



WORKSHOP 2

SUSTAINABLE AND GLOBAL SCHOOLS:

STRATEGIES AND TOOLS TO ASSESS *and progress*
Global Citizenship Education (GCE) IN SCHOOLS

Facilitators: Lenka Pankova and Adam Ranson

Workshop aims

- Share the GCE impact assessment approaches developed by the project and the experiences of partners/schools in using them
- Discuss and explore value of these approaches, commitments and ways forward to better support global and sustainable schools for Agenda 2030 (SDGs)

Workshop Overview

1. Overview of the strategies to assess GCE
 - i) Curriculum-based Impact Assessment methodology
 - ii) Whole School benchmarks: a tool for planning and monitoring GCE across school
2. Break out discussions
3. Plenary

ZOOM POLL

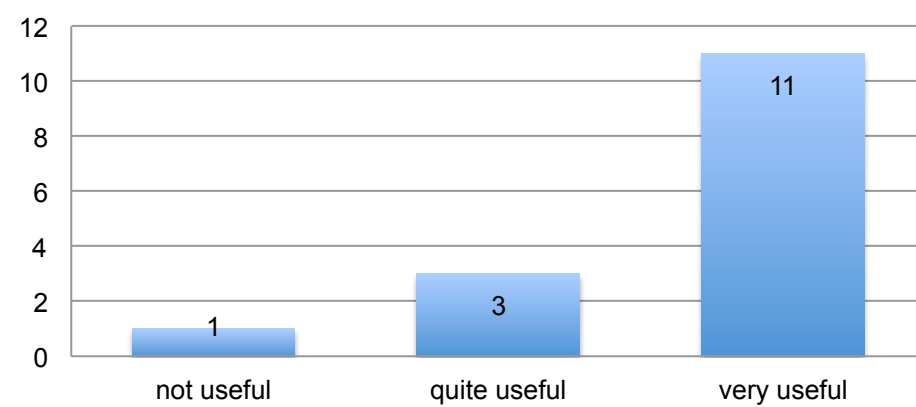
Do you think it is useful to assess GCE? (very useful-
quite useful-not useful-not very useful)

Have you ever done any assessment of GCE in your
work?

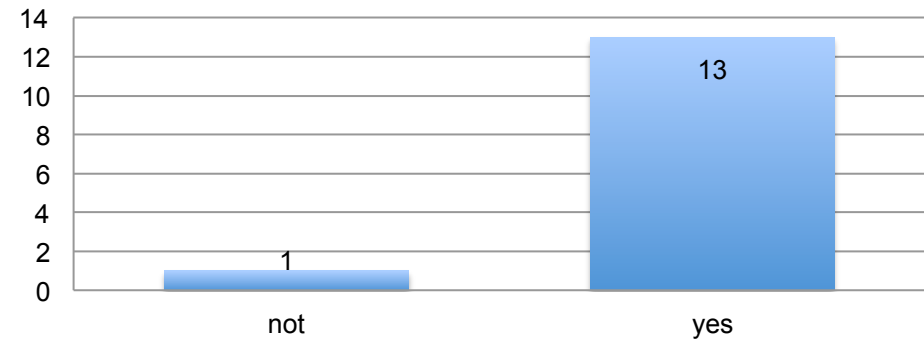
Do you know of any initiatives to assess Global
Citizenship Education?

Have you been involved in whole-school planning GCE?

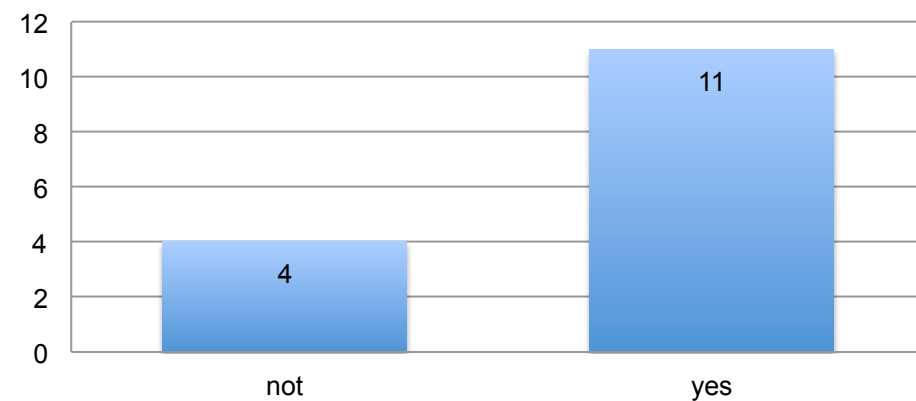
1) Do you think it is useful to assess GCE?



