

Oxfam Education

Oxfam ‘believe young people are critical to building a just world without poverty’ (Oxfam Education, no date: 1). Oxfam education main principles are to provide a future for all young children that allows them to understand their environment within society to make changes and support critical thinkers (Oxfam, 2015). Oxfam Curriculum for Global citizenship was first published in 1997, the organisation works closely with educators to review and update their guidance to be used by teachers and practitioners to inspire and develop discussions, problem solving and future thinkers (Oxfam, 2015). Throughout the curriculum the aim is to ensure that individual learners are equipped to thinking critically And are able to understand the constantly adapting world, which will allow them to make choices in developing their values, skills and attitude to participate fully in globalising society and the economy (Oxfam, 2015).

Education for Sustainable Development and Global Citizenships (ESDGC)

The ESDGC is conducted on seven key issues; ‘the natural environment, consumption and waste, climate change, choices and decisions and health’ (Welsh Government, 2017).The ESDGC ensures that sustainability is voiced through schools within the Global Learning Programme Wales due to a 2014 ESTYN report making several improvements. These including making better links between in sustainability through mathematics and literacy classes (Global learning programme wales, 2017). Oxfam education have developed a curriculum guideline for practitioners to incorporate sustainable development. The three topics include ‘knowledge and understanding, skills and values and attitudes’ (Oxfam, 2015). The Foundation Phase expresses the needs of the community, people and the environment in order to stimulate the children’s abilities to ask questions, discover and admire the world around them (Department for children, education, lifelong learning and skills, 2008).



(Source: Oxfam America , 2017)

Opportunities and Resources

The Oxfam website provides a variety of resources and activities based on their work and campaigns (Oxfam , no date). There are positive and negatives to using online educational resources such as ease of access (MGH Institute of health professions, 2017), but there is a risk of being damaged and outdated (Littlejohn, 2003: Jarvis et al, 2016). There are activities available for children three to seven years old covering a variety of topics and studies in different countries and learning styles (Oxfam, no date). These resources encourage children to be curious and develop an understanding of the world which links to the Foundation Phase learning area Knowledge and Understanding of the World (Welsh Government, 2015 and ESDGC (Department for Children, Education, Lifelong Learning and Skills, 2008). Oxfam Education provide guest speaker services which discuss topics such as climate change and professional development workshops (Oxfam, no date). Guest speakers are a good teaching resource because it gives learners a different perspective, enhancing their learning experience (Kopp, 2015). The professional development workshops aim to support early years practitioners with their knowledge confidence of integrating sustainability into their setting (Oxfam, no date).

Practitioners involvement

Tinney and Hirst (2018) stress the importance of integrating sustainable development as part of the curriculum and not an additional subject. Department for Education and Skills (2008) support Tinney and Hirst (2018) by arguing that sustainable development is taught across the framework and is not one subject alone. Within the Foundation Phase, there is emphasis on children learning holistically whilst building on pervious experiences and their personal understanding. Cottle and Alexander (2012) state that in order for practitioners to be able to provide the education within Early Years, they need to have an in depth understanding, thus leading to providing high quality of provision. The National Strategies Early Years (2009) synthesis with Cottle and Alexander (2012) by stressing the importance of practitioners who are skilled to enhance children’s education.

United Nations Convention on the Rights of the Child (UNCRC) and Oxfam Policies

UNCRC is formed of 54 articles covering issues on economic, civil, social and cultural rights. Article 16- every child has the right to privacy and attacks. Oxfam work together to protect children in Syria through providing food, water and shelter (Oxfam, no date). Article 6- every child has the right to survive. Oxfam work together with the Rohingya people to protect them from sexual violence, provide them with food and raise money and awareness (Oxfam, 2017). Article 27- every child has the right to a standard of good living. Oxfam aims to meet this aim through the East African food crisis. Oxfam providing emergency food distributions , ensuring access to clean water and provide facilities for safe shelter (Oxfam, 2017).

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