer we strongly believe that it is our duty to help children arrive at school safely. The walking bus has certainly contributed to this factor.

What does it involve?

Children gather at a known meeting point no further than 1 mile away from the school and then walk together along a specific route with adult supervision. Every child is provided with a reflective jacket to wear.

How do you set it up?

At Penllergaer the walking bus initiative formed a large part of our 'Safe Routes to School' project, which is supported by the City and County of Swansea. A county representative came to the school to help us set it up.

It involved:

- Selecting parent helpers to run the bus on a daily basis
- Training the parents and getting them CRB checked
- Launching the bus, attracting as much publicity as possible.

A Great Success!

The walking bus is proving to be a great success and it is loved by all.

The benefits of a walking bus:

- Children arrive in school safely
- The number of cars entering the school grounds is greatly reduced
- It provides children with regular exercise
- Children love it
- It gives parents more time in the mornings as they don't have to take their child to school
- It's environmentally friendly.



Walking To School Rap

Here is a rap that we wrote to help promote the buses.

Come on everybody let's walk to school
Travel with us and be really cool.
Traffic over here and traffic over there
Traffic causing chaos around Penllergaer.
All those noisy cars are causing pollution
Walking to school could be the solution
Hop along and join our walking bus
Leave behind those cars causing all that
fuss

Walk, walk, walk, walk to school
Walk, walk, walk, be really cool

By Anna Davies, Penllergaer Primary School,

Waste, Litter & Recycling

Each year we all throw away millions of tons of household items, packaging and other materials. This has traditionally gone to landfill where it has been buried. This, however does cause huge environmental and health problems. Methane gas is given off by anoxic degradation of organic matter and is over 21 times more effective at trapping heat than carbon dioxide. Therefore it is one of the greatest contributors to climate change and landfill sites are the biggest single source of methane production.

Landfill also gives off a liquid called leachate, which is highly toxic. This has to be caught in 'bunds' around the edge of a landfill site and treated before it then enters the water cycle.

The landfill site in Swansea closed in 2005 and the City and County of Swansea is looking at other methods of dealing with our residual waste whilst continuing to encourage waste minimisation and maximise recycling as all methods of waste disposal have environmental costs. These include gasification, incineration and mechanical-biological treatment.

Throwing items away like this is also being wasteful of the world's valuable resources. Recycling aluminium for example can be done indefinitely; this saves having to mine the ore from the ground and saves 90% of the energy that would be required to produce it from scratch as well as significantly cutting down on water pollution. There are many different plastics being produced today. Plastics are possibly the most polluting material known to man. They are made from crude oil and are estimated to last in the ground for at least 500 years. It is considered that many of our everyday plastics will never degrade.

Litter is a huge social problem as well as having significant effects on our economy, health and wildlife. Councils can spend £100,000's on litter picking every year; much of the litter is dangerous to both ourselves and animals and can have a very negative impact on the way we feel about where we live, work and spend our leisure time.

What schools can do

The school should be endeavouring to cut down on its waste by taking a number of very important steps:

- Join the Swansea Schools Recycling Scheme and recycle paper and cardboard on the kerbside, this could save the school up to 60% of its annual waste bill.
- Encourage the **4 R's** and **reduce, reuse, repair** and **recycle** other materials wherever possible. Recycling itself has an impact on the environment so use this waste hierarchy to get the message across.
- Ensure the 4 R's are part of provision in geography, science, PSE and art in particular.

- Identify the source of litter within your school grounds.
- If you have managed to eradicate litter then state how this was done. If litter is still a problem then state the steps you will go through to do so.
- Look at the local environment and assess the litter - can the school do anything about it?
- Include litter as an issue to look at in PSE.
- Involve all pupils in litter picks around the school (do not make litter picking a punishment).
- Encourage visitors to come to the school to discuss the issues with pupils.
- Run pupil-led campaigns to encourage better practice at home as well as school with waste, recycling and litter.

Case Study: Hendrefoilan Primary School

Hendrefoilan Primary School has been developing its provision for several years through the Eco-Schools programme. The school began by introducing the '4Rs' of recycling and using these wherever we could throughout the school: collecting paper for recycling; using both sides of the paper before binning it; photocopying on both sides of paper wherever possible; reusing plastic drinking bottles; purchasing recycled materials for use in the school; recycling toner, printer cartridges and mobile phones, and composting waste from the fruit tuck-shop and staffroom.

The children of the Eco-School Committee then wrote to parents to encourage recycling at home, using the council kerbside collection service. All the families were canvassed at the start of the campaign, and then again at the end of a year, to see if the school was helping to get everyone involved. The data was used by the children in maths and ICT and has shown a huge increase in the number of families recycling at home.

The school has achieved the Gold Recycling Award from the City and County of Swansea (two years in a row) and the Eco-School Green Flag. When Estyn inspected the school in February 2005, inspectors described the children's awareness and understanding of Education for Sustainable Development and Global Citizenship as "outstanding features of the school".

