Training Tools for Curriculum Development:
A Resource Pack for Global Citizenship Education (GCED)

WHOLE SCHOOL APPROACH

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MODULE 6

MODULE 6

INTRODUCTION

This module will assist users in integrating GCED across their school setting. Every school can be a welcoming home for GCED. One of GCED's primary objectives is to take knowledge, understanding and action beyond the classroom to the school as a whole. This module will, therefore, guide users through different conceptualizations of whole school approaches (WSAs). These different whole school approaches will give users the necessary understanding to expand GCED from the classroom to the school. These approaches will involve all members of the school community, even reaching out to other actors in the local environment who can enrich GCED within the school environment.

Within education settings, a "WSA implies collective and collaborative action in and by a school community to improve student learning, behaviour and well-being, and the conditions that support these" (IBE-UNESCO, 2013a, p. 61). The focus of WSA for GCED is not limited to addressing the needs of learners; it also extends to the staff and the wider school community. GCED is not only strengthened but has a greater impact once a school or learning institution decides to undertake activities that will involve the entire school community, including students, school staff, teachers, administrators, parents and the wider community. "A growing number of international studies have highlighted the importance of moving beyond isolated and temporary measures and adopting a whole school approach in order to bring about systemic change in schools" (Van Driel et al., 2016, p. 28).

A WSA for GCED is possible in all types of education systems and at all levels of education. School-wide GCED approaches that will result in the maximum impact and benefit for all learners can involve policies, curricula, syllabi, pedagogical practices, activities (inside and outside the classroom), learning resources, teacher training and professional development (Oxfam, 2015; UNESCO, 2016b). A WSA for GCED can be instituted in formal education settings and adapted for non-formal learning environments. Introducing a WSA successfully means establishing partnerships and cooperation mechanisms with different stakeholders, including, but not limited to, community organizations, NGOs, and other personnel, such as youth, health and social services, that support a school's well-being.

Module 6 presents diverse approaches to GCED using WSAs through this series of activities:

1. Defining the whole school approach and how it connects with GCED
2. Taking the GCED pulse of the school
3. Incorporating GCED within existing WSA approaches
4. GCED links with the community, NGOs and other schools

Key words

Community, learning environment, networks, school development, whole school approach

ACTIVITY 1

Defining the whole school approach and how it connects with GCED

Whole school approaches are varied. They are defined and put into practice according to each school's unique situation and the broader education system of which the school is a part. WSAs are customized to the education environment and constantly evolve to meet the learning environment's needs. Regardless of variations in settings, WSAs are always deliberated, planned, documented and built on effective practices. WSAs may be launched through an action plan of relatively short duration – such as a year – but, ideally, are implemented and maintained for a much longer period.

A WSA includes all school staff, students and community partners, and links with all aspects of school life. Equally important, a WSA's goal is that "everyone in the school or learning environment feels safe and welcome, no matter their ability, disability, language, cultural background, sexual orientation, gender identity, gender expression or age" (MoE-Alberta, 2017). WSAs have been used to promote education in many areas including, but not limited to, global citizenship, human rights, inclusion, tolerance environment, social justice, sustainability, and health (UNESCO, 2017d, p. 33). A WSA is, therefore, a key strategy for schools to realize fully GCED's positive benefits and sustained impacts.

A WSA works to eliminate barriers to participation and encourages coordination to ensure that GCED's vision is understood and realized throughout the school community. Ideally, WSAs are rooted in teaching, and school-wide routines or activities that are continuously infused into all learning experiences over multiple years (MoE-Alberta, 2017). Themes for WSAs related to GCED may emerge or may be defined through the school ethos (i.e., vision, mission or philosophy) or through a self-defined school-wide global citizenship priority, theme or current issue. Clearly, the level of engagement and commitment to GCED that school management, teachers, and the available resources show for GCED will directly influence how GCED is established in a school.

Outside the formal school structure, GCED can be enacted through youth-led initiatives, community participation, partnerships with NGO coalitions, collaborations with other educational institutions, international exchanges, and/or GCED outreach and engagement through virtual communities using the internet (UNESCO, 2015a, p. 49).

Focus of the activity

This activity facilitates a review and brainstorming of different WSAs for GCED.

TASK 1: Plenary preparation

a. Review the strategies presented for WSAs in Handout 1 of Appendix 6.1.[49]

b. Clarify concepts through discussion and brainstorm examples for each strategy.

c. Are there any key strategies not included in the general list that could be added?

TASK 2: Work in small groups

a. Distribute the case examples in Appendix 6.1 and assign a subset of group members to each of the four examples.

b. Each subset in the group reviews the assigned example and prepares to summarize the WSA approach presented in their example for other group members, including their views on whether or not this approach is realistic for their local environment.

c. Members of the group share their summaries and views about the WSA examples.

TASK 3: Continued work in small groups

a. Distribute Appendix 6.2, which has Parts 1 and 2.

b. Match each activity with the related general strategy (Part 1) as well as possible, and discuss the reasons for your choices.

c. After the activities have been allocated across strategies, develop an additional activity for each of the strategies to illustrate how it might be carried out in the school.

