



EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBALISATION CITIZENSHIP

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What is ESDGC?

These are the seven themes of ESDGC.

Wealth & Poverty

Identity & Culture

Health

“Looking after the World and its people as though we intend to live in it forever” (School X Sustainable Development & Global Citizenship Policy, 2019).

Choices & Decisions

The Natural Environment

Climate Change

Consumption & Waste

School X policy on ESDGC

ESDGC is all about:

- What we do in every day life
- How these issues in the world relate to every one of us, such as climate change, trade, resource and environmental depletion, human rights, conflict and democracy
- The way we treat the earth
- The way we treat each other, no matter how far apart we live
- The way we prepare for the future

We all have our roles to perform!!

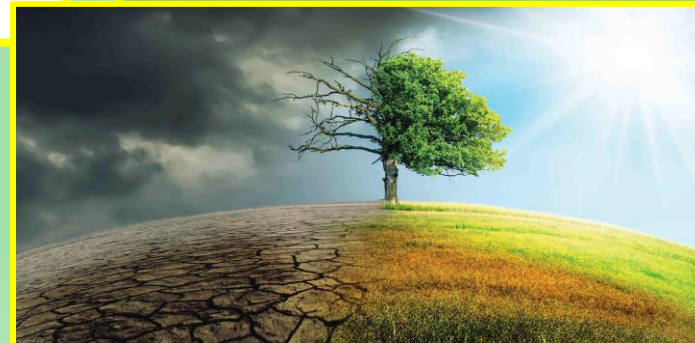
(School X Sustainable Development & Global Citizenship Policy, 2019)



(Kdadjkins, date unknown)

Paying due attention to the definition expressed in ACCAC's "Education for Sustainable Development and Global Citizenship: Why? What? How? ACCAC 2002"

- ❖ Education for Sustainable Development (ESD) gives pupils the opportunity to understand and develop their knowledge, value and skills to take part and decide in the way we all do things to enhance our lives without angering our future planet,
- ❖ Education for Globalisation Citizenship (GC) allows pupils to comprehend the global powers which will provide them with the knowledge necessary to participate in the world. Sustainable development exists in order to mix certain factors such as social, economic and environmental objectives in order to heighten our wellbeing in perpetuity.
- ❖ Pupils should not recognise ESDGC as an additional subject but should overall be considered as a set of social and ethical values that impart a philosophy of stewardship over the earth and its resources and habitats.



(Ecokidsplane., 2019)

GLOBAL EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS



(movingworlds, 2021)

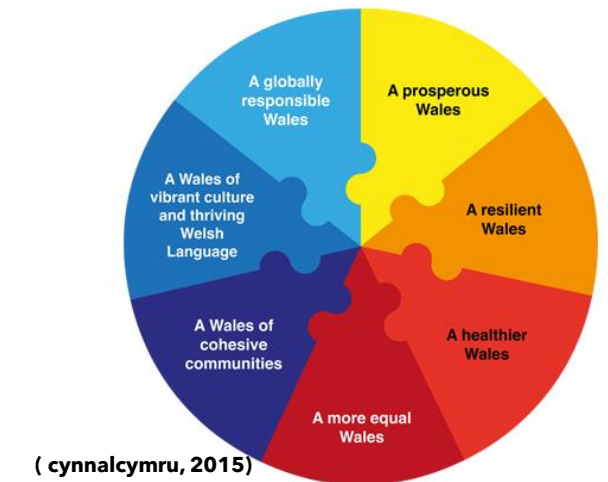
"Education can, and must, contribute to a new vision of sustainable global development." (UNESCO, 2015)

"We have big ambitions for protecting our environment and the future generations in Wales and are leading the way with our Environment Act and Well-being of Future Generations Act"

(Sophie Howe/ Future generations Commissioner for Wales, 2015).



(ivpt, 2021)



(cynnalcyrmru, 2015)

How ESDGC is promoted in our School (Learning Resource Centre)



.(promisingfutures,2019)

The pupils engage in Horticulture:
Growing, planting, selling, eating and cooking fresh fruit, vegetables and herbs.



(Cornell Chronicle 2013)

The pupils take part in local beach cleaning, collecting plastic, driftwood and shells so they can use them in activities. They also collect rubbish to help save it going back in the sea.



(Sshenfield.Essex.school 2013)

The pupils engage in expression through arts and crafts:
Art therapy, yoga, meditation and welsh artists.

The pupils recycle all waste in school and also help out at the local recycling centre, helping the community and Local charities such as PATCH with their food bank.



(School X images, 2019)

ESDGC THEME: HEALTH

"Staying active is vital for young people's physical and mental health and can also improve behaviour and concentration. I know schools have worked incredibly hard to welcome pupils back and these imaginative new resources will help them keep children fit and healthy in a fun and engaging way, while also keeping them safe" (Sports Minister Nigel Huddleston, 2020).



(UN, date unknown)



(Glenahullans, 2019)



(School X, 2021)

In School X pupils and staff are encouraged to keep active and eat healthy. Posters are displayed around the school displaying 'Eat healthy & keep active. The school canteen's menu has also become a lot healthier. At the end of Summer term there is a day of activities which involve teachers and pupils taking part in a selection of games and sports for fun. Pupils in the LRC bake healthy meals etc, every week which they take home. There is a Poster on the gates to encourage pupils and parents not to smoke by the school. (School X, 2019)

ESDGC THEME: NATURAL ENVIRONMENT



(UN, date unknown)

“Our school environment will be cared for through responsible stewardship. We will actively seek partnership working through such organisations as Pembrokeshire County Council Waste Management Service, Eco-Schools, Pembrokeshire Sustainable Schools Award, SCAN, West Wales Eco Centre and The Pembrokeshire Coast National Park”.

(School X ESDGC Policy, 2019)



(Pinterest, date unknown)

ESDGC THEME: CHOICES & DECISIONS

The UNCRC Article 12: "Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously"

(UNICEF, 2016 p.5)



(UN, date unknown)



(C360, date unknown)



(Ysgol Stanwell School , 2021)

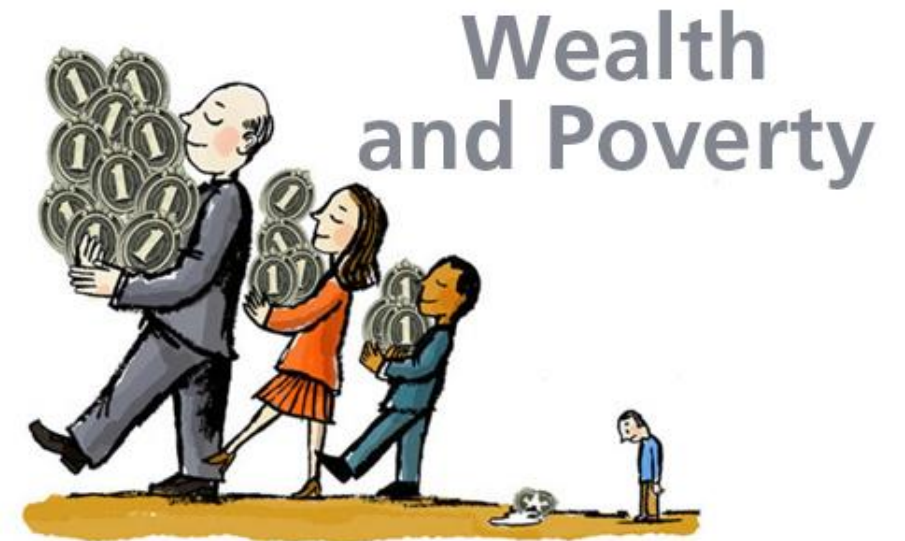
ESDGC THEME: WEALTH & POVERTY

Welsh Government action plan on poverty

Key objectives of the five-year action plan

- Prevent poverty,
- Help people improve their skills and qualifications
- Mitigate the impact of poverty in the short term.

(Welsh Government, 2010)



(Planetearth5, 2014)



(UN, date unknown)

ESDGC THEME: CONSUMPTION & WASTE

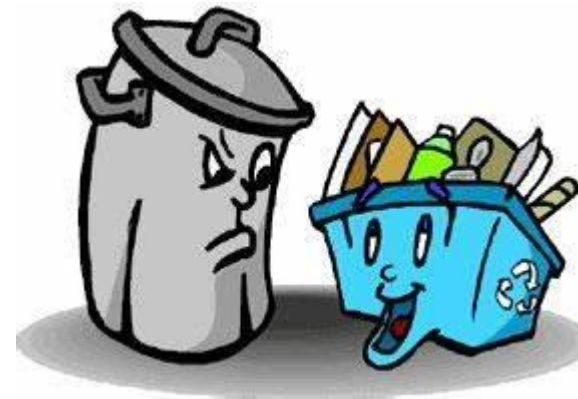
Pupil & staff in School X are encouraged to be energy efficient. There are posters in each classroom and corridors encouraging them to save water, turn off lights to save electricity and recycle all items and put them in correct bins. Pupils in the LRC also go outdoors and clean up their area on a weekly basis. (School X, 2021)



(UN, date unknown)



(Utilita, date unknown)



(Treehugger, 2017)



(Brainly, 2019)

ESDGC THEME: CLIMATE CHANGE

Historic Environment and Climate Change in Wales Sector Adaptation Plan

This plan aims to encourage collaboration and action across all sectors that will:

- build the resilience
- Increase our capacity
- Build the resilience

(Cadw, 2020)

13 CLIMATE ACTION



(UN, date unknown)

(nature.visualstories, 2020)

ESDGC THEME: IDENTITY & CULTURE

Skills of developing thinking across the Curriculum for KS4 learners:

Identity and culture Learners should be given opportunities to:

- value equal opportunity and cultural diversity including language and to understand:
- the importance of diverse cultural influences on themselves and their community
- the importance of language, beliefs and values in cultural identity. (Welsh Assembly Government, 2008)



(Globalstudies, 2018)

HOW IS OUR SCHOOL DOING?

The Learning Resource Centre for pupils with Additional Learning Needs engage in many activities that link to the 7 themes of ESDGC. A lot of the activities take place outside of the classroom. This enables the pupils to have a better understanding of the world around them and they are also learning new skills and knowledge of the local community. (Teachingenglishgames,2020)



COULD WE DO BETTER?

YES!! As a whole School we could do so much more. There needs to be an improved recycling system, make use of the outdoor space that is available for planting and growing our own produce. Introduce Forest School activities for all year groups. Pupils/students need to be encouraged to take part in events to raise money for both local and worldwide charity organisations. Although they may watch videos of how poor other countries are, do they really understand! Pupils do collect food products in October and December where they then make hampers and donate them to local elderly homes. So much more can be done!!! (School X, 2021)

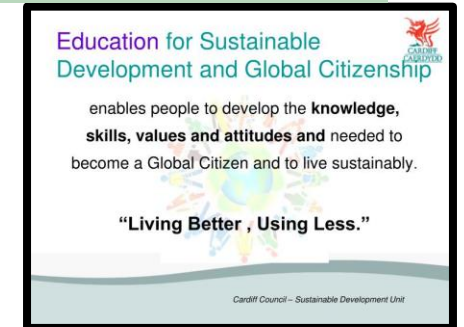
WHAT ARE THE BENEFITS AND ISSUES OF ESDGC IN EDUCATION?

The Welsh Centre for International Affairs have outlined and reinforced some fundamental points in their feedback on the New Curriculum in 2022. Generally, they are in favour of the new Curriculum. However, it is unclear as to whether the current cross-curricular ESDGC framework is still to be applied. (WCIA, 2019)



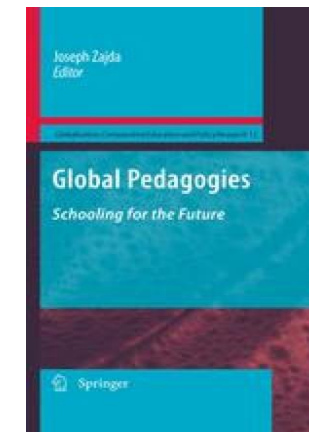
(sizeofwales, 2020)

The Skills Framework (DCELLS, 2008) accentuates the significance of establishing learning than purely transporting facts. The Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools (DCELLS, 2008) underlines the need for skills such as thinking critically, thinking laterally, linking ideas and concepts and making informed decisions. (WAG, 2008)



(Slideserve, 2021)

Global educators in the USA have come to a realization that many students at the secondary level are not developing global perspectives needed to compete in the global economy. (Abdulliah, 2010)



(Springer, 2010)

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