Useful Websites

Alupro Aluminium Recycling: www.alupro.org.uk

City & County of Swansea Recycling: www.swansea.gov.uk/index.cfm?articleid=1011

Recycle More: www.recycle-more.co.uk

Swansea Play Resource Centre: www.playright.org.uk

Swansea Schools Recycling Scheme: www.environmentcentre.org.uk/projects/schools.htm

Waste Awareness Wales: www.wasteawarenesswales.org.uk

Waste Watch UK: www.wastewatch.org.uk

Water

Water is a precious and essential natural resource and even though 70% of the planet is covered with it only 0.008% is suitable for human consumption. In the UK we often take water for granted as we currently enjoy seemingly unlimited affordable and clean water to meet all of our needs.

However, when you combine population growth, reduction in available water due to a number of factors and radical changes in our lifestyles, our demand will soon outstrip availability. Our average water use has increased by 70% in the last 30 years.

Water extraction from natural water courses for industrial, domestic and agricultural use is increasing and uncontrolled, causing untold harm to some of our threatened and rare species. The extraction also aggravates problems caused by accidental and deliberate releases of untreated waste in rivers and the sea. The construction of new reservoirs in often protected mountainous regions is costly, controversial, and unpopular and inflicts significant environmental damage. It is therefore not a simple solution.

A large-scale rethink is also needed on effective management of rain and flood waters. We need to ensure we adequately protect ourselves from its destructive forces not just because of the monetary cost but also because of the human and environmental cost.

We need to reconsider the way in which we collect, treat, distribute and use water in order to supply demand for clean safe water in the future. In short we need to ensure we start protecting and conserving our reserves and the dynamic water cycle as a whole.

What schools can do

Within schools sustainable and responsible water management can be achieved most affectively through good house keeping and day to day practices. This should be combined with ongoing awareness raising and information about responsible life styles and only then should installation of water saving devices be considered.

Flush water accounts for 40% of the average school's water consumption. Eco-Schools estimates that a package of small water-saving measures can save a school of 600 pupils around £5000 a year.

Good housekeeping that helps schools reduce their water consumption involves:

- Ensuring taps and showers are turned off when not in use
- Undertake a water survey to check for leaks in the system (underground pipes, cisterns and dripping taps)
- Undertake annual audits to review water consumption
- Shortened pipes to reducing wasting water to receive hot water.
- Undertake a pre-winter check e.g. bleed radiators, check lagging pipes and tanks)

Schools can help prevent water pollution by:

- Using biodegradable cleaning products which do not pollute our river systems
- Not using soluble fertilizers which cause slimy algae build up in lakes and rivers suffocating life
- Ensuring unwanted petroleum based chemicals are disposed of correctly – oil takes a long time to break down and sometimes contains toxic impurities.
- Avoiding chlorine bleaches which break down and release carcinogenic chemicals
- Installing SUDS (Sustainable Drainage Systems) on large hard surfaced areas to reducing flood risk and minimise and diffuse pollution

The school can consider installing the following water conservation devices:

- Low flush or dual flush toilets
- Cistern displacement devices such as “the hippo” available free from Welsh Water
- Cistern flush controllers in urinals
- Rainwater collection (water butts)
- Grey water harvesting systems (shower & sink water used for flushing toilets)
- Press taps or push button with limited timing on taps & showers
- Aerated or spray taps & shower heads
- Flow restrictors on pipes

Activity / Lesson idea: Water use study

1. As a class, compile a list of the various uses of water. Divide the children into groups and ask them to sort the list into categories - home, farms, industry, leisure, others.
2. Read to the class *Bringing the Rain to Kapiti Plain* by Verma Aardema (available online at www.pbskids.org/lions/trains).
3. Ask the children to keep a diary of water use in the home for a week. Explore the issue of wasting water and discuss what happens to water once it has been used.
4. Ask the children to record their use of water in the home on a spreadsheet. Discuss with the children the patterns of water consumption and how reducing consumption might improve the environment.

Useful Websites

Environment Agency Wales: www.environment-agency.wales.gov.uk

The Carbon Trust: www.actionenergy.org.uk

Water in the School: www.waterintheschool.co.uk

WaterAid Learn Zone: www.wateraid.org.uk/uk/learn_zone

Welsh Water: www.welshwater.co.uk

Wildfowl & Wetlands Trust – Learn for Life: www.wwtlearn.org.uk

PART D: OPPORTUNITIES IN THE CURRICULUM

There are innumerable opportunities to address aspects of Sustainable Development and Global Citizenship in every area of the curriculum.

All teachers should have a good awareness and understanding of the various aspects in order that opportunities for pupils' learning within their own area of responsibility can be taken up. It is critically important that, whatever the subject or context for learning, there is a strong emphasis on developing pupils' attitudes, values and skills.

