



# Developing the citizens of the future

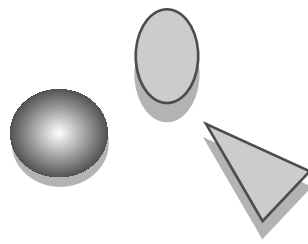
"A developed school is one that is concerned about children as citizens of the school; one that is multi-cultural and anti-racist; one that teaches about local and global responsibility; one that accords both pupils and teachers their rights...!"

*Lynn Davies, Centre for International Education and Research, School of Education, University of Birmingham*

## Reaching out to the wider world

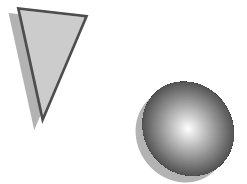
Set in extensive grounds on the edge of a magnificent rural setting, Penair School provides students with what appears to be an environmental nirvana. But Cornwall is not the sub-tropical paradise it might seem to be. In geographical terms, Cornwall is peripheral – politically, economically and socially, both in the UK and the EU. Recently recognised as one of the three poorest regions in the European Union, Cornwall has an inadequate transport infrastructure making it remote and dependent on the car. It is also a largely homogenous population: the school itself is predominately 'white' – multi-cultural it is not!

We needed to reach out to the wider world: to help our students develop a national and international perspective. We therefore decided to develop a curriculum for global citizenship, using Education for Sustainable Development (ESD) as the underpinning philosophy and Information and Communication Technology (ICT) as the integrating skill.



## How our work began

WWF's Curriculum Management Award Scheme (CMAS) provided the opportunity to initiate the curricular and institutional change we had in mind. In the absence of any other financial support, the WWF scheme provided the only means by which staff could be trained in what ESD is all about. The original concept was to 'green' the school and in so doing teach young people the fundamental principles of sustainability, increasing their capability and potential to affect and bring about change. There had been 'green' events and such like in the past, but these remained isolated 'happenings' with no lasting results. The CMAS programme was about changing attitudes. Such an ambitious plan needed some underlying principles:



### Underlying principles

- **To inspire – engender hope and the ability to realise constructive change**
- **To involve – develop a participative approach promoting the community**
- **To make relevant – ensure that we relate to the interests of young people**
- **To listen – ask young people what they think, want, feel**
- **To value – all participation and contributions**
- **To engender – a belief that it is about changing personal attitudes and practices**
- **To be realistic – capturing hearts and changing mindsets is not easy**
- **To empower – providing knowledge, skills and self-confidence**
- **To do as I do – getting staff to accept they are role models, and there is a need to close the rhetoric-reality gap.**



## A curriculum for the future

The aim of a curriculum with a global dimension is to enable young people of today to grow up to be citizens of the future. A truly global citizen is one who...

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- is willing to challenge the status quo and act to make the world a more equitable place
- is equipped to contribute to a sustainable common future.

As teachers we need to be committed to promoting the knowledge, skills, values and attitudes to which we believe young people are entitled.

Implicit in all our work is the belief that we can work for a more secure and sustainable future – for both people and the planet earth.

"The future never just happens, it is created."  
W Durant, *The Lesson of History*

### The key elements of a curriculum with a global dimension

#### Knowledge and understanding

- social justice and equity
- diversity
- globalisation and interdependence
- sustainable development
- peace and conflict.

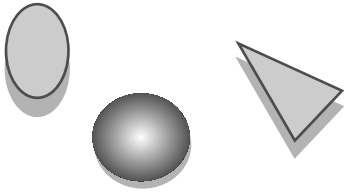
#### Skills

- critical thinking
- the ability to argue effectively
- the ability to challenge injustice and inequalities
- respect for people and things
- co-operation and conflict resolution.

#### Values and attitudes

- a sense of identity and self-esteem
- empathy
- a commitment to social justice and equity
- value and respect for diversity
- a concern for the environment and commitment to sustainable development
- a belief that people can make a difference.

