



# Education for Sustainable Development and Global Citizenship

A Common Understanding for Schools



## Information

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# A Common Understanding for Schools

<b>Audience</b>	Head teachers of all maintained schools in Wales <sup>1</sup> ; local authorities; Teacher and other unions; teacher training institutions; national and local bodies in Wales concerned with education for sustainable development and global citizenship.
<b>Overview</b>	This is an information document to aid delivery of ESDGC in schools. The 'Themes' identified in the 'Common Understanding' cover the range of ESDGC and support the delivery of statutory Subject Orders, relevant frameworks, other relevant non-statutory frameworks and the 14-19 Learning Core. This document also supports delivery of the Welsh Baccalaureate.
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<b>Further information</b>	All enquiries about this information document should be sent to: Jane Nettleton Strategy Unit Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Cathays Park Cardiff CF10 3NQ Tel: 029 2080 1402 E-mail: esdgc@wales.gsi.gov.uk
<b>Additional copies</b>	Further copies may be obtained at the above address. This document can also be accessed from the Welsh Assembly Government website at: <a href="http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/sustainabledevelop/?lang=eng">http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/sustainabledevelop/?lang=eng</a>
<b>Related documents</b>	ESDGC action plan 2006 ESDGC action plan updated January 2008

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<sup>1</sup> In this document 'schools' also includes all funded non maintained settings such as nurseries. The term 'teachers' is used throughout the document to refer to all practitioners working with learners of any age.



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## Summary

This is a guidance document to aid delivery of ESDGC in schools. The 'Themes' identified in the 'Common Understanding' cover the range of ESDGC and support the delivery of statutory Subject Orders, relevant frameworks, other relevant non-statutory frameworks and the 14-19 Learning Core. This document also supports delivery of the Welsh Baccalaureate.

The document builds on the desire expressed in the Welsh Assembly Government document 'Making the Most of Learning' (DCELLS, 2008) to deliver education that prepares students for "their lives in the 21st century and their role as global citizens". This document outlines a common understanding and provides information, tools and case studies to enable schools to work towards embedding ESDGC throughout.

**"Climate change, poverty, conflict and consumer pressure are all part of our world today ..."**

"Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices" Jane Hutt, Minister for Children, Education, Lifelong Learning and Skills - Education for Sustainable Development and Global Citizenship - A Strategy for Action, Updated January 2008.

# What is Education for Sustainable Development and Global Citizenship?

**“Education is the most powerful weapon you can use to change the world” - Nelson Mandela**

**“A good education is being able to understand life” - Malcolm X: Freedom Through Learning to Read**

## 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

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

Education for Sustainable Development and Global Citizenship (ESDGC) is education that will prepare young people for life in the 21st century.

However, ESDGC should not be seen as an additional subject. It is more than a body of knowledge as it is about values and attitudes, understanding and skills. It is an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life. ESDGC links the environment and the people who live in, and from, it. It looks at the world and the ways that all living things relate to each other. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it. ESDGC encourages and supports the development of thinking skills, and helps involve and engage young people in their own learning.

The challenge for schools is to provide opportunities for teachers and learners to consider global issues; make links between what is personal, local, national and global; engage in culturally-diverse experiences; critically evaluate their own values and attitudes; and develop skills that will enable them to challenge injustice, prejudice and discrimination. This is ESDGC: embracing it has the potential to enhance and enrich education.

## The Welsh Context

**“Sustainable Development is not an option that will go away - it is the only way forward”**  
(Rhodri Morgan, 2004).

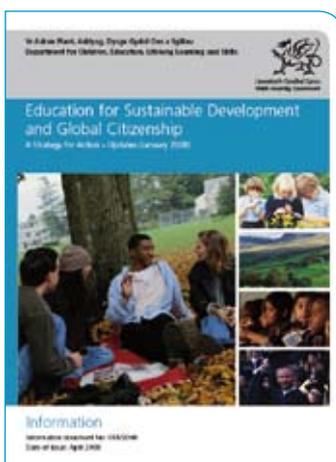
Wales is a unique country, with its own culture, language and government - a government that has a duty to promote sustainable development. This duty was defined under the Government of Wales Act 1998 and is still very much on the agenda.

To be sustainable, Wales should promote an economy that makes minimal demands on the environment; take action on social justice to tackle poverty, and ensure diversity and biodiversity to enhance its communities. It should value its people and support them to live healthy and interdependent lives. However these things cannot be achieved in isolation and in order for Wales to be a sustainable country it must contribute at a global level. Wales plays an important role in NRG4SD (National Regional Governments for Sustainable Development) and has established global links through Wales for Africa and the Gold Star Communities to strive to achieve the Millennium Development Goals.

The Sustainable Development Action Plan 2004-7 identified ESDGC as one of the Welsh Assembly Government's top ten priorities. In the same way that sustainable development underlies all Welsh Assembly Government's policies, ESDGC was to become an overarching theme for education in Wales.

In September 2004 Estyn introduced a Common Inspection Framework that made it a requirement for all school inspection reports to comment on ESDGC (a unique feature of the inspection process in Wales). Guidance was provided for inspectors in 'Inspection Matters 2' (Estyn, 2005) and this was updated in 2006 following a baseline survey that showed a great disparity of delivery throughout Wales. Where schools were not engaging the "main stumbling block seemed to be the lack of a clear view of what ESDGC is about" (Susan Halliwell, Estyn 2008).

In September 2006, 'ESDGC A Strategy for Action' was published by the Welsh Assembly Government providing actions necessary for all education sectors to enable the effective implementation of ESDGC. This highlighted the need for a 'Champion' to drive the agenda and for a 'Common Understanding' to provide a clear picture of ESDGC in Wales. This document was updated in January 2008 to report on progress to date.



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## A Whole School\* Approach to ESDGC

**“The real process of education should be the process of learning to think through the application of real problems.”**

- John Dewey

If it is to succeed, ESDGC needs to be addressed by the whole school community, not just teachers and learners, but parents, carers, governors, visitors and non-teaching staff. To be effective ESDGC needs to be embedded across the curriculum and infused throughout the life of the school. There must be an awareness of what this means:

**“Education for Sustainable Development and Global Citizenship is an intrinsic part of the existing school curriculum. It is not an additional requirement.”** -

Jane Hutt, Minister for Education and Lifelong Learning, WAG, 2008

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\* In this document 'schools' also includes all funded non maintained settings such as nurseries. The term 'teachers' is used throughout the document to refer to all practitioners working with learners of any age.

### **For schools, ESDGC is:**

- part of the ethos, pedagogy and organisation of the school;
- about the messages inherent in the way the school is organised and managed;
- something that requires schools to “do” as well as teach;
- something that requires co-ordination across the whole school; and
- something that Estyn will inspect.

### **For teachers, ESDGC is about:**

- a whole-school approach to education;
- preparing learners for the new challenges that will be a part of their future such as climate change and international competition for resources;
- developing learners’ worldview to recognise the complex and interrelated nature of their world;
- an approach to teaching and learning to which every subject can contribute; and
- building the skills that will enable learners to think critically, think laterally, link ideas and concepts, and make informed decisions.

### **For learners, ESDGC is about:**

- being encouraged to care for themselves, each other and their environment;
- the issues they have a right to know about for their future;
- appreciating their role in the school community, the local community and the global community;
- discovering that, whatever they are studying, there are connections with the “big picture” of the wider world; and
- gaining skills and exploring issues in ways which will enable them to make up their own minds and decide how to act.

### **ESDGC is not:**

- a separate subject;
- a series of discrete concepts or topics;
- confined to the classroom;
- the responsibility of just one teacher in the school; and
- about transmitting a set of answers to learners.

## The Common Areas of ESDGC

ESDGC has relevance for all aspects of school activity and for all those involved with the school: learners, teaching staff, non-teaching staff, parents, governors and visitors. The Welsh Assembly Government document ESDGC - A Strategy for Action - looks at 5 common areas for ESDGC and suggests action points for each of them.

The following pages outline these common areas and offer practical suggestions to make them a reality in schools.

## The Common Areas of ESDGC

### **Commitment and leadership**

ESDGC can provide a framework to help headteachers manage change and create a positive ethos. Leaders in ESDGC are also needed at all levels in a school, but the demonstration of commitment to ESDGC by headteachers and senior leaders in schools is essential for ESDGC to be successfully implemented.

### **Learning and Teaching**

ESDGC draws on the skills, knowledge and values of many subjects in the curriculum. ESDGC also provides relevant examples for all subject areas to use. It complements the work on Developing Thinking across the curriculum and encourages learners to develop and re-assess their values from an informed position. ESDGC contributes to the overall development of learners preparing them for the challenges they will meet in the 21st Century.

### **School management**

ESDGC can contribute to the school community by developing a set of shared values and a positive ethos. The curriculum aspects of ESDGC are successfully delivered when the management of the school recognises its connections to the local and global community; demonstrates a commitment to sustainable practices such as energy saving, ethical purchasing, transport or healthy eating; and exemplifies its commitment to cultural diversity through its school management policies.

