

A pair of hands, likely belonging to a child, are gently cupping a small, realistic model of the Earth. The globe shows blue oceans, green continents, and white clouds. The hands are positioned at the bottom and sides of the globe, with fingers slightly curled. The background is dark and out of focus.

Critically explore how recent Welsh and international policy developments can support Education for Sustainable Development and Global Citizenship.

By Danielle Richards

WHAT IS THE ESDGC?

‘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’
(Tsgroup,2021).



Image 1 (Clipart,2020).



Image 2- (ESDGC, 2018).

Seven key concepts:

- ✓ Wealth and poverty
 - ✓ Identity and culture
 - ✓ Choices and decisions
 - ✓ Health
 - ✓ Natural environment
 - ✓ Climate change
 - ✓ Consumption and waste
- (T2Knowledgebank,2020)



Image 3-(CCYD, 2017).

GLOBAL ISSUES

Consumption and waste

- Renewable resources
- Ecological and carbon footprint.
- Recycling

Identity and culture

- Personal and religious heritage and ;language influence the community.
- Recognise stereotyping, prejudice and discrimination and create peaceful resolution.
- Respect each other

Health

- Personal hygiene
- Recognising in keeping everyone safe from drug abuse and lack of nutrition.
- Importance of eating and exercise.

Choices and decisions

- Democratic and non democratic decisions making international agreements for a better world.
- Civil society.

Climate change

- Green house effecting future generations
- Important to save energy
- Make a difference with action

Wealth and poverty

- Gap between rich and poor lacking basic needs and rich created for real value of goods and services.
- Fairtrade the right for future generation to access resources.
- Developing views on exploitation and poverty.

Natural Environment

- Endangered species and restoring habitats
- Human ecosystem conflicts with natural environments.
- Care for environment and recognise the importance's of landscapes, habitats and living things.

SUSTAINABLE WORLD

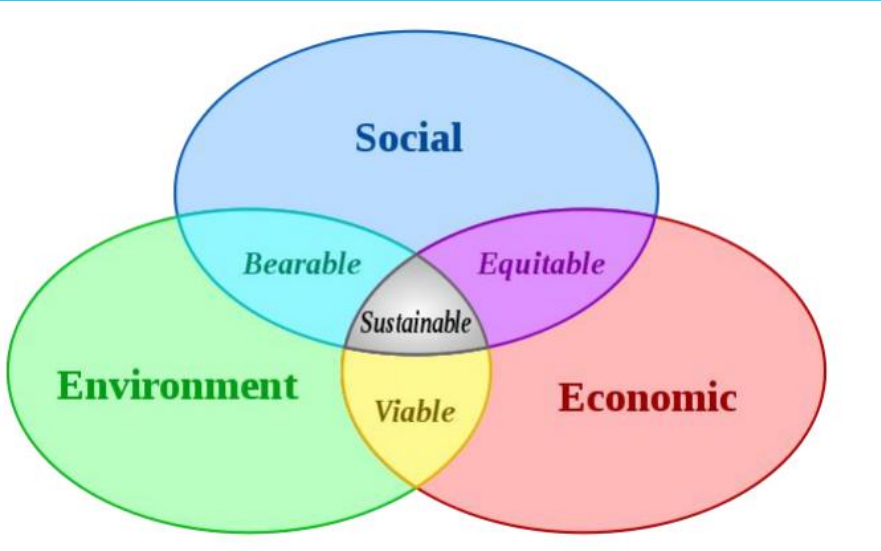


Image 4- (Bullen, 2014,P8).

‘The need to ensure a better quality of life for all, now and into the future, in a just and equitable manner, while living within the limits of supporting ecosystems’(Bullen et al.2003,p7).

Maslow’s Hierarchy of Needs
Linking with the ESDGC’s agendas on world quality , Maslow's theory come into affect to ‘Motivate a person to focus on their next hierarchy’ to ‘promote mental growth’. Education is a suitable developing our mind knowledge, values and skills for a successful global community (Allen and Gordon,2011,p57)

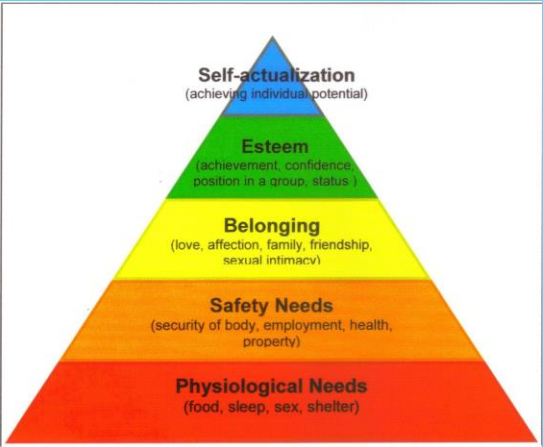


Image 5 –(Rajiv,2015)

Education being a major factor in sustainable and global development to ‘interconnect the world’ and for the ‘ curriculum alignment’ to support children and young people in 3 key areas :

Knowledge	Skills	Values
about the world and 21st century issues, about the interconnectivity of the local and the global, and about the shared challenges we face and what we can do about them.	to think critically, to consider how to resolve problems, to take informed and reflective action, and to develop personal leadership skills.	including open mindedness, tolerance and courage, and respect for democracy and justice. (British Council, 2020,p3)

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