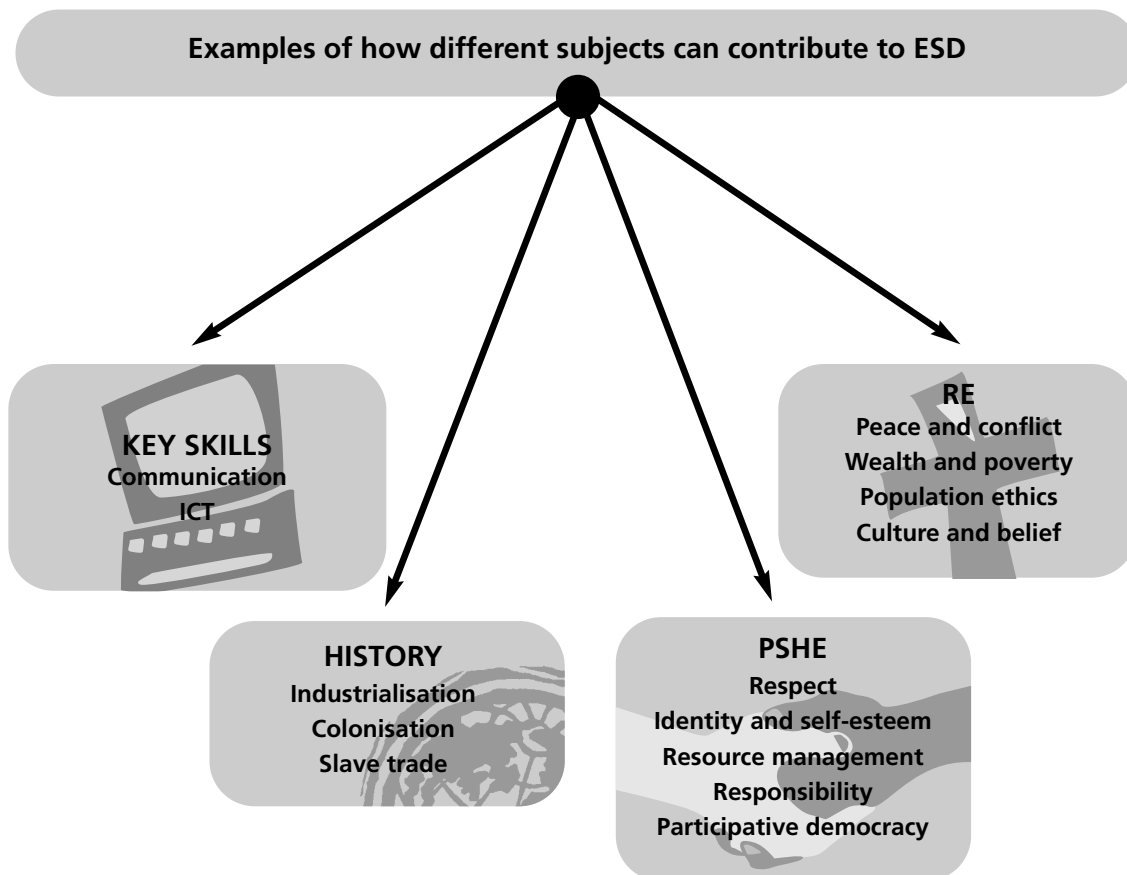
(With thanks to Oxfam)  
NB Nearly all of these elements are also key to ESD.



## Cross-curricular working

A curriculum with a global dimension needs a holistic approach if students are to receive a meaningful experience. Working with schools in Nepal meant that we were confronted by a whole series of issues that we, as geographers, could not address without the help of colleagues. For example, the moral and ethical issues thrown up provided opportunities for RE to become involved and their perspective proved to be essential if students were to explore the issues fully.

We have found that many subjects have a valuable contribution to make to a curriculum with a global dimension:

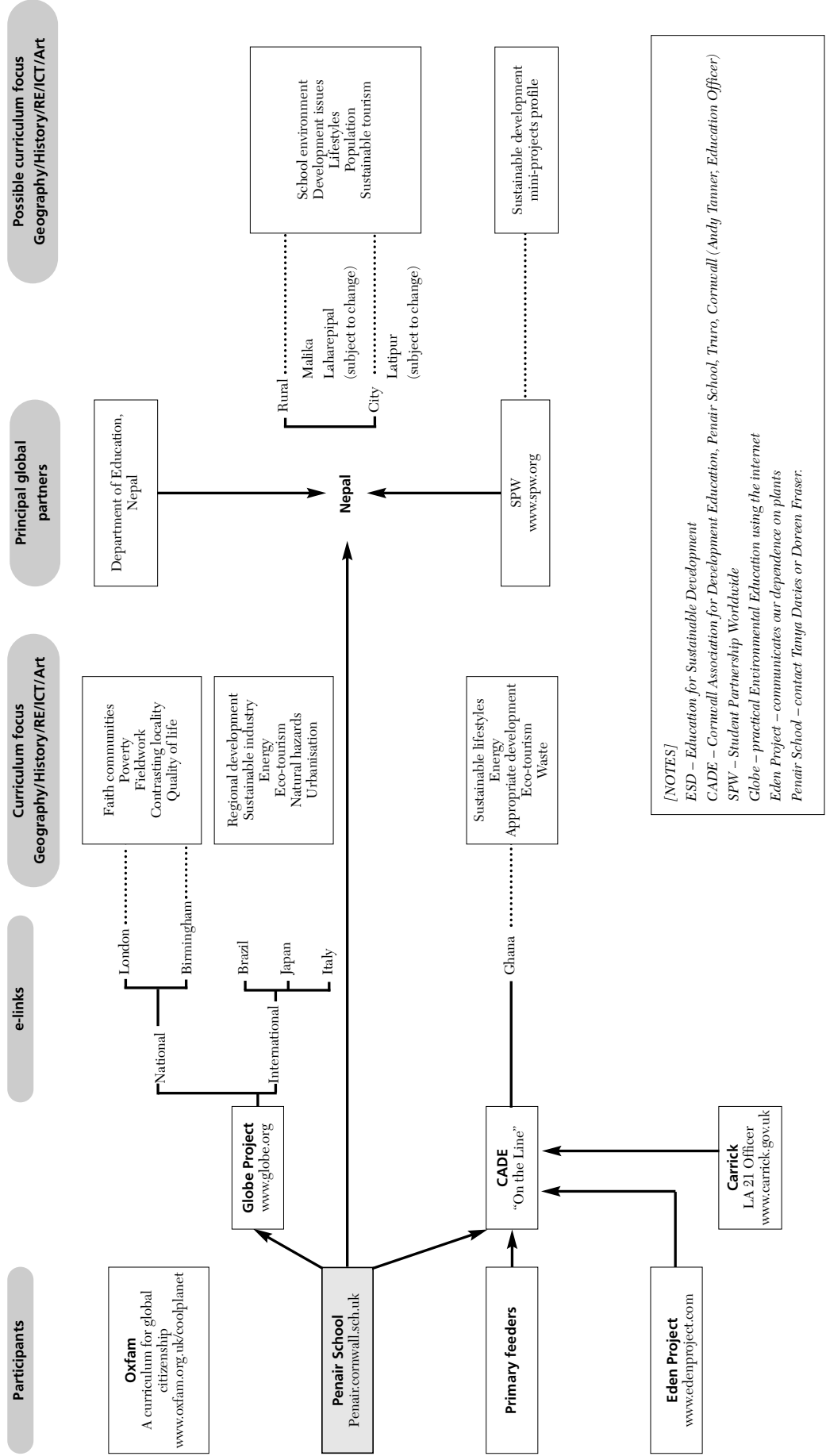


The challenge facing educators is how to extend ESD into the formal school curriculum without 'losing control' and impetus. We have learnt that a key factor in the success of ESD is undoubtedly the commitment of individual staff. At Penair, experience has shown that many departments will embrace the concept and welcome new ideas once they are seen to be successful. Additionally, we have always been very clear that the work we undertake has to have an ESD focus; it must reflect the National Curriculum, the locally agreed syllabus and GCSE syllabus requirements.

**Bringing in the global dimension**

Penair's citizenship for ESD programme features a number of global links and dimensions and we are fortunate to be able to draw upon expertise from several different sources – at local, national and international levels.

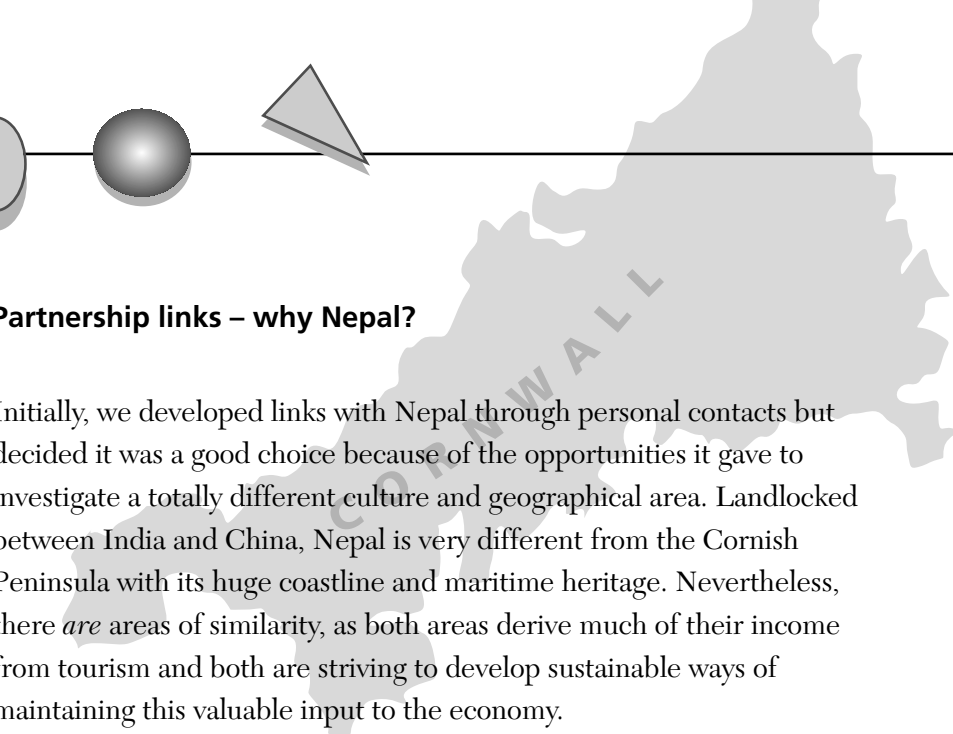
**ESD: The global dimension in the Penair School curriculum for students of 11 to 16**





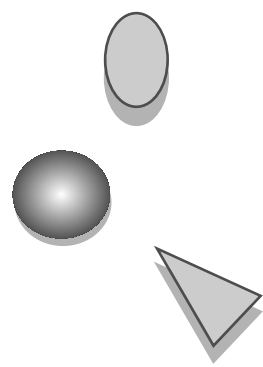
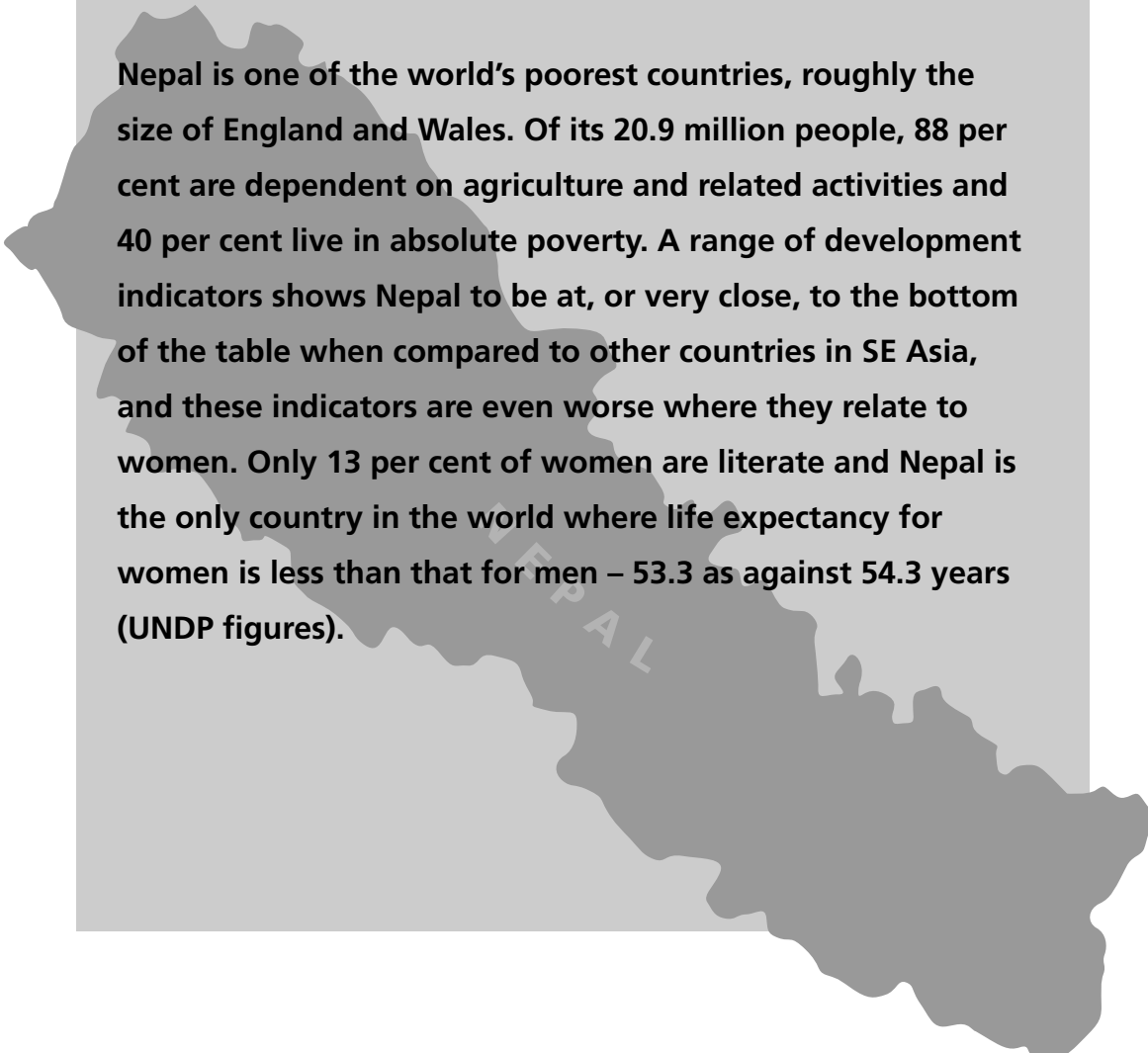
## Partnership links – why Nepal?

Initially, we developed links with Nepal through personal contacts but decided it was a good choice because of the opportunities it gave to investigate a totally different culture and geographical area. Landlocked between India and China, Nepal is very different from the Cornish Peninsula with its huge coastline and maritime heritage. Nevertheless, there *are* areas of similarity, as both areas derive much of their income from tourism and both are striving to develop sustainable ways of maintaining this valuable input to the economy.



### About Nepal

**Nepal is one of the world's poorest countries, roughly the size of England and Wales. Of its 20.9 million people, 88 per cent are dependent on agriculture and related activities and 40 per cent live in absolute poverty. A range of development indicators shows Nepal to be at, or very close, to the bottom of the table when compared to other countries in SE Asia, and these indicators are even worse where they relate to women. Only 13 per cent of women are literate and Nepal is the only country in the world where life expectancy for women is less than that for men – 53.3 as against 54.3 years (UNDP figures).**



## The partner schools

We have been working with three schools, one in the capital Kathmandu (Lalitpur High School), and two others (Malika and Laharepipal village schools) in the mountain areas to the west of the Annapurna range. We have corresponded using a mixture of e-mail and hand deliveries, and have managed to swap information and survey results. One of our staff was able to visit the schools personally, which was an invaluable way of assessing the success of the scheme and finding ways of overcoming misunderstandings and problems.

In the rural area, we worked with volunteers through an organisation called SPW (Student Partnerships Worldwide). They work in schools in remote areas to promote environmental awareness through lessons and Green Clubs, so there were very keen to take part in our project. They also undertake mini improvement schemes by installing water taps, pit latrines and chulos (smokeless stoves) with the help of students and a local agency who will carry on the good work when the volunteers leave.





## The Project

### **Making a start...**


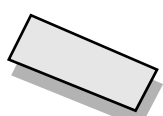

Inspired by the Community Scan Project (Schools in Community Agenda 21 Network) we decided to examine the local school environment and decide on areas for improvement. To give an added global dimension, we linked with schools in Nepal who used the same Scheme of Work, then swapped results.

We introduced the idea of individual environmental accountability through discussion, video clips and personal impact surveys. School is a place where we spend a lot of time, so the quality of the school environment should be important to us. With this in mind, each Year 7 group (11 year olds) took a guided walk around the school grounds and filled in environmental quality surveys highlighting the good and bad points. The children then produced 'postcards' to send to our Nepali partners depicting the 'good' and the 'ugly' along with other survey results. There was great excitement when we received results back from Nepal.



Some of our groups decided that the litter situation needed attention, whilst others were concerned at the state of the toilets. At Malika they were concerned about dirty toilets and also the lack of a school boundary to prevent villagers walking through with animals!

"This week we were able to use your students' postcards with Green Club members, and in Environmental Education lessons, as the basis for a discussion on litter and pollution." *Sarah Leonard, Student Partnership Worldwide volunteer*



Before we could improve the litter situation at Penair, we decided to investigate the extent of the problem by mapping the amounts and locations of the litter (and litter bins), finding out where it comes from, and conducting questionnaires to assess attitudes towards litter.

**Action stations!**

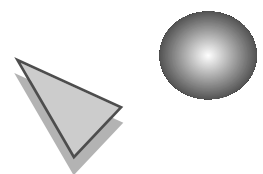
We now knew what the problem was, but what could we do about it? We made a presentation to the School Administration Officer, a member of the Senior Management Team, who was very impressed at our findings and went away to order more bins for the problem areas (a Litter Management Strategy is now in place). We also raised awareness of the problem in assemblies and on posters, and the school responded by doing some whole school litter picks. Work in PSHE (Personal, Social and Health Education) reinforced the message of 'Reduce, Re-use, Re-cycle!'. Children now realise that their voices can be heard and that they can make a difference where they are.

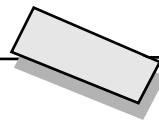
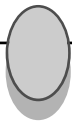
At Malika and Laharepial schools, they held an Environment Day with litter picks as well as dances and drama to raise awareness.

"We are really battling against attitudes here. People don't consider litter to be such a problem, and even outside their own homes, they just drop things. Plastic is relatively new and in the recent past things were sold or carried in sacks, baskets or other re-useable things." *Sarah Leonard, SPW volunteer*



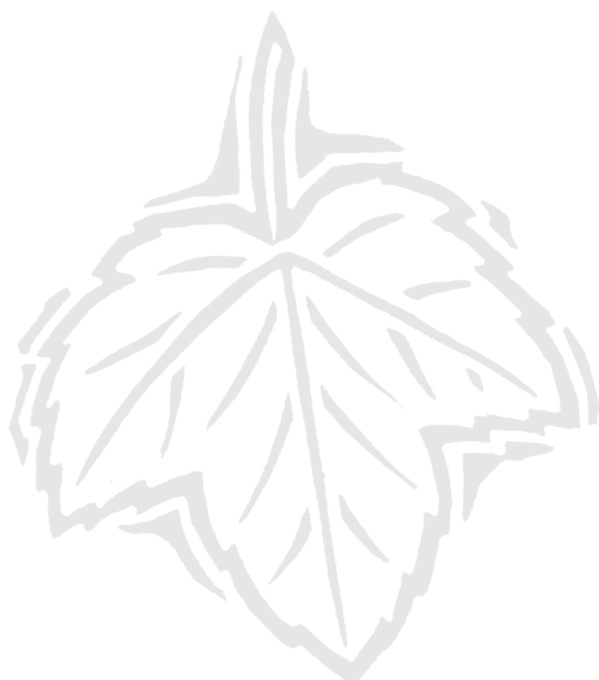
"We got the students to come up with ideas to help solve litter problems which could be used here but may be useful for you as well." *Sarah Leonard, SPW volunteer*





## So where do we go from here?

- Introducing ESD into a large 11-16 secondary comprehensive school has been a major challenge. The full support of the Senior Management Team (SMT) is crucial to influence the ways in which ESD is perceived by staff. The ESD team must therefore continue to promote the underlying principles and keep the SMT and governors 'on message'.
- Schemes of Work have also needed to be altered drastically, and in some instances dumped! This aspect of management is vital if ESD is to continue within the curriculum once the instigators have moved on.
- ICT needs to play a dominant role, especially to bring boys on board. Video conferencing is our next big step.
- Two teachers have visited partner schools (Nepal in 1999 and Ghana in 2000). It is now time some of our students had the same opportunities.



## The school and its project

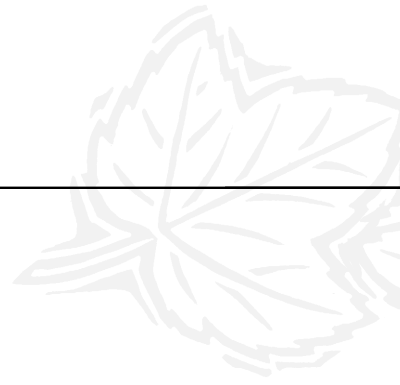
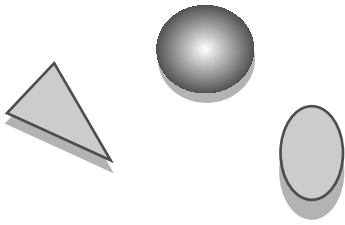
Penair School in Cornwall is an 11-16 mixed comprehensive in a suburban location on the edge of a magnificent rural setting. This case study aims to share the insights of Penair as it takes up the challenge of embedding ESD in the curriculum through a programme of work designed to develop students' sense of their role as global citizens through international schools linking and environmental action at home.

## Background

The WWF schools' case studies series describes aspects of work undertaken by schools across the UK, whilst involved in WWF professional, curriculum and institutional development programmes.

In England and Wales, support was originally provided through the Curriculum Management Award Scheme, which aimed to stimulate good practice, demonstrating ways to integrate ESD within the curriculum whilst working towards a whole school policy. This is one way in which WWF helps develop ideas for new teaching and learning approaches – equipping educators and students for thinking about and acting in ways supporting the goals of sustainable development.

For details of current curriculum development programmes, contact the Education division at the address shown on the back page.



### **Further information**

Community Scan Project  
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