The following points briefly highlight some strengths that each subject has to offer:

- Knowledge about the resources on which we depend and how we impact on and interact with the world and its people can be explored in **Geography** and **Science**.
- Critical thinking about sustainable development and global citizenship issues, roles, responsibilities, causes and consequences can be developed in **English, History, Religious Education (RE)** and **Welsh**.
- Skills, values and attitudes for sustainable development and global citizenship can be developed through **Personal and Social Education (PSE)**.
- Patterns and trends in sustainable development and global citizenship issues can be explored in **Information & Communication Technology (ICT)** and **Mathematics**.
- Observations and feelings about sustainable development and global citizenship issues can be communicated through **Art, Drama** and **Music**.
- Solutions to many sustainable development issues in particular, can be explored in **Design and Technology (D&T)**.
- Social responsibilities towards others and the natural world can also be covered in , **Modern Foreign Languages** and **Physical Education (PE)**.¹

On the following pages, some of the learning opportunities within these subjects are given in more detail. Particular attention is given to Geography, PSE, RE and Science, as the curriculum documents for these subjects have specific knowledge and understanding learning outcomes relevant to sustainable development and / or global citizenship. The statements in the tables relate to the relevant curriculum document or qualification specification for these subjects. Other statements demonstrate the contribution the subject can make, particularly in the secondary phase – the comments can then easily be simplified and transferred to the primary phase.

¹ This list has been adapted from the ESD Map Introduction on the Pembrokeshire Sustainable Schools Award Scheme website: www.pgfl.org.uk/sustainable.

There is also guidance on opportunities within Early Years education (and the forthcoming Foundation Phase) and 14 – 19 Learning Pathways – the latter includes information about relevant qualifications.

Secondary schools will also want to refer particularly to the National Assembly for Wales Circular No: 11/2005 (Global Citizenship Secondary School Map – Education for Global Citizenship and Sustainable Development)

Detailed information about all aspects of the school curriculum in Wales can be found on ACCAC's website (www.accac.org.uk).

Many schools in Wales also make use of the curriculum guidance from the Qualifications and Curriculum Authority (QCA), although do bear in mind that its guidance relates to the national curriculum for England. (www.qca.org.uk)

Further ideas and resources for teaching and learning can also be found through the National Grid for Learning Cymru (NGfL Cymru) website portal (www.ngfl-cymru.org.uk) and through its English cousin, the National Grid for Learning (www.ngfl.gov.uk).

Geography

Primary Schools	Secondary Schools
<p>KS1 In Geography pupils are taught to develop geographical enquiry skills that enable them to enquire, observe and understand the environment and man's affect and effect and as well as natural and man made changes that occur. Pupils learn through first hand experiences as well as through secondary sources such as written and spoken accounts and stories, photos, maps and illustrations in reference, text books and other sources. Pupils learn about their local environment as well as wider environment, are encouraged to think about the quality of environments, the affects of our actions on the environment and communities and to express opinions about the change.</p>	<p>KS3 Students learn to analyse and question information and to understand differences in opinions. They experience fieldwork and should practice decision making and problem solving using examples such as the siting of new wind farms, which impact upon the quality of life of present and future generations. They learn about global environmental, social and economic issues and interdependencies and planning and decision making structures and about how countries are linked to the rest of the world.</p> <p>By doing this they can increase their knowledge of:</p> <ul style="list-style-type: none"> • Global linkages; • Political, economic and social effects on decision making and their own responsibility to participate; • The 'global footprints' – Sustainability of different lifestyles, including their own; • Global ecological cycles, biological diversity and cultural diversity; • Quality of life among different groups of people, including the effects of population growth, migration, poverty and politics; • The social, economic and environmental impacts of resource use and management; and • How different cultures and belief systems influence decision making.
<p>KS2 Pupils learn geographical enquiry skills such as drawing maps and collecting data in the school grounds or the local environment, and using secondary sources of information and ICT to share or present information. They learn about their own area and places in the EU and a less developed country and the theme of environmental change.</p> <p>By doing this they begin to learn about:</p> <ul style="list-style-type: none"> • the interdependence of people and environments; • individual and collective responsibilities for places and environments; • how decisions about places and environment affect the future quality of peoples lives; • how people impact on and / or protect biodiversity, locally and globally; • the diversity of approaches to development in different places and cultures; • differences in quality of life in different places; and 	

<ul style="list-style-type: none"> • about the varied views and opinions of others and how different people respond to the need for sustainable change, in terms of renewable energy production for example. 	
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Personal and Social Education (PSE)

There are many relevant learning outcomes in the PSE Framework. Indeed, two of the six aims of PSE are as follows:

- empower pupils to participate in their communities as active citizens and to develop a global perspective
- foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally.

Whilst the following tables pick up on the learning outcomes in relation to pupils' knowledge and understanding, the development of attitudes, values and skills is critical and integral to PSE.