### **Partnerships and community**

ESDGC connects with many issues in local and global communities. There are increasing numbers of organisations in the public sector, in civil society and in the private sector which are concerned with these issues. Many of these organisations can offer support for ESDGC in either the curriculum or the management of the school. Equally the school can contribute to raising awareness of ESDGC in the community.

### **Research and monitoring**

Retaining an overview of ESDGC in a school is essential to ensure a whole-school approach and continued progress in this area. It is important to identify the connections between different activities across the school, thus reflecting the interdependent nature of ESDGC. Researching possible developments, monitoring resource use and auditing the curriculum can all contribute to a joined-up approach. These actions will also link into the ESDGC aspects of an Estyn inspection.

## Commitment and Leadership

**“Shared leadership ... is less like an orchestra, where the conductor is always in charge, and more like a jazz band, where leadership is passed around ...”**

“Shared leadership ... is less like an orchestra, where the conductor is always in charge, and more like a jazz band, where leadership is passed around ... depending on what the music demands at the moment and who feels most moved by the spirit to express the music” - Schlechy 2001.

Leaders exist at all levels within education and they all have a vital role to play. In Wales a strategic lead is taken by the Welsh Assembly Government. It is national policy (that is inspected by Estyn). ESDGC should be in all aspects of learning and is one of the expressed aims of education (Making the Most of Learning - WAG 2008). Local Authorities should have provision for ESDGC within their Children and Young People’s Plans (CYPPs) and this should be reflected throughout the leadership teams (SMT, Governors, School Council, subject leaders, heads of department) in schools. ESDGC is implicit throughout the curriculum. It should be apparent in the ethos of the school, and in the behaviours and attitudes of teachers, learners and everyone involved in the school community.



### The Challenge for Schools:

- To identify the leaders for ESDGC
- To clarify the vision and develop the ethos
- To develop and implement an ESDGC policy that is effective and inclusive
- To ensure that in order to remain consistent training in ESDGC happens regularly

**“If all education is for the future, then the future needs to be a more explicit concern in education ...”**

“If all education is for the future, then the future needs to be a more explicit concern in education. In the first decade of 21st century, the current state of the planet guarantees a future very different from today.” - David Hicks, Citizenship for the Future

It is essential that leaders establish a vision for their school that takes into consideration planning for the future. The vision need to be communicated to all who are involved in the school. The ESDGC policy should reflect this - it should be holistic and realistic.

Starting with an audit (appendix 3), leadership teams should work together across school management and curriculum planning to identify how ESDGC fits into their school: responsibility for ESDGC needs to be shared and the appropriate training and support should be provided.

Newly-qualified teachers will have encountered ESDGC as part of their training and their knowledge should be recognised and shared throughout the school and further developed through their induction programme. Other teachers should be offered the opportunity for continuing professional development in this area. As ESDGC becomes established within schools everyone involved in their respective roles should receive appropriate training.

Shared responsibility for ESDGC and clear leadership will contribute to an enthusiasm to work across the curriculum to explore ESDGC themes in a holistic way rather than piecemeal activities supported by one or two enthusiasts. Young people will not respond to ESDGC rhetoric if it is not backed up by action and leaders must demonstrate a commitment to it.

## Learning and Teaching

**“To be a teacher  
you must be a  
prophet - because  
you are trying to  
prepare people  
for a world thirty  
to fifty years  
into the future”  
- Gordon Brown**

The revised curriculum in Wales 2008 “aims to be up-to-date and motivating for all learners”. Content has been revised to produce an enriched curriculum that will motivate and meet the needs of individual learners and “prepare them for life in the twenty-first century” (Making the Most of Learning 2008). All learners should gain deeper understanding of topics and be more critical of evidence in order to make reasoned judgements and decisions and “be better prepared for the challenges of school and the wider world”.

These aims underline the importance of ESDGC and its associated skills. There are opportunities to teach about the issues that concern and interest young people through every topic area and, using the Skills framework for 3 - 19 year olds, learners and teachers can be encouraged to work across the curriculum using a range of methodologies based on planning, developing and reflecting to explore ideas and make sense of the world. Developing thinking, communication, ICT and number skills as well as skills of co-operation and collaboration will help young people to become active global citizens, willing to engage with issues and take action to bring about change.



ESDGC is inherent from Foundation Phase, where the emphasis is on experiential learning activities both indoors and outdoors and developing an awareness of the environment and the diversity of the people who live there, through to Lifelong Learning. It is required in all subject orders and is explicit in geography, design and technology and science. ESDGC is also found as a strand in the PSE Framework which stresses the importance of personal attitudes and values, self-respect and respect for others, participation locally, nationally and globally with a view to preparing learners for the challenges, choices and responsibilities of work and adult life.

Although ESDGC is highlighted as one of the themes for PSE, it is important to remember that it runs through all the other themes, for example Active Citizenship encompasses the role of learners within the community, their rights and responsibilities, political literacy, all of which are part of the big ESDGC picture. It also runs through health and emotional well-being, moral and spiritual development, and is an essential part of preparing for lifelong learning. It is across the whole range of PSE.

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**“The future is not some place we are going to, but one we are creating. The paths to it are not found but made.” - Ali Khan 1995**



**“Our biggest challenge in this new century is to take an idea that seems abstract - sustainable development - and turn it into a reality” - Kofi Annan, March 2001**

Clear indications of the skills and range expected for ESDGC for each key stage are given in appendix 1 and 2 together with illustrative examples of some of the ways that it can be implemented throughout schools.

### **The challenge for schools:**

To embed ESDGC across the curriculum, through all subjects and at all ages

To give learners opportunities to develop their own global awareness

To ensure all ESDGC themes are given equal weighting

To understand that the concept of interdependence is central to ESDGC

This Common Understanding has been developed from the experiences of teachers and practitioners already involved in ESDGC. It proposes ways to make the abstract ideas inherent in the definitions and key concepts for ESDGC (see Appendix 5) more understandable and more accessible for schools and teachers who are just beginning to explore the subject. The themes are like pieces of a jigsaw which fit together to form a picture; unlike a standard jigsaw they can be put together in a variety of ways so no two schools will have exactly the same interpretation of ESDGC, although every school will demonstrate elements of the same picture. Starting points may be different, but in time the picture will contain all the themes of ESDGC and these will be interrelated and interdependent.



The themes that have been suggested are already widely used by many teachers, and are based on themes identified by UNESCO as part of the Decade of Education for Sustainable Development. They must be linked together - they are not a series of discrete topics - and excellence in ESDGC will allow learners to study a range of issues, through the themes and, as confidence and experience grow, to further relate the themes to the key concepts.

## Case Studies

The following case studies show some ways that the themes can be interlinked.

### **Case Study 1: Pembroke Primary School, Chepstow**

**(Nursery Class)** - the Nursery Nurse at the school (a qualified Forest School Leader) has been using natural resources and the environment with both parents and children for language activities and games. By visiting local free amenities such as nature reserves, parents have been reintroduced to the **natural environment** and shown how to use the areas to enjoy and enhance learning with their children. The children learned about the responsibility that they have to keep themselves and others safe whilst working and playing together out of doors. Their parents learnt about the **health** benefits of outdoor play. The children begin to recognise the importance of the environment and understand that their actions relating to **waste and consumption** through activities such as recycling can improve or damage it.



**Case Study 2: Llanigon Primary School, Powys** - the decision to lay a 200-mile gas pipeline through the Welsh countryside directly affected the small village of Llanigon in the foothills of the Black Mountains - it impacted not only on the environment but on the economy and the local community. The children and staff of the school used drama, role play and debate to consider the **choices and decisions** made by the community relating to the pipeline. They were able to relate this theme to **wealth and poverty** by exploring the unequal effects of the pipeline on local families and businesses and to consider how the 21st century needs and technologies affected the **natural environment** and their perception of it.

### **Case Study 3: Ysgol Trewen, (Primary School) Ceredigion**

- using a school partnership to exchange letters with pupils from Malubalube School in Lesotho, learners at Ysgol Trewen became aware of many global issues which they were then able to explore in school. **Health** issues concerned with HIV/Aids and emotional well-being were explored through drama in partnership with Small World Theatre. This led to work on child soldiers, human rights and **identity and culture** allowing pupils to gain an understanding



**“All life is interrelated. We are all caught in an inescapable network of mutuality, tied to a single garment of destiny. Whatever affects one directly affects all indirectly.” - Martin Luther King Jr**

of the negative effects of prejudice and to gain a knowledge about the way people live and their values. The school partnership was also used to develop school gardens, both in Trewen and in Lesotho. Pupils were able to discover the effects of **climate change** on the gardens, and link this with food production and the impact on people's lives.

#### **Case Study 4: Ysgol Dinas Bran, (Secondary School)**

**Llangollen** - as part of a transition project, key stage 2 pupils join with learners in key stage 3 during Eisteddfod week to work together on DT projects intended to raise awareness of sustainability issues. Learners worked with the Centre for Alternative Technology to look at **consumption and waste** when manufacturing their product. They are given the opportunity to consider the **choices and decisions** taken by themselves and by other members of the school and wider community. They reflect on ways of protecting biodiversity and the **natural environment** both locally and globally.

## School Management

**“If something is sustainable it means we can go on doing it indefinitely. If it isn't, we can't”**  
- Jonathan Porritt



It is important that there is a whole-schools approach to ESDGC that ensures that day-to-day activity and long-term sustainability are integrated.

School management is vital to develop and embed ESDGC. If pupils are learning about respect for the environment, valuing diversity and awareness of global implications while at the same time having snack machines with unhealthy and unsustainable food and drinks, dreary school grounds and a low awareness about other cultures, then ESDGC will not flourish. Schools need to practice what they teach!

Schools need to build on the positive first steps that they are making with ESDGC such as recycling, waste awareness and water use so that learners can develop a deeper understanding and take appropriate actions. Aspects such as global poverty, rights and responsibilities, energy use and climate change are the lesser explored areas of ESDGC that need to be developed.

Many systems and awards currently exist that can help schools work towards excellence in ESDGC. Whichever system or award scheme is chosen as a starting point, it is vital that learners are involved in the process, not just through lessons but through participation in the decision making, the delivery and the evaluation.

### The Challenge for Schools:

- Where possible consider ESDGC issues when purchasing
- To involve the learners in decisions taken by the school
- To support healthy lifestyles and promote biodiversity

## Partnerships and community

**“The key word is partnership. It is also the source of the problems because no definition of partnership can exclude the notion of equality ...” - Chinua Achebe**

**“There are no passengers on Spaceship Earth. We are all crew.” - Marshall McLuhan**



Partnerships are fundamental to the delivery of ESDGC and many schools in Wales are working with voluntary sector and statutory sector organisations to take part in the large number of initiatives and award schemes that are available. Although these awards and initiatives cannot deliver ESDGC on their own, they fulfil aspects of it and partnership activities are fundamental to the delivery of ESDGC. However, the breadth of ESDGC and the often complex issues involved ensure that no single organisation can adequately span the ESDGC continuum. Therefore, it is important to develop partnerships that work together to share knowledge, experience and information. Using the information in appendix 2 as a basis, learners, teachers, schools and communities can develop and sustain partnerships that will enhance their ESDGC work.

There should be partnerships between the statutory sector (schools, Local Authority, cluster groups etc), and organisations including the voluntary sector, non-governmental organisations (NGOs) and organisations within the local and global community. It is the partnerships that are built within schools and with external organisations that will help ensure the success of ESDGC, by offering support to teachers and school staff, by sharing the learning and by disseminating successes. Other, local and global partnerships, such as those formed with schools in other areas or countries, can motivate (learners and teachers) and bring ESDGC to life.

### The Challenge for Schools:

To work with outside agencies in programmes and projects that promote ESDGC

To establish effective networks or partnerships with the local community and with schools in other areas/countries

Local groups or networks are effective in implementing and embedding ESDGC. They can build and share good practice, and can often be the catalyst for developing initiatives and using resources. Where such networks and groups exist, teachers feel better supported in introducing appropriate activities and actions. The \*Enabling Effective Support initiative has begun to put in place a system for establishing and sustaining networks, locally and across Wales.

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\* Enabling Effective Support (EES) is a UK wide Department for International Development Initiative. EES is also funded also by the Welsh Assembly Government, the aim is to put in place mechanisms to support the delivery of ESDGC in Wales.

## Research and Monitoring

**“It is no good trying to cope with the conditions of the 21st century with the thinking and practices of the 20th”** E Lazlo (Third Millennium: the challenge and the vision)

As well as being valuable partners, organisations such as LEAs and NGOs can support ESDGC in schools by undertaking research projects and sharing the results found. It is useful to research methodologies and reflect on ideas and attitudes as and when new information becomes available in order to monitor their effectiveness and usefulness as tools for ESDGC. Shared research will enhance the quality of work and impact positively on learners and teachers alike.

Estyn’s Update on Inspecting Education for Sustainable Development and Global Citizenship (September 2006) highlights areas that schools in Wales need to address in order to ensure effective delivery of ESDGC. Schools are required to report on ESDGC under the additional reporting requirements for Key Question 3, and should provide evidence in the foundation phase, all key stages and in the sixth form. In addition to inspecting learners’ understanding of ESDGC, inspectors will be evaluating to what extent the school behaves in a sustainable way and contributes to global citizenship. In order to comply with Estyn’s requirements and also to monitor their own performance schools will need to audit and evaluate their ESDGC work.

### The Challenge for Schools:

To audit and evaluate their involvement in ESDGC throughout the school and across the curriculum

To share good practice in ESDGC and respond to change as and when it occurs

**“The important thing is not to stop questioning”**  
- Albert Einstein

**“It is not education, but education of a certain kind, that will save us.”**  
- David Orr, 1994

The self evaluation tools (appendix 3 and 4) will allow schools to reflect on the challenges to schools given throughout this guidance document and to evaluate their own current levels of involvement in ESDGC. These extend from a basic to embedded level and indicators are given to help assess the levels you are currently working at.

This Common Understanding guidance document should provide further clarity on these points. Evaluating your level of engagement with ESDGC will help identify areas for development. Schools should aim to progress from ‘basic’ or ‘developing’ level to ‘developed’ or ‘embedded’ level. This is a long process but will be an invaluable part of educating learners so that they are equipped to change the world.

## ESDGC and Skill Development

ESDGC provides many opportunities for learners to develop skills. This appendix suggests a progression in how learners develop their skills within ESDGC. It shows how ESDGC relates to the non-statutory Skills framework.

As stated in the skills framework it is recognised that learning and skills' development does not always happen in a neat linear way, the framework is still presented in a six-column continuum for the sake of clarity. However, skills' development is cyclical or spiral rather than linear, and is linked to the complexity of the activities involved. This means that some of the skills at the 'end' of the continuum might be demonstrated at a simple level by quite young learners - for example, the ability to evaluate what has been achieved - and such skills will be refined and extended as the learners' experiences and challenges widen and become more complex. Equally, some of the skills described at the beginning of the continuum can quite appropriately be demonstrated by young adults.

For more information see the Skills framework for 3 to 19 year olds in Wales.

ESDGC provides many opportunities for learners to develop skills. This table suggests a progression in how learners develop their thinking skills within ESDGC. It shows how thinking in ESDGC relates to the non-statutory Skills framework. For more information see the Skills framework for 3 to 19 year olds in Wales.

Learners' progression in developing skills is described as you read across the columns from left to right. Progression is cumulative; skills identified in each stage of progression will have been demonstrated - at least at a simple level - by learners before they move to the next stage.

## Developing thinking in ESDGC

Learners from 3 to 19-years-old should be given opportunities to:

<p><b>Plan</b> Asking questions</p>	<ul style="list-style-type: none"> <li>• Ask why, what, how, where, when questions</li> <li>• Show awareness of personal needs and skills</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions and consider their own and others' ideas</li> <li>• Identify and make links with prior skills and knowledge related to context</li> </ul>	<ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• Begin to build on existing skills, knowledge and understanding for the task</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions that build on responses to previous questions</li> <li>• Build on existing skills, knowledge and understanding required for the task</li> </ul>	<ul style="list-style-type: none"> <li>• Ask more probing questions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the problem and set the questions to resolve it.</li> </ul>
<p><b>Develop</b> Entrepreneurial thinking</p>				<ul style="list-style-type: none"> <li>• Begin to take risks with ideas, going beyond the conventional</li> </ul>	<ul style="list-style-type: none"> <li>• take calculated risks with ideas, weighing up potential pros and cons</li> </ul>	
<p>Thinking about cause and effect and making inferences</p>	<ul style="list-style-type: none"> <li>• See simple links between cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify links between cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use some prior knowledge, to explain links between cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Use some prior knowledge to explain links between cause and effect and justify inferences/predictions</li> </ul>		
<p>Thinking logically and seeking patterns Considering evidence, information and ideas</p>			<ul style="list-style-type: none"> <li>• Form considered opinions and make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain patterns and relationships and identify uncertainties</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse patterns and explore uncertainties</li> </ul>	
<p>Forming opinions and making decisions</p>	<ul style="list-style-type: none"> <li>• Begin to express own opinions and make decisions</li> <li>• Make links between everyday routines in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Form opinions and make decisions by weighing up some pros and cons</li> <li>• Link the learning, with support, to other situations</li> </ul>	<ul style="list-style-type: none"> <li>• Link the learning to similar situations, within and outside school</li> </ul>	<ul style="list-style-type: none"> <li>• Consider others' views to inform opinions and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Take different perspectives to inform opinions and decisions</li> </ul>	
<p><b>Reflect</b> Linking and lateral thinking</p>			<ul style="list-style-type: none"> <li>• Link the learning to dissimilar but familiar situations, within and outside school</li> </ul>	<ul style="list-style-type: none"> <li>• Link the learning to unfamiliar or more abstract situations</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate the learning and link it to more abstract situations</li> </ul>	

