

What provision is made for Education for Sustainable Development and Global Citizenship (ESDGC) in the New Curriculum for Wales (Successful Futures)

"Education is the most powerful weapon you can use to change the world" - Nelson Mandela.

Duncan(2013).

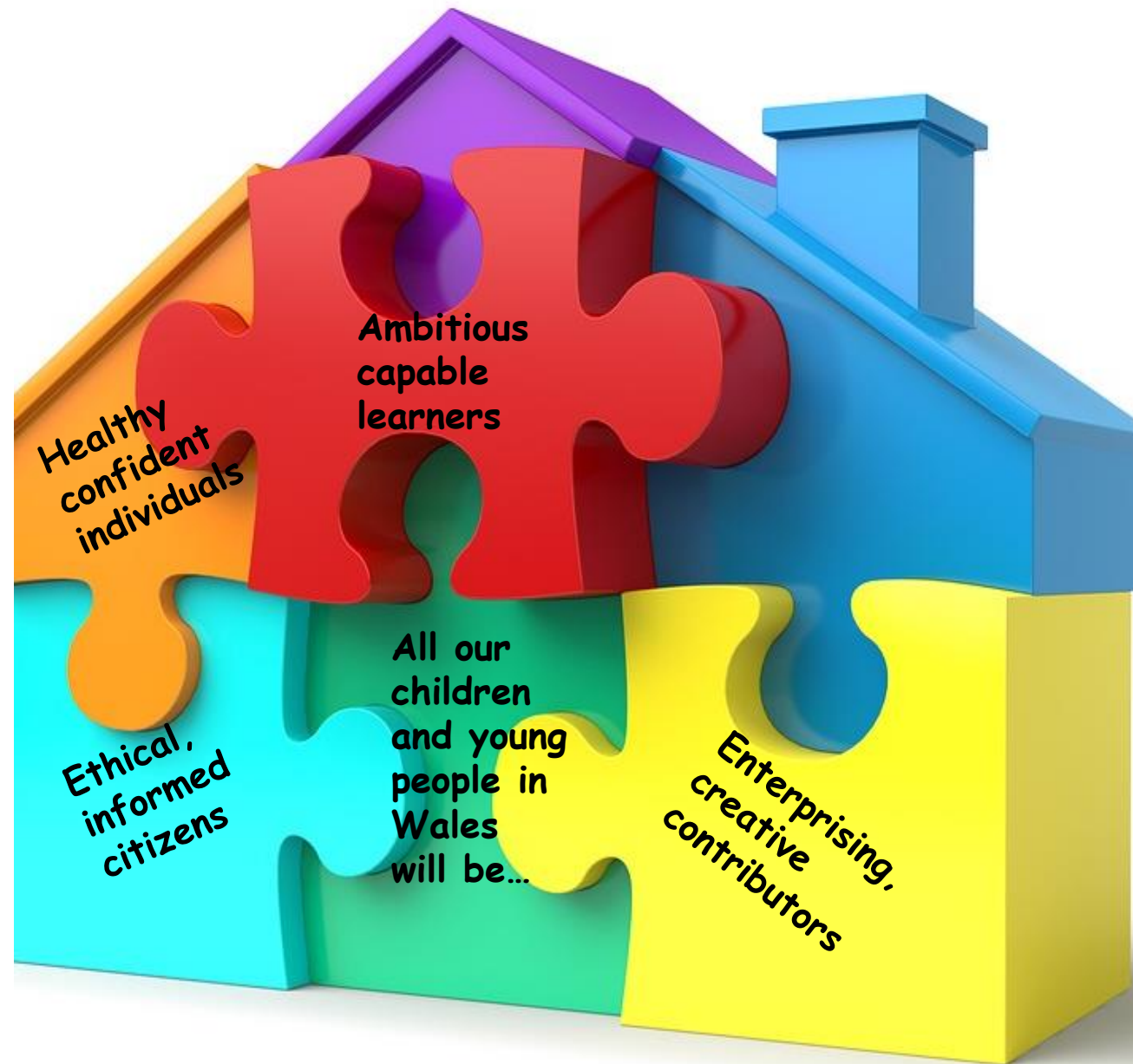




- At the centre of ESDGC is the acknowledgement that people's lives have never in human history been so inextricably connected and that the same, or similar, economic, social and environmental forces affect us all (Welsh Assembly Government,2008, p.4).
- Education for Sustainable Development and Global Citizenship (ESDGC) is education that will equip children young people of Wales for life in the 21st century.
- However, ESDGC should not be seen as an additional subject. It is more than a body of knowledge as it is about values and attitudes, understanding and skills. It is an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life.
Welsh Government(2012).



Successful Futures



Welsh Government (2015, p.31)

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- Considerate connections between local and global communities and issues.
- Broaden skills and having the options to explore issues in ways which will allow them to make informed decisions.
- Being inspired to believe that everyone can make positive changes.
- Developing values of appreciation and a belief in common humanity.
- Develop competence of critical thinking and reflection in doing so, the confidence to challenge attitudes and preconceptions in the media and elsewhere.

Department for Education and Skills(2012)



Figure 1. Image taken from Bing online pictures

Donaldson (2015) emphasise that teaching learners about global affairs in reliable way can provide them acceptance, understanding and appreciation of varieties of cultures, religions and customs . It can allow them to feel more empathy as they gain knowledge about various living styles. It can give them an insight about into their eyes to see their peers' lives in another part of the world and comparison with their own lives.



ESDGC in schools and successful practice

Marshall (2017) describe that for schools to successfully implement ESDGC they will need:

- Through the Curriculum.
- Schools will need to develop environment and community links.
- Involve all stakeholders.
- Establish global and community links.
- Resources.



Figure 2. Children planting apple trees

The seven themes of ESDGC are : Wealth and poverty, identity and culture, choices and decisions, health, natural environment, consumption and waste and climate change
Estyn(p.4, 2014).

Climate change

Geography lessons

Assemblies

Recycling

Energy Saving

Key Stage 2

Geography

- Express views about environmental issues.
- Know how and why environments have changed.

Literacy

- What is deforestation, find the definition.
- Create a report to express concerns of deforestation.

Science

- Understand the importance of positive effect of trees on the environment.
- How are apple trees good for biodiversity.



Figure 3. Children around the planet Earth

Science

- Describe different viewpoints about technological use in making apple juice.
- Write a balanced argument (life on Earth without trees).

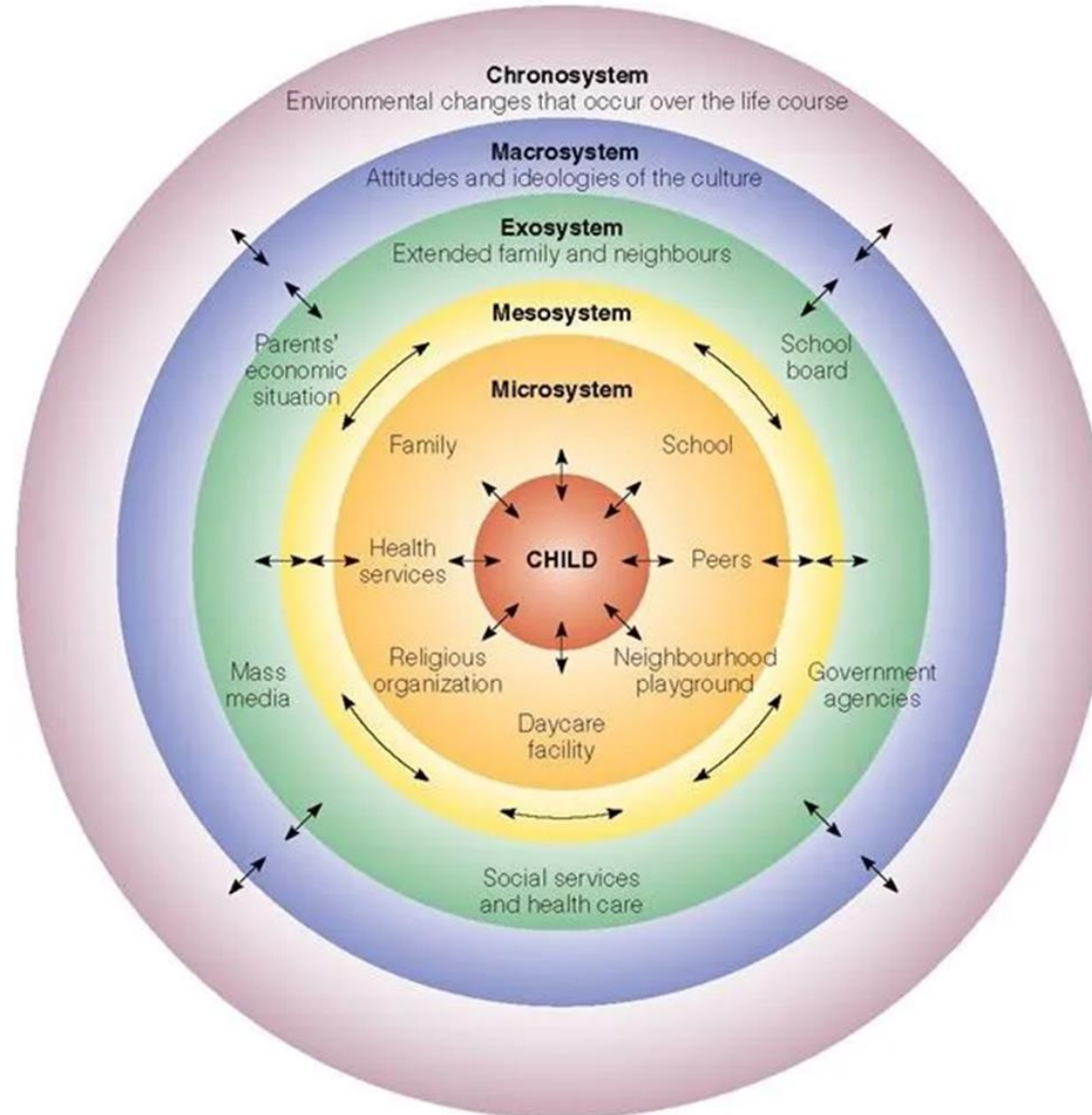
Geography

- Cold places - study of the best fruit trees for cold climates.
- Research global warming and hold a debate on different viewpoints.
- Research Greenpeace and the work they do in order to tackle deforestation.

ICT Use Power Point to create presentations linked to fruit trees in cold places.



Bronfenbrenner's Chronosystem as cited in Rasteiro (2020) state "the fifth and final level of Bronfenbrenner's ecological systems theory is known as the chronosystem. This system consists of all the experiences that a person has had during his or her lifetime, including environmental events, major life transitions, and historical events".



If climate change continues, so will the effects on children and young people as they grow into adults. Climate change will lead to:

- Unhealthy air
- Fewer species of plants and animals.
- Mass migration
- More instability, as people and governments argue over limited resources.

McCarthy (2021).

Figure 4. Image taken from Simply Psychology



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