



ESDGC

Education for Sustainability and Global
Citizenship.

Present a seminar that critically explores how Education for Sustainability and Global Citizenship (ESDGC) can promote understanding of global issues. Utilise case studies either from your own educational context or best practice case studies to support your presentation.

Nicola Edwards 1602433

What is ESDGC?

Education for Sustainability and Global Citizenship.

What does it mean?

Education for Sustainable Development and Global Citizenship (ESDGC) informs about the impact of individual choices and how it can affect other people, the environment and the economy.



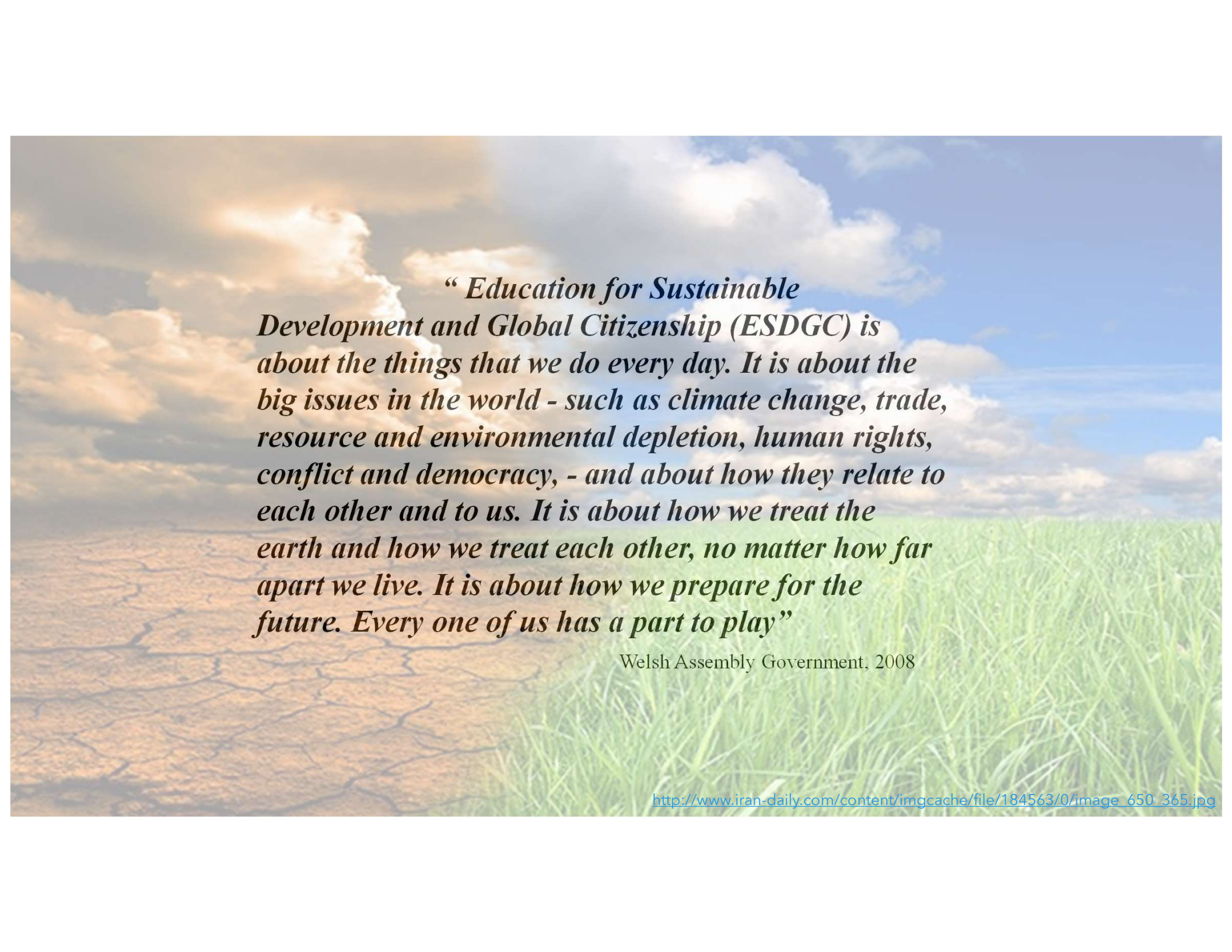
society, economy and environment. The link between our own lives and others around the world.

The rights, responsibilities and needs of the present and future generations.

The link and need of power, resources and human rights.

The implications of our actions locally and globally.