## Developing Communication in ESDGC

Learners from 3 to 19-years-old should be given opportunities to:

<p><b>Oracy</b> Developing information and ideas</p>	<ul style="list-style-type: none"> <li>Listen and respond to others, asking simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions, listen and respond to others</li> </ul>	<ul style="list-style-type: none"> <li>Take into account the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>Consider carefully the interpretations of others and be flexible in discussions</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully, noting the strengths and weaknesses of viewpoints or lines of reasoning and show adaptability. Make significant contributions to discussions</li> </ul>	<ul style="list-style-type: none"> <li>Listen perceptively, evaluating the strength of arguments and the thinking of others, identifying key messages</li> </ul>
<p>Presenting information and ideas</p>	<ul style="list-style-type: none"> <li>Talk to themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with increasing confidence to peers and others</li> </ul>	<ul style="list-style-type: none"> <li>Communicate clearly and confidently in a way that suits the subject, audience and purpose, including some key ESDGC words</li> </ul>	<ul style="list-style-type: none"> <li>Communicate clearly and effectively, in a way that suits the subject, audience and purpose. Use a wide and ESDGC specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Communicate coherently, engaging the interest of listeners</li> </ul>	
<p><b>Reading</b> Locating, selecting and using information using reading strategies</p>				<ul style="list-style-type: none"> <li>Select and summarise information, identifying accurately the key points</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of strategies to identify key points, ideas and lines of reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Select, summarise and synthesise ideas and information</li> </ul>
<p><b>Writing</b> Organising ideas and information  Writing accurately</p>			<ul style="list-style-type: none"> <li>Plan, organise and present ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>Plan, organise and present ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>Write clearly and confidently presenting ideas and information appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Write coherently presenting ideas and information logically and effectively</li> </ul>
<p><b>Wider communication</b> Communicating ideas and emotions</p>	<ul style="list-style-type: none"> <li>Begin to represent and respond to ideas and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Represent and respond to ideas and emotions through self-initiated and structured play activities</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas and emotions through work in art, craft, design, dance etc.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas emotions and information through more elaborate work in a range of mediums</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas, emotions and information confidently in a range of forms and mediums</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas, emotions and information through more complex and elaborate work in a range of mediums</li> </ul>

<b>Developing ICT in ESDGC</b>					
Learners from 3 to 19-years-old should be given opportunities to use ICT safely and responsibly to:					
<b>Finding and developing information and ideas</b>	<ul style="list-style-type: none"> <li>Become aware that information exists in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>Begin to find different sources of information with support</li> </ul>	<ul style="list-style-type: none"> <li>Find, develop and model information to support their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Find, develop and model relevant information and ideas checking the accuracy and plausibility of information</li> </ul>	<ul style="list-style-type: none"> <li>Find different types of information from a range of ICT sources, making informed judgements about its plausibility, accuracy and relevance</li> <li>Identify suitable sources of information on which to make judgements and draw conclusions</li> </ul>
<b>Creating and presenting information and ideas</b>	<ul style="list-style-type: none"> <li>Become aware that ICT can be used to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of ICT resources to present and safely share ideas</li> </ul>	<ul style="list-style-type: none"> <li>Create and present their ideas for a given purpose</li> </ul>	<ul style="list-style-type: none"> <li>create and present information by combining a variety of different forms of information</li> </ul>	<ul style="list-style-type: none"> <li>create and present information and ideas for different purposes, matching the needs of the audience</li> <li>Create and present information using different layouts and techniques for different audiences and tasks</li> </ul>
<b>Developing Number in ESDGC</b>					
Learners from 3 to 19-years-old should be given opportunities to:					
<b>Use mathematical information</b> Gathering information		<ul style="list-style-type: none"> <li>Collect data systematically</li> </ul>	<ul style="list-style-type: none"> <li>Gather information in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Access and choose data from information presented in a variety of ways and from different sources</li> </ul>	<ul style="list-style-type: none"> <li>Obtain and interpret relevant information from written and graphical sources</li> <li>Choose how to obtain relevant information from different sources</li> </ul>
<b>Interpret and present findings</b> Recording and interpreting data and presenting findings		<ul style="list-style-type: none"> <li>Record, interpret and present data in simple tables, lists, pictograms, charts, graphs and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Record, interpret and present data in charts, diagrams, tables and graphs. .Recognise that some conclusions can be uncertain or misleading</li> </ul>	<ul style="list-style-type: none"> <li>Choose from, construct and interpret a variety of methods of presenting data. Recognise that some interpretations can be misleading</li> </ul>	<ul style="list-style-type: none"> <li>Record and present data in a variety of formats</li> <li>Select and use effective methods to illustrate findings, identify and show trends and make comparisons</li> </ul>

## A framework of ESDGC across the Key Stages

Appendix 2 takes each Key Stage in turn and combines the principle skills from the Skills Framework for 3-19-year-olds in Wales (as outlined in appendix 1) with attitudes and values, knowledge and understanding, which together describe the breadth of ESDGC.

In each Key Stage this is followed by a description of the types of activities that might be used to deliver ESDGC. These tables of activities indicate how ESDGC might be implemented. They contain illustrative examples, but they are not exhaustive. They are included to provide ideas and get you started on ESDGC.

**It is important to keep in mind that the themes are interdependent and that activities might address more than one theme.**

## Skills

### Developing thinking across the curriculum

#### Plan

- Asking questions
- Activating prior skills, knowledge and understanding

#### Develop

- Thinking about cause and effect and making inferences
- Considering evidence, information and ideas
- Forming opinions and making decisions

#### Reflect

- Linking and lateral thinking

## Range

### Wealth and Poverty

Learners should be given opportunities to:

- treat others fairly
- appreciate the different feelings of others
- share resources with others

and to understand:

- some people are richer and some are poorer
- what is fair and what is unfair
- they depend on other people's work for food and water, shelter and clothing

### Identity and culture

Learners should be given opportunities to:

- recognise that discrimination and exclusion is wrong
- value friends and family
- respect religious beliefs

and to understand:

- everyone is special and different
- essential similarities between all human beings
- others may celebrate different festivals

### Developing communication across the curriculum

#### Oracy

- Developing information and ideas
- Presenting information and ideas

#### Wider communication

- Communicating ideas and emotions

### Choices and decisions

Learners should be given opportunities to:

- have their views listened to and listen to the views of others
- work cooperatively on tasks can solve problems
- see that rules can help everyone

and to understand:

- choices and decisions have consequences
- ways of avoiding and resolving conflicts
- they can explore social and moral dilemmas through group enquiry

### Health

Learners should be given opportunities to:

- recognise the need for personal hygiene
- recognise their responsibilities to keep themselves and others safe
- recognise the importance of eating properly and exercising

and to understand:

- people need a combination of foods
- all food comes from animals or plants
- the need for personal hygiene to prevent spread of disease
- not everyone has enough food, clean water, safe environment and good relationships

## Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas

## Developing number across the curriculum

### Use mathematical information

- Gathering information

### Interpret present findings

- Recording and interpreting data and presenting findings

## Natural environment

Learners should be given opportunities to:

- develop a sense of awe and wonder at the beauty of landscapes, habitats and living things
- care for the environment and recognise its importance

and to understand:

- people's actions can improve or damage the environment
- living things depend on each other
- the variety of living things
- different habitats support different animals and plants
- how environment changes with seasons and land use
- there are differences between their own locality, other parts of Wales and other parts of the world

## Consumption and waste

Learners should be given opportunities to:

- take care of their belongings
- use resources carefully
- dispose of used resources responsibly

and to understand:

- natural resources can run out
- some things can be recycled and others reused
- people produce unnecessary waste
- people live differently in different parts of the world
- wants and needs are two different things

## Climate change

Learners should be given opportunities to:

- recognise the importance of saving energy
- believe they can make a difference through their actions and behaviour

and to understand:

- weather changes with the seasons
- different places have different weather patterns
- patterns of weather can change from year to year
- weather patterns affect the way people live
- energy is needed to power lighting, heating and transport
- there are alternative sources of energy from sun and wind

