

G L O B A L
P E R S P E C T I V E S
Education for Sustainability and Global
Citizenship

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What is Education for Sustainability and Global Citizenship?

Education for sustainability and Global citizenship (ESDGC) is education that equips young people with the skills they need in life. It is based more on values, attitudes, understanding and skills rather than just knowledge. ESDGC has been implemented within the setting in various ways, this presentation will explore the ESDGC and how it links to practice.



What are Global Perspectives in Education?

(Naveed, 2013)

International Policies Linked to the ESDGC



(United Nations Development Programme, 2021)

“The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030” (United Nations Development Programme, 2021 pg.1).

“The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities” (Save the Children, 2020 pg.1).

Article 12: Your right to say what you think should happen and be listened to.



(Child Rights Global News, 2019)

Policies in Wales Linked to the ESDGC



(Public Health Network Cymru, 2020)

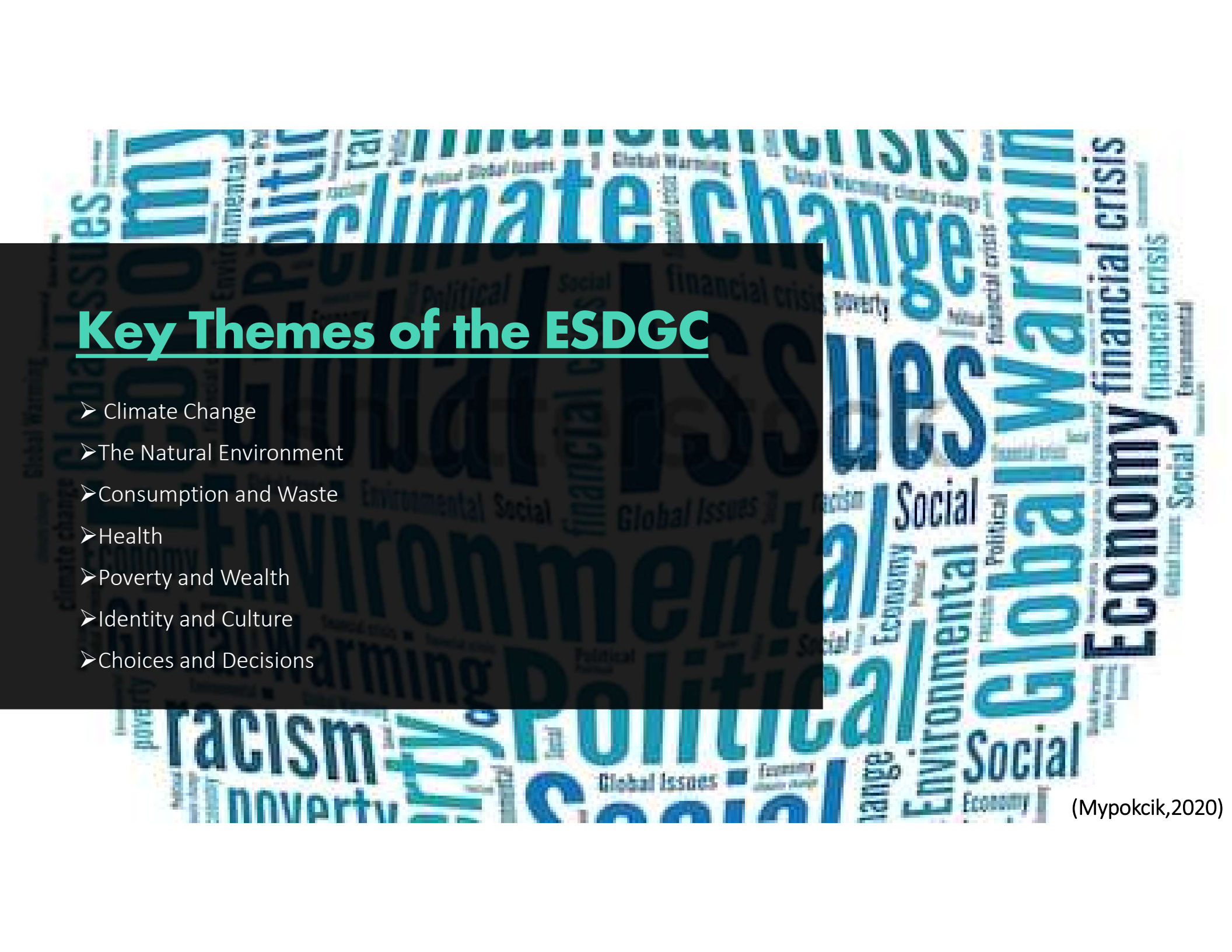
Professor Donaldson's report 'Successful Futures' has four purposes that state all children and young people should be ambitious and capable learners, ethical and informed citizens, healthy confident individuals and enterprising creative contributors.

"The purposes should guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales" (Donaldson, G Prof. 2015 pg. 4).

The Well-being Future Generations (Wales) Act 2015 is an important act Wales, it looks to better the social, economic and cultural well-being of Wales (Public Health Network Cymru, 2020)



(Croesyceiliog, 2021 pg.1)



Key Themes of the ESDGC

- Climate Change
- The Natural Environment
- Consumption and Waste
- Health
- Poverty and Wealth
- Identity and Culture
- Choices and Decisions

(Mypokcik,2020)



(Yearsixofmarldon, 2020)

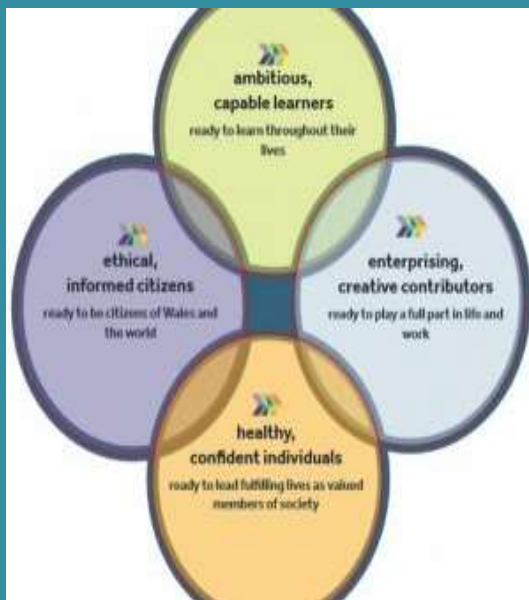
How is the ESDGC implemented in practice?

In practice there are programmes put into place to ensure that we are following the ESDGC. These Include:

- Eco-Schools
- Rights Respecting Schools
- Pupil Voice
- The Four Purpose
- People Helping People
- The United Nations Convention on the Rights of the Child (UNCRC)



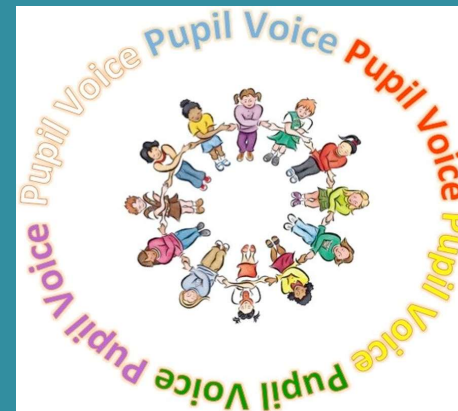
(Sustainable ISKL, 2012)



(Croesyceiliog, 2021 pg.1)



(Andrews, 2017)

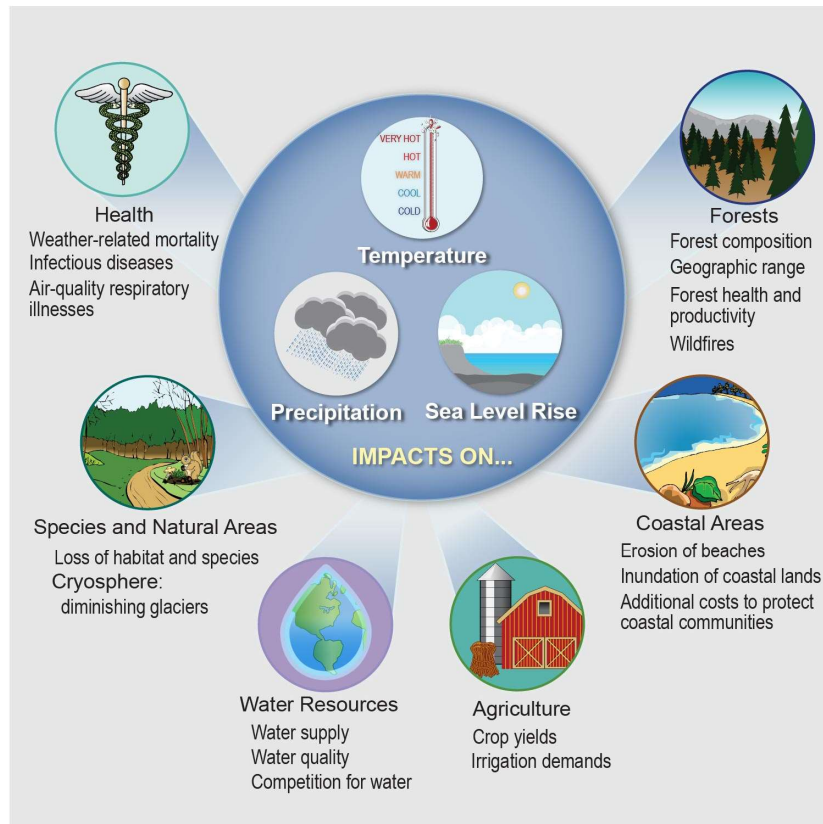


(Zimmerli, 2015)



(Child Rights Global News, 2019)

Potential Effects of Climate Change



The Effects of Climate Change

“A changing climate impacts crop growth and human health, while many people may need to leave their homes. It places certain species at an increased risk of extinction” (Met Office, 2020 pg.1).

Climate Change

Eco-Schools is a programme used globally; it has been running for 25 years across 67 countries. Its aim is to empower children to encourage change and improve their knowledge on environmental awareness (Eco-Schools, 2020 pg.1).

There are a few strategies implemented in practice that link to Eco-Schools these include:

- Recycling
- Walking Bus
- Growing our own fruit and vegetables
- Eco Council
- Action Earth Day

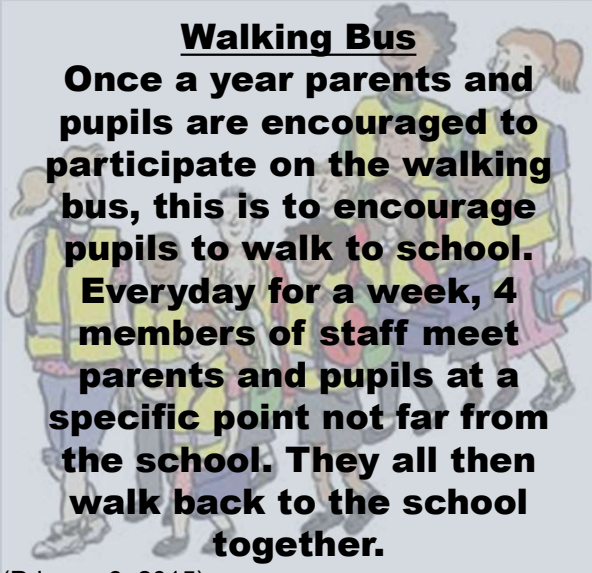


(Sustainable ISKL, 2012)

OUR
World
OUR
Future

(West End in Schools, 2019)

