



Education for Sustainable Development & Global Citizenship in Schools

Good Practice in Wales



Temple of Peace
Cathays Park
Cardiff
CF10 3AP

Phone: 029 2066 8999
Fax: 029 2064 0333
Email: info@cyfanfyd.org.uk
Web: www.cyfanfyd.org.uk

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Introduction

Education for Sustainable Development and Global Citizenship (ESDGC) is one of the Welsh Assembly Government's (WAG) highest priorities, this is reflected throughout policy and underlined by Estyn, the inspectorate within Wales. The Curriculum (2008) for 3-19 year olds is underpinned by concerns for the environment and stresses the importance of helping our young people to develop as global citizens. There is even a Champion within WAG with responsibility for ensuring the implementation and success of the 'ESDGC Strategy for Action'¹. But what is ESDGC and how can it be implemented in schools?

Education for Sustainable Development and Global Citizenship (ESDGC) is a big name for a vast area of work that underlies much of what is taught to, and learnt by our children, at home, in school and in the community. Although it is high on the Welsh Assembly Government's educational agenda it is not a subject, or even a separate topic, that can be learnt in school. Even though it focuses on the big issues that concern us all ESDGC is more than a body of knowledge, it is an

¹ Education for Sustainable Development and Global Citizenship – A Strategy for Action (DELLS Information Document No: 017-06, September 2006)

ethos, an attitude, a way of life. It is about understanding the links between people, the economy and the environment and is about developing values, skills and attitudes that will enable all of us to try to make the world a better and more equitable place now and in the future.

The issues encompassed by ESDGC range from climate change to race equality; from loss of habitat to global trade; from war and terrorism to unequal access to fresh water supplies and education. These issues are all interlinked and all affect the planet and those who live on it. ESDGC recognises cause and effect and seeks to raise awareness of how people's actions, here and now, will affect other people, in other places, now and in years to come. In order to understand this and the issues involved, we need to develop skills of investigation, negotiation, discussion and empathy (in ourselves and our children) and to take individual and collective responsibility and action to bring about change based on a set of values and attitudes that are founded on a sense of common humanity and which reflect the desire to seek global equity and universally achieved human rights.

All this is encompassed by ESDGC – it is not just a knowledge base but incorporates the development

of skills, values and attitudes through critical thinking and active learning which enable us to question the world in which we live and to seek solutions and strategies that will improve the quality of life for everyone and everything on the planet and for future generations.

ESDGC in Schools

ESDGC is not a statutory subject in Welsh schools, however, it is inspected by Estyn and both teachers and pupils are expected to have an understanding of its underlying principles and a commitment to developing ESDGC within their schools. The curriculum launched in 2008 reflects the lobbying and work that has taken place over the past few years and ESDGC is highlighted within the 'responsibilities of schools' and 'learner entitlement' pages of all subject orders. There are also clear opportunities within Curriculum Cymraeg and Personal and Social Education (PSE) to "become active citizens and promote sustainable development and global citizenship". ESDGC is implicit within the Foundation Phase and can form a large part of the Welsh Baccalaureate (Wales,

Europe and the World). There is clear support too for ESDGC with the development of the new, non statutory Skills Framework for 3-19 year olds. Critical thinking, communication, ICT and number skills can all be supported through ESDGC giving young people opportunities to consider different viewpoints and develop enquiry and negotiation skills.

At the moment coverage of ESDGC within schools varies according to (and within) areas. There are individual schools and clusters who have embraced the ideas whole-heartedly, whilst others have selected small parts of ESDGC and are doing those well. However, many schools are still unfamiliar with the term ESDGC and are yet to embark on the journey.

An Estyn baseline survey and subsequent Position Statement² found that:

- Primary schools were more involved with ESDGC than secondary schools.
- There were more references to

² Update on Inspecting Education for Sustainable Development and Global Citizenship (September 2006)

'sustainable development' than to 'global citizenship'.

- There is little attention to pupils' values and behaviour.
- Where pupils' involvement is mentioned it is usually about participation in recycling schemes.
- In particular, where ESDGC features in inspection reports, it is usually focused on curriculum delivery (through PSE and Geography), recycling, and involvement in award schemes.

Inspection guidelines have been updated to try and encourage schools to focus more on ESDGC and to find ways of supporting it through the curriculum and within the day-to-day life of the school. These are based, to some extent, on the main areas of work highlighted in 'the Strategy'³ with a view to ensuring that everyone within the school from the Board of Governors to the caretaker is involved in, and committed to ESDGC.

Support mechanisms have been put in place and work to encourage

3 Education for Sustainable Development and Global Citizenship – A Strategy for Action (DELLS Information Document No: 017-06, September 2006)

ESDGC is flourishing under the Enabling Effective Support (EES) initiative⁴ which is managed by Cyfanfyd in Wales. Under EES a network of local fora has been established which has been funded to run conferences, workshops and teacher training days. Grants have also been provided for schools and work has been carried out through the fora and with teacher groups to source and provide appropriate resources⁵. This work is still in its infancy and for many schools ESDGC is still seen as being the responsibility of one person, however, things are changing. Schools are becoming aware of the need to address ESDGC and are beginning to recognise the great benefits that this kind of holistic education can have. There is a great deal of support available within both the statutory and voluntary sectors and as schools become more aware of this, so their enthusiasm and interest is growing. There remains a need though for some clear definitions of ESDGC that will help everyone involved in schools to understand what it is, how it can be of benefit

4 Enabling Effective Support is a UK wide DFID initiative to support and resource teachers in ESDGC

5 ESDGC Resources: Taking a Critical Approach (Cyfanfyd/EES 2008)

and why they should embrace it.

Definitions

The ACCAC document 'Education for Sustainable Development and Global Citizenship: Why? What? How?'⁶ defines ESDGC and explains Wales' unique decision to blend ESD and EGC into one coherent discipline. ESDGC is about:

- The links between society, economy and environment and between our own lives and those of people throughout the world.
- The needs and rights of both present and future generations.
- The relationships between power, resources and human rights.
- The local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues.

Twenty-first century Wales is multi-ethnic and multi-cultural, it is part of a global economy with links to people and places throughout the

6 Education for Sustainable Development and Global Citizenship: Why? What? How? (ACCAC 2002)

world. Information can be shared faster than ever and technology is such that there is widespread awareness of global events and news amongst our population. The Nine Key Concepts for ESDGC (see following page) recognise this and suggest the main areas that should be considered within ESDGC.

A Common Understanding

The definitions and key concepts are designed not to be prescriptive, they are flexible and are open to adaptation and interpretation, they allow practitioners to respond to situations and aim to ensure that ESDGC is not treated as a tick list of discrete topics but as holistic. However, feedback (Estyn baseline survey and teacher response) tells us that some practitioners find the definitions and key concepts hard to understand and as part of 'the Strategy'⁷ WAG has decided to produce a 'Common Understanding'⁸ that will sit alongside the new curriculum and form supplementary guidance to

7 Education for Sustainable Development and Global Citizenship – A Strategy for Action (DELLS Information Document No: 017-06, September 2006)

8 Education for Sustainable Development and Global Citizenship – A Common Understanding (2008)

ESDGC. This document describes the scope and approach of ESDGC across the 3-19 age range and uses **seven inter-connected themes** to demonstrate the cross cutting nature of ESDGC and also to help teachers with their curriculum and lesson planning.

The themes are designed to link together, to be inter-related and interdependent and to help teachers make connections between the main issues that face humanity today. For example it should be impossible to teach about climate change without considering the effect this has on the poorest people in the world. Likewise, the identity and culture of certain groups is threatened by the consumption and waste of others. The themes are designed to be 'a way in' to ESDGC and should lead to consideration of the key concepts as schools gain in experience and confidence.

ESDGC is best taken on as a whole school ethos, with everyone from governors to gardeners to the local community being involved. The following case studies illustrate how some schools in Wales are addressing ESDGC, they suggest how the themes can inter-relate and give ideas for ways in which the key concepts can also be addressed.

The **seven inter-connected themes** are:



Identity and culture



Climate change



Health



Consumption and waste



Wealth and poverty



Choices and decisions



The natural environment

ESDGC is organised around 9 key concepts

Interdependence:

Understanding how people, the environment and the economy are inextricably linked at all levels from local to global.

Citizenship and stewardship:

Recognising the importance of taking individual responsibility and action to make the world a better place.

Needs and rights:

Understanding our own basic needs and about human rights and the implications for the needs of future generations of actions taken today.

Diversity:

Understanding, respecting and valuing both human diversity – cultural, social and economic – and biodiversity.

Sustainable change:

Understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry.

Quality of life:

Acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally.

Uncertainty and precaution:

Acknowledging that there are a range of possible approaches to sustainability and global citizenship and that situations are constantly changing, indicating a need for flexibility and lifelong learning.

Values and perceptions:

Developing a critical evaluation of images of and information about the less and more economically developed parts of the world and an appreciation of the effect these have on people's attitudes and values.

Conflict resolution:

Understanding how conflicts are a barrier to development and a risk to us all and why there is a need for their resolution and the promotion of harmony.

Pembroke Primary School

Foundation Phase

Chepstow

Introduction

Pembroke Primary School is in a relatively deprived area of Chepstow in South East Wales. The school nursery nurse worked in partnership with the Basic Skills Agency on a Language and Play project using natural resources and the local environment to help parents and learners in the Foundation Phase develop their skills, knowledge and confidence to play and learn together.



ESDGC Themes

Natural Environment – the project developed children's interest in and respect for the natural environment, helping them to understand that people's actions can improve or damage the environment and that different habitats support different animals and plants.

Consumption and Waste - using natural materials and environments helped children and their parents learn to play with found and recycled objects. Use resources carefully and understand that natural resources are limited and that some things can be recycled.

Health – children learnt about the responsibility they have to keep themselves and others safe while working and playing together out of doors, as well as learning about the therapeutic effects of being outdoors and handling natural materials.

Methodology

Initially 'treasure baskets' using natural resources were created by the 'teacher' and brought inside allowing children and their parents to share learning ideas. Then, as the project progressed, the group were taken outdoors to further their learning and play skills. They visited local free amenities (such as Magor Marshes) where parents were reintroduced to the natural environment and shown how to use areas appropriately and to enjoy and enhance learning

through play. Children began to recognise the importance of the environment and understand that their actions could improve, or damage, it.

Outdoor play and work is becoming an integral part of life and learning throughout the school and children appreciate the beneficial effects of natural materials and environments and are learning to use 'rubbish' in a creative way.



WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

“The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.”

St Anne's Roman Catholic Primary School

Years 3 and 4

Wrexham

Introduction

St Anne's Roman Catholic Primary School is situated on the Caia Park estate in Wrexham. This area has seen a major influx of migrant workers from Eastern Europe as well as immigrants from other areas of the world. It was the subject of race riots in the 2003. Approximately 10% of pupils at St Anne's are originally from countries other than the UK. Working with Caia Park Communities First Ltd and the Black and Voluntary Sector Network Wales on the 'One World, Our World' project pupils were encouraged to learn about and celebrate the cultural diversity represented within their school.



"It's only through education that we can stop racism happening" - Dorothy Mitchell, Wrexham Asylum Seekers and Refugee Council

ESDGC Themes

Identity and Culture – children were given opportunities to recognise the negative impact of discrimination and prejudice on individuals and groups and to appreciate that they are citizens of an interconnected world. They came to understand the similarities and differences between different cultures and realised that cultural values and religious beliefs shape the way people live.

Wealth and Poverty – by exploring their own family history as well as the backgrounds of their peers, learners found out about the connections between people and places and discovered some of the reasons for migration.

Choices and Decisions – by looking at the reasons why families had moved to Wales and exploring different cultures and identities, pupils were able to develop and promote respect for themselves and others in their community. They also learnt about the Rights of the Child and how these are implemented across the world.

Methodology

Pupils in Years 3 and 4 worked with an artist to create a welcome board for the main entrance of the school. They discussed different forms of welcome in different cultures and decided to focus on hands as symbols of welcome – they can comfort, embrace, be shaken and used to convey signs of peace and friendship as well as symbolising creativity. The

children used the internet to research words of welcome and depicted them in shades of orange, yellow and gold to represent warmth.

Pupils also created a 'Caia Park Family Tree' using photographs and artefacts to understand something of their own and others' family histories. They learned about the connections between people and places and the reasons for migration. Parents and other relatives were interviewed by pupils who recorded their stories and experiences as part of the family tree.



WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

Introduction

Edwardsville Primary School has both Eco and Healthy School status. ESDGC underlies much of the work carried out by the school which has worked with partners to achieve a DfID (Department for International Development) mini grant to explore sustainable housing, slums and food production in the 21st century.



ESDGC Themes

Wealth and Poverty – year 4 pupils have been involved in this exciting project exploring aspects of wealth and poverty which has helped them to recognise that people are entitled to have their basic needs met and to understand the effects of inequality on the quality of people's lives.

Identity and Culture – pupils looked at housing throughout the world to understand the way that people live and the traditions associated with their homes.

Consumption and waste – the project has helped pupils to learn to take personal action to save energy and reduce consumption. They have learnt where things they consume come from and go to, what influences their consumption and that waste can cause pollution.

Methodology

The project which explores aspects of wealth and poverty through housing and food began with an exploration of 'slum' housing throughout the world. Pupils considered how and why slums had developed and the effects of such buildings on people and the environment. A mini slum was created in a spare classroom. They then went on to look at other forms of housing from slums to teepees to traditional cob building.

Working in partnership with the Down to Earth Project (Swansea) and members of the local

community pupils have learnt traditional skills to help them design and build an outdoor classroom / shelter out of cob.

The next stage of the project will look at other forms of sustainable housing (tents and teepees) and pupils will begin to explore food security and the importance of using locally produced food where possible. They will grow their own vegetables and bake bread for use within the school and the local area.



Although this began as a project to engage year 4 learners, the whole school has been involved in the building, observing and reporting on its progress and benefiting from the new outdoor classroom. An IT project to document progress has also taken place.

WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

Introduction

At Ysgol Trewen ESDGC is presented through a range of cross curricular projects and activities. These are often inter-related and aim to address issues relevant to the children’s own experiences as well as to the curriculum. A school partnership has been established with Malubalube School in Lesotho and this is facilitated through reciprocal visits and an exchange of letters which are used to address many aspects of ESDGC.



ESDGC Themes

Health – Learners were given opportunities to appreciate the importance of family and community for health and to understand that inequality and poverty can cause health problems. Emotional health issues were also explored as part of work carried out with the Small World Theatre Group.

Identity and Culture – human rights, in particular the rights of the child, were explored in relation to child soldiers and pupils gained an understanding about the way people live and the values they hold dear.

Climate Change – pupils learnt about the links between climate change and food production and how this impacts on people’s lives.

Methodology

Activities within the school are planned to dovetail and opportunities to incorporate ESDGC issues are developed whenever they present themselves. Using the school partnership and exchange of letters to stimulate discussion even hard issues such as HIV/ Aids could be explored and explained in a context that pupils were able to relate to and understand.

These responses were explored through drama in workshops with the Small World Theatre group, who also helped pupils appreciate some of the emotional health issues connected with child soldiers. The school partnership also enabled practical

experiments related to climate change to be carried out. Both schools established school gardens and planted vegetables. The effects of the weather in Wales and Lesotho affected the growth of the crops helping pupils to realise the links between food production and climate and the effects these have on people’s lives.



“The trick is to integrate Eco Schools/Healthy Schools/ ESDGC/ PSE etc – it takes planning but it can be done”
 Graham Jones, Headteacher,
 Ysgol Trewen

WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

Introduction

Ysgol Llanllechid is situated in the Ogwen Valley, Snowdonia National Park, in the village of Rachub where the main industry used to be slate quarrying. The school has worked closely with University Wales Bangor to develop ESDGC. Their first project looked at the links between the slate quarries of Bethesda and Jamaica. This focused on English Literature but became a cross curricula activity involving other curriculum subjects. Following the success of this project the school went on to extend and expand their ESDGC work.



ESDGC Themes

Climate Change – learners found out about the action that can be taken by groups and individuals to combat climate change, they realised that there is a difference between ‘climate’ and ‘weather’ and that climate change can cause changes in the weather.

Natural Environment – learners developed a respect for landscapes, habitats and living things and came to understand that people depend on the environment for energy, food and other materials.

Choices and Decisions – following an audit looking for ways to improve recycling and reduce waste and energy use learners were involved, personally and as a group, in whole school decisions which they understood would affect the environment.

