

## UNICEF's RRSA and the Global Learning Programme

The GLP encourages schools to consider working with a whole school quality mark or award. This is because working towards them can support schools' progressing against the GLP Whole School Framework. Each quality mark or award will support different parts of the framework more or less well.

The table shows how achieving **Level 2** of the Rights Respecting Schools Award (RRSA) will support the [GLP Whole School Framework](#) criteria at either **early/developing** or **developing/embedded** levels.

This will help schools with the RRSA to join the GLP as a [Partner School](#), and use the expertise already gained to benchmark strengths and areas for development when completing the **Whole School Audit**. It will also help any school decide if they wish to use the RRSA to develop priority areas of their **School Action Plan**. And for schools wishing to become a [GLP Expert Centre](#), it can demonstrate how the RRSA can provide evidence of good practice and impact in certain aspects of global learning, without needing to identify significant additional evidence for accreditation.

**Organisation:** UNICEF

**Whole school quality mark/award:** Rights Respecting Schools Award (RRSA)

### Background information

UNICEF UK's Rights Respecting Schools Award is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted.

### Summary of the quality mark or award

To achieve the Rights Respecting Schools Award schools are required to implement four evidence-based standards.

- Rights-respecting values underpin leadership and management
- The whole school community learns about the UN Convention on the Rights of the Child
- The school has a rights-respecting ethos
- Children are empowered to become active citizens and learners

The award has three stages: the Recognition of Commitment, Level 1 and Level 2.

### Support available to schools

Schools working towards the Rights Respecting Schools Award can gain support from guidance materials on UNICEF's Virtual Learning Environment. UNICEF UK Professional Advisors also deliver regional and school-based training and make in-school support visits. Support is available to schools across England.

There is a one-off fee of £200 (2014) to register to cover the costs of central support, plus additional [training and assessment costs](#).

### Further information

Web link: [unicef.org.uk/rrsa](http://unicef.org.uk/rrsa)

Email: [rrsa@unicef.org.uk](mailto:rrsa@unicef.org.uk)

**Mapping the GLP Whole School Framework against UNICEF Rights Respecting Schools Award (RRSA) at Level 2**

Area	Criteria	Description		How RRSA L2 supports the GLP criteria
Pupil achievement	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	✓	The RRSA requires that pupils learn more about human rights across the curriculum, with an emphasis on global citizenship and sustainable development.
	P2	Pupils develop high quality learning skills through global learning, supporting their literacy, numeracy and communication	✓	The RRSA requires that schools support pupils' personal development, moral development, encourages them to express their views and supports planning and action taking.
	P3	Pupils are better prepared for transition and work through global learning activities		Although there is nothing specific about this in the RRSA, it could support schools developing projects with other schools to support transition.
Teachers' practice	T1	Teacher are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development	✓	The RRSA requires teachers to support pupils in understanding sustainable development/global citizenship issues, understanding rights and requiring active participation, developing the confidence of teachers across knowledge, skills and values.
	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities	✓✓	A key focus of the RRSA is promoting global citizenship to pupils, so teachers will gain knowledge, expertise and confidence in this.
	T3	Teachers use effective cross-curricular planning skills to provide coherent global learning experiences		Although there is nothing specific in the RRSA, by supporting engagement with human rights, global citizenship and sustainability across the curriculum it could create space to support T3.
Behaviour & relationships	B1	Global learning assists values development across the school community, supporting positive relationships	✓✓	Supporting pupils to understand and apply human rights is central to the RRSA, and pupils will be supported to consider, discuss and develop their ideas in relation to them.
	B2	Global learning supports positive attitudes towards diversity and cultural difference	✓✓	A focus on human rights and their application strongly supports positive attitudes towards difference.
	B3	Pupil voice is developed across the school through global learning activities	✓✓	The RRSA requires that pupils are involved in decision making in the school at various levels, as well as promoting active citizenship by pupils across the school and community.
Leadership & the community	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world	✓✓	The RRSA requires that the school leadership team considers the school vision in relation to rights, and carefully plans activities across the school, drawing on all stakeholders to input into this.
	L2	Global learning helps create a rich and rewarding professional development programme		Although there is nothing specific about this in the RRSA, by supporting teachers in engaging with new approaches this could support staff professional development programmes.
	L3	Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally	✓	The RRSA requires that pupils engage with the community through their work, and parents are actively required to input into school governance.

Green	✓✓	Very good relationship. Achieving the RRSA at L2 would support a school being 'developing' or 'embedded' against that GLP criteria
Amber	✓	Good relationship: Achieving the RRSA at L2 would support a school being 'early' or 'developing' against that GLP criteria