Pupils' attitudes to the knowledge they have acquired and the issues they are discussing often determine the way they behave. Our attitudes derive from personal values and PSE can either promote or enable pupils to clarify those attitudes and values. Some examples of relevant attitudes and values incorporated in the framework are listed below:

- respect and consideration for others
- equality of opportunity and acceptance of others regardless of race, religion, gender, sexuality, age or disability
- concern for fairness and justice
- responsibility
- willingness to cooperate
- sensitivity to the environment

Primary Schools	Secondary Schools
KS1 <ul style="list-style-type: none"> • Know about the variety of groups to which they belong and understand the diversity of roles that people play in those groups. • Know what is fair and unfair and what they believe to be right and wrong. • Know about the features in their local environment. • Understand how their environment could be made better or worse to live 	KS3 <ul style="list-style-type: none"> • Understand cultural differences and recognise expressions of prejudice and stereotyping. • Understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence. • Understand the issues relating to democracy in Wales and know the

<p>in and how they can make a difference.</p>	<p>rights and responsibilities of a young citizen.</p> <ul style="list-style-type: none"> • Know how representatives (MEPs, MPs, Members of the National Assembly, Councillors etc) are elected and what their roles are. • Have insight into their beliefs and values in the context of those in society and propagated by the media. • Recognise moral issues and dilemmas in life situations. • Know what they believe to be right and wrong actions and understand the issues involved. • Understand the interdependence of global systems and the effects of natural processes and human development. • Understand the key issues of sustainable development, including actions that will improve the quality of life now without damaging the planet for the future.
<p>KS2</p> <ul style="list-style-type: none"> • Know about aspects of their cultural heritage in Wales including the multi-cultural dimension. • Understand the importance of democratic decision-making and involvement and how injustice and inequality affect people's lives. • Understand that people have different beliefs, which shape the way they live. • Recognise the uniqueness and independence of individuals. • Understand that their actions have consequences. • Know that people differ in what they believe is right and wrong. • Know how the environment can be affected by human activity. • Understand how conflict can arise from different views about environmental issues. 	<p>KS4</p> <ul style="list-style-type: none"> • Recognise and know how to challenge expressions of prejudice and stereotyping. • Know how democratic systems work and understand how individual citizens, public opinion, lobby groups, and the media can contribute and have an influence and impact. • Understand how Government evolves and affects individuals. • Have a developing global awareness of contemporary issues and events including human rights and sustainable development. • Know how their beliefs and values affect their identity and lifestyle. • Be aware of the factors involved in making moral judgements. • Identify a set of values and principles by which to live. • Understand a range of economic and industrial issues related to their role as consumers and future providers and their responsibilities in personal

	finance. <ul style="list-style-type: none"> • Know about the main global issues, which pose a threat to the environment. • Know how to live and act sustainably and how to participate in collective decisions to live and act sustainably.
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Religious Education (RE)

Religious education gives an opportunity to teach tolerance and the celebration of differences culturally, religiously and physically, as well as moral values and the importance of community therefore this subject lends very well to both sustainable development and global citizenship.

Primary Schools	Secondary Schools
KS1 <ul style="list-style-type: none"> • The enjoyment of secular and religious celebrations, festivals and their stories • The importance of care and concern for other people and religious teaching about this • Groups to which pupils belong and their importance to them • Questions which arise out of their experience of the natural world, relationships and religious beliefs and practices • The value of different forms and expressions of family life 	KS3 <ul style="list-style-type: none"> • Difficulties experienced by believers in practising their religion, particularly within contemporary society • Religious teaching about the use humans make of the natural world • Moral and religious issues relating to the use that human beings make of the earth's resources • Issues relating to loyalty and commitment between people, within groups, communities and faith communities, including examples of conflict of loyalty. • Unfairness and injustice in human relationships and religious responses to this
KS2 <ul style="list-style-type: none"> • Main features, stories and customs of some religious festivals and celebrations • Religious teaching about human responsibility towards other people and the natural world • What it means to belong to a local faith community • Ideas about the beginning of the world and stewardship • Appreciate the great cultural, ethnic and religious diversity between people, 	KS4 <ul style="list-style-type: none"> • The main principles governing religious lifestyles and moral issues • Aspects of unity and diversity in faith communities • The use made of sacred texts by believers as a source of guidance and authority and be aware of the difficulties in interpreting these texts in the modern world • Appreciate that people apply different moral, ethical and religious perspectives to controversial moral

recognising the unity of all mankind	issues <ul style="list-style-type: none"> • Persecution of people on religious grounds, and a consideration of the causes of it and the moral issues raised
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Science

Links with the impact of humans on the environment and contexts through which science is taught, including: environmental; applications of science; and benefits and drawbacks of scientific and technological developments can all be considered in Sustainable Development and Global Citizenship.

Three science aspects particularly link to Sustainable Development and Global Citizenship: *Life processes and Living Things*, *Materials and Their Properties* and *Physical Processes*.

Furthermore, pupils' knowledge, understanding and, importantly, skills in relation to scientific enquiry should be developed in context derived from these aspects. Indeed, the development of skills in science is increasingly viewed as the most important part of learning in science.

Life Processes and Living Things

Primary Schools	Secondary Schools
KS1 <ul style="list-style-type: none"> • green plants as organisms • living things in their environment 	KS3 <ul style="list-style-type: none"> • nutrition, health, reproduction • green plants as organisms • variation, classification, inheritance • adaptation, competition and conservation • feeding relationships • micro-organisms
KS2 <ul style="list-style-type: none"> • nutrition, growth and reproduction, health • green plants as organisms • adaptation and interdependence • feeding relationships • variation 	KS4 <i>See note at end of Science section</i>

Materials and Their Properties

Topics pertaining to fossil fuels and other pollutants as well as why certain products can or cannot be recycled are related to sustainable development.

Primary Schools	Secondary Schools
KS1 <ul style="list-style-type: none"> • sorting materials into groups 	KS3 <ul style="list-style-type: none"> • physical changes • chemical reactions • environmental chemistry • using chemistry
KS2 <ul style="list-style-type: none"> • grouping and classifying materials • changing materials e.g. the water cycle 	KS4 <i>See note at end of Science section</i>

Physical Processes

Primary Schools	Secondary Schools
	KS3 <ul style="list-style-type: none"> • energy resources • conservation of energy • rocks and weathering • electricity • heating and cooling
KS2 <ul style="list-style-type: none"> • Electricity generation 	KS4 <i>See note at end of Science section</i>

The requirements for Science at Key Stage 4 in Wales change with effect from September 2006, hence the lack of detailed information for that phase in the tables above. For further information about the changes and curriculum guidance please look at the following documents:

Pathways in GCSE Science from September 2006 (ACCAC):

www.accac.org.uk/uploads/documents/2120.doc

Supporting Changes to GCSE in 2006 (QCA):

www.qca.org.uk/12265_14377.html

Mathematics

Students learn about how to solve numerical problems, algebra, space, shape and measure and handling data. Examples used in the syllabus include issues such as home and holiday finance, restaurant prices, wages, exam pass rates and census data.

Opportunities for education for sustainable development include applying problems in number and statistics to work in the school or community. Discussing moral and cultural issues that may arise over mathematical models applied to the real life world and using environmental, social and economic contexts for coursework, especially for handling data. Activities could include looking at the effect of energy conservation measures on household bills, comparing wages in developed and developing countries and modelling the distribution and effects of oil spills.

(www.pgfl.org.uk/sustainable, 11/2005)

English

Students are given opportunities to talk for a range of purposes and to take different roles in group discussions. They learn that there are ways of negotiating consensus and agreeing to differ and to notice and take account of strengths and weaknesses in discussions and arguments. They have opportunities to further consider the development of the English language including the influence of other languages.

Students read a range of texts including media and non-literary texts and texts from Welsh and other cultures and traditions. They write for a range of purposes and audiences and learn to critically analyse their own and others' writing.

By doing this students could make and analyse arguments for and against sustainable development or specific issues with social, economic and environmental dimensions. Students might also consider and use their language and communications skills to address such issues in their school and community.

(www.pgfl.org.uk/sustainable, 11/2005)

Welsh

Students learn to view, listen to, analyse and discuss a wide range of visual and audio-visual stimuli and presentations and to take part in dramatic presentations. They learn to express opinions effectively and confidently and to present complex and multifaceted information regarding, for example, the importance of safeguarding the environment.

They read a wide range of literary material, compare past and present poetry and follow a substantial programme of personal reading. They learn appropriate reading and research strategies including developing empathy with different characters through dramatisation.

Students are taught to write for a wide range of purposes and audiences including expressing opinions on challenging and complex topics, and varying language and expression for different readers.

By doing this students could research and make and analyse arguments for and against sustainable development or specific issues with social, economic and environmental dimensions. Students might also consider and use their language and communications skills to address such issues in their school and community.

(www.pgfl.org.uk/sustainable, 11/2005)

History

History gives us an opportunity to learn from the past. In evaluating the lives of people living at different times we can also assess their impact on the environment, their social and religious structures, food production and types of food, welfare and medicine as well as analyse political events and them compare them with life in modern times. Strong positives and negatives can then be drawn and can be useful for debate in history as well as useful to pupils when studying other curriculum areas.

Primary Schools	Secondary Schools
KS1 / 2 <ul style="list-style-type: none"> • How different are our toys today? • What were homes like long ago? • How has life changed since 1948? 	KS3 <ul style="list-style-type: none"> • The Industrial Revolution: Action and reaction • The British Empire: how was it that, by 1900, Britain controlled nearly a quarter of the world? (Slavery, economics, oppression) <hr/> KS4 <ul style="list-style-type: none"> • Social justice and Apartheid in South Africa • The social and environmental costs and benefits of technology in the industrial era and the importance of the precautionary approach to new science and technology • Health and the environment in Edwardian times

Information and Communication Technology (ICT)

Within ICT, pupils can be given opportunities to learn and develop skills within the context of issues related to Sustainable Development and Global Citizenship.

Primary Schools	Secondary Schools
KS2 <ul style="list-style-type: none"> • Graphical modelling • Control and monitoring: what happens when? 	KS3 <ul style="list-style-type: none"> • Measuring data • Global communication: negotiating and transferring data

Design and Technology

Primary Schools	Secondary Schools
KS1 <ul style="list-style-type: none"> Homes 	KS3 <ul style="list-style-type: none"> Selecting materials – Focus: resistant materials Selecting materials – focus: textiles Designing for markets – Focus: food Designing and making for yourself Designing for clients Packaging
KS2 <ul style="list-style-type: none"> Packaging 	KS4 <ul style="list-style-type: none"> Analysing and evaluating products and processes Engaging in focused tasks to develop and demonstrate techniques Engaging in strategies for developing ideas, planning and producing products Considering how past and present design and technology, relevant to a designing and making context affects society Recognising the moral, cultural and environmental issues inherent in design and technology

Art and Design

Primary Schools	Secondary Schools
KS1 <ul style="list-style-type: none"> What is sculpture? 	KS3 <ul style="list-style-type: none"> Shared view Personal places, public spaces
KS2 <ul style="list-style-type: none"> Can we change places? Containers 	

KS4

The aims of the course recognise the contribution that art can make to the spiritual, moral, ethical, social and cultural dimension and to environmental education, the European dimension and health education. Students are taught how art, craft and design images and artifacts relate to their social, historical and cultural context. They are also taught about a variety of approaches, methods and intentions and the contribution of contemporary

practitioners and others from different times and cultures to continuity and change through art, craft and design.

By doing this students can further enhance their powers of observation, their ability to make informed and considered judgements and to express their views through art. There are opportunities in each field of art, craft and design to consider, for example: the environmental consequences of packaging design and of natural vs. chemical textile dyes; the social and economic influences on and consequences of advertising or fashion design.

(www.pgfl.org.uk/sustainable, 11/2005)

Curriculum Cymreig

The Curriculum Cymreig helps pupils to understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century, to identify their own sense of Welshness and to feel a heightened sense of belonging to their local community and country. It also helps to foster in pupils an understanding of an outward-looking and International Wales, promoting global citizenship and concern for sustainable development.

- Learning about the relationship between the environment and the people of Wales and the effect this has on Welsh life today and in the past.
- Exploring current issues that affect the lives of people in Wales and the Welsh economy, e.g. alternative energy sources such as wind farms.
- Learning about the character of the built environment, past and present.
- Learning about sustainable development in Wales and the wider world.
- Understanding that opinions on issues such as sustainability can be expressed through the decision-making process in Wales.
- Visiting, studying and appreciating the various landscapes of Wales

Early Years / Foundation Phase

In Wales, good quality **Early Years** education of under-fives:

- contributes to the all-round growth and development of every child
- provides a springboard for learning through both structured and spontaneous play
- ensures active involvement and relevant first hand experiences in an environment rich with possibilities
- values the contribution which parents or carers make to their child's education and encourages a working partnership
- ensures that equal opportunities are offered to girls and boys, to children with special learning needs and to those from different cultures
- provides experiences and opportunities for young children to become aware of the distinctiveness of Wales, its languages and culture.

The areas of Learning and Experience and Desirable Outcomes are as follows:

- Language, Literacy and Communication Skills
- Personal and Social Development
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The Foundation Phase is currently being piloted throughout Wales and its aim is to help improve children's overall development from 3-7 year olds. The Foundation Phase is likely to be introduced into all schools in Wales from September 2008. One of the main aims of the Foundation Phase should be to help children become active citizens within their communities. For young children – when they play – it is their work.

Through working in this way, children learn to:

- make sense of the world around them;
- develop a better understanding of themselves; and
- form relationships with others.

The proposed seven areas of learning in the Foundation Phase are:

- Personal and Social Development and Well-being;
- Language, Literacy and Communication Skills;
- Mathematical Development;
- Bilingual and Multi-cultural Understanding;
- Knowledge and Understanding of the World;
- Physical Development; and
- Creative Development.

14 – 19 Learning Pathways – including information on qualifications

Learning Core

All learners aged 14 – 19 years are entitled to a 'learning core'. Part of this learning core is called 'Personal, Social, Sustainability and Health Matters'.

The minimum requirement is that all 14 – 16 year-olds should be taught personal, social, sustainability and health matters based on ACCAC's PSE Framework. All post-16 learners should have access to personal, social, sustainability and health matters as an enhancement, with PSE remaining a requirement for those taking the Welsh Bac.

The full guidance on the Learning Core can be found at www.accac.org.uk/uploads/documents/2015.doc.

Qualifications

Achievement in aspects of PSE can be recognised by a range of approved qualifications.

Awarding bodies that offer relevant qualifications include:

ASDAN	www.asdan.co.uk	0117 941 1126
AQA	www.aqa.org.uk	0161 953 1180
Edexcel	www.edexcel.org.uk	0870 240 9800
NCFE	www.ncfe.org.uk	0191 239 8000
OCR	www.ocr.org.uk	024 7685 1509
WJEC/CBAC	www.wjec.co.uk	029 2026 5000

Qualification titles include:

- Citizenship Studies
- Citizenship and Community Studies
- Economics
- Life Skills
- Personal Development
- Personal and Social Skills
- Personal, Social and Health Education
- Science
- Social Science: Citizenship
- Sociology

A particularly relevant course is the GCE AS Level course in World Development offered by WJEC – for full details for 2006 visit: www.wjec.co.uk/alworlddev06.pdf.

Information on qualifications can also be found via **openQUALS**. This is a searchable database of accredited qualifications which can be accessed via the ACCAC website as follows:

- go to www.accac.org.uk
- choose the 16+ and Lifelong Learning area of the site
- choose the Qualifications and Frameworks section
- click on the openQUALS option.

This database can also be accessed via all major search engines. www.openquals.co.uk

Welsh Baccalaureate

PSE is a component of the Welsh Baccalaureate core programme. Students are expected to spend 30 hours studying four key elements of PSE.

Progress File

Personal and social skills can be recorded in a learner's *Progress File* in two relevant versions:

- *Moving On*: 14-16-year-olds

- *Widening Horizons*: 16-19-year-olds.

For details visit: www.careerswales.com/progressfile

ASDAN

ASDAN awards provide a range of programmes that combine activity-based curriculum enrichment with a framework for the development and assessment of PSE-related skills for pre-16 and post-16 learners. www.asdan.co.uk

Open College Network in Wales (OCN Wales)

The OCN in Wales provides accreditation for awards that learning providers can 'customise' to meet the needs of learners. Learners from 14 years old upwards can be accredited for learning measured in 10 hour units from entry level to Level 3. www.ocncymru.org.uk/

PART E: AWARD SCHEMES

There are a number of useful award schemes related to Sustainable Development and Global Citizenship. Some of the most popular schemes are listed below, with website links:

- BT Citizenship Award (www.bteducation.bt.com/education/schools_awards)
- David Bellamy Conservation Award (www.davidbellamyconservation.org.uk)
- Eco-Schools Programme (www.eco-schools.org.uk)
- Green Dragon Standard (www.greendragonems.com)
- Healthy Schools Scheme (www.heatheschool.org.uk)
- Impetus Award (www.impetus.org.uk)
- Sustainable Swansea Awards (www.environmentcentre.org.uk/sef)
- Swansea Schools Recycling Scheme (www.environmentcentre.org.uk/projects/schools.htm)
- Tidy Wales Award (www.keepwalestidy.org)

PART F: SOURCES OF FURTHER SUPPORT

Further support on all aspects of Sustainable Development and Global Citizenship is available from SEEF members. The directory of SEEF members can be viewed online at www.environmentcentre.org.uk/Projects/Documents/Directory2005.pdf. The directory of around fifty local, regional and national individuals and organisations shows the type of support available, including topics covered, and the cost, if any, to schools.

A hard copy of the SEEF Directory is sent to schools annually in January. All schools are also sent a '**Green Envelope**' at the start of every term; this contains the latest information on the support available from SEEF members, including INSET opportunities, special events, new resources and so on.

Also, SEEF has a number of '**Green Boxes**' dedicated to environmental topics such as minibeasts, waste and recycling. The boxes can be borrowed for a term at a time. The boxes are stored at the Environment Centre – telephone 01792 469817 for details.

The following people were the members of the writing group for this guidance, and are therefore best placed to assist with policy development in schools:

Mark Champion, Teacher Adviser for PSE, City & County of Swansea:

- Address: Education Effectiveness Service, Ysgol Gyfun Bryn Tawe, Heol Gwrysydd, Penlan, Swansea, SA5 7BU
- Telephone: (01792) 562694
- Fax: (01792) 562661
- Email: mark.champion@swansea.gov.uk

Jo Mullett, Education Officer, Nature Conservation Team, City & County of Swansea:

- Address: The Guildhall, Swansea, SA1 4PH
- Telephone: (01792) 635784
- Fax: (01792) 635719
- Email: jo.mullett@swansea.gov.uk

Jane Richmond, Project Officer (Schools), The Environment Centre, Swansea:

- Address: The Environment Centre, The Old Telephone Exchange, Pier Street, Swansea, SA1 1RY
- Telephone: (01792) 480200
- Fax: (01792) 480400
- Email: jane@envrionmentcentre.org.uk

PART G: RECOMMENDED RESOURCES

Many websites and other resources are mentioned throughout this guidance, particularly within Part C, and therefore these are not duplicated in this list. The list is not intended to be exhaustive, but point schools in the right direction for appropriate resources. If you would like advice about the appropriateness of a resource or are looking for a resource on a specific issue that is not covered here, please get in touch with one of the contacts provided in Part F of this guidance. If you use a resource that you feel is very helpful but is not mentioned here, please let also get in touch so this information can be shared more widely.

Cool Planet

Oxfam's website for pupils and teachers. www.oxfam.org.uk/coolplanet. A treasure trove!

Council for Education in World Citizenship-Cymru

CEWC-Cymru provides support for local, national and global citizenship education in Wales. Events include the Wales Schools' Debating Championships, Model United Nations meetings, European Youth Parliaments and human rights workshops. It also provides PSE curriculum materials and training in Welsh schools and colleges. www.cewc-cymru.org.uk

Cyfanfyd

Cyfanfyd is the umbrella group for all organisations working to promote Education for Global Citizenship in Wales. www.cyfanfyd.org.uk

Education for Citizenship, Diversity and Race Equality: A Practical Guide (Citizenship Foundation, 2003)

An excellent resource for secondary schools that can be downloaded free of charge at: www.citizenshipfoundation.org.uk/lib_res_pdf/0095.pdf

Education for Sustainable Development and Global Citizenship Wales

This website includes a comprehensive directory of organisations supporting education for sustainable development and global citizenship in Wales. The site also has many useful links to other websites.

www.esdgc-wales.org.uk

Fair Trade School Handbook: A Small But Useful Guide to Help You Become a Fair Trade School (Hannah Darylmpole, 2004)

A short guide for primary and secondary schools, costing only £4.00, that does exactly what it says! Available to order from Oxfam.

First Steps to Rights (UNICEF/Hampshire Development Education Centre, 2003)

This book, full of activities for 3 – 7 year-olds, introduces children to the basic rights of all children.

Get Global!

A teachers' guide with accompanying training video on how to facilitate and assess active global citizenship. Activities promote skills-based approach. A partnership guide from Actionaid, CAFOD, Christian Aid, Oxfam, Save the Children and the Department for International Development. The resource can be downloaded in English or Welsh from www.oxfam.org.uk/coolplanet/teachers/getglobal/index.htm.

Global Gang

A dynamic education website from Christian Aid for 7 – 12 year olds encouraging them to become global citizens.

www.globalgang.org.uk

Global Citizenship: The Handbook for Primary Teaching (Oxfam, 2001)

This is a fantastic must-have resource for primary schools that has received critical acclaim from many professional associations. The book is crammed with comprehensive guidance and a wide range of fantastic learning activities that are all linked to the curriculum in Wales.

If the World Were a Village (D.J. Smith & S. Armstrong, A & C Black, 2002)

This fabulous book is referred to in detail in Part C of this guidance, within the section on Human Diversity.

Like Me Like You: a series of six books: (J. Powell, Evans Brothers Limited, 2004)

- **Aneil has a Food Allergy**
- **Becky has Diabetes**
- **Jordan has a Hearing Loss**
- **Luke has Down's Syndrome**
- **Sam uses a Wheelchair**
- **Zack has Asthma**

The books in this series follow a day in the life of real children with different disabilities and backgrounds and show how they, their family and friends cope with day-to-day situations.

Personal, Social and Health Education in the School Grounds (A. Dyer & J. Lewis, Learning through Landscapes, 2001)

This book, part of a series of subjects 'in the school grounds', provides a range of exciting ideas and activities for practical work outside, using the primary school grounds as an inspiration and a resource. The other subjects in the series are: Arts, English, Geography, History, Mathematics, Physical Education and Science.

Small World: a series of eight books: (G. Swain, Zero to Ten, 2005)

- Smiling
- Eating
- Carrying
- Celebrating
- Washing
- Tidy Up
- Get Dressed
- Bedtime

These wonderful books for very young children use large full colour photographs of children from different cultures around the world to discuss the themes.

Swansea Sustainability Trail and Green Map

A trail of community projects is being developed across Swansea to demonstrate sustainability in many interesting and practical ways. Discover and learn about composting, community involvement, local produce, solar energy, recycling and re-use projects and much more. Each project featured on the trail welcomes visitors – school groups can be organised and supported by Sustainable Swansea staff. The Green Map shows the location of all sorts of interesting wildlife sites, buildings, organisations and more across the city. Call 01792 480200 for further information or visit www.sustainableswansea.net.

Sustainable World: a series of six books on the following: (Rob Bowden, 2004)

- Energy
- Environments
- Food and Farming
- Transport
- Urbanization
- Waste

These informative reference books are clearly set out, with well-chosen, full-colour pictures on each page. Other features include facts and figures and quotations presented in boxes. The series sets out the problems, as well as outlining solutions that can be implemented at individual, local, national and global levels.

TeacherNet

A database of resources, by age, topic and resource type plus bulletin board to share ideas, good practice and to seek advice.

www.teachernet.gov.uk/pshe.

The Challenge of the Urban School Site (Learning through Landscapes, 1996)

If you like the sound of the previous book in the list but worried that you don't have the grounds, this book is for you! The book aims to inspire and support those working in urban areas to get the best out of their school's grounds. For primary and secondary schools.

The Countryside Code Education Pack (The Countryside Council for Wales, 2005)

This comprehensive bilingual pack includes an activity booklet, photo pack, Countryside Code leaflet, posters and a video CD. The activities are designed to enable children at Key Stage 2 to think more carefully about the environment they are visiting, the community, the biodiversity it supports and their own impact upon it.