

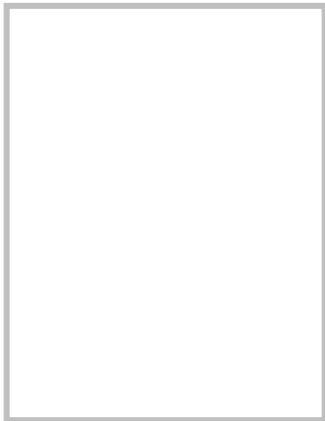
Early Childhood Sustainable Citizenship Award



*World Organisation
for Early Childhood Education*

PASSPORT

Name of passport holder:



.....

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In the whole world:

My favourite animal:

My favourite place:

My favourite book:

My favourite song:

My favourite food:

My favourite season:

***Achievement in Environmental
Education for Sustainability
Bronze***

Fix i-Care sticker here

***Achievement in Social and Cultural
Education for Sustainability
Bronze***

Fix i-Care sticker here

***Achievement in Economics
Education for Sustainability
Bronze***

Fix i-Care sticker here

***Achievement in Emergent Literacy
Education for Sustainability
Bronze***

Fix i-Care sticker here

***Achievement in Emergent Numeracy
Education for Sustainability
Bronze***

Fix i-Care sticker here

***Achievement in Environmental
Education for Sustainability
Silver***

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***Achievement in Social and Cultural
Education for Sustainability
Silver***

Fix i-Care sticker here

***Achi Achievement in Economics
Education for Sustainability
Silver***

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***Achievement in Emergent Literacy
Education for Sustainability
Silver***

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***Achievement in Emergent Numeracy
Education for Sustainability
Silver***

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***Achievement in Environmental
Education for Sustainability
Gold***

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***Achievement in Social and Cultural
Education for Sustainability
Gold***

Fix i-Care sticker here

***Achievement in Economics
Education for Sustainability
Gold***

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***Achievement in Emergent Literacy
Education for Sustainability
Gold***

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***Achievement in Emergent Numeracy
Education for Sustainability
Gold***

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RIGHTS

United Nations Convention on the Rights of the Child (1989)

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers. (Article 3)

Children have the right to live. Governments should ensure that children survive and develop healthily. (Article 6)

When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. (Article 12)

Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. (Article 15)

Children have the right to get information that is important to their health and well-being. (Article 17)

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However, any form of discipline involving violence is unacceptable. (Article 19)

Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing. (Article 27)

Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country. (Article 30)

Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (Article 42)

Sustainable Citizenship RESPONSIBILITIES

“A sustainable citizen is one who displays pro-sustainability behaviour, in public and private, driven by a belief in fairness of the distribution of environmental goods, in participation, and in the co-creation of sustainability policy.” (Dobson, 2011)

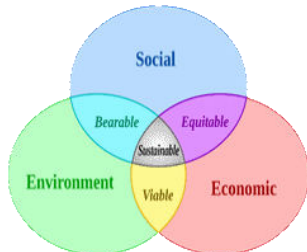
“Sustainable citizenship is a life-long emergent capability.” (Siraj-Blatchford & Brock, 2016)

Education for Sustainable Citizenship

This initiative aims to support the child in recognising the need for the limited resources of our planet to be distributed fairly, and in understanding our interdependence with nature and other cultures and communities. The perspective has been developed in a decade of collaboration with colleagues engaged in *Early Childhood Education and Care* around the world. It is consistent with the 2030 *United Nations Agenda for Sustainable Development*, the UNESCO *Global Action Programme on Education for Sustainable Development*, and the UNESCO (2017) *Education for Sustainable Development Learning Objectives*.

Since the 2005 United Nations World Summit, it has become commonplace to refer to ‘social and cultural sustainability’, ‘economic sustainability’, and ‘environmental sustainability’ as the three interdependent and mutually reinforcing pillars of sustainable development.

The curriculum materials supporting the *OMEP-UK Education for Sustainable Citizenship Award* contribute towards learning about each of these ‘pillars’, and also the need to support emergent literacy and numeracy for active citizenship.



Harambee* Register

One of the requirements for achieving a Gold Award on the OMEP-UK Education for Sustainable Citizenship scheme is for the preschool provider to be offering ESC support or sharing the use of ESC resources with parents and its neighbouring preschool providers.

A list of these offerings, and other organisations and associations offering support, discounts for entry etc. on presentation of this passport are listed on the project website:

<http://www.omep.org.uk>

Find also at: <http://www.ecesustainability.org>

**In Swahili, 'Harambee' means, 'pulling together', working together, helping each other, caring and sharing. Harambee has a long history in East Africa where people have traditionally provided each other with mutual support in the building and maintenance of their communities. Harambee is the official motto of Kenya and appears on its coat of arms. It is also the title of a song recorded by Rita Marley in 1988 (Shanachie Records)*