Methodology

A group of year 6 pupils visited the Rhyd Ddu outdoor centre in Snowdonia where they learnt about the links between people and the environment and used problem solving activities to develop strategies for sustainability and effective team work.

A Green Team was formed in school and made a film and presentation to share their outdoor experiences with their peers. They learnt to communicate their ideas and emotions through a range of methods to a variety of audiences, to work together and to use ICT to gather and share information. In this way the experiences of a small group of children were disseminated and shared throughout the school.

The Green Team audited the school grounds for biodiversity and have created a garden for younger pupils. They have also established a compost bin which is used in conjunction with a fresh fruit snack scheme and milk is now provided in biodegradable plastic containers rather than cartons. The Green Team participates in many aspects of school life and was involved in the audit for recycling and waste and energy reduction.



WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

Aberhafesp Primary School

Whole school/community

Powys
The Café Project

Introduction

The Café (Children, Agriculture, Food and Education) project (a partnership between Powys County Council Schools Service and the Mid Wales Food and Land Trust funded by CCW) has been working with schools in Powys since January 2005 helping them to 'reconnect children to food and farming'. Pupils from Aberhafesp Primary school worked with teachers, governors and the PTA to pilot the schools farmers' markets scheme which is gaining in popularity throughout Powys.



“regular visits [to farms] offer unrivalled opportunities for topics such as living things, the seasons and, of course, food” – Jan Rees, advisory teacher

ESDGC Themes

Consumption and Waste – learners have the opportunity to know and understand where the things they consume come from and go to and what influences their individual consumption.

Health – by understanding where their food comes from pupils are able to appreciate the basic ingredients of a healthy lifestyle and the impact and importance of the environment on health and well being, they are able to begin to take care of their own health and the health of others.

Climate change – pupils learn about the importance of weather on food production and that by choosing local produce individuals and groups can take action to combat climate change.

Methodology

Representatives from the Café Project developed links with local volunteer farms and facilitated regular school/farm visits to enable learners to become familiar with local food production. A second strand to the project was then developed at Aberhafesp Primary School where the children, working with teachers, governors, the PTA and members of the local community hosted Schools Farmers' market, where local producers and members of the community came together in a social setting to select and buy locally produced food direct from the producers.

The pupils are involved in the planning and publicity of these farmers' markets and also run their own stall raising money for the School Council and developing their entrepreneurial skills. Learners use communication and thinking skills as well as number and ICT to plan, promote and publicise the farmers' markets and to appraise their success.



WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

Introduction

Situated close to the Eisteddfod field in Llangollen Ysgol Dinas Bran is closely involved in the international activities that take place in the town every summer.

During Eisteddfod week lessons are suspended while the school plays host to visitors from overseas. Special ESDGC projects also take place during this week and enable key stage 2 pupils join key stage 3 students at Ysgol Dinas Bran.



ESDGC Themes

Consumption and Waste – learners are given the opportunity to work on projects that help them to appreciate the actions required to reduce their own ecological footprint and to minimise waste.

Choices and Decisions – Working to design a produce that will raise awareness of sustainability issues helps learners to recognise the choices and decisions that they need to make, as they participate in school and community life, in order to bring about change.

Natural Environment – by looking at ‘sustainable products’, learners have the opportunity to act to protect biodiversity in local and global environments and to understand how human activity changes those environments.

Methodology

Key Stage 2 pupils join together with students from key stage 3 at Ysgol Dinas Bran to work together on DT projects. Active learning is used to raise awareness of sustainability issues and to support pupils in the manufacture of a related product. In 2006 pupils produced bird boxes and in 2007 the product focussed on was a can crusher. Designs and concepts are produced in collaboration with the Centre for Alternative Technology.



WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions
- Conflict resolution

CAT is concerned with the search for globally sustainable, whole and ecologically sound technologies and ways of life. Within this search the role of CAT is to explore and demonstrate a wide range of alternatives, communicating to other people the options for them to achieve positive change in their own lives.

Introduction

The Geography Co-ordinator at Ysgol Tryfan worked in partnership with the World Education Centre, Bangor and the North West Wales Enabling Effective Support (EES) fora to adapt schemes of work for year 7 and 8 to look at the effects of climate change in Wales.



ESDGC Themes

Climate Change – learners were given the opportunity to appreciate the impact of past and present actions on future generations and to understand the causes of concern over, and implications of, climate change. They learnt about renewable energy sources and how they (and non-renewable energy sources) are used to generate electricity.

Consumption and Waste – using materials available from Friends of the Earth, students carried out an audit in school entitled, 'Is Ysgol Tryfan a sustainable school?' they gathered data on travel, electricity useage etc in order to appreciate the actions that need to be taken to minimise waste and reduce consumption.

Identity and Culture – also within the year 8 scheme of work opportunities were developed to enable learners to increase their understanding of sustainable development in the context of rainforests in Brazil and to appreciate that people's actions and perspectives are influenced by their values, helping them to understand the impact of past actions on cultures and identities of people in other countries.

Methodology

Existing schemes of work and original lesson plans were adapted to include opportunities to discuss and debate ESDGC issues. A series of lessons using powerpoint presentations and worksheets were designed to support the audit work that was carried out by pupils.

Lessons were also devised for year 7 pupils to look specifically at how Wales might address the problems of climate change, for example by the use of wind and hydro power and these were extended in year 8 by lessons focussing on weather and climate.

Cross curricula science/geography activities took place in year 10 exploring global warming and renewable energy sources, using an anemometer as part of a project on windpower, looking at the potential of wind as an energy source in Wales.

WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

wind power is just one of the types of renewable energy Friends of the Earth Cymru supports for wales. We also need to use much less electricity than we do at the moment. But energy efficiency and other renewable technologies will not achieve all the reductions in greenhouse gases we need to make.

Introduction

ESDGC is embedded throughout Pentrehafod School in Swansea and was recognised as ‘an outstanding feature’ in their inspection report (Jan 2007). Opportunities to incorporate ESDGC are explored in as many curriculum areas as possible with work as varied as democracy projects, school council, community regeneration and international links.



“This project has enabled sustainable development and global citizenship issues to be built into the GCSE and A level media studies, supporting the development of the global citizenship curriculum in secondary education.” – Cllr Mike Day, Swansea City Council

ESDGC Themes

Wealth and Poverty – learners are interested in the complex inter-relationships that contribute to wealth and poverty within and between societies and understand the causes of inequality within and between societies.

Choices and Decisions – learners developed an interest in how global issues and current affairs affect them and were able to appreciate how the media influences both individuals and public opinion.

Identity and Culture – the projects learners worked on enabled them to value diversity and equal opportunity as well as understanding the importance of diverse cultural influences (via the media) on themselves and their communities.

Methodology

A group of key stage 4 Media Studies students worked with the Sustainable Development Group at Swansea City Council on the In Focus project which was designed to focus on the importance of global citizenship in the modern world. The project was designed around the Universal Declaration of Human Rights and the Millennium Development Goals. Pupils explored issues of fair trade and were then tasked with building them into their GCSE work.

A range of media was used to present information and respond to key issues. The project enabled learners to work in small groups and develop skills of communication and ICT as well as thinking skills and learning to work together.

The whole school has been involved in promoting Fair Trade via its tuck shop, fashion shows and general ethos.

Pentrehafod is a Fair Trade School and this enables learners to put their knowledge into practice, influencing their choices and decisions as consumers as well as helping them to understand the effects of trade on the identities and cultures of people involved in production.

WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

Introduction

6th form students worked closely with a coordinating teacher to establish and run a Youth Group in partnership with Amnesty International. Opportunities arose to explore human rights issues and to work with younger members of the school community to raise their knowledge and involve them in campaigning activities. In 2007 students took part in the International Peace Day in Cardiff.



ESDGC Themes

Identity and Culture – learners are given the opportunity to challenge injustice in appropriate ways and to develop a set of personal values which they apply in practice and reassess at intervals, they develop an understanding of the ways that ethical problems faced by society and individuals can be discussed and resolved.

Health – working with the Amnesty group gives learners the opportunity to be concerned about the complex pressures that prevent people from living healthy life styles and to understand the long term emotional and physical benefits of a healthy life style by examining issues such as ‘blood diamonds’ and ‘gender inequality’.

Wealth and Poverty – students are involved in projects that give them the opportunity to appreciate why equity and justice are important in a sustainable community and to understand some of the challenges and impacts of globalisation for communities throughout the world and their impact on concepts of social and natural capital. Students are also involved in fund raising activities to support Amnesty’s work.

Methodology

Membership of the school’s Amnesty International Youth Group provides learners with opportunities to explore human rights issues. The group is open to older members of the school community who share and disseminate information with younger students. Students throughout the school are involved in arts based activities and specific campaigns.



WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

“Young people play an active part in Amnesty International’s work, joining letter writing campaigns on behalf of individuals facing persecution all over the world and supporting Amnesty International’s campaigns on issues such as stopping violence against women, controlling the arms trade and ending torture” –

Tim Hancock, Campaigns Director, Amnesty International

Conclusions

- ESDGC is an integral part of education in Wales. It underlies much of the curriculum and will contribute to the Skills Framework and PSE.
 - ESDGC issues, although often complex, can be understood and explored by even the youngest children. The Foundation Phase is an ideal vehicle for ESDGC.
 - ESDGC is not an add on – it is (and should be) part of everything that is going on in schools. Careful planning can incorporate ESDGC into all aspects of school life.
 - Whole school planning can be built around ESDGC.
 - Good practice looks for links between the themes and from the themes to the key concepts.
 - Successful ESDGC involves people and organisations from outside the school setting. The scope of ESDGC is such that no one organisation can adequately cover all aspects of it, partnerships are therefore vital to successful delivery of ESDGC.
 - ESDGC can help transition. Many primary schools are fully engaged with ESDGC, learners' knowledge and enthusiasm can be lost with transition to secondary school.
- ESDGC lends itself to team teaching and cross curricula teaching by theme.
 - ESDGC encompasses many different learning skills and teaching methodologies, it is an excellent vehicle for learner led activities.
 - International partnerships can contribute to ESDGC.

Supporting Organisations & Useful Contacts

Cyfanfyd

Cyfanfyd is a national membership organisation that works to develop global citizenship and sustainable development in all sectors of education throughout Wales.

Temple of Peace
Cathays Park
Cardiff
CF10 3AP

Phone: 029 2066 8999
Fax: 029 2064 0333
Email: info@cyfanfyd.org.uk
Web: www.cyfanfyd.org.uk

Cyfanfyd also manages the Enabling Effective Support (EES) initiative in Wales, which co-ordinates regional fora to support and resource teachers throughout Wales. Information about EES and the work of the fora can be found at www.cyfanfyd.org.uk/ees_index.htm

Cyfanfyd membership numbers over 100 individuals and organisations, some are educational charities and some are international linking organisations. Many work with Local Education Authorities and may be able to support your work in ESDGC.

The full list of Cyfanfyd members can be found at www.cyfanfyd.org.uk/membership.

The following are examples of Cyfanfyd members who work with schools:

The British Council
www.britishcouncil.org/wales

British Red Cross
www.redcross.org.uk

The Centre for Alternative Technology (CAT)
www.cat.org.uk

Christian Aid
www.christianaid.org.uk

Centre for Education in World Citizenship (CEWC) Cymru
www.cewc-cymru.org.uk

Dolen Cymru, the Wales Lesotho Link
www.dolencymru.com

Down to Earth Project
www.downtoearthproject.org.uk

Global Connections
www.globalconnections.org.uk

Oxfam Cymru
www.oxfam.org.uk

Peace Mala
www.peacemala.org.uk

Powys Environment and Development Education Centre (PEDEC)
www.pedec.org.uk

Small World Theatre (SWT)
www.smallworld.org.uk

Unicef
www.unicef.org.uk

Valley and the Vale Community Arts
www.valleyandvale.co.uk

World Education Centre (WEC)
www.bangor.ac.uk/addysgbyd

There are extensive resources available for ESDGC. Some of the best and most up to date are highlighted in the Oxfam catalogue, www.oxfam.org.uk/education/catalogue.

Development Education Centres such as TIDE in Birmingham, www.tidec.org and RISC in Reading, www.risc.org.uk provide excellent training opportunities as well as information about resources.

Many of the larger charities and NGOs have websites with downloadable resources and 'signposts' to resources can be found at www.globalgateway.org.uk.

A booklet giving guidance on ESDGC resources and a 'checklist' of things to look for when choosing and using a resource can be found on the Cyfanfyd website.