TASK 4: Plenary sharing and discussion

a. The general strategies from Part 1 of Appendix 6.2 are addressed in the order in which they appear. As each strategy is discussed, groups share the related activities that they have identified as well as any new, brainstormed activities.

b. Participants are invited to share any personal experiences they have had in working with the strategy or activity, noting conditions leading to successful or limited results.

c. The whole group discusses the feasibility of various strategies for their schools, accounting for local and national contexts.

d. A list of strategies and exemplary activities is finalized.

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[49] Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.

Result of the activity

List of WSA strategies and associated activities for promoting GCED.

ACTIVITY 2

Taking the GCED pulse of the school

Earlier modules have encouraged users to discuss and develop a working definition of GCED to be incorporated into national curriculum policies and competencies. Even with this effort to instill GCED at the national level, further discussions at the school level will be needed to ensure a shared, school-wide understanding about what GCED is and which learner competencies will be cultivated. If these ideas are not taken up explicitly, leading to school-wide agreement, GCED may be presented only as a broad system of values; it will not contribute meaningfully to skill development and experiential learning (UNESCO, 2015, p. 46).

A WSA enables principals, teachers, learners and supporting staff to develop a shared vision and detailed plan for implementing GCED school-wide. A WSA engages students in active learning and opportunities to practice GCED skills. A WSA should be embedded into school policies and practices, in order to align GCED with the school community's specific needs and priorities, and to involve family and community partnerships (MoE-Alberta, 2017).

A successful WSA for GCED will include:

- a vision for GCED in the school, connected to wider school aims;
- establishing a team which will receive the support of others;
- organizing a global citizenship audit;
- developing an action plan for GCED implementation at the school level;
- integrating GCED with existing school priorities and with staff development and support;
- encouraging parent and community engagement;
- a cyclical planning process to reflect GCED as a part of an ongoing development journey;
- using and connecting different teaching and learning spaces within the school; this will include the curriculum, classrooms, teachers' room, activities (such as school assemblies), school clubs, gym, library, cafeteria and others;
- the leadership and the involvement of students, staff, parents, governors, and the wider school community in integrating GCED into existing school priorities and staff development (GLP as cited in King, 2015; Oxfam, 2007, p. 15).

Building a vision is closely linked with reviewing current policies, practices and the culture in the school environment. Possible areas of focus, analysis tools and a list of questions/checklist are suggested below. Users may want to use several of these to identify the Strengths, Weaknesses, Opportunities and Threats (SWOT) entailed in developing a holistic school-wide GCED action plan. Indeed, as Amnesty International (2012)

suggested, a SWOT is very important since it "will allow for and inform the next step of identifying the priority areas for your school to focus on" (p. 74). While leadership by education staff (teachers, administrators, principals) is key in this effort, all GCED stakeholders, including education staff, student-led groups and parents, can participate.

1. ***Vision for GCED***: Based on the national curriculum and competencies established for GCED and/or in reference to the GCED learning objectives developed by UNESCO (2015, pp. 31–42), an initial list of GCED learning goals is drafted for the whole school. These will include content knowledge, values, and action-oriented skills.
2. ***Policies and Practices***: A wide range of policies and school practices are related to GCED. Curriculum documents, teaching-learning resources, school policies, degrees of participation, teaching competencies, staff development, administrative commitment and support, available resources and community relationships and partners are all open for review (Oxfam, 2015, UNESCO, 2015). These areas can be reviewed through content analysis and consultations with relevant members of the school community. (See "Stakeholder Views" below.)

   This review may result in identifying GCED-related school ethos (vision, values, philosophy), school themes (international, multicultural) and GCED curriculum and programmes. This review could also ascertain the level of stakeholders' engagement within these practices. Stakeholders might, for example, be pre-engaged and interested; their level of engagement might be introductory, developed or advanced. (See Appendix 6.3, *Global Learning Programme Scotland: School Audit*.) This review should provide information about the consistency of practices across the school and opportunities for the potential infusion of GCED.
3. ***Stakeholder Views***: Understanding what motivates teachers to engage in GCED can help in better identifying the resources and tools needed for successful teaching experiences, for enhancing learning opportunities for engaged students, and for involving parents and the broader community.

   A survey of students' current values, attitudes, and behaviours will show which GCED content, skills, and competencies are already familiar to them and which need focus and support. These surveys can also be used to assess the overall school climate and relations between students and school authorities (principals, teachers, administration staff).
4. ***Training and professional development for educators and other school members***: Depending upon teachers' existing knowledge and capacities, additional supports may be necessary for implementing a WSA. Teachers and others educational personnel might further engage with global citizenship outside the classroom or school through a professional development course, in-service training, or an internship or professional work placement with a civil society organization working on global citizenship issues. Youth leadership development programmes in GCED may be available to students.

5. ***Parent and community engagement***: Parents and others in the community can play a significant role in GCED. The review can include a school's existing and potential efforts to communicate to parents what GCED is, what it entails and why it is a priority for the learning environment. Some parents may also be able to contribute to the WSA to GCED. There may be numerous opportunities for the school to engage with partners outside the school (see Activity 6.4). Identifying existing and potential relationships can be part of the WSA planning.

