

How Education for Sustainability,
Development, and Global Citizenship
(ESDGC) can promote understanding
of global issues.



Education for Sustainability, Development, and Global Citizenship (ESDGC)

ESDGC is about equipping people with the knowledge, skills and attitudes to be effective citizens in a complex and changing world both through their curriculum and through the practice of the institution. (WAG, 2008, p.5)

ESDGC: Welsh Government Policy to deliver essential skills into all levels of education in Wales: based on 9 concepts, 7 themes.

Links to Wales

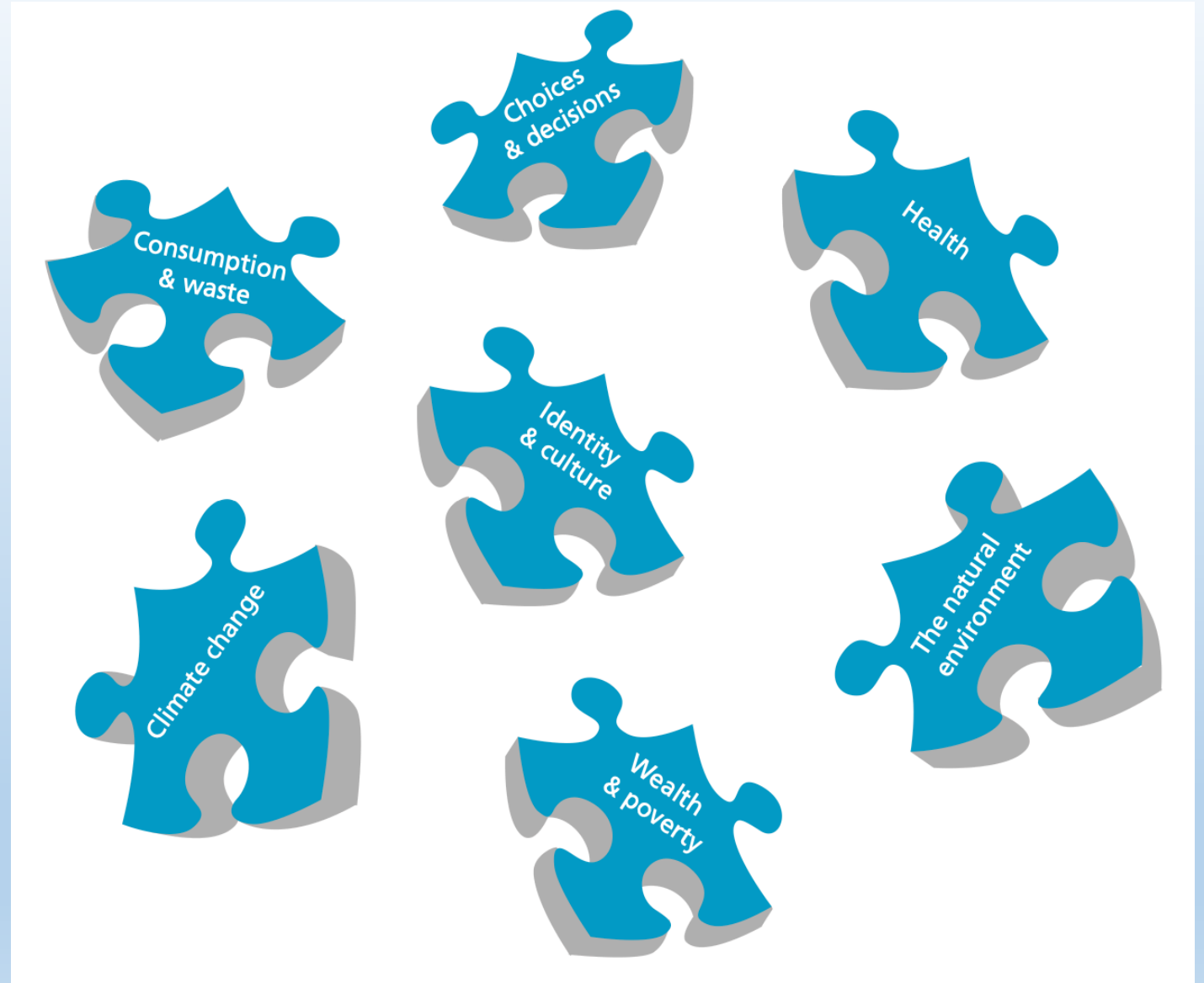
- WAG (2006) *Education for Sustainable Development and Global Citizenship - A Strategy for Action*.
- WAG (2008) *ESDGC: A common understanding for schools* was a guidance document for delivery within the classroom: set out 'an ethos that can be embedded throughout schools' (WAG, 2008, p.5).
- Wellbeing of Future Generations (Wales) Act (2015): rights, inclusion, equity and sustainability as a statutory duty for all.
- UNCRC (1989): Articles 12 & 13 the right to a voice, to have their ideas and contributions valued.
- Donaldson (2015) *Successful Futures* recommendations.
- New Curriculum for Wales (2022).

The Aims of ESDGC in Wales

- To raise awareness and establish links between society, economy and environment, and between our own lives and those of people throughout the world
- To look at relationships between power, resources and human rights
- To consider the local and global implications of everything that we do and the actions that individuals and organisations can take in response to local and global issues
- A framework to deal with the major challenges that face the world and its inhabitants, such as climate change, fuel and food shortages, biodiversity and species extinction, international wars, terrorism and poverty (Welsh Government, 2012)

ESDGC: 7 Themes

- Choices and decisions
- Health
- Natural Environment
- Wealth and poverty
- Climate change
- Consumption and waste
- Identity and culture
- Themes are already widely used, based on themes identified by UNESCO (2015) as part of the Sustainable Development Goals.



Provision in Wales: Secondary Setting

Personal and Social Education (PSE) Framework:

- 'prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding' (WAG, 2008, p.4)
- Links to ESDGC themes of Choices and decisions, Health, Identity and Culture
- Setting is 'highly effective in promoting pupils' spiritual, moral, social and cultural understanding and developing their social skills' (Estyn, 2018, p3)
- Critical: stand alone subject, Welsh Government is very clear that we need to not only teach the topic, but also live it. Small amount of time allocated.

Provision in Wales: Secondary Setting

Welsh Baccalaureate Qualification (WBQ):

- to develop and demonstrate an understanding of and proficiency in essential and employability skills: Communication, Numeracy, Digital Literacy, Planning and Organisation, Creativity and Innovation, Critical Thinking and Problem Solving, and Personal Effectiveness. (WJEC, 2020, p.4)
- Emphasis on applied and purposeful learning e.g. work experience, community work.
- Links to ESDGC themes of Choices and decisions, Natural Environment, Wealth and Poverty, Climate change, Consumption and waste
- Critical: stand alone, lots of repetition of skills and paperwork

Provision in Wales: Secondary Setting

iLearn Curriculum: New Curriculum for Wales (2022)

- Based on Donaldson (2015) Successful Futures recommendations
- 4 purposes of the curriculum: **ambitious capable learners, enterprising creative contributors, ethical informed citizens, healthy confident individuals**
- Cross-curricular approach to learning across all Areas of Learning Experience
- Setting 'provides pupils with regular opportunities to learn about and reflect on a wide range of ethical, local and global issues' (Estyn, 2018)
- **Links to all the ESDGC themes**
- Critical: time and cost to implement across Wales, training of all staff to deliver confidently in all schools, exam focused

Further Examples:

- **Fairtrade:** Wealth and poverty, identity and culture, choices and decisions
- **Eco-Schools:** Bronze, Silver, Gold. Natural environment, Consumption and waste, climate change, health, choices and decisions
- **Healthy Schools:** Health, Choices and decisions
- **Rights respecting schools:** UNCRC (1989) Choices and decisions, Identity and culture, Health, Wealth and poverty

Links to theory

- The pedagogy of ESDGC focuses on experiential learning, constructivism and social constructivism (Davis, 2015) and these approaches allow students to develop problem solving and critical thinking skills which are important features of ESDGC.
- Bruner (1990) social constructivism is seen in all areas of group work.
- Bronfenbrenner (1979) the impact of the wider community on learning such as community work
- Dewey (1998) and Piaget (1972) benefits experiential learning in real life situations e.g. rejuvenation of Swansea project
- Vygotsky (1978) role of the teacher as a facilitator, peer learning.

Conclusion

- Whole school approach to ESDGC which ensures that day-to-day activity and long-term sustainability are integrated (WAG, 2006, p.3). Is this practiced in all schools?
- Some aspects will need to be taught in addition to embedding throughout school life.
- It may be difficult for some teachers to have the pedagogical skills to teach global education successfully.
- It is important that we as educators get this right as it is a crucial issue for young children, who will be the problem solvers, politicians and campaigners of the future.
- New Curriculum covers all ESDGC themes and concepts.

References

J. Zajda (ed.), (2010) *Global Pedagogies: Schooling for the Future, Globalisation, Comparative Education and Policy Research 12*, Chapter 2 (Abdullahi, S.A.)

WAG (2006) *Education for Sustainable Development and Global Citizenship – A Strategy for Action* DELLS Information Document No: 017-06 Date of Issue: 19 September 2006

WAG (2008) *ESDGC: A Common Understanding for Schools* Information Document No: 065/2008
<https://hwb.gov.wales/storage/eaf467e6-30fe-45c9-93ef-cb30f31f1c90/common-understanding-for-school.pdf>

WAG (2008) *PSE Framework 7 to 19-year-olds in Wales* <https://hwb.gov.wales/storage/35fae761-054b-4e9b-928c-03e86b3e207f/personal-and-social-education-framework.pdf>

Welsh Government (2022) *Curriculum for Wales* <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>

<https://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/>

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