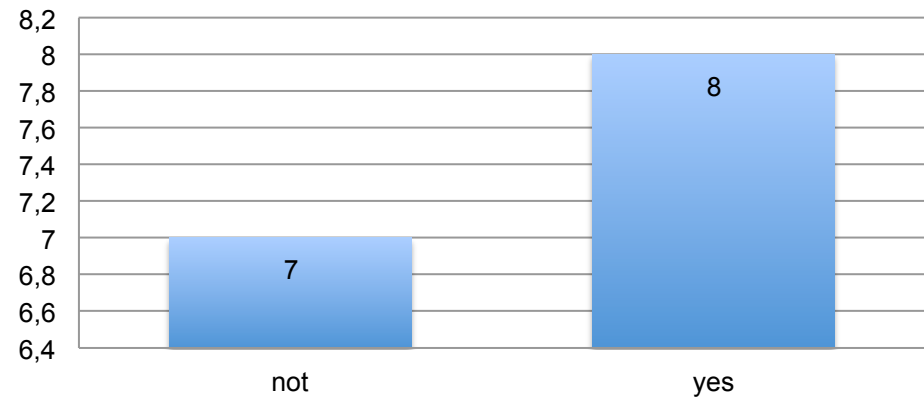
3) Do you know of any initiatives to assess Global Citizenship Education?



2) Have you ever done any assessment of GCE in your work?



4) Have you been involved in whole-school planning GCE?



1 Taught Curriculum Impact Assessment

for Global Citizenship Education (GCE)

A methodology for planning, delivering and assessing the impact of GCE SoW / Lessons, focusing on 4 GCE themes: Migration, Climate Change, International Inequalities and, Women & Gender Equality

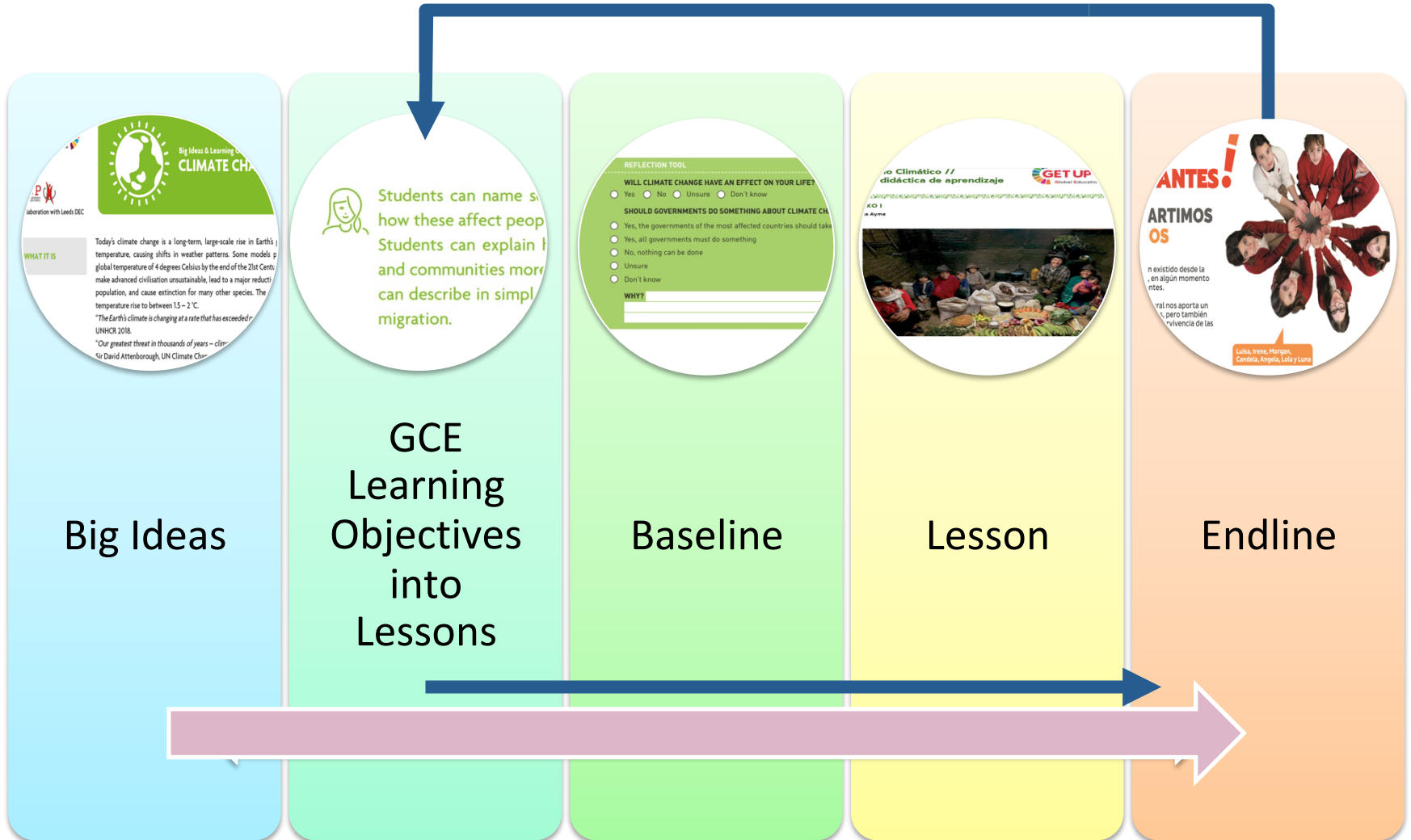
- ... helping teachers to assess their students' progress in terms of:
- knowledge
 - competences
 - willingness to act