The vision and implementation plan for a WSA must include all stakeholders. Keeping schools oriented towards global citizenship involves a series of commitments:

- to integrate key local and global issues into the curriculum;
- to design teaching and learning methods in an interactive way so that critical, analytical thinking, creativity, openness, self-confidence and self-esteem are encouraged consistently;
- to create the whole school as a learning environment;
- to link the school's efforts with respect for human rights, diversity, equality and sustainable development to actions in the local community; and
- to allocate the necessary resources (UNESCO Associated Schools Network on WSA on ESD, 2018).

Focus of the activity

Modules 3 and 4 in this *Resource Pack* presented strategies for reviewing the presence of GCED-related themes and approaches within national curricula and learning resources. These techniques can also be adapted for reviews at the school level. This activity focuses on techniques for documenting teachers' and students' views towards developing a WSA action plan for GCED.

TASK 1: Plenary discussion

a. Review the components for a WSA presented in the introduction to Activity 2. (Bullet points associated with GLP as cited in King, 2015; Oxfam, 2007, p. 15).

b. Participants who have participated in a whole school development or change programme share their experiences about the process. Which of the components mentioned in the introduction were a part of your effort? Which conditions were necessary for success? What were the obstacles to success? What do you advise in relation to undertaking a WSA for GCED?

c. Clarify concepts through discussion and brainstorm examples of each recommended element.

d. Are there any key elements not included in the general list of the introduction that could be added? Take notes on a flipchart.

TASK 2: Plenary discussion (continued)

a. Obtaining stakeholders' input is essential for setting priorities, motivating for action, and designing and implementing a whole school approach. Aside from teachers and students, are there any other stakeholders that might be engaged in developing a WSA approach for GCED?

b. How do participants currently obtain input from stakeholders on core school plans, either formal or informal? Participants can share their practices briefly, including a concise review of what has or has not worked well.

TASK 3: Work in small groups

a. Participants are divided into small groups covering different stakeholders and methods of data collection. At minimum, these small groups should include 'teachers' and 'students', and 'focus group discussions' as well as 'surveys'. Note that students may be split between primary, lower secondary, and upper secondary school, according to education level and age.

b. Each group drafts a preliminary plan and a questionnaire or/and a survey with key questions, according to their target group and data collection method. Appendix 6.4 contains a template for organizing this work in written form. The groups will note their responses on the template and prepare their results on flip chart paper to share with the whole group.

TASK 4: Plenary discussion

a. The small groups that worked on the same target groups come together to share and discuss their work. Make sure that there is time to adjust the individual groups' work, as desired.

b. The small groups share their efforts on flip chart paper by posting them on a wall.

c. The small groups present and discuss their answers to the whole group. Participants can view the efforts of the other groups through a 'gallery walk' around the different flip chart papers.

Result of the activity

Draft sampling plan and questionnaires and/or surveys for collecting GCED-related views and narratives from teachers, students and possibly other stakeholder groups.

ACTIVITY 3

Taking first steps with a WSA

As mentioned, WSAs for GCED are established through a deliberate, school-wide process of reviewing and planning. This process may reveal existing practices that might be extended through GCED or fused with it. WSAs will differ from school to school and "involve thinking big but starting with small, manageable steps" (Oxfam, 2015, p. 14).

Thus, a GCED WSA planning process may result in a shared vision and a multi-year strategy that is implemented gradually. A successful experience with one component may lead to further programme growth, especially when activities motivate groups of students or teachers.

Some possible first steps in a longer-term WSA GCED strategy might include:

- Whole school curriculum planning;
- Staff training and capacity development;
- Establishing a key partnership with a GCED organization;
- Infusing GCED into school-wide activities that are sustained throughout the school year;
- Incorporating GCED into another high priority school agenda, such as school-wide intercultural education and inclusion;
- Adopting the Child-Friendly School approach (UNICEF, 2006).

WSAs are organic and, if successful, will grow with the school environment. As such, the implementing the WSA offers an ongoing opportunity to reflect on and improve future GCED policies and practices. Schools should be prepared to monitor, review, evaluate and update whole school practices and policies as they advance and change. New GCED learning opportunities, themes and topics will emerge and evolve through the school's ongoing work.

The success of any educational programme depends on the continued engagement of teachers and students in the teaching and learning process; GCED efforts should seek to prioritize and sustain that interest. For GCED efforts to be self-sustaining and successful in the long term, self-reflective analysis must be built in to the system. The school can build annually on the previous year's efforts and set goals and intentions for the year to come. Such a regular cyclical analysis is indispensable to the long-term sustainability of GCED programmes. The *Global Learning Programme Scotland: School Audit* in Appendix 6.3 is an example of how such reviews might be carried out annually.

Focus of the activity

This activity cultivates creative thinking about how GCED might be linked with existing practices as part of a more comprehensive strategic plan for the school.

TASK 1: Work in small groups

a. The group facilitator assigns one case example from Handout 6.5 to each group.

b. Review the case example assigned to your group from Handout 6.5.

c. Discuss in your group the strengths and limitations of this approach.

d. Based on your conclusions about its desirability as a GCED approach, discuss the feasibility of using this approach in your national context and schools. Are there any existing efforts that are similar? How might the approach in your case example be introduced and supported in schools in your local area? Note down your recommendations.

TASK 2: Plenary sharing and discussion

a. Small groups share the results of their discussion and their recommendations.

b. Participants are invited to share any personal experiences they have had in working with the strategy or activity, noting conditions leading to successful or limited results.

c. The group discusses the recommendations of the small group work and the feasibility of various strategies for their schools, accounting for local and national contexts.

d. A list of strategies and exemplary activities is finalized.

Result of the activity

Additional strategies to be added to the list of WSA strategies and associated activities for promoting GCED developed in Activity 6.1.

ACTIVITY 4

GCED links with the community, NGOs and other schools

One of the central focus points of GCED as a discipline is the connection between the global and the local. Small-scale grassroots efforts can often result in large-scale global change if they are networked and sustained over the long term. Building this kind of network around GCED programmes requires partnerships between many different stakeholders, and, most importantly, between the school and the wider community. Such partnerships can be built into the school's GCED strategy from the outset or integrated as opportunities are developed.

Building partnerships with community organizations is critical to GCED efforts. Such partnerships need to be maintained and sustained over the long term to have a real impact on the WSA efforts, and on the community. Students will be involved in localized, hands-on learning while understanding the principles of good community action and that social work efforts must be scalable as well as sustainable. School administration and NGO staff can work together to ensure that the terms of the partnership are clear and the goals are attainable. Encouraging students' families and other community members to participate in community action projects is an important contribution as well.

Box 6.1: Working with community organizations and NGOs

There are numerous community organizations and NGOs working nationally and internationally to promote GCED and related themes that can support the WSA. For example, the Asia Society's *Global Learning Beyond School* programme is an organization that provides advice and assistance to after-school programmes for global and cultural learning. They provide professional development to teachers, assess current programmes and opportunities for improvement, offer tools and strategies to increase global learning capacity, and prioritize hands-on, experiential learning in a community setting. They primarily offer language learning and cultural immersion courses, providing the curricula, resources, and even teacher training (Center for Global Education). Such organizations can be a great resource for educators and administrators to connect with and partner on a variety of GCED initiatives.

Source: Center for Global Education (2017).

Engaging NGOs or other community organizations amplifies the school's GCED efforts and ensures that they benefit the whole community. Moreover, this provides students with practical, real-world learning experiences in the social realm. These connections to community organizations nurture and develop students' behavioural and action-oriented GCED competencies, providing students with examples of good citizenship in practice.

In addition to collaborating with community organizations and NGOs, schools can collaborate and learn from each other. Just as peer education is an important aspect of learning for students, peer institutions have a critical role to play in helping schools to implement effective practices. Schools can replicate programmes, collaborate on inter-school events and initiatives, and create a network to share local GCED resources more easily, amplifying the effect of their efforts. This networking can even extend beyond the local community and stretch nationally and internationally, either online or through conferences and professional learning communities. Schools and other educational institutions worldwide can connect and learn from one another about what works and what does not work in GCED pedagogy and practice. The annual International Conference on GCED, co-organized by APCEIU, the Ministry of Education and the Ministry of Foreign Affairs of South Korea, in partnership with UNESCO, is a good example[50].

Internet and communication technologies, when available, can support links between schools, classrooms and teachers in different locations across countries. Moreover, such technologies can support self-directed learning for both students and teachers, involving participants from across the world.

The Global Citizen Diploma[51] is an online course for high-schoolers which offers a diploma based on the learning of its core values and competencies. This learning is documented and evaluated through an online blog in which the student reflects critically on his or her learning experience. Each post constitutes engagement with one core value or competency (Global Citizen Diploma). For example, engagement with the core value of community engagement is approved based on a sustained and consistent social work project that the student carries out based on observing the community and identifying a social need. Such projects and reflections are required for several competencies, such as public communication, academic skills, artistic expression, leadership, and multi-lingualism. At the end of this course, students are encouraged to curate a portfolio of their most valuable insights on their GCED learning experiences. Documenting learning experiences that have been examined critically within the format of a diploma course gives the GCED learning process a clear structure that can be very helpful for schools and other institutions who seek to further their engagement with GCED (Global Citizen Diploma, n.d.).

[50] To learn more, explore the website: http://gced.unescoapceiu.org/conference/html_n/index.php
[51] For further information on Global Citizen Diploma, visit the website: https://gcdiploma.files.wordpress.com/2017/01/gcd3_one-sheetv2_full.pdf

There are countless ways for schools to engage in peer learning with partners, colleagues and peers in carrying out a WSA for GCED. The examples here are only a sample of what is possible.

Focus of the activity

This activity helps in identifying local, national and international partners and peer learning opportunities for carrying out a GCED WSA.

TASK 1: Plenary or small group work

a. Identify potential or existing community groups, agencies or NGOs with whom schools might collaborate in carrying out GCED. See Appendix 6.6 for categories of partners.

b. In which specific ways can such partners work with your schools? Are there pre-existing programmes that schools might link with, for example, an existing guest speaker programme or matching between schools through an Internet-based pairing program? Would a new programme need to be created?

c. What are the potential benefits of such an association for both your school and the group(s) working with the school?

TASK 2: Plenary or small groups work continued

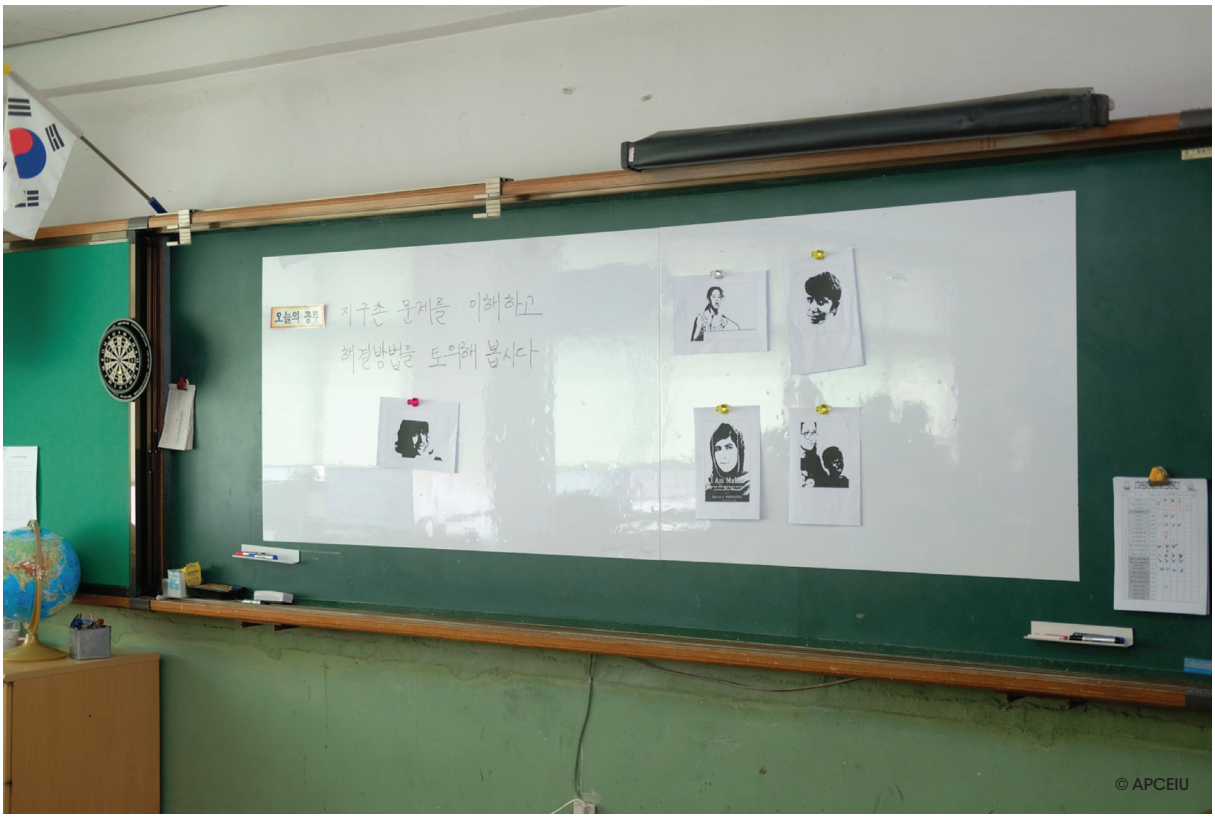
a. Discuss and list the first steps for engaging GCED partners who are based outside the school, for example, joining an association or initiating a contact via e-mail, phone or in person.

b. Identify potential barriers that might impede schools and members of the school community from taking advantage of such potential partners. How might such barriers be addressed?

c. Taking into account the above discussions, develop the content of a flyer or booklet to be distributed to schools or members of your own school community for advertising and promoting partnerships with outside organizations.

Result of the activity

Outline and initial content for a GCED guide for schools to engage with outside partners in carrying out a WSA.



APPENDIX 6.1

Case examples of WSA GCED programming

SCHOOL-WIDE APPROACH (GENERAL): ENGLAND[52]

England has a process for integrating the global dimension across both the curriculum and the school (Department for International Development, 2005, as cited in UNESCO, 2015, p. 48). Eight key concepts – global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development, and values and perceptions – can be incorporated into all school subjects for students of all ages. Additionally, many schools work to involve the whole school community through positive relationship-building, taking action through volunteering/charity work, organizing assemblies and displays around the school, and developing global learning partnerships (see pp. 18–21). GCED is therefore delivered through a school-wide 'ethos', which is "developed through the involvement and participation of all staff, children and young people as well as the wider school community" (p. 18).

SCHOOL-WIDE APPROACH TO CURRICULUM INFUSION: USA[53]

Stakeholders used a global perspective in an elementary school in San Francisco USA to broaden the definition of citizenship. The traditional history curriculum was transformed into a year-long global citizenship curriculum including the national Bill of Rights, and the United Nations' Convention on the Rights of the Child treaty. Over a ten-year period, the whole school approach to GCED allowed the entire school to engage progressively in GCED, "and gain the ability to imagine other perspectives and recognize one's own point of view." This programme provides an "understanding of the current complexities related to immigration, environmental challenges, and racial and religious tensions at home and abroad." This highlights the fact that studying any environmental, political, economic, or social system without recognizing its global interdependence is limited.

There are some advantages for teaching earlier grades: a self-contained classroom and the ability to integrate a range of academic subjects without scheduling obstacles. Spending the full day with students allows teachers to control the pace, depth, and length of study. These positive attributes help to offset younger students' limited knowledge and experience.

[52] Department for International Development (2005).
[53] Anwandter (2014).

YOUTH LEADERSHIP: UK[54]

The Oxfam Youth Ambassador Group programme plays a central role in building global citizenship across schools and into communities. Students speak up on global issues and help to shape the school ethos; they have met with elected members of parliament (MPs) and delivered speeches in assemblies in primary schools. Learner-led activities have acted as catalysts for further work, drawing on more teachers. Developing global citizenship across all areas of the curriculum has been an organic process, receiving strong support from senior leadership teams and teachers, who emphasize clear links between global citizenship skills and the high academic standards which the school achieves.

SCHOOL NETWORKS: FINLAND[55]

The Finnish National Board of Education implemented a global education project entitled *'As a Global Citizen in Finland'*, in cooperation with government, school networks and education experts. "The purpose of the project was to put together a vision for the key premises, challenges and opportunities in terms of education for global citizenship in a globalised world. The project has sought and developed ways of participating in building a world of greater justice and sustainability that are suitable for children's and young people's experiences. Attention has focused on the competences required of a global citizen and how these competence needs could possibly be described in the forthcoming curricular reform of general education. … The project wanted to hear the voices of schools and highlight good teaching practices. The invited schools have participated in networks or projects with similar objectives, such as the global citizen. …When the school network was being built, care was taken to involve learners of different ages from primary to general upper secondary level. The network was also diverse in regional and linguistic terms" (Finnish National Board of Education, 2011, p. 6).

[54] Oxfam (2018).
[55] Finnish National Board of Education (2011).

APPENDIX 6.2

Strategies for GCED using a whole school approach

PART 1. GENERAL STRATEGIES FOR GCED USING A WHOLE SCHOOL APPROACH

Each strategy incorporates a local-global link and is supported by participatory learning methods.

1. Explore GCED values and themes across all school curricula
2. Enrich selected subjects with GCED content, values and behaviours
3. School-wide activities to raise global awareness
4. Community engagement
5. Youth-led initiatives and school clubs
6. School partnerships and student exchanges
7. NGO partnerships
8. Teacher training and professional development

PART 2. SPECIFIC ACTIVITIES FOR GCED USING A WHOLE SCHOOL APPROACH

- Thematic treatment: Achieving the Sustainable Development Goals (SDGs)
- Thematic treatment: Equality and Social Justice
- Thematic treatment: Children's Human Rights
- Thematic treatment: Clean Water
- Thematic treatment: Diversity and Inclusion
- Including GCED within citizenship education and history learning
- Including GCED within language learning and literature
- Including GCED within environmental sciences
- Celebrating UN International Days through arts, drama, social studies, literature, writing, music or STEM
- Raising public awareness on a GCED issue
- Forging partnerships with local community organizations, civil society, labor unions, elected officials around GCED
- Encouraging youth-led groups such as environmental clubs, social justice school clubs, student chapters of NGOs, such as Oxfam or Amnesty International
- Sponsoring walks or runs to raise awareness of GCED theme/issue
- In-person exchanges of knowledge and experiences, and shared activities between students living in different cities, regions or countries

- Virtual exchanges of knowledge and experiences, and shared activities between students living in different cities, regions or countries
- Ongoing GCED training and development for education staff
- Linking teachers with virtual spaces for resources and peer learning
- Model UN
- Partnering with a NGO to further GCED awareness

APPENDIX 6.3

Global learning programme Scotland: school audit[56]

The **Global Learning Programme Scotland: School Audit** is an example of an evaluation framework in survey format. The audit includes five elements to assist schools in identifying their current position regarding GCED and WSA. Each element can be ranked for the presence of GCED, with rankings ranging from pre-engaged through introductory to advanced.

The five elements addressed in this audit are 1) the level of GCED engagement in whole school planning and policy; 2) the integration of GCED as a context for learning; 3) how GCED is linked to the curriculum; 4) the level of classroom and teaching resources being used; and 5) the integration of GCED into the school through existing whole-school initiatives (Global Learning Programme Scotland, n.d., pp. 2–3).

SELF-EVALUATION FRAMEWORK

There are five elements to consider.

For each element, place a cross in the stage (1–9) that most closely reflects your school's current position.

ELEMENT 1: WHOLE SCHOOL PLANNING AND POLICY								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We have not considered how Global Citizenship could be part of our school policy.	We have considered Global Citizenship as part of our school policy, but have taken no action.	Global Citizenship is part of the school policy, but only a few truly understand it, or use it to guide decision-making.			Global Citizenship is part of the school policy. Most staff understand it and use it to guide decision-making and improvement planning.			Global Citizenship is at the heart of school policy and improvement planning and the parents and wider community understand it.
Stage 1	**Stage 2**	**Stage 3** Beginning to work at this level	**Stage 4** Working at this level	**Stage 5** Looking at next steps	**Stage 6** Beginning to work at this level	**Stage 7** Working at this level	**Stage 8** Looking at next steps	**Stage 9**

[56] Ideas for Global Citizenship (n.d.).

For each element, place a cross in the stage (1–9) that most closely reflects your school's current position.

ELEMENT 2: INTEGRATION OF GLOBAL CITIZENSHIP AS A CONTEXT FOR LEARNING								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We have not considered Global Citizenship as a context for learning.	We have considered Global Citizenship as a context for learning, but have not taken action.	Global Citizenship is addressed by a few teachers as a context for learning within a few subjects/curricular areas.			Global Citizenship is addressed as a context for learning by most teachers and at most stages/subjects across the school.			A comprehensive scope and sequence outlines Global Citizenship as a context for learning across subjects and stages ensuring all concepts embedded.
Stage 1	**Stage 2**	**Stage 3** Beginning to work at this level	**Stage 4** Working at this level	**Stage 5** Looking at next steps	**Stage 6** Beginning to work at this level	**Stage 7** Working at this level	**Stage 8** Looking at next steps	**Stage 9**

ELEMENT 3: LINKING GLOBAL CITIZENSHIP TO CURRICULUM FOR EXCELLENCE THROUGH DIMENSIONS 3, 4, 5, 7, 8 AND 9 FROM THE JOURNEY TO EXCELLENCE.								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We have not considered how Global Citizenship is part of a Curriculum for Excellence or reflected on the relevant Dimensions.	We have recognized the links between Global Citizenship and Curriculum for Excellence but have taken no action.	We have identified and highlighted the links between Global Citizenship and Curriculum for Excellence Dimensions but these links are not embedded in the life of the school.			Global Citizenship is recognised and used by all staff when developing a Curriculum for Excellence through Journey to Excellence Dimensions.			Global Citizenship is at the Heart of Curriculum for Excellence and reflects the relevant Dimensions from a Journey to Excellence development and is the basis of improvement planning.
Stage 1	**Stage 2**	**Stage 3** Beginning to work at this level	**Stage 4** Working at this level	**Stage 5** Looking at next steps	**Stage 6** Beginning to work at this level	**Stage 7** Working at this level	**Stage 8** Looking at next steps	**Stage 9**

ELEMENT 4: RESOURCES FOR GLOBAL CITIZENSHIP								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We are not aware of classroom and teaching resources that support Global Citizenship.	We are interested in classroom and teaching resources that support Global Citizenship.	We have introduced classroom resources that support Global Citizenship in some classrooms and are beginning to critically evaluate our existing resources.			Classroom resources that support Global Citizenship are used in most classrooms. Staff access and use Global Citizenship teaching resources, critically evaluating these.			We share our good practice, across our school and beyond, developed through the use of classroom and teaching resources that actively support Global Citizenship.
Stage 1	**Stage 2**	**Stage 3** Beginning to work at this level	**Stage 4** Working at this level	**Stage 5** Looking at next steps	**Stage 6** Beginning to work at this level	**Stage 7** Working at this level	**Stage 8** Looking at next steps	**Stage 9**

For each element, place a cross in the stage (1–9) that most closely reflects your school's current position.

ELEMENT 5: INTEGRATION OF GLOBAL CITIZENSHIP THROUGH EXISTING WHOLE SCHOOL INITIATIVES								
PRE-ENGAGED STAGE	INTERESTED STAGE	INTRODUCTORY STAGE			DEVELOPED STAGE			ADVANCED STAGE
We have not considered using a Global Citizenship approach in developing our whole school activities or initiatives.	An individual or group in our school would like to use a Global Citizenship approach in developing our whole school activities or initiatives.	An individual or group in our school is using and building a Global Citizenship approach in developing our whole school activities or initiatives.			Our whole school, management, staff and pupils are using and building a Global Citizenship approach in developing our whole school activities or initiatives.			We are working in partnership with the wider community to advance and embed a Global Citizenship approach in developing our whole school activities or initiatives.
Stage 1	**Stage 2**	**Stage 3** Beginning to work at this level	**Stage 4** Working at this level	**Stage 5** Looking at next steps	**Stage 6** Beginning to work at this level	**Stage 7** Working at this level	**Stage 8** Looking at next steps	**Stage 9**

APPENDIX 6.4

Planning template for collecting stakeholder input

LOGISTICS

- **What is the specific group that you are addressing in this planning template?**
  Some possible groups include students, teachers, administrators, parents or a parent association.

- **Do you plan to consult everyone in the group or just a sample? If just a sample, how will you choose who participates?**

- **What tool will you use to collect the information?**
  Some options include a written or online questionnaire and individual or focus group interviews.

- **How will you organize the collection of the information?**

- **How will you organize the analysis of the information?**
  Will you need to input quantitative data and analyse it? Will you need to code and summarize qualitative data from open-ended questions or interviews? Who will do this?

- **How will you present and distribute the results to the school community?**
  Will you develop a full report? An Executive Summary? Infographics? What will be shared with the school community?

- **How will these results be used to develop an action?**
  What will the possible actionable items be? Is there a leadership team to help implement them?

CONTENT

A questionnaire or interview usually begins with a rationale for collecting the information; a statement to the interviewee regarding their anonymity and the confidentiality of their input; and information as to who will see the data and how the data will be used.

Any data collection instrument should begin with a definition of GCED, a specific description of intended learning outcomes and any links with national curriculum standards.

Below are some possible types of questions to consider.

- How important do you think [specific element of GCED] is for our school?

- How much do you know about [specific GCED content]?

- Are you already [learning/teaching] [specific elements]? Which ones? How? [Present multiple-choice items for the 'how', including in a specific subject, in extracurricular activities, special events at school, outside of school, etc. and ask for details.]

- How do you think GCED might be integrated into the life of the school? [Present multiple choice options.]

- If we had to focus on one or two strategies for GCED in the school, what do you think these should be?

- Do you know any community organizations or NGOs that are working in this area that the school might consider involving in the GCED effort?

- What do you see as obstacles to implementing GCED across the school? How might we address these?

- Would you like to get involved in helping to organize GCED in the school?

- Any other comments?

APPENDIX 6.5

Case examples of school-wide practices to link with GCED

CHILD-FRIENDLY SCHOOLS

Nigeria: Gender-friendly Schools[57]

The UN Girls Education Initiative (UNGEI) model primary school in New Owerri, Nigeria, is an example of how child-friendly schools succeed by working hand-in-hand with the community. A partnership between UNICEF, the Imo State Primary Education Board and the school's parent-teacher association (PTA) has been in effect, making all aspects of the school environment welcoming to children. The PTA is actively involved in many of the ongoing projects, including constructing classrooms and toughening the school's security by installing burglar-proofing on doors (UNICEF, 2006, p. 14).

UK: Combining global citizenship and the UNICEF Rights Respecting School Programme[58]

Torriano primary school in the UK has combined its "Rights Respecting" ethos with global citizenship. The school's curriculum combines global topics and themes with National Curriculum content and core literacy and numeracy skills; the UN Convention on the Rights of the Child lies at the heart of the school's ethos. The combination of global citizenship and the UNICEF Rights Respecting School programme has contributed to the transformative effect on Torriano's curriculum, including improving the quality of teaching and learning, of parental and community engagement, and of learner motivation. The combination of the school's ethos with global citizenship encourages learners to connect their learning to the world around them, to respect people and value diversity, and to care and advocate for others. Parents and families are encouraged to attend "Speak Out" events that enable learners to share their learning with the community, survey attitudes about global development issues and take their views to their local MP and other opinion-formers. These opportunities for learners to have their voices heard prove to be invaluable in improving confidence and self-esteem and providing an excellent grounding for secondary school.

[57] UNICEF (2006, p. 14).
[58] Torriano School (2018).

WHOLE SCHOOL CURRICULUM PLANNING

Hong Kong: Basic Education Curriculum Guide – Whole school curriculum planning[59]

The post of Primary School Curriculum Leaders was established in schools over 15 years ago and plays an important role in whole-school curriculum planning and development. By referring to the central curriculum and school mission, schools have generally developed a school-based curriculum, taking into consideration students' characteristics, teachers' expertise and the schools' strengths.

SCHOOL-WIDE GCED-INFUSED ARTS

Greece: Oxfam Teach Global Ambassadors project-student-generated, school-wide activities to promote peace[60]

In Greece, over 100 kindergartens, primary and high schools participated in the project "Integration and Education of Foreign Students in Greek Schools", with the goal of promoting intercultural communication. Drama education activities were used in schools, based on the principles of effective communication and expression. The project's main objective was to develop intercultural communication in the regular school programme. Activities were implemented to promote a more positive school climate and to improve relations between migrants and native students, increasing levels of empathy and mutual understanding between students.

GCED AND SPORTS[61]

Greece: "You and I, Together, for a World of Peace, Without Violence and Racism" educational programme

In 2012, more than 5000 students in primary and secondary education, with the guidance of teachers and family, organized a series of activities in and around the school, including sports events, theatre plays, exhibitions and lectures. These activities led to multiple presentations and videos to teach the "true values of the Olympic spirit". The programme's special focus was on children's collaboration and solidarity with their migrant peers. Workshops provided an opportunity for children to learn through pictures, song and dance; they also met a Greek Olympic Champion to find out more about the Olympic spirit. Through lectures and workshops, children understood the power of sport for creating a window of opportunity to learn about equality, good sportsmanship, and the value of dialogue as a means of resolving conflict, leading to improvement in the children's communication skills.

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[59] Education Bureau of Hong Kong (2014).
[60] Van Driel, Darmody and Kerzil (2016, p. 44).
[61] Van Driel, Darmody and Kerzil (2016).

GCED, INTERCULTURALISM AND INCLUSION[62]

Greece: The "Neither Better nor Worse, Just Different" programme

Ten public primary schools in Thessaloniki, Greece, conducted a GCED programme to help students understand how discrimination, bias, prejudice, and stigmatisation work, and to recognize and express related emotions. The programme's objective was to promote students' social awareness (empathy, perspective taking and valuing one's own and others' experiences as meaningful sources of knowledge); their understanding of how stereotypes develop and how to counteract them; and students' ability to develop effective communication techniques in dealing with conflict and bias. The teachers who implemented the programme activities were sensitised to their own biases, and received support in bringing bias and discrimination issues into discussion through experiential activities. The students were provided with experiential group exercises, inter-group contact, and a reflective practice approach. The benefits and the impact were evident: 'the students increased their ability to understand and articulate the function of generalisation in prejudicial thinking' and 'the experiential activities had a positive impact in that the students developed skills in critically appraising the socio-emotional mechanisms inherent in racism'.

[62] Van Driel, Darmody and Kerzil (2016).

APPENