

GLOBAL PERSPECTIVES IN EDUCATION



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What is ESDGC?

ESDGC stands for education for sustainable development and global citizenship in the Further Education Sector in Wales. There are critical factors that are required for the successful implementation for ESDGC which are...

- Good communication of progress.
- Comprehensive and ongoing staff training.
- Productive links with the local and wider community
- Commitment at senior management level and at Board level.
- Involvement of the estates manager.
- Curriculum manager leading the delivery of ESDGC integration into the curricula.
- Knowledgeable and credible champion.
- Cross College group that is part of the committee structure, involving students as well as staff.
- Use of intranet to support communication of progress, staff training and learning materials.

(Hwb.gov.wales. 2008).

When did ESDGC start?

The Education for sustainable development and global citizenship idea originated from the Welsh Government where they committed to sustainability and driving forward on their actions on addressing climate change. Areas which have been expressed within the Government of Wales Act 2006 (section 79) and more explicitly in the new sustainable development scheme 'One Wales: One Planet'¹ (May 2009). (Unece.org. 2009).

The United Nations (UN) have now created Sustainable Development Goals (SDG's) which is a blueprint in order to achieve better and become a more sustainable future for all. "These goals address challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice".

There are 17 goals, and each are all interconnected so that no one is left out and it is said that these goals should be achieved by 2030. (United Nations Sustainable Development, 2020).

"The things we do every day. It's about the big and small issues such as climate change, conflict, consumer pressure and environmental depletion and how they relate to each other and us."

(Caerphilly county borough council, 2015).



Linking ESDGC within a School Setting

The Welsh Government launched the 'ESDGC Common Understanding' document in July 2008 in order to help implement ESDGC within the schools curriculum. The Welsh Government challenges schools to provide opportunities for teachers and learners to consider global issues, showing them how to determine links between what is personal, local, national and global. The document states that ESDGC is not an additional subject but it is described as being about "the values and attitudes, understanding and skills. It is an ethos that can be embedded in throughout school, an attitude to be adopted a value system and a way of life".

In order to help promote ESDGC the school setting runs a number of groups and initiatives such as the ECO Committee, School Council, Nature Club and Healthy Schools.



The Nine ESDGC Concepts

The ESDGC Welsh Government document provided nine 'key concepts' that would underpin ESDGC. These are:

- “Interdependence
- Citizenship and stewardship
- Needs and rights of future generations
- Diversity
- Quality of life, social justice and equity
- Sustainable change
- Uncertainty and precaution
- Values and perceptions
- Conflict resolution.”

(welsh assembly government. 2008, pp 9).



However, in order to succeed it needs to be “addressed by the whole school, embedded across the curriculum and infused throughout school life.” (welsh assembly government. 2008, pp 6). Identifying challenges, global issues, cultural diversity and to evaluate own attitudes and values.

The Seven Key Themes of ESDGC

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Choices & Decisions

Democratic and non-democratic decision making at different levels from a small group discussion at international agreements; how to participate in decision making at different levels; how to present a point of view; the interconnected consequences of making decisions; the role of governments; how to be a participant in civil society.

What you can do to make a difference

- Participate in all aspects of your learning, helping to make decisions
- Express and show respect for yourself and others and their views
- Appreciate that your personal actions have consequences

Consumption & Waste

Renewable and non-renewable resources; energy, food and water; sustainable design and sustainable materials; the waste hierarchy; ecological footprint, carbon footprint; supply chains; transport; the rights of future generations to a quality of life; advertising; peer pressure; quality of life versus standard of living; reassessing values; resolving conflicts over resources.

What you can do to make a difference

- Take care of your belongings
- Use resources carefully
- Dispose of used resources responsibly



Health

The importance of caring for oneself and caring for others; the relationship between health and quality of life; nutrition and sources of food; the impact of drug abuse on individuals and others; the value of different relationships including family, sexual and professional; the impact of the environment on health; the importance of access to clean water.

What you can do to make a difference

- Recognise the need for personal hygiene
- Recognise your responsibilities to keep yourself and others safe
- Recognise the importance of eating properly and exercise

Identity & Culture

Personal and regional histories; Welsh heritage and language; how identities and culture influence actions; what constitutes a community; the impact of other cultures on Wales; challenge stereotypes; recognise that people hold different values; recognise and challenge discrimination and prejudice in an appropriate way; peaceful resolution to differences.

What you can do to make a difference

- Recognise that discrimination and exclusion is wrong
- Value friends and family
- Respect religious beliefs



The Natural Environment

Biodiversity; endangered species; conservation and restoration of habitats; human dependence on ecosystems; the impact of human activity including conflicts on natural environments; gene banks and genetic modification; stewardship of resources and habitats; the role of natural environments in relation to quality of life.

What you can do to make a difference

- Develop a sense of awe and wonder at the beauty of landscapes, habitats and living things
- Care for the environment and recognise its importance
- Act to protect biodiversity and local and global environments



Wealth & Poverty

Levels of wealth and poverty; the gap between rich and poor locally and globally; basic needs; quality of life; the interdependent causes and impacts of poverty; migration; how wealth is created; perceived and real value of goods, services and relationships; globalisation; Fairtrade; the right of future generations to access resources.

What you can do to make a difference

- Develop opinions about exploitation & poverty
- Understand how goods are produced & traded & what Fairtrade/Fairtrade is and why it's important
- Recognise the needs of future generations to meet their basic needs



Climate Change

The scientific evidence relating to climate change; the greenhouse effect; global warming; the causes of climate change; the potential impacts and uncertainty of predictions; the precautionary principle; preventative and adaptive responses; the impact of individual and collective actions; ways of bringing about change; the impact on future generations.

What you can do to make a difference

- Recognise the importance of saving energy
- Begin to understand the causes of concern over, and implications of, climate change
- Believe you can make a difference through your actions and behaviour

Positive and Negative Points on ESDGC

Positive

- Individuals are aware of the global issues and continuing to create ideas and solutions to tackle future issues.
- Educating individuals today will help future generations to make the world a cleaner better place to live in.
- Individuals have a raised awareness of the world and how people live differently in different countries.
- Understanding that individuals can be less fortunate and there are ways we can help them have a better future.

Negative

- Sustainable development will only work if everyone is involved, if people are not contributing to making the world a cleaner better place we will never have ESDGC
- Individuals only have a limited understanding at a younger age and often get confused and mixed up with the correct term
- Explaining some topics of the global issues we face might make individuals feel uneasy and cause unnecessary worry.
- ESDGC is said to be taking up time when individuals should be learning their core subjects.

ESDGC within the Setting



- Creating more sustainable ways to teach individuals.
- Clear ESDGC information and messages are clear throughout and around the setting.
- Essential connections to practitioners outside of the setting.
- Promoting culture and values through the settings ethos.



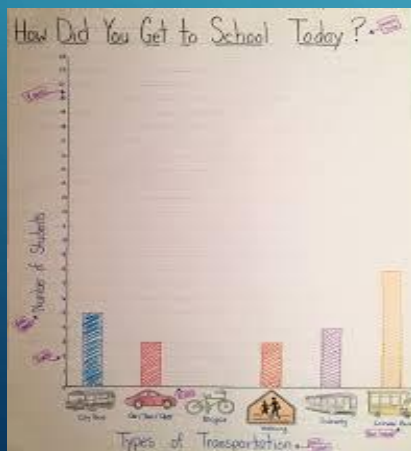
- Driving to the setting when you are in walking distance.
- Buying things in bulk.
- Uniforms are ordered from different countries.
- No clear message of sustainability.



- Convenience is of the utmost importance.
- Society has become a throwaway culture .
- ESDGC is a priority in order to enable change respect and protect the planet

Recommendations to Raise Awareness on ESDGC within the Setting

The school Setting needs to encourage individuals about how getting to school can affect the environment traveling in vehicles everyday.



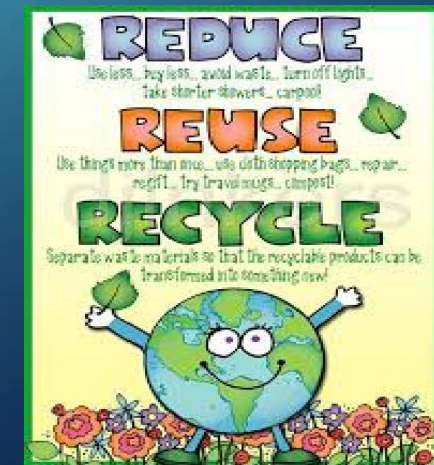
The school needs to have more clearly labelled bins in and outside of the setting to ensure recycling is taking place and reduce litter.



The school setting does not have a battery bin on the school site and there are many items that require batteries and they are not being recycled properly.



The school setting needs to provide more posters and reminders in and outside school to remind children and parents to recycle correctly.



Thank you
for
listening!



Handwritten signature in red ink.

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