

The background is a dark blue gradient with faint, light blue concentric circles and numbers (40, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260) scattered across it, suggesting a technical or scientific theme.

# HOW EDUCATION FOR SUSTAINABILITY AND GLOBAL CITIZENSHIP (ESDGC) CAN PROMOTE UNDERSTANDING OF GLOBAL ISSUES

LORNA SHARP

# WHAT IS ESDGC?

## **Education for sustainable development:**

- Allows people to develop the knowledge, values and skills they need to make informed decisions about the way we do things to improve our current quality of life without damaging the planet for the future.

(Sterling, 2002)

## **Education for global citizenship:**

- Allows people to develop the knowledge, skills and values they need to recognise the global forces which shape their lives which allows them to participate in decision making for a more equitable and sustainable world.

(ACCAC, 2002)

## **Education for sustainable development and global citizenship:**

- links between society, economy and environment and between our own lives and those of people throughout the world
- the needs and rights of both present and future generations
- the relationships between power, resources and human rights
- the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues.

(ACCAC, 2002)

# ESDGC THEMES

- The Natural environment
- Consumption and waste
- Climate change
- Wealth and Poverty
- Identity and Culture
- Choices and decisions
- Health

(Estyn, 2014)

# Key concepts

- Interdependence
- Citizenship and stewardship
- Needs and rights
- Diversity
- Sustainable change
- Quality of life
- Uncertainty and Precaution
- Values and perceptions
- Conflict resolution

(ACCAC, 2002)

# Why do pupils need ESDGC?

- Encourage young people to care for everybody and the environment.
- Appreciate their community and the global community.
- Discover the wider world
- Learn the skills they need to explore issues and make their own minds up about how they should act.

(Welsh Government, 2008)

- Prepare young people to live in the 21<sup>st</sup> Century and beyond.
- Raise awareness of the consequences of our lifestyle choices.
- Find answers to today's problems— climate change, poverty, consumer pressure, conflict.

(Estyn, 2014)

- Kolb's experiential theory shows that when pupils learn new skills and reflect upon what they have learnt they are able to make informed choices.

(McLeaod, 2017)

- Lave and Wenger's Situated learning theory states that pupils learn better when lessons have a realistic content and are able to participate fully in their communities.

(Lave and Wenger, 1990)

# How to include ESDGC in lessons?

- Make connections between subjects, pupils lives and the wider world.
- Encourage participation.
- Promote opportunities to take action.
- Encourage co-operative and collaborative learning.
- Encourage dialogue and discussion.
- Explore multiple perspectives.
- Promote opportunities to think about the future.
- Encourage respect for the environment.

(Welsh Government, 2008)

# HOW ESDGC IS INCLUDED IN SCHOOL CURRICULUM

- English
- Welsh
- Science
- WBQ
- DT
- Geography
- PSE
- RE



# EXTRA-CURRICULAR ACTIVITIES

- Eco committee
- School Council
- Sports Clubs
- Choir
- Orchestra
- Charity Committee
- Urdd
- Duke of Edinburgh Award
- Fair Trade Committee
- Public Speaking/Debating Club
- Erasmus



# EMBEDDING ESDGC THEMES IN SCHOOL

- Recycling
- Re-use of plastic bottles
- Turning lights off in unused classrooms
- Minimizing waste
- Developing an understanding of the wider world
- Removing vending machines
- Selling Fair Trade snacks and fruit.

(Estyn, 2013)

# NEW SCHOOL CURRICULUM

- Six Areas of Learning
- The Four Purposes
  - ambitious, capable learners, ready to learn throughout their lives
  - enterprising, creative contributors, ready to play a full part in life and work
  - ethical, informed citizens of Wales and the world
  - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- Skills integral to the four purposes

(Welsh Government, 2020)

# BENEFITS OF ESDGC

- Supports principles of Well-being of Future Generations (Wales) Act 2015

(Welsh Government, 2015)

- Supports recommendation of Donaldson's Successful Futures

(Donaldson, 2015)

- Supports principles of the Sustainable Development Goals.

(Oxfam, 2019)

- Helps create a more sustainable future for all.
- Contributes to intergenerational learning and sustainable development at local levels.

(UNESCO, 2014)

- Pupil-centered, skills-based ESDGC learning is a motivating context for learning

(Bennell, 2012)

# Barriers to ESDCG

- Lack of ESDGC courses to aid professional development of teachers.
- Teachers do not always have full understanding of ESDGC.
- Not included in school development plans.

(Bennell,2012)

- Not fully embed in the new curriculum.
- Lack of consistency in ESDGC teaching.
- Although resources are available, not always quality checked and need to more accessible.

(Ventris-Field, 2019)

# Conclusion

- Promotes understanding of global issues
- Pupils are more aware of global issues and what they can do to improve the future of the planet.
- Learn different skills that enable them to make the right choices.
- Can make links between the past and present and how to make a better future.

However

- Schools need to incorporate ESDGC in their development plans.
- Teachers need to access courses and resources that improve their delivery of ESDGC.
- ESDGC needs to be incorporated in all areas of learning in the curriculum.

Moving forward

- Pupils need to understand the relationships between the issues they learn about in different lessons and be able to make informed decisions about the choices they make.

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