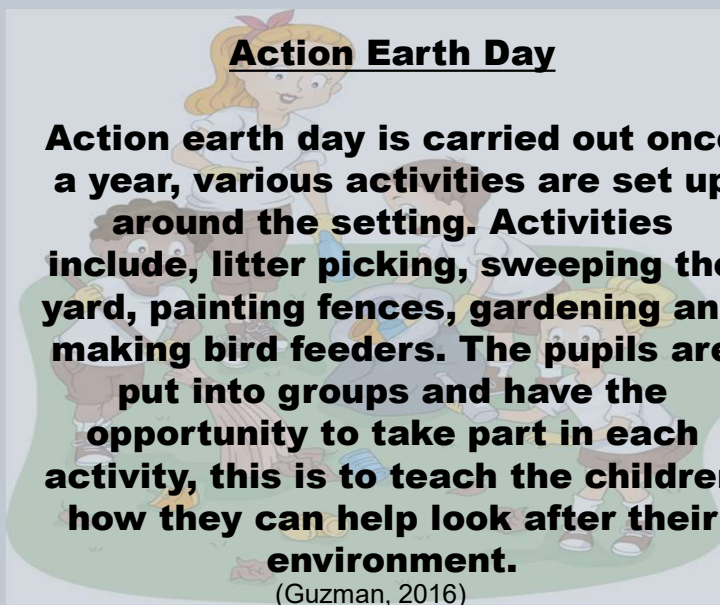
Walking Bus



Once a year parents and pupils are encouraged to participate on the walking bus, this is to encourage pupils to walk to school. Everyday for a week, 4 members of staff meet parents and pupils at a specific point not far from the school. They all then walk back to the school together.

(Primary 6, 2015)

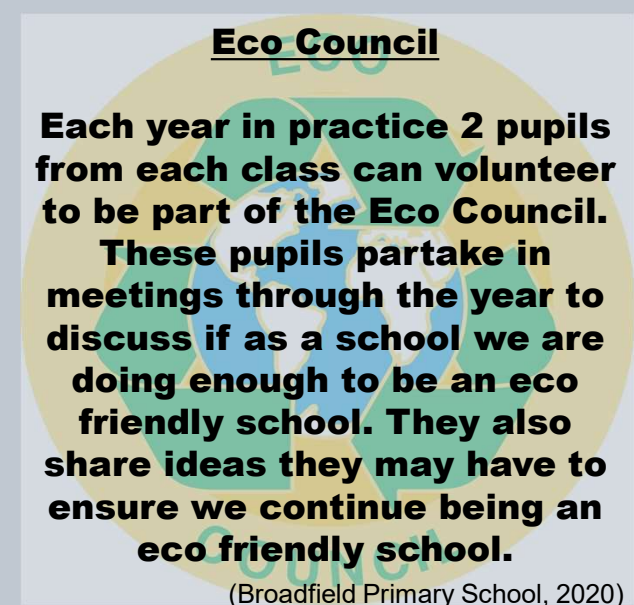
Action Earth Day



Action earth day is carried out once a year, various activities are set up around the setting. Activities include, litter picking, sweeping the yard, painting fences, gardening and making bird feeders. The pupils are put into groups and have the opportunity to take part in each activity, this is to teach the children how they can help look after their environment.

(Guzman, 2016)

Eco Council



Each year in practice 2 pupils from each class can volunteer to be part of the Eco Council. These pupils partake in meetings through the year to discuss if as a school we are doing enough to be an eco friendly school. They also share ideas they may have to ensure we continue being an eco friendly school.

(Broadfield Primary School, 2020)

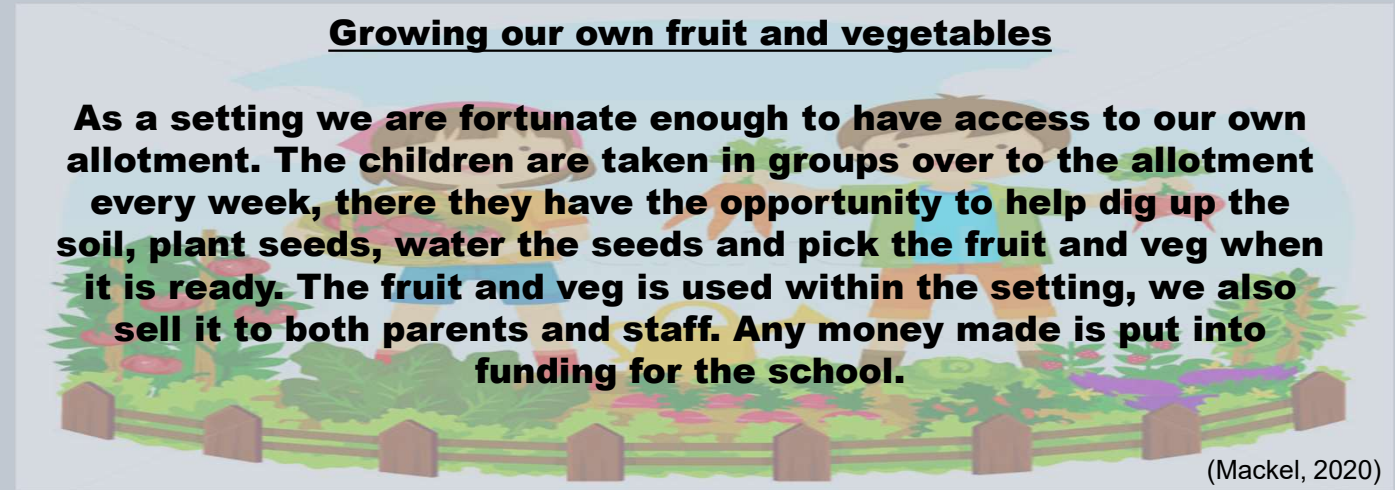
Recycling



In practice there are recycling bins placed around the setting. Both staff and pupils are encouraged to use the correct bins. All bins are colour coordinated and labelled to provide clear guidance.

(Web Desk, 2018)

Growing our own fruit and vegetables



As a setting we are fortunate enough to have access to our own allotment. The children are taken in groups over to the allotment every week, there they have the opportunity to help dig up the soil, plant seeds, water the seeds and pick the fruit and veg when it is ready. The fruit and veg is used within the setting, we also sell it to both parents and staff. Any money made is put into funding for the school.

(Mackel, 2020)



Choices and Decisions

“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” (T2group, 2020, pg.2)

Pupil Voice

"The basis for pupil voice is found in Article 12 of the United Nations Convention on the Rights of the Child which sets out the right of children to express an opinion and to be included in decisions that involve and affect them" (School Surveys, 2015 pg.1).



(Ardgowan Primary School, 2020)

Pupil Voice Groups

In practice KS2 pupils are a part of a pupil voice group, each group name is based on the responsibility of their group. Such as 'The Fantastic Fundraisers', this group oversee generating ideas on how to raise money for the school. Another group oversees the discos that are put on throughout the year they help organize advertising decorating, selling tickets and activities.

School Council

All pupils from year 1 up have the opportunity to become a member of the school council each year. Two pupils from each class will be voted for to become part of the school council. School council members attend meetings, in these meetings they represent their class and can express any issues they feel need addressing. They also discuss ideas that may make the school environment better for them.



(Zimmerli, 2015)

Are the strategies implemented in practice effective?

Areas of success:

- ✓ The pupils are given a voice which enables to be more involved in their own education.
- ✓ Pupils are taught skills that can encourage them to become more ethical informed citizens in the future.
- ✓ Pupils are given the opportunity to organize their own fundraisers.
- ✓ Informs pupils of their rights and teaches them to respect their peers and the values of different cultures.

Areas of improvement:

- ✓ Pupils' ideas can not always be put in place this can be due to lack of funding or time.
- ✓ Not all parents or pupils choose to participate in the strategies implemented.
- ✓ It's not always possible to implement additional ESDGC lessons due to time constraints of teaching the National Curriculum.

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