<https://www.getupandgoals.eu/resources/tlus>

Our methodology



Our methodology





curated by



in collaboration with Leeds DEC



Big Ideas & Learning Outcomes

CLIMATE CHANGE

WHAT IT IS

Today's climate change is a long-term, large-scale rise in Earth's global average temperature, causing shifts in weather patterns. Some models predict rises in global temperature of 4 degrees Celsius by the end of the 21st Century, which could make advanced civilisation unsustainable, lead to a major reduction in the human population, and cause extinction for many other species. The UN aims to keep temperature rise to between 1.5 – 2 °C.

"The Earth's climate is changing at a rate that has exceeded most scientific forecasts"

UNHCR 2018.

"Our greatest threat in thousands of years – climate change"

Sir David Attenborough, UN Climate Change Conference, Dec 2018

ADDRESSING CLIMATE CHANGE

Because of the potentially catastrophic consequences of climate change, scientists have encouraged world leaders to adopt a 'precautionary principle' to avoid **tipping points** and address the main causes – over-consumption and use of fossil fuels - before it's too late. This means changing our behaviour. Climate Change is being addressed at different levels: by **individuals**, by **people acting together** (collectively) and by **governments**. Governments are acting both individually, and, collectively as the United Nations. To avoid the worst scenarios predicted by scientific models, **multiple solutions** will have to be put into action. Governments are being forced to consider laws that help stop the worst scenarios materialising. One solution is **lifestyle change**; this may mean addressing the **contradiction between people's awareness** about the issue and individual **people changing how they act**.



Students understand that action on Climate Change is taking place at 3 levels across the world. They can explain why action on all of these levels is important to address Climate Change. They can explain the importance of the role that individuals can play. Students understand that there frequently a disjuncture between people's awareness of the problem and people actually changing their behaviour.

Some feedback...

“What an emotion perceiving class involvement and the new atmosphere of interaction” Teacher

“Testing of TLUs helped to structure the results and ensured teachers that TLUs had positive impact” Partner

“Classes based on TLUs increased students' engagement towards activism and strengthened students' voice” Teacher

2. Whole School Benchmarks

A tool for planning and delivering GCE across school

Helps schools

- map existing provision of GCE
- plan & celebrate progress

Uses 6 areas (criteria) related to sustainability and the SDGs

https://www.getupandgoals.eu/images/documents/GCE-whole-school/GCE_Whole_School_Benchmarks.pdf

Whole School Approach - Video

- https://drive.google.com/file/d/1Cb_u_6jDcykHPsQZxsHHnR3hIF1ynwsF/view?usp=sharing
- *“It makes us be aware of all different school life elements, in a comprehensive view. We can plan every year to improve sustainability”* Teacher
- *“The tool is consistent with national assessment system”* Inspector
- *“That is great, but we need support when starting implementation”* Headteacher

SDG Goal 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development...

Whole School Benchmarks

Area	Level		
	Developing	Established	Enhanced
	Indicators	Indicators	Indicators

1. Students' involvement and activation

1. How many students take part in Global Citizenship actions?

2. Teaching and learning

2. How many subjects taught in your school address topics related to the 2030 Agenda?

3. Communication

3. Is the school community informed about Sustainable Development Goals of the 2030 Agenda?

4. Resources, supplies and selection

4. How much does your school apply environmental and social sustainability standards when buying food, equipment, and other goods?

5. Leadership and management

5. Are global citizenship education values embedded in your school mission statement and action planning?

6. Staff development

6. Does your school put on Global Citizenship Education training for teachers?

Whole School Benchmarks

Area	Level		
	Developing	Established	Enhanced
	Indicators	Indicators	Indicators
1 Student engagement and Action	1. The achievements of well-known change-makers (e.g. Ghandi, Mandela) are taught and visible. There is little discussion about global Change Processes especially in relation to the SDGS (Sustainable Development Goals) in school e.g. Climate Change Protests; #Metoo.	1. Students and staff understand that there are many different Change Processes taking place continually (especially in relation to the SDGs) and that we are all connected into these and have an influence on them. There is understanding that our choices can result in positive or negative changes. Lessons include the idea that change takes place as a result of the work and actions of many people, rather than a few individual 'heroes', and include case-studies of this.	1. Building on the criteria in the 'Established' section, staff have a good understanding of the SDGS and other initiatives as Change Processes and have received CPD training on it. Students and staff recognise the potential of our individual and collective choices to effect change at all levels – local to global. They understand the important role 'ordinary individuals' play and have a commitment to acting for change in their own lives. This is reflected in displays around school and evidenced in students' work and activities.
	2. Engagement / Action is evident in some classes and year groups (i.e. some pupils; at least one year group).	2. Engagement / Action is evident in the majority of year groups. School Council is consulted for its ideas on the Ethical Resources SDGs' Action Plan (see Section 4).	2. Engagement / action is evident in all year groups. Students are encouraged to consider the implications of their own actions e.g. as consumers, advocates for change. School Council is involved in monitoring the delivery of the Ethical Resources SDGs Action Plan (see Section 4).

1 - Acronyms:

GCE: Global Citizenship Education

SLT: Senior Leadership Team

SDG: Sustainable Development Goals

Whole School Benchmarks

Exemplars

1.1 Established: Change Processes

I've taught about Civil Rights in America for many years, but our focus has tended to be on the role of presidents Truman and Johnson, with of course some reference to Martin Luther King and Malcom X. After going on a training about Global Citizenship we decided we should broaden our approach to encourage students to think about the important part ordinary people play in change. We began by researching the many different campaigns in what became the Civil Rights movement and all the different people who took part. We emphasized the numbers of ordinary people who attended mass rallies and got students to roleplay what it might feel like to decide to go on a march when the police were both armed and hostile. We also tried to encourage the students to appreciate how the idea of Non-violent protest travelled from India (where it was used by Ghandi to help free India) to America (where it became an important part of Civil Rights Movement). We asked students to research people from different backgrounds who contributed directly or indirectly to the Civil Rights Movement through art, writing, music or other activity. Finally students thought about a contemporary movement that has strength because it involves ordinary people.

1.1 Enhanced: Displays

Students at St Matthews School have created a display to show how they have identified and taken action on 'single use plastic' within school. This school action is linked to a national campaign targeting consumers business and government. The display shows how students, families and the local community have reduced their reliance on 'single use plastic', through individual family graphs tracking waste reduction over a 2 month period. Work in class is linked to SDGs 11, 12 and 14. The display demonstrates the importance of this school level action in contributing to tackling an international problem.

1.4 Established: Peer-to-peer teaching & learning

A teacher who ran the School Council played the World's largest Lesson film introducing the SDGs at a meeting <https://www.youtube.com/watch?v=cBxN9E5f7pc>. The School Council decided they wanted to show this video in an assembly as part of United Nations Day. They also designed a quiz on the SDGs which was used in every PHSCE class in Year 7. The winner was presented with a certificate and some Fairtrade chocolate at the next assembly.

Whole School Benchmarks

GET UP AND GOALS!
Global Education Time

CISP

Guida per le scuole sostenibili e globali

INDICATORI ED EVIDENZE

Area	Livelli		
	AVVIATO	INTERMEDIO	AVANZATO
COMPNDERE I PROCESSI DI CAMBIAMENTO (competenze sociali e civiche: sviluppo dell'etica della responsabilità e di valori in linea con i principi costituzionali)	INDICATORE 1 le conquiste di famosi promotori di cambiamenti (Marie Curie, Gandhi, Nelson Mandela, Rosa Parks...) sono mostrate e visibili. Nella scuola c'è una modesta discussione sui processi globali di cambiamento, in relazione agli obiettivi di sviluppo sostenibile (OSS), come per esempio i cambiamenti climatici o la violenza sulle donne	INDICATORE 1 Uno o più Consigli di classe/ dipartimenti evidenziano l'esistenza di molti processi di cambiamento (specie in relazione ai 17 Goali); che siamo tutti legati a questi processi e che esercitiamo un'influenza positiva o negativa su di essi. La didattica include l'idea che il cambiamento sia il risultato del lavoro e delle azioni di molte persone, piuttosto che di alcuni individui eroici, e include casi di studio su questo tema.	INDICATORE 1 Tutti i docenti hanno acquisito una buona comprensione dei 17 Goal e dei processi di cambiamento che richiedono. Hanno partecipato ad una formazione in merito, deliberata dal Collegio dei docenti. Gli studenti e i docenti riconoscono le potenzialità che le nostre scelte individuali e collettive possono avere per attuare il cambiamento a tutti i livelli, dal locale al globale. Comprendono il ruolo importante svolto dai comuni cittadini per lo sviluppo sostenibile. Il collegio dei docenti delibera ogni anno un impegno/traguardo di cambiamento sostenibile affidato a ogni membro della comunità scolastica. <u>Questi traguardi si riflettono nelle immagini esposte nella scuola e sono evidenziati nei lavori e attività degli studenti.</u>
	EVIDENZE 1 Potete indicare i promotori di processi di cambiamento menzionati	EVIDENZE 1 Potete indicare quali Consigli di classe/dipartimenti hanno aderito?	EVIDENZE 1 quali prove avete che i doc...

Projekt współfinansowany przez
Unię Europejską

NA STYKU
STOWARZYSZENIE

CENTRUM
EDUKACJI
NAUCZYCIELI
W GOSZCIE

SZKOLEY CELUJĄCE W ZRÓWNOWAŻONĄ PRZYSZŁOŚĆ

Narzędzie do samooceny szkoły
Karta oceny: poziom 1

Obszar	Wskaźnik		Dowód	Osiągnięty?	Komentarz
	1. Wydarzenia i zaangażowanie	Poziom 1			
		1. W szkole mówi/wczy się o osiągnięciach znanych działaczy i aktywistów (np. Malala, Gandhi, Nelson Mandela, Greta Thunberg), a także o globalnych ruchach i procesach na rzecz zmiany (np. Ruch sufrażystek, Ruch na rzecz praw obywatelskich, Modziszowy strajk klimatyczny). 2. Zaangażowanie i działanie uczniów i uczennice na rzecz Celów Zrównoważonego Rozwoju lub edukacji globalnej jest widoczne w niektórych klasach. Działania są najczęściej inicjowane przez nauczyciela, dążą się zaryzykować w obrębie klasy. 3. W szkole mają miejsce krótkoterminowe kampanie lub akcje na rzecz Celów Zrównoważonego Rozwoju i/lub edukacji globalnej (np. Tydzień Edukacji Globalnej, „Zamiast kwiatka niosie pomoc”). 4. W szkole ma miejsce edukacja równieźnicza wśród nauczycieli i nauczycielek lub uczniów i uczennice (np. uczniowie i uczennice występują w roli ekspertów przy okazji akcji).	- Wymień 3 lekcje (przedmiot i temat) lub wydarzenia, na których poruszane są te elementy. - Wymień 1 działanie na rzecz Celów Zrównoważonego Rozwoju lub edukacji globalnej. - Wymień kampanię lub akcję, w której brała udział twoja szkoła. - Wymień równieźniczą przykłąd edukacji.	Oznacz	Opisz dowód

GET UP AND GOALS!
Global Education Time

Celoškolní přístup ke globálnímu rozvojevému vzdělávání – kritéria pro začleňování globálních témat

Obsah	1	2	3	4
1. Vytváření globálního rozvojevého vzdělávání v rámci školní osnovy				
2. Vytváření globálního rozvojevého vzdělávání v rámci školní osnovy				
3. Vytváření globálního rozvojevého vzdělávání v rámci školní osnovy				
4. Vytváření globálního rozvojevého vzdělávání v rámci školní osnovy				

GET UP AND GOALS!
Global Education Time

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3. Vytváření globálního rozvojevého vzdělávání v rámci školní osnovy				
4. Vytváření globálního rozvojevého vzdělávání v rámci školní osnovy				

What are your thoughts on assessing GCE and Whole School approaches?

iHEY **ESTUDIANTES!**

SI COMPARTIMOS RECIBIMOS

Las migraciones han existido desde la Prehistoria y todos, en algún momento podemos ser migrantes.

La globalización cultural nos aporta un sinfín de oportunidades, pero también debemos vigilar por la pervivencia de las culturas más pequeñas.



**Luisa, Irene, Morgan,
Candela, Angela, Lola y Luna**

estudiantes

Julio Verne School, Valencia, España

#iteach4globalgoals
#educoenciudadaniaglobal

www.getupandgoals.es

Guiding questions

1) How important/useful is it to have tools to assess understanding of Global Citizenship Issues in education?

- What are the benefits for schools/teachers/pupils?
- Is it valuable to have a common European tool?

2) Is GCE assessment used in your country/ field of work?

If so, which approaches are useful and effective?

- What are the issues with GCE assessment ?

3) Could you use this toolkit for global and sustainable schools to support the delivery of Agenda 2030 (SDGs) ?

- What could be done to include GCE assessment into education systems in your country?
- What will you do? What steps will you take to put this into practice?

Breakout Rooms Facilitators

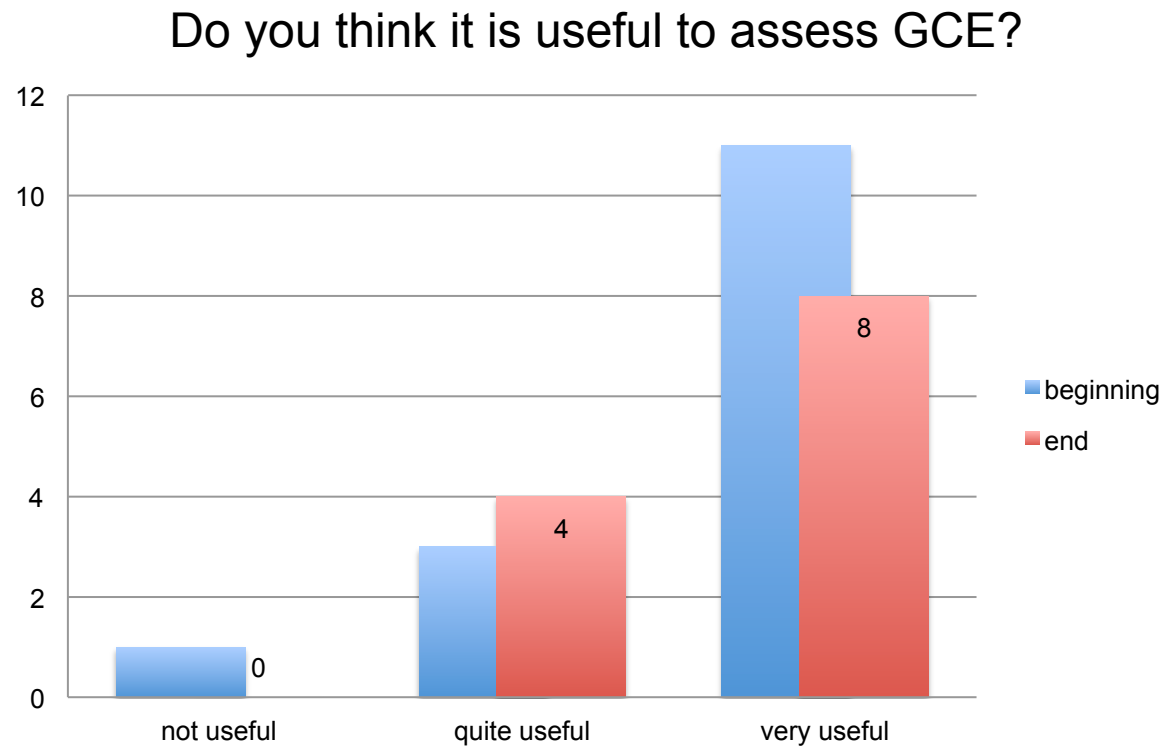
Room 1: Tommaso Busini & Raffaella De Luca

Room 2: Lenka Pankova

Room 3: Harry De Ridder

adam@leedsdec.org.uk

Final question – the same as at the beginning 😊



Links

- The instruments for assessment of GCE are available on project website.
 - <https://www.getupandgoals.eu/resources/sats>
 - <https://www.getupandgoals.eu/resources/tlus>
 - <https://www.getupandgoals.eu/resources/guide-for-global-schools>
- If you would like to see them in your language, contact the national coordinator (<https://www.getupandgoals.eu/project/partners>)