

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

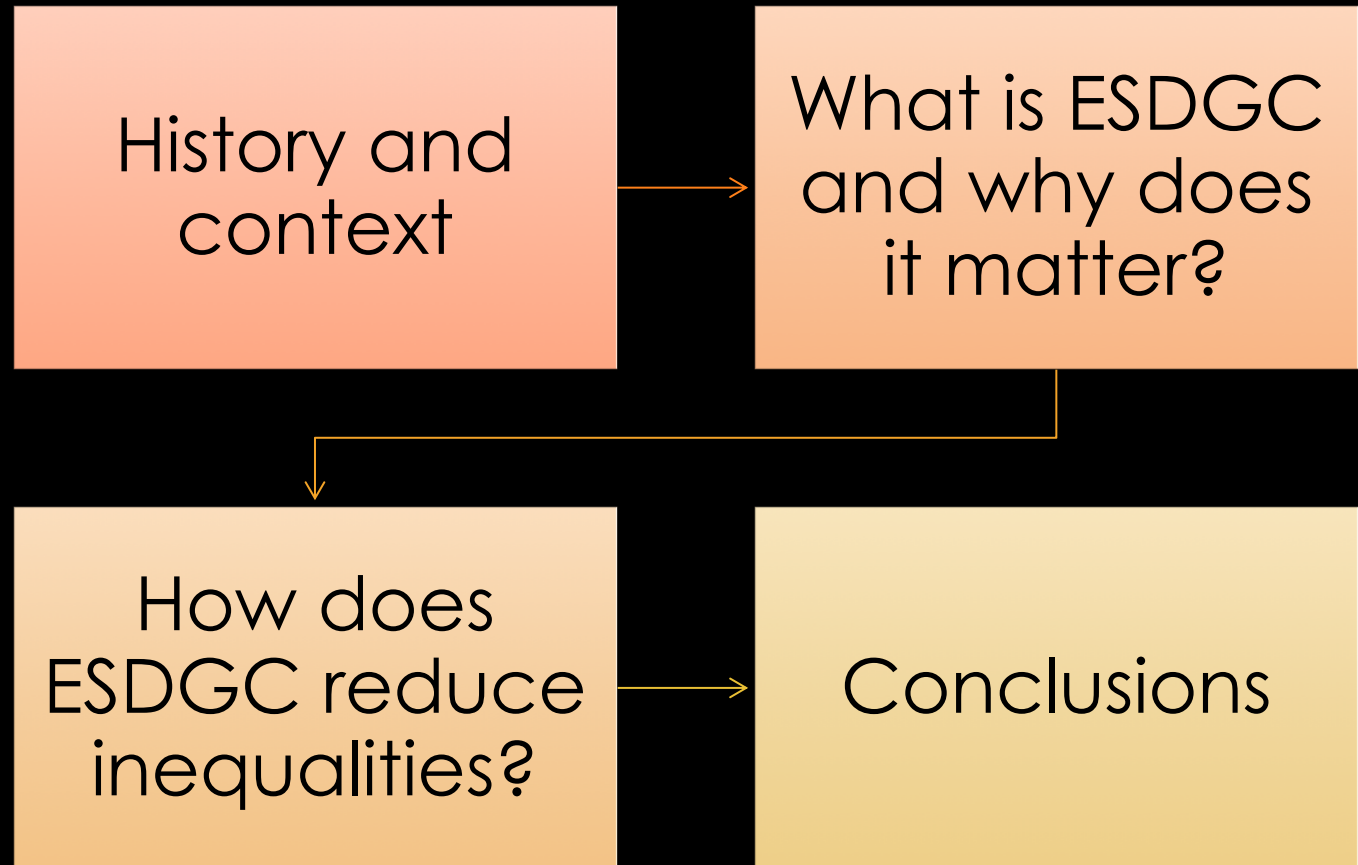
How does the concept of ESDGC contribute to reducing global inequalities?

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HOW DOES ESDGC CONTRIBUTE TO REDUCING GLOBAL INEQUALITIES?



HISTORY AND CONTEXT

- First Earth Summit held in 1992.
- 2002 Earth Summit in Johannesburg linked education and sustainability for the first time.
- Welsh Assembly Government (WAG) committed to ESDGC in 2002.

... 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 about 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 (WAG, 2008, p.4).

WHAT IS ESDGC?



(Image 1 – DCELLS, 2008)

Integrated and experiential approach to education

Embedding sustainability in the curriculum

Education in global citizenship

Teaching children to question our actions, both locally and globally

Seven themes integral to the learning framework

(Kolb, 1984; DCELLS, 2008)

WHY DOES ESDGC MATTER?

- Education for global citizenship
- Offers informed, autonomous decision making (Arnstein, 1969)
- Improved health and wellbeing (Maslow, 1962)
- Making links between local and global
- Investment in human capital, helping to mitigate social reproduction of inequalities (Bordieu & Passeron, 1977; Shultz, 1971)
- Globalisation can be a force for good and bad and encompasses the interconnectedness and growing interdependency of economic and social activity across boundaries (Wilkinson, 2011; Warwick-Booth, 2013).

Glocalisation

(Ritzer, 2008)

Globalisation

HOW CAN THE CONCEPT OF ESDGC HELP IN REDUCING GLOBAL INEQUALITIES?

Transformative methodology

- ownership of knowledge and understanding (Mesirow, 1994).
- 'Learning about sustainability, learning for sustainability, transformative level of learning brings about change in worldview and ethos...' (Sterling, 2004, p.70).
- Challenges constructivist learning methodologies
- Education in global citizenship '...encourages children and young people to explore, develop and express their own values and opinions.' (Ideas Forum, 2018)

Thinking global, acting local – an example

- Education
- Training
- Accommodation
- Eco
- Ethical
- Fairtrade



(Images 2 & 3: Sreepur, 2018)

CONCLUSIONS

- Education for Sustainable Development and Global Citizenship (ESDGC) is a relatively young concept and is process rather than a lone event
- ESDGC came into being in response to global challenges
- Globalisation and the interconnectedness of modern society require a different way of addressing inequalities i.e. think global, act local
- Education is seen as the key to enabling and promoting sustainability across all boundaries
- ESDGC empowering informed choices to be made on an individual, community, national and international basis

***“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing hopeful inquiry men pursue in the world, with the world, and with each other.”
(Freire, 2017)***

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