

# Guidance for schools

1

## WHAT IS THE SUSTAINABLE AND GLOBAL SCHOOL BENCHMARK

This Sustainable and Global School Benchmark is based on approaches used in England and Ireland over the last 15 years, which are the foundation of national Global Citizenship award. In England, the consortium of Development Education Centres manages the Global Schools Award<sup>1</sup>. In Ireland the Global Passport Award is run by Worldwide Schools<sup>2</sup>.

### Global Citizenship Education

The United Nations agency UNESCO describes Global Citizenship Education as “a response to the challenges of our increasingly interconnected” world, “such as human rights violations, inequality and poverty, which still threaten peace and sustainability”. It goes on to say Global Citizenship Education “works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies”<sup>3</sup>.

2

## WHY USE THE SUSTAINABLE AND GLOBAL SCHOOL BENCHMARK

The Sustainable and Global School Benchmark is intended for you to use as a tool to help you in delivering Global Citizenship Education with a particular focus on the U.N. Sustainable Development Goals<sup>4</sup>.

The framework:

- Provides a structure to plan & deliver Global Citizenship Education systematically across the curriculum
- Recognises, encourages and values the work of individual teachers
- Tick boxes and provides evidence for school inspections (e.g. Citizenship; Prep for the world of work; Equalities; Environment; Social/emotional skills)
- Provides a structure to monitor progress
- Celebrates your school's achievement in Global Citizenship Education

1 - <http://www.globalschoolsaward.org.uk/>

2 - <http://www.worldwiseschools.ie/global-passport/>

3 - <https://en.unesco.org/themes/gced>; <https://en.unesco.org/themes/gced/definition>

4 - <https://en.unesco.org/sdgs>;



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It can also:

- Raise the profile of Global Citizenship Education, both within school, and externally (e.g. parents/community)
- Secure the support of Headteachers/ Senior Leadership Team/ Governors
- Help you 'walk the talk' - joining up the curriculum and other aspects of school life i.e. showing how school can model the sustainable use of resources (e.g. recycling paper and plastics; reducing food waste; using renewable electricity; greening the school environment – for example by planting trees and other plants)
- Support work around community cohesion (tackling racism and xenophobia and other forms of prejudice, and providing a structure to celebrate diversity)
- Support planning and delivery of students' Active Citizenship work e.g. on Climate Change
- Raise the profile of Global Learning with government, and other national and local institutions (e.g. through engaging local and national politicians)
- Help schools engage external partners (e.g. charities, local campaign groups etc) in a coherent way to support students' learning

### 3

## STRUCTURE OF THE SUSTAINABLE AND GLOBAL SCHOOL BENCHMARK

- I. The Benchmark sets out progress and achievement at 3 Levels. These are:
  1. Developing
  2. Established
  3. Enhanced
  
- II. To receive a Global Citizenship Award, schools need to demonstrate achievement in each of the following **Areas** at one of the 3 levels above.
  1. Student engagement and Action
  2. Teaching and Learning
  3. Communication
  4. Resources, Procurement and recruitment
  5. Leadership and Management
  6. Staff Development

Within these there are a total of **18 Indicators**

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III. Your school should submit a portfolio to demonstrate that 13 of the 18 **Indicators** have been achieved (at any one level or above). These should be spread over at least 5 of the 6 **Areas**.

You must cover some elements in all the following areas:

1. Student engagement and Action
2. Teaching and Learning
6. Staff Development

Your school needs to decide the appropriate level to apply for the **Global Citizenship Award**

### 4

## WHAT'S IN THE SUSTAINABLE AND GLOBAL SCHOOL TOOLKIT

The Toolkit comprises:

- A set of benchmarks with some exemplars
- 3 workbook documents (one for each level). These tell you the evidence needed at each level to achieve the Award, and provide a space to capture that information
- Guidance on how to use the benchmark with a glossary of key terms

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### **GLOSSARY** of some of the key outputs

(NB Not all of these are needed for the 'Developing' Level)

#### **1. Ethical Purchasing and use of Resources policy**

A policy owned by staff, students and governors which sets out the principles that the school is trying to apply in each area

#### **2. Ethical Resources / SDGs Action Plan**

An action plan which timetables actions to be taken to deliver the policy

#### **3. GCE Curriculum Audit**

An audit which captures what Global Citizenship themes are being taught, and

- in which subjects/ year groups
- In which lessons
- Identifies opportunities for covering more GC themes in a wider range of subjects, and /or how the teaching of the GC themes can be developed

#### **4. GCE plan**

An action plan which names and timetables actions to develop the delivery of GC across the school

This includes the development of GC Lessons

#### **5. Global Citizenship lessons (with clear GC outcomes)**

e.g. Subject-focused lessons where global citizenship themes are embedded. These may be new lessons/ Schemes of Work, or ones where the teaching of GC themes has been improved/ deepened. These lessons may be informed by assessment of previ

#### **6. GCE Team**

A group of staff (and students) who meet to plan and coordinate Global Citizenship activities

#### **7. GCE/SDGs as a *Performance Management Target***

In some countries (e.g. UK) teachers have the opportunity to set an annual Performance Management Target on which their appraisal is based. Some schools allow teachers to name developing Global Citizenship as one of their targets.