(Welsh Assembly Government, 2008)



“ Education for Sustainable Development and Global Citizenship (ESDGC) is about the things that we do every day. It is about the big issues in the world - such as climate change, trade, resource and environmental depletion, human rights, conflict and democracy, - and about how they relate to each other and to us. It is about how we treat the earth and how we treat each other, no matter how far apart we live. It is about how we prepare for the future. Every one of us has a part to play”

Welsh Assembly Government, 2008

RAISING GLOBAL CHILDREN

Open-mindedness,
ability/willingness

Foreign cultures and
foreign languages

Compete in the global
marketplace

Instilling global
awareness

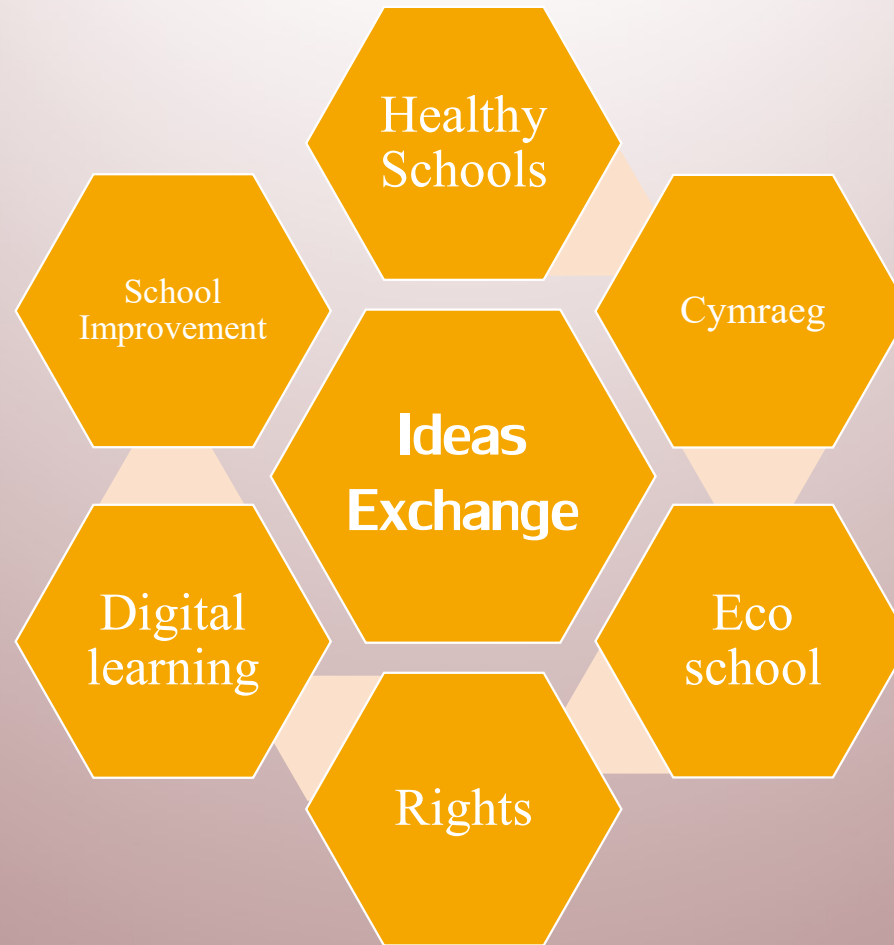
Nutrition and physical
fitness,

Emotional strength and
stability.

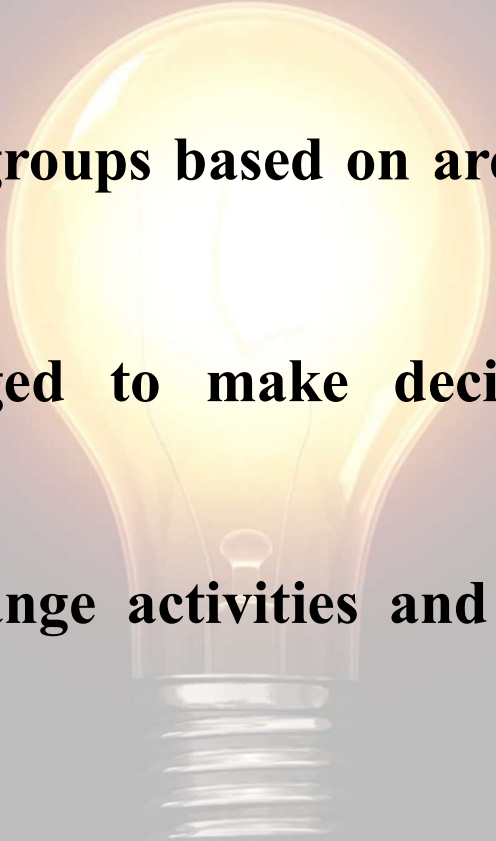
Spiritual fulfillment

What does ESDGC teach our children?

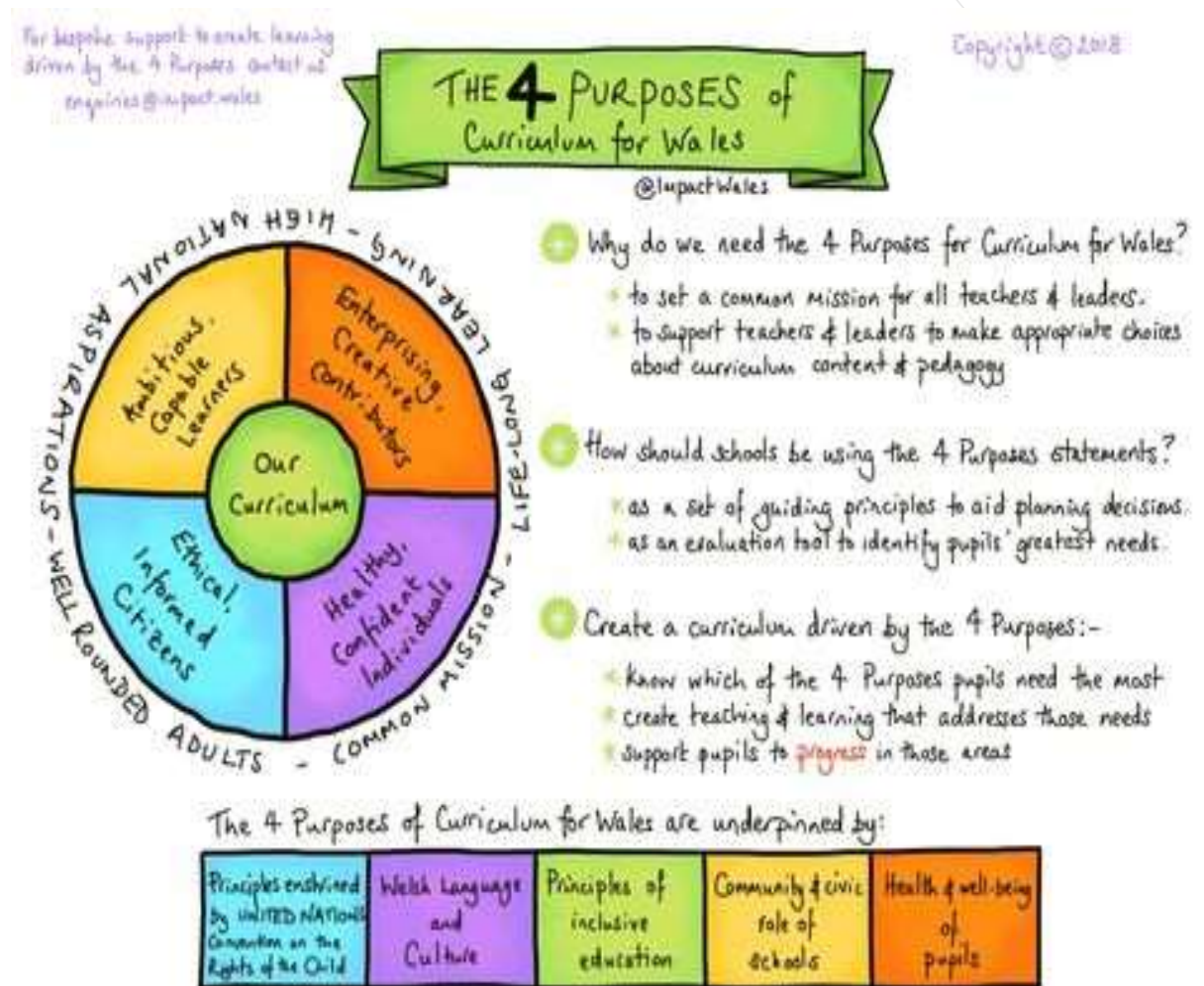
Decision making	Teaches the children about lifestyle choices that directly or indirectly affect themselves, the community or the world.
Wealth and poverty	Understanding finance. To support people in need. An understanding of developing countries. Appreciate basic needs.
Consumption and waste	The impact of travel, food waste, carbon footprint, along with our wants and needs. To prioritise what we use to save waste. Grow plants, Fairtrade, recycling materials
Health	Children to become aware of how our bodies and well being are affected by what we put in to them or do to them. The strain on the nhs, how we can live a long life. Prevent illnesses and practice good hygiene.
Climate change	Our actions and choices can affect the future of the world. Linking consumption and waste. Weather, habitats, natural disasters.
The natural environment	To preserve and respect the natural world. Linking with climate change. Animals, the life cycles, habitats.
Identity and culture	To respect who you are and others. To learn about the many cultures of the world and understand them. To find your own spirituality and values. morals



Ideas Exchange;

- **Children are allocated groups based on areas of health, wellbeing and environment.**
 - **Children are encouraged to make decisions to develop and improve these areas.**
 - **Staff and children arrange activities and workshops to put the improvements in place.**
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- A glowing lightbulb is positioned in the center of the slide, behind the list of bullet points. The lightbulb is illuminated, casting a warm yellow glow that fades into the grey background. It has a classic incandescent shape with a visible filament and a screw base.

Professor Graham Donaldson created the new curriculum believing that children need to learn through a curriculum that builds on their life skills and competences. After discussions with the children and teaching staff, Donaldson came to the conclusion that they wanted a greater focus on life skills, personal confidence, basic skills, work skills, career advice and health and well-being (Gov.Wales, 2015).



Purposes of the curriculum

AMBITIOUS CAPABLE LEARNERS

- Set high standards for them selves
- Can apply and connect knowledge to context
- Communicate effectively in different settings, also bilingually
- Use digital technology to communicate, find and analyse information
- Research
- Capable or explaining topic concepts
- Are ready to learn throughout their lives

ENTERPRISING CREATIVE ENTREPUNEURS

- Connect and apply their knowledge to create
- Solve problems
- Identify and take opportunities
- Apply themselves as different roles within a team
- Express ideas and emotions through different media
- Share their own energy and skills to benefit others
- Are ready to play a full part in life and work

ETHICAL INFORMED CITIZENS

- Find, evaluate and use evidence to support views
- Engage with Global issues based on their knowledge and values
- Understand and exercise their rights and responsibilities
- Have knowledge of their own community and cultures of the world, past and present
- Respect the needs and rights of others
- Show commitment to the sustainability of the planet

HEALTHY CONFIDENT INDIVIDUALS

- Establish and value their spiritual and ethical beliefs
- To develop confidence, resilience and empathy to build their own mental and emotional well being
- Hold and apply knowledge on the impact of diet and physical exercise
- To know where to access information to support the well being of themselves and others
- Face and overcome challenges
- Have skills and knowledge to live an independent life where possible

**Entrepreneur
week**

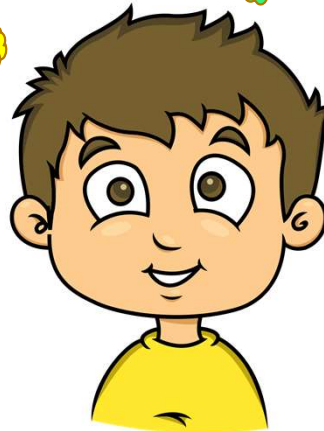
Pupil voice

Charity events

**Healthy
schools**

**Rights
respecting
school**

**Curriculum
Cymraeg**



Good vs bad?



- Gives children the knowledge of future expectations
- Allows children to participate in the world that they live in
- Children become aware of religions, cultures and the environment



- Too much too young?- lack of understanding
- Unnecessary stress for children at a young age- anxiety over world issues
- Added workload to the curriculum- an already full curriculum
- Taught at a constant level?- teaching staff have different ideas, views and knowledge of the content

Reference list

Berdan,S. (2020). *The Importance of Raising Global Children*. Available: <https://stacieberdan.com/the-importance-of-raising-global-children/>. Last accessed 11.3.20.

Dauncey, M. (2015). *Donaldson Review: The 'purposes' and content of a Curriculum for Wales*. Available: <https://seneddresearch.blog/2015/03/17/donaldson-review-the-purposes-and-content-of-a-curriculum-for-wales/>.Last accessed 11.3.20.

Gov.Wales. (2015). *Successful futures*. Available: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf>. Last accessed 11.3.20.

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