## ESDGC Foundation Phase (3-7) Illustrative examples

Themes	Teaching and learning
Wealth and poverty	<ul style="list-style-type: none"> <li>• Read aloud and discuss stories about fairness and unfairness</li> <li>• What's in our shopping basket and where does it come from?</li> <li>• Read a story about refugees or migrant workers</li> <li>• .....</li> </ul>
Identity and culture	<ul style="list-style-type: none"> <li>• Learn music/art/games from different cultures</li> <li>• Discuss, show objects, relating to Divali, Eid, Hanukha, Christmas etc</li> <li>• Display a wide range of images of girls and boys, women and men in different activities and occupations</li> <li>• Read dual-language story books, display greetings in different scripts</li> <li>• .....</li> </ul>
Choices and decisions	<ul style="list-style-type: none"> <li>• Play trust games and cooperative games</li> <li>• Develop questioning and problem solving activities</li> <li>• Use circle time to develop children's skills in speaking and listening about topics important to them</li> <li>• .....</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Compare TV clips of hose pipe bans in South UK with contexts in which people carry all their water</li> <li>• Grow vegetables</li> <li>• Caring for ourselves and others</li> <li>• .....</li> </ul>
Climate change	<ul style="list-style-type: none"> <li>• Discuss photos and stories of children living in different climates</li> <li>• Keep a daily record of the weather</li> <li>• Experiment with giving seeds more or less water and light</li> <li>• .....</li> </ul>
Consumption and waste	<ul style="list-style-type: none"> <li>• Collect and discuss different kinds and uses of packaging</li> <li>• Observe and record how much rubbish the class produces in a week</li> <li>• Map where items in a shopping bag /clothing come from - discuss how they are transported</li> <li>• .....</li> </ul>
Natural environment	<ul style="list-style-type: none"> <li>• Visit local woodlands/seashore to observe biodiversity, mini-bugs</li> <li>• Use the landscape as an inspiration for art and music</li> <li>• Show images and stories about a variety of natural areas/wildlife around the world</li> <li>• .....</li> </ul>

## School Management

- Take part in appeals or product aid to link giving to specific needs
- Provide anti-racist and diverse images and displays
- .....
- Ensure all appropriate policies are in place regarding inclusion, equal opportunities and cultural diversity
- International School Link and links with school in other parts of UK
- .....
- Foundation Phase learners have opportunities to 'star' in whole school assemblies
- Anti-bullying policies and conflict resolution strategies support all classes
- .....
- Start a fruit club
- Drinking water readily available
- Extra curricula sports and recreation activities
- .....
- Run energy saving campaigns
- Develop a travel plan
- Initiate Walking buses
- .....
- Move towards more sustainable purchasing
- Monitor energy consumption
- Develop a waste management policy
- School compost heap
- .....
- Develop a nature reserve in the school grounds to encourage biodiversity
- Link with a school in a contrasting environment and share information
- Sponsor an endangered animal
- .....

## Partnerships and community

- Contact organisations such as Oxfam, Christian Aid, Save the Children and Action Aid
- Make use of Development Education Centres
- Promote fair trade
- .....
- Links with religious leaders in the local community
- Visits to museums, e.g. St Fagans National History Museum
- Urdd Gobaith Cymru
- Eisteddfodau
- .....
- Include parents and local agencies in whole school approach to rights respecting behaviour
- .....
- Make use of Welsh Network of Healthy School Schemes
- Draw on local health officials
- Make use of WaterAid materials
- .....
- Bring in older member of community to discuss past weather
- EcoSchools
- Explore local food policy
- .....
- EcoSchools
- Utilise local authority officers to help with waste and energy issues
- WasteWatch
- Visit to local waste disposal/recycling units
- .....
- Learning through Landscapes
- Forest Schools
- Wildlife Trusts
- BBC Breathing Places Schools
- .....

## Skills

### Developing thinking across the curriculum

#### Plan

- Asking questions
- Activating prior skills, knowledge and understanding

#### Develop

- Thinking about cause and effect and making inferences
- Considering evidence, information and ideas
- Forming opinions and making decisions

#### Reflect

- Linking and lateral thinking

### Developing communication across the curriculum

#### Oracy

- Developing information and ideas
- Presenting information and ideas

#### Writing

- Organising ideas and information
- Writing accurately

#### Wider communication

- Communicating ideas and emotions

## Range

### Wealth and Poverty

Learners should be given opportunities to:

- recognise that people should be entitled to have their basic needs met

and to understand:

- the effects of inequality on the quality of people's lives
- local actions have effects in the wider world because of the connections between places and people

### Identity and culture

Learners should be given opportunities to:

- recognise the impact of discrimination and prejudice on individuals and groups
- recognise they are global citizens of an interconnected world

and to understand:

- we all have similarities and differences
- that people have differing beliefs and values
- cultural values and religious beliefs shape the way people live

### Choices and decisions

Learners should be given opportunities to:

- participate in aspects of school life helping to make decisions
- express and enact respect for self and others
- appreciate that personal actions have consequences
- question statements and opinions and look for evidence

and to understand:

- how to prevent and avoid conflicts
- what is meant by the rights of the child and that not everyone has these
- that environment can be affected by the decisions we make individually and collectively

### Health

Learners should be given opportunities to:

- care for their own health and the health of others
- recognise their responsibilities to keep themselves and others safe
- appreciate the importance of family and community when making health choices

and to understand:

- the basic ingredients of a healthy lifestyle
- the impacts of environment on health and wellbeing
- poverty and inequality cause health problems and vice versa
- the importance of access to clean water for health

## Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas

## Developing number across the curriculum

### Use mathematical information

- Gathering information

### Interpret present findings

- Recording and interpreting data and presenting findings

## Natural environment

Learners should be given opportunities to:

- develop respect for landscapes, habitats and living things
- develop a fascination with and respect for the natural world

and to understand:

- the needs of living things
- people depend on the environment for energy, food and other materials and resources

## Consumption and waste

Learners should be given opportunities to:

- take personal action and influence others to save energy and reduce consumption

and to understand:

- where the things people consume come from and go to
- ways to reduce their energy use and the energy use of others
- that waste can cause pollution

## Climate change

Learners should be given opportunities to:

- to recognise that individuals and groups can take action to educate and campaign
- that there is a range of views as to how best combat climate change

and to understand:

- climate can change with time
- the range of ways to both save and generate energy
- the difference between climate and weather

## ESDGC Key Stage 2 Illustrative examples

Themes	Teaching and learning
Wealth and poverty	<ul style="list-style-type: none"> <li>• Discuss what's fair and not fair in variety of situations</li> <li>• Discuss basic needs e.g. measure how much water they use and work out ways of transporting water across school grounds</li> <li>• Read a story about refugees</li> <li>• .....</li> </ul>
Identity and culture	<ul style="list-style-type: none"> <li>• Read dual-language story books and celebrate Welsh culture</li> <li>• Explore the celebrations of different faiths and celebrations in different countries; learn about music/art/games from different cultures</li> <li>• Explore links between local community and other countries e.g. through emigration and immigration</li> <li>• .....</li> </ul>
Choices and decisions	<ul style="list-style-type: none"> <li>• Circle time</li> <li>• Role play and decision-making exercise on new local development</li> <li>• Study slavery and why it happened - role play</li> <li>• Explore rights and responsibilities in the classroom, the Rights of the Child and the Earth Charter</li> <li>• .....</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Discuss value of different foods</li> <li>• Grow vegetables from seeds and cook them</li> <li>• Visit a water treatment centre</li> <li>• Visit an organic farm</li> <li>• .....</li> </ul>
Climate change	<ul style="list-style-type: none"> <li>• Use IT and newspaper articles to investigate weather and climate around the UK/world</li> <li>• Measure weather in school yard and compare with partner schools</li> <li>• Do a survey of transport to school</li> <li>• Investigate solar panels</li> <li>• .....</li> </ul>
Consumption and waste	<ul style="list-style-type: none"> <li>• Map where items in a shopping bag/clothing come from - discuss "food miles"</li> <li>• Compare needs and wants</li> <li>• Compare lifestyles from different global regions</li> <li>• Measure time for materials to degrade</li> <li>• .....</li> </ul>
Natural environment	<ul style="list-style-type: none"> <li>• Visit local woodlands/seashore to investigate biodiversity, mini-bugs</li> <li>• Draw or model the water cycle</li> <li>• Grow trees from seeds</li> <li>• Learn about a variety of natural areas/wildlife around the world</li> <li>• .....</li> </ul>

## School Management School Management

- Become a Fair Trade school
- Run a Fair Trade coffee morning for community
- Consider taking part in anti-poverty events like Refugee Week
- .....

- Ensure all appropriate policies are in place regarding inclusion, equal opportunities and cultural diversity
- International School Link and links with school in other parts of UK
- Variety of images around the school
- Playground buddies
- .....

- School Council
- Clear staff and student consultation processes
- School Library Committee (staff/ learners choose relevant and appropriate resources)
- .....

- Review food choices available at lunchtimes to include local and healthy foods
- Extra curricula sports and recreation activities
- .....

- Become an EcoSchool (or similar)
- Run energy saving campaigns
- Look to install some renewable energy
- Switch to a green tariff
- Develop a travel plan
- .....

- Move towards more sustainable purchasing
- Monitor energy consumption
- Develop a waste management policy with targets to reduce waste going to landfill
- School compost heap
- .....

- Start an eco-club
- Develop a nature reserve in the school grounds to encourage biodiversity
- Link with a school in a contrasting environment and share information
- Sponsor an endangered animal
- .....

## Partnerships and community

- Use speakers from development organisations
- Wales Fair Trade Forum and Fair trade towns
- Development Education Centres
- .....

- Religious leaders in the local community
- Visit museums
- Urdd Gobaith Cymru
- Eisteddfodau
- British Council/DFID Global Schools Partnership
- .....

- Invite the local councillor, AM, MP or MEP in for questioning on a local or controversial issue
- .....

- Make use of Welsh Network of Healthy School Schemes
- Draw on local health officials
- WaterAid materials Welsh Water
- Local organic farm
- .....

- Meteorological Office
- EcoSchools
- Environment Agency
- .....

- EcoSchools
- Local Authority Sustainable Development Co-ordinators
- WasteWatch
- Visits to local farms
- Visit to local waste disposal/recycling units
- .....

- Learning through Landscapes
- Visit to a nature reserve, RSPB, Wildlife Trusts, etc
- Forest Schools
- Countryside Council for Wales
- .....

## Skills

### Developing thinking across the curriculum

#### Plan

- Asking questions
- Activating prior skills, knowledge and understanding

#### Develop

- Entrepreneurial thinking
- Thinking about cause and effect and making inferences
- Thinking logically and seeking patterns
- Considering evidence, information and ideas
- Forming opinions and making decisions

#### Reflect

- Linking and lateral thinking

## Range

### Wealth and Poverty

Learners should be given opportunities to:

- develop a sense of fairness and justice about the access to resources and wealth
- develop opinions about exploitation and poverty
- learn to value non-material things as well as material goods

and to understand:

- inequalities exist between people within countries and between countries
- how goods are produced and traded and what Fair Trade is and why it is important
- why people migrate

### Identity and culture

Learners should be given opportunities to:

- develop an insight into their own values
- develop respect for themselves their culture and others
- value, celebrate and show sensitivity to diversity locally, nationally and globally
- question stereotypes
- appreciate that people's actions and perspectives are influenced by their values

and to understand:

- where their beliefs come from
- how to recognise and challenge effectively expressions of prejudice, racism and stereotyping
- the links between culture, faith and individual values
- their own society is enriched by diversity of cultures
- the impact of past actions on cultures and identity e.g. slave trade and colonisation

### Developing communication across the curriculum

#### Oracy

- Developing information and ideas
- Presenting information and ideas

#### Writing

- Locating, selecting and using information using reading strategies

#### Wider communication

- Organising ideas and information
- Writing accurately

#### Wider communication

- Communicating ideas and emotions

### Choices and decisions

Learners should be given opportunities to:

- participate in the school and wider community in order to change things
- develop opinions about the denial of human rights
- appreciate the value of a well balanced and well supported argument
- appreciate the benefits of resolving conflicts peacefully

and to understand:

- the complexity of making decisions and the need for precaution
- what is meant by basic human rights and that not everyone has them
- the principles of democracy
- how conflict can arise from different views about global issues

### Health

Learners should be given opportunities to:

- develop concern for their own health and the health of others in other parts of the world

and to understand:

- the links between a healthy lifestyle and physical and emotional well-being
- ways in which health and quality of life can be improved in countries across the world
- applications of science, medicine and technology are being used to improve health and quality of life in a variety of countries

## Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas

## Developing number across the curriculum

### Use mathematical information

- Gathering information

### Interpret present findings

- Recording and interpreting data and presenting findings

## Natural environment

Learners should be given opportunities to:

- show informed concern for the quality of the natural environment near and far
- act to protect biodiversity and local and global environments

and to understand:

- interdependence of organisms, food webs, energy flows and the impact of external influences on these
- how human activity changes local and global environments
- the urgency and importance of protecting biodiversity at a local and global level

## Consumption and waste

Learners should be given opportunities to:

- develop a sense of responsibility for sustainable development
- appreciate the actions required to reduce their own ecological footprint and to minimise waste
- appreciate the contribution made to their lifestyle by other people and other places

and to understand:

- interdependence between producers and consumers and issues of trade justice
- an ecological footprint is a measure of human impact on the environment
- the influences of advertising and peer pressure on consumption
- the difference between “standard of living” and “quality of life”

## Climate change

Learners should be given opportunities to:

- make personal decisions and changes to combat global warming such as reducing energy, travel and food miles
- appreciate the impact of past actions and their actions on future generations

and to understand:

- the “greenhouse effect” and how human activity affects the global environment
- causes of concern over, and implications of, climate change
- how renewable and non-renewable energy resources are used to generate electricity
- a review of technologies under development
- the links between lifestyle and CO<sub>2</sub> emissions

## ESDGC Key Stage 3 Illustrative examples

Themes	Teaching and learning
Wealth and poverty	<ul style="list-style-type: none"> <li>• Use activities which explore who owns/makes the money from products like chocolate or bananas</li> <li>• Compare the daily lives of workers or daily family life in different parts of the world and at different times</li> <li>• Read and discuss a story about economic migration</li> <li>• Explore the impact of colonisation or the slave trade</li> <li>• .....</li> </ul>
Identity and culture	<ul style="list-style-type: none"> <li>• Examine how the media portrays young people</li> <li>• Discuss the anti-racism campaign in football</li> <li>• Explore the views of different faiths on an issue</li> <li>• Study the role religion has played in Welsh society</li> <li>• Explore the links between local communities and other countries and listen to the views of refugees or asylum seekers</li> <li>• .....</li> </ul>
Choices and decisions	<ul style="list-style-type: none"> <li>• Role play a decision-making exercise or debate a controversial issue</li> <li>• Study historical examples of conflicts about power</li> <li>• Explore rights and responsibilities and international charters (Rights of the Child, Earth Charter)</li> <li>• .....</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Explore applications of science, medicine and technology that are used to improve health and quality of life in world</li> <li>• Explore components of a balanced diet</li> <li>• Regular PE sessions</li> <li>• Investigate links between health and poverty statistics</li> <li>• .....</li> </ul>
Climate change	<ul style="list-style-type: none"> <li>• Investigate changes in the climate and greenhouse effect</li> <li>• Design a sustainable home or solar powered models</li> <li>• Demonstrate how to measure gases</li> <li>• Study renewable energy resources</li> <li>• .....</li> </ul>
Consumption and waste	<ul style="list-style-type: none"> <li>• Explore people as consumers, measure eco-footprint and compare lifestyles from different global regions</li> <li>• Analyse advertising aimed at teenagers</li> <li>• Explore lifecycle of product and discuss sustainable actions</li> <li>• Study renewable materials and new technologies</li> <li>• Design and make products from recycled materials</li> <li>• .....</li> </ul>
Natural environment	<ul style="list-style-type: none"> <li>• Explore interdependence, foodwebs and impact of environmental factors</li> <li>• Study a threatened environment or the impact of acid rain</li> <li>• Use the landscape as an inspiration for art or creative writing</li> <li>• .....</li> </ul>

## School Management

- Source Fair Trade products for sale in the canteen
- Consider taking part in anti-poverty campaigns by running events in school
- .....

- Ensure appropriate policies are in place regarding inclusion, equal opportunities and cultural diversity
- Run a cultural theme throughout the school or have resident artist from another culture
- Display variety of images in school
- .....

- School Council with staff and student consultation processes
- Mock assembly/general elections
- School Library Committee of staff and learners
- .....

- Join WNHSS
- Use healthy and local foods
- School vegetable garden
- Extra curricula sports and activities
- .....

- Run energy saving campaigns
- Look to install some renewable energy and switch to a green tariff
- Develop a travel plan
- .....

- Move towards more sustainable purchasing
- Monitor water and energy use
- Develop a waste management policy and compost appropriate waste on site
- .....

- Start an eco-club
- Develop a nature reserve in the school
- Sponsor an endangered animal
- .....

## Partnerships and community

- Draw on resources from organisations such as Oxfam, Christian Aid and Action Aid
- Use of Development Education Centres where they are available
- .....

- Links with religious leaders in the local community
- Urdd Gobaith Cymru and Eisteddfodau
- Global School Partnerships, Comenius projects
- .....

- Visit the local council chamber
- Invite the local councillor, AM, MP or MEP in for questioning on a national or international controversial issue
- .....

- Make use of Welsh Network of Healthy School Schemes
- Draw on local health officials and drug education officers
- Make use of WaterAid materials and campaigns
- .....

- Visit Centre for Alternative Technology
- EcoSchools
- Speakers to talk about climate change actions
- .....

- EcoSchools
- Utilise local authority officers to help with waste and energy issues
- WasteWatch
- Visit a community composting site
- .....

- Visits to a nature reserve, National Park, National Botanical Gardens
- Become a Forest School
- Compare results with partner schools
- .....

## Skills

### Developing thinking across the curriculum

#### Plan

- Asking questions
- Activating prior skills, knowledge and understanding

#### Develop

- Entrepreneurial thinking
- Thinking about cause and effect and making inferences
- Thinking logically and seeking patterns
- Considering evidence, information and ideas
- Forming opinions and making decisions

#### Reflect

- Linking and lateral thinking

## Range

### Wealth and Poverty

Learners should be given opportunities to:

- be interested in the complex inter-relationships that contribute to wealth and poverty within and between societies
- recognise the rights of future generations to meet their basic needs

and to understand:

- the causes of inequality within and between societies
- the tensions between economic growth, sustainable development and basic human needs

### Identity and culture

Learners should be given opportunities to:

- value equal opportunity and cultural diversity including language

and to understand:

- the importance of diverse cultural influences on themselves and their community
- the importance of language, beliefs and values in cultural identity

### Developing communication across the curriculum

#### Oracy

- Developing information and ideas
- Presenting information and ideas

#### Reading

- Locating, selecting and using information using reading strategies

#### Writing

- Organising ideas and information
- Writing accurately

#### Wider communication

- Communicating ideas and emotions

### Choices and decisions

Learners should be given opportunities to:

- be interested in how global issues and current affairs affect them
- a respect for alternative points of view presented in a reasoned manner
- appreciate the responsibilities that accompany peoples' rights

and to understand:

- the links between political decisions and their own lives and how to influence political decisions
- how the media influences both individuals and public opinion
- the international governance that exists through conventions from the EU, UN and other bodies

### Health

Learners should be given opportunities to:

- develop a responsible attitude for their own physical and mental health
- appreciate the role of a healthy environment in a healthy lifestyle

and to understand:

- the links between environment and health including the impact of pollution on the health of individuals and communities
- how to evaluate a range of sources of health information, support and advice
- the impact of global pandemics

## Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas

## Developing number across the curriculum

### Use mathematical information

- Gathering information

### Interpret present findings

- Recording and interpreting data and presenting findings

## Natural environment

Learners should be given opportunities to:

- show concern for all living things, their needs and inter-relationships
- support actions that promote biodiversity
- value wild spaces

and to understand:

- the carrying capacity of any environment and the earth as a whole limited by natural systems
- the range of factors involved in reducing global biodiversity and the principles of maintaining and creating biodiversity

## Consumption and waste

Learners should be given opportunities to:

- resist external pressures to purchase goods and question their motives when buying goods

and to understand:

- the interdependence of global economic systems
- how to reduce their environmental impact through the concept of an ecological footprint
- the meaning of lifecycle analysis of products and how it can be used

## Climate change

Learners should be given opportunities to:

- take personal responsibility towards changing their lifestyles as a response to climate change

and to understand:

- how to critically review predictions about climate change
- how different gases are affecting the climate and how these gases can be reduced
- the links between transport and climate change

## ESDGC Key Stage 4 Illustrative examples

Themes	Teaching and learning
Wealth and poverty	<ul style="list-style-type: none"> <li>• Use the Trading Game and similar activities to explore the relationship between wealth and resources</li> <li>• Research and debate the issue of international aid</li> <li>• Study examples of colonisation and struggles for independence</li> <li>• .....</li> </ul>
Identity and culture	<ul style="list-style-type: none"> <li>• Examine how particular groups of people are portrayed in the media</li> <li>• Study the rise of fascism in the 1930s</li> <li>• Explore the links between local communities and other countries</li> <li>• .....</li> </ul>
Choices and decisions	<ul style="list-style-type: none"> <li>• Role play based on an international crisis</li> <li>• Study international conventions on warfare (Geneva Convention), human rights and the trade in animals</li> <li>• .....</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Compare health statistics from different regions and explore the reasons for differences</li> <li>• Debate or role play a medical issue such as who should have access to a new, expensive wonder drug that extends life expectancy</li> <li>• .....</li> </ul>
Climate change	<ul style="list-style-type: none"> <li>• Analyse the messages in material from the nuclear industry</li> <li>• Write an account of a low carbon lifestyle in 2025</li> <li>• Use on-line carbon calculators</li> <li>• Watch the film "An Inconvenient Truth"</li> <li>• .....</li> </ul>
Consumption and waste	<ul style="list-style-type: none"> <li>• Design a product from recycled materials and display its lifecycle analysis</li> <li>• Compare ethical and non-ethical versions of similar products</li> <li>• .....</li> </ul>
Natural environment	<ul style="list-style-type: none"> <li>• Draw or model an ecosystem</li> <li>• Research examples of species loss and examples of breeding programmes</li> <li>• Summarise arguments for and against genetically modifying a crop</li> <li>• .....</li> </ul>

## School Management

- Source Fair Trade products for sale in the canteen
- Consider taking part in anti-poverty campaigns by running events in school
- .....

- Ensure all appropriate policies are in place regarding inclusion, equal opportunities and cultural diversity
- International School Link
- .....

- School Council
- Clear staff and student consultation processes
- School Library Committee of staff and learners to help choose resources
- .....

- Join WNHSS
- Review food choices available at lunchtimes to include local and healthy foods
- School vegetable garden
- .....

- Run energy saving campaigns
- Look to install some renewable energy
- Switch to a green tariff
- Develop a travel plan
- .....

- Move towards sustainable purchasing
- Monitor energy consumption
- Develop a waste management policy to reduce waste going to landfill
- Compost appropriate waste on site
- .....

- Develop a nature reserve in the school grounds
- Link with a school in a contrasting environment and share information
- Sponsor an endangered animal
- .....

## Partnerships and community

- Bring in speakers from organisations such as Oxfam, Christian Aid, Save the Children or Action Aid to stimulate debate
- Make use of Development Education Centres where they are available
- .....

- Draw on a local oral history project if one is available
- The International Schools Award
- Urdd Gobaith Cymru
- The International Eisteddfod
- .....

- A speaker from the local newspaper
- Invite the local councillor, AM, MP or MEP in for questioning on a national or international controversial issue
- Amnesty International
- .....

- Make use of Welsh Network of Healthy School Schemes
- Draw on local health service officials
- Speakers from drug education organisations
- .....

- Use the local authority energy officer
- EcoSchools
- Bring in speakers to talk about actions being taken to respond to climate change
- .....

- EcoSchools
- Utilise local authority officers to help with waste and energy issues
- Invite in a local architect or designer who practises sustainable design
- .....

- Visit to a nature reserve, National Park or National Botanical Gardens
- .....

## Skills

### Developing thinking across the curriculum

#### Plan

- Asking questions
- Activating prior skills, knowledge and understanding

#### Develop

- Entrepreneurial thinking
- Thinking about cause and effect and making inferences
- Thinking logically and seeking patterns
- Considering evidence, information and ideas
- Forming opinions and making decisions

#### Reflect

- Linking and lateral thinking

## Range

### Wealth and Poverty

Learners should be given opportunities to:

- question how their own actions might increase or decrease poverty
- appreciate why equity and justice are necessary in a sustainable community

and to understand:

- the challenges and impacts of globalisation for communities in different parts of the world
- the concepts of social and natural capital

### Identity and culture

Learners should be given opportunities to:

- appreciate the importance of challenging injustice in appropriate ways
- develop a set of personal values which they apply in practice and reassess at intervals

and to understand:

- how cultural differences influence our view of nature, science and society
- how ethical problems faced by society and individuals can be discussed and resolved

### Developing communication across the curriculum

#### Oracy

- Developing information and ideas
- Presenting information and ideas

#### Reading

- Locating, selecting and using information using reading strategies

#### Writing

- Organising ideas and information
- Writing accurately

#### Wider communication

- Communicating ideas and emotions

### Choices and decisions

Learners should be given opportunities to:

- demonstrate active involvement in the community
- show a respect for a well balanced argument and a willingness to engage in debate
- participate in democratic elections and consultation processes

and to understand:

- the inter-related nature of socio-political and economic systems in environmental decision-making
- the need for international cooperation
- the role played by non-governmental agencies

### Health

Learners should be given opportunities to:

- be concerned about the complex pressures preventing people from living a healthy lifestyle
- appreciate that the ability of future generations to enjoy a healthy lifestyle is partly determined by the actions of present generations

and to understand:

- the challenges providing healthcare locally and globally
- the long term emotional and physical benefits of a healthy lifestyle

## Developing ICT across the curriculum

- Finding and developing information and ideas
- Creating and presenting information and ideas

## Developing number across the curriculum

### Use mathematical information

- Gathering information

### Interpret present findings

- Recording and interpreting data and presenting findings

## Natural environment

Learners should be given opportunities to:

- advocate support for conservation of natural habitats
- appreciate the natural world as a source of inspiration and creativity

and to understand:

- the role of the precautionary principle in making decisions about human activities that impact on the environment
- the principles of ecological sustainable development

## Consumption and waste

Learners should be given opportunities to:

- be concerned about the levels of personal and institutional consumption and be moved to take action to reduce it
- appreciate the value of sustainable design

and to understand:

- the importance of design in reducing consumption and waste
- the principles and processes of making businesses and organisations more sustainable
- how to be an ethical consumer

## Climate change

Learners should be given opportunities to:

- support the need for collaborative action locally and globally to combat climate change

and to understand:

- the actions that can be taken in the working environment to combat climate change
- how to calculate a carbon footprint
- the technological response and the human behaviour responses to climate change



## Suggested guidance for evaluating progression in ESDGC

level 	Basic	Developing	Developed	Embedded
aspect 				
<b>Commitment and Leadership</b>	<ul style="list-style-type: none"> <li>• ESDGC generally perceived as 'another initiative'</li> <li>• no clear ownership of ESDGC</li> </ul>	<ul style="list-style-type: none"> <li>• Some staff aware of ESDGC through CPD or curriculum responsibilities</li> <li>• draft policy for ESDGC in school</li> </ul>	<ul style="list-style-type: none"> <li>• Development plans and policies refer to ESDGC</li> <li>• an ESDGC 'champion' is identified within the school and shares information with all members of staff</li> <li>• coherent links in place with relevant LEA officers</li> <li>• Governors aware of the relevance of ESDGC within their responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• ESDGC forms core part of the institutional philosophy and practice, and is monitored, evaluated and regularly developed</li> <li>• Specific ESDGC resources and responsibilities are allocated in budgets</li> <li>• a clear and consistent lead is given with appropriate training and support for all staff</li> </ul>
<b>Teaching and learning</b> Curriculum coverage	<ul style="list-style-type: none"> <li>• Environmental issues take prominence over SD or GC</li> <li>• Coverage largely limited to subject requirements and requirements of Eco / Healthy Schools schemes</li> </ul>	<ul style="list-style-type: none"> <li>• ESD or EGC explicitly addressed in some subjects</li> <li>• Award scheme or school linking contributes to some aspects of the curriculum</li> <li>• ESDGC seen as primarily relating to environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• ESD and GC planned for and addressed in range of subjects</li> <li>• Award schemes, initiatives, school links contribute to whole-school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• ESDGC integrated across the whole school curriculum</li> <li>• Development of ESDGC-relevant understanding, skills and values is made explicit in plans</li> <li>• Outcomes for learners are monitored</li> </ul>
Learner awareness, understanding, skills and values	<ul style="list-style-type: none"> <li>• Limited to some subject areas and small groups eg Eco Committee</li> <li>• No or limited understanding of local-global relations and of SD and GC</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to apply SDGC learning across subjects and in extra-curricular activities</li> <li>• Awareness of diversity and local global connections</li> <li>• Developing social skills and values</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to relate local issues to global concerns and vice versa</li> <li>• Clear development of understanding of topical SD and GC issues</li> <li>• Participative learning and skills of enquiry, critical analysis and communication clearly developed in context</li> </ul>	<ul style="list-style-type: none"> <li>• Learners develop their understanding and skills through carrying out their own initiatives</li> </ul>

level 🍏	Basic	Developing	Developed	Embedded
<b>aspect</b> ▼ Learner behaviour	<ul style="list-style-type: none"> <li>• Largely limited to the involvement of a few learners in recycling and occasional initiatives such as charity events</li> </ul>	<ul style="list-style-type: none"> <li>• Developing participation of learners</li> <li>• For ESDGC it is mainly concerned with environmental situations and/or one off events</li> </ul>	<ul style="list-style-type: none"> <li>• Learner participation, including decision making, forms ongoing part of school or college life, eg through school or student council</li> <li>• Peer support in, for example, conflict resolution/ anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make regular suggestions for and take initiatives in SD and GC practices of the school</li> </ul>
<b>School management</b>	<ul style="list-style-type: none"> <li>• Recycling initiatives may be promoted</li> <li>• water usage may be monitored</li> <li>• some thought may be given to developing the school grounds</li> <li>• Fair Trade in Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Some explicit attention to sustainable energy practice</li> <li>• review of food procurement / vending policy etc in light of Fair Trade initiatives</li> <li>• understanding that actions taken in school have local and global implications</li> </ul>	<ul style="list-style-type: none"> <li>• Senior managers provide leadership on ESDGC</li> <li>• healthy tuck shop selling fair trade snacks and fruit (removal of vending machines or introduction of healthier contents etc)</li> <li>• food locally produced and sustainably procured when LA policies and school budgets allow this</li> <li>• Environmental areas in school grounds</li> <li>• regular audits carried out as part of SDP</li> </ul>	<ul style="list-style-type: none"> <li>• school buildings and grounds integral to local (and global) community</li> <li>• school buildings and grounds reflect biodiversity, sustainability etc</li> <li>• staff, parents, governors etc committed to ESDGC within the school and the local community</li> <li>• ethical purchasing and banking policy in place</li> <li>• safe and sustainable transport to and from school (and on trips), car sharing initiatives etc</li> <li>• BREEAM standards applied to any new / additional buildings</li> </ul>

aspect 	level 	Basic	Developing	Developed	Embedded
<b>Partnerships</b>		<ul style="list-style-type: none"> <li>• awareness of schemes and initiatives that encompass ESDGC (Eco Schools, Healthy schools, Forest Schools, Fair Trade schools etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in scheme or initiative typically reliant on one or two staff members</li> <li>• initiatives involving pupils at some level</li> <li>• Awareness of school linking schemes (ie British Council Comenius, DFID Global Schools Partnerships)</li> </ul>	<ul style="list-style-type: none"> <li>• initiatives pupil led staff members working together across subjects / age groups etc</li> <li>• holistic, cross curricular approach to ESDGC</li> <li>• links with NGOs, ESDGC providers and other schools</li> <li>• formation of local networks</li> </ul>	<ul style="list-style-type: none"> <li>• all staff (teaching and non teaching) working together and in partnership with local authority, community, parents, children</li> <li>• school focus point for ESDGC in local community</li> <li>• opportunities for shared learning between pupils and their families</li> <li>• mutually beneficial / equitable school link established and maintained</li> <li>• active involvement in EES networks and with outside agencies involved in ESDGC</li> </ul>
<b>Research and monitoring</b>		<ul style="list-style-type: none"> <li>• designated member of staff carries out audit / self assessment but audit rarely shared with others</li> </ul>	<ul style="list-style-type: none"> <li>• whole staff aware of ESDGC requirements and making links with other staff / departments</li> <li>• awareness &amp; integration of initiatives / changing ideas etc</li> <li>• awareness that ESDGC links with UN Convention on the Rights of the Child</li> <li>• awareness that ESDGC links to race equality work</li> <li>• review of resources to reflect ESDGC</li> </ul>	<ul style="list-style-type: none"> <li>• regular monitoring and self assessment</li> <li>• established and implemented race equality policy</li> <li>• understanding of human rights (esp rights of the child)</li> <li>• ESTYN inspection reflects progress in ESDGC</li> <li>• school clusters working together and sharing good practice</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of development and continued good practice in ESDGC</li> <li>• regularly review resources to reflect current thinking</li> </ul>

## Self-evaluation tool

	1	2	3	4
<b>Commitment &amp; Leadership</b>				
Have managers and staff discussed ESDGC - do they know what it means?				
Who is responsible for ESDGC within the school - who are the leaders?				
Does the school have an effective policy and vision for ESDGC?				
Is there a budget and adequate resources for ESDGC?				
Do performance management structures reflect ESDGC training priorities?				
Is there a proactive link governor for ESDGC?				
<b>Teaching and learning</b>				
Are the requirements for ESDGC within the curriculum being met?				
Is ESDGC being delivered across the curriculum?				
Are learners given opportunities to develop awareness of global issues?				
Is the school committed to learning from people of diverse backgrounds from around the world?				
<b>School Management</b>				
Is the school managed sustainably and contributing to global citizenship?				
Are students actively involved in decisions taken by the school?				
Does the school consider ESDGC issues when purchasing? (eg local produce, fair trade, energy saving light bulbs etc)				
Does the school support healthy life styles?				
Do the school grounds promote biodiversity?				
<b>Partnerships &amp; Community</b>				
Is the school actively involved in programmes and projects that promote ESDGC? Including outside agencies?				
Does the school have effective links with schools in other areas/countries?				
Does the school work with the local community?				
Do you undertake school trips to areas of environmental or cultural interest?				
Is the school part of a cluster or network that supports ESDGC?				
<b>Research and monitoring</b>				
Are opportunities for ESDGC consistently reviewed and applied across the whole curriculum?				
Are resources and school displays reviewed in order to celebrate diversity and reflect different cultures, genders, abilities etc?				
Does the school promote its ESDGC work in newsletters, websites etc?				
Do you share good practice in ESDGC?				
Are all members of the school community aware of their role and contribution as citizens of the school and global citizens?				
Does the school and its staff practice what they preach regarding ESDGC?				



## From concepts to themes

In 2002 ESDGC was defined as being 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

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

This document provided nine 'key concepts' that would underpin ESDGC. These are:

- interdependence
- citizenship and stewardship
- needs and rights
- diversity
- sustainable change
- quality of life
- uncertainty and precaution
- values and perceptions
- conflict resolution

However, it was felt that the abstract nature of these key concepts did not really help teachers or learners to understand what ESDGC was about (Estyn, 2006). Greater clarity and concrete guidance as to what ESDGC should look like in practice, what areas it should cover and how schools should begin to address the often complex issues that are involved were needed.

The themes that have been suggested are already widely used by many teachers, and are based on themes identified by UNESCO as part of the Decade of Education for Sustainable Development. They must be linked together - they are not a series of discrete topics - and excellence in ESDGC will allow learners to study a range of issues, through the themes and, as confidence and experience grow, to further relate the themes to the key concepts. The themes are:



