



ESDGC

HOW DOES IT PROMOTE THE
UNDERSTANDING OF GLOBAL ISSUES?



What is ESDGC?

- FIRST BROUGHT INTO SCHOOLS IN 2002 (BENNELL, 2015)
- “PART OF THE ETHOS, PEDAGOGY AND ORGANISATION OF THE SCHOOL” (WELSH ASSEMBLY GOVERNMENT, 2008)
- A WHOLE-SCHOOL APPROACH TO EDUCATION (WELSH ASSEMBLY GOVERNMENT, 2008)

Promotes nine concepts:

1. Interdependence
2. Citizenship and stewardship
3. Needs and rights
4. Diversity
5. Sustainable change
6. Quality of life
7. Uncertainty and precaution
8. Values and perceptions
9. Conflict resolution

(Bennell, 2015)

EXAMPLES INCLUDE:

WELSH NETWORK OF HEALTHY SCHOOLS

ECO-SCHOOLS

GLOBAL SCHOOL PARTNERSHIPS (BENNELL, 2015)

EMPHASIS PLACED ON 5 COMMON AREAS:

(Bennell, 2015)

**Commitment
and leadership**

**Learning
and
teaching**

**School
management**

**Partnerships
and
community**

**Research
and
monitoring**



How does the setting promote ESDGC?

AIMS:

- SHOW A CURIOSITY AND CONCERN FOR THE ENVIRONMENT
- RECOGNISE RESPONSIBILITIES AS GLOBAL CITIZENS
- PUT THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD AT THE HEART OF ITS ETHOS AND CULTURE
- DEVELOP A COMMUNITY WHERE CHILDREN'S RIGHTS ARE LEARNED

([REDACTED], 2019A)

(St Martin's School, 2015)



Estyn report:

Ways to improve:

- Develop focus on community

Target:

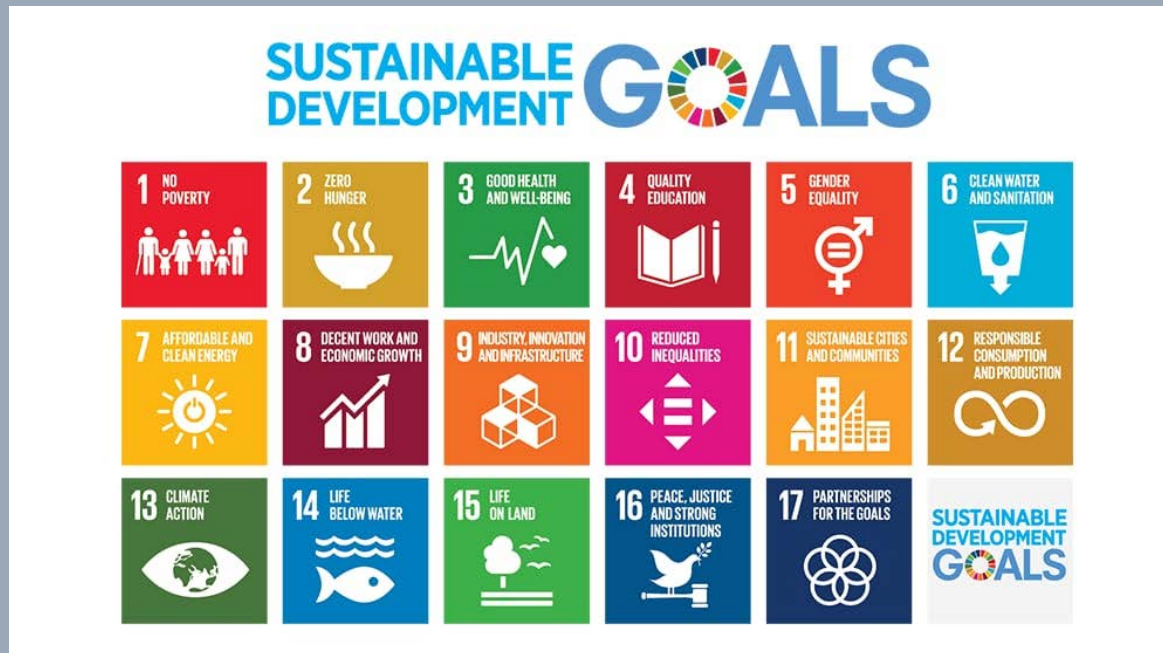
- “improve pupil’s awareness of Global citizenship and related issues” (Crown, 2016 p2)

Pros:

- Provision of education
- Pupil’s work on school council and eco-committee

(Crown, 2014)

Global Goals



(Unilever, 2017)

- Launched by the United Nations in 2015
- “Represent an action plan for the planet and society to thrive by 2030” (Unilever, 2017)

- Voluntary Review of Progress towards the Sustainable Development Goals
- Presented to the UN in New York, 2019 – Goal: Quality of Education

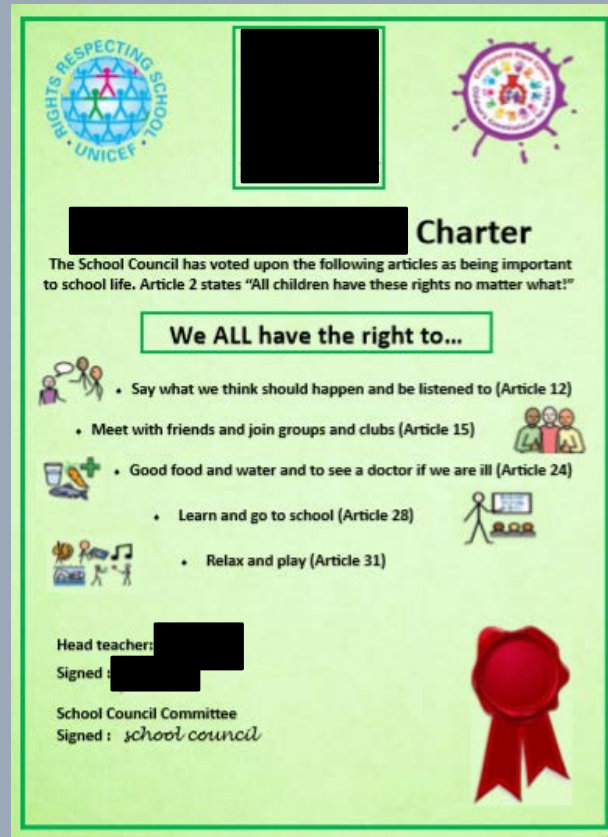
(Crown, 2019)

Rights Respecting School

Based on principles of

1. Equality
2. Dignity
3. Respect
4. Non-discrimination
5. Participation

([REDACTED], 2019a)



(Unicef, 2019)

UN Convention on the Rights of the Child

- Heart of the school's ethos and culture
- Improve well-being
- Develop talents and ability

Working in partnership with the Children's commissioner for Wales

School council

- Developed school charter for all to adhere to

([REDACTED]
[REDACTED], 2019a)

([REDACTED], 2019a)

School Partnerships



CONNECTING CLASSROOMS INITIATIVE

- Resulted in the achievement of the first stage of The International Schools Award
- Offers teachers the opportunity to experience, discuss and compare professional issues and methods.
- Increases knowledge of Global Citizenship and makes them better teachers of the new curriculum back in Wales
- Teachers and students have opportunities to learn from each other using smart phone technology.
- Gardening projects inspiring the African schools
- Awards for Inclusion and Fundraising

(CROWN, 2014A); [REDACTED], 2019 (1); CROWN, 2014B)

Netherlands

Burma

South Africa

Fairtrade

- An easy way to alter to the lives of disadvantaged farmers and workers
- Connects them with consumers, empowering them to combat poverty and take control over their own lives, and promotes fairer trading conditions
- Sets social, economic and environmental standards

(Fairtrade Foundation, 2020)



(Fairtrade Foundation, 2020)

Coffee shop

Awarded the Fair Achiever award

Student led Fair-trade trolley round and hospitality events

Promotes the importance of:

- Organic farming
- Sustainability
- Transparency



(, 2019b)



Eco-Committee

- Awarded the Platinum Award in 2016
- Devoted to continue developing and creating a positive impact on the environment

([REDACTED], 2017)



(Ysgol Gynradd Llanidloes Primary School, 2020)

BRING AND BUY SALES AND BAG TO SCHOOL COLLECTIONS

- RAISES MONEY
- RAISES AWARENESS OF ENVIRONMENTAL ISSUES

([REDACTED], 2017)

‘Dead hedges’ create natural barriers and give animal a place to live.

A new seating area for outdoor learning

([REDACTED], 2018)

RAISED BEDS HAVE BEEN INSTALLED TO GROW LOTS OF NEW FRUITS AND VEGETABLES

([REDACTED], 2018)



([REDACTED], 2018)

Weaknesses

Eco Action Plan 2017-2018

- Solar panels
- Recycling
- Battery collections
- Temperature control
- Staff fuel usage
- Opportunities and facilities for outdoor play
- Fairtrade coffee shop

([REDACTED], 2018)



(Tindle Newspapers Ltd, 2016)



(MEPC, 2020)

(GL Jones
Playgrounds Ltd,
2020)



Benefits

- SPREAD REDUCE, REUSE, RECYCLE MESSAGES TO STUDENTS
- RAISE FUNDS FOR ECO-FRIENDLY ACTIVITIES
- ([REDACTED], 2019B)
- ESTABLISHES A LINK OF FRIENDSHIP BETWEEN PARTNER SCHOOLS
- DEVELOPS AWARENESS AND UNDERSTANDING OF GLOBAL ISSUES
- HELPS PARTICIPANTS BECOME MORE ACTIVE GLOBAL CITIZENS
- CONTRIBUTES TO PROFESSIONAL DEVELOPMENT OF STAFF
- BETTER TEACHERS

(BOTAWA, 2012)

Barriers

- LACK OF TIME WITHIN CURRICULUM
- LACK OF FUNDING
- INADEQUATE STAFF INVOLVEMENT
- LOW PERCEIVED IMPORTANCE OF ESDGC
- LACK OF TEACHER KNOWLEDGE
- (HUNT *ET AL*, 2019)
- PERCEIVED AS AN EXTRA SUBJECT
- TOO DIFFICULT FOR YOUNG CHILDREN TO ENGAGE WITH
- MISSES THE FOCUS OF THE ESDGC POLICY IN WALES

(TINNEY AND MERRIMAN, 2018)



Conclusion

- Leaders should create a vision of ESDGC in schools
- Own setting provides many provisions to promote ESDGC, resulting in a Rights Respecting School Silver award and an Eco-Schools Platinum award ([REDACTED], 2017; [REDACTED], 2019; Keep Wales Tidy, 2019)
- The continued development of the schools Eco Action Plan is essential to become more eco-friendly
- ESDGC provisions result in many benefits for the school, it's students, the community and the teachers, however without the adequate funding, time or understanding of sustainable development and global citizenship, ESDGC provisions will not be promoted at the necessary standard ([REDACTED], 2019b; Botawa, 2012; *Hunt et al*, 2019; Tinney and Merriman, 2018)

Ways forward:

- Developing a more child friendly way to teach younger children the importance of ESDGC
- Educate teachers on the importance of ESDGC – staff training
- Create time within the curriculum to promote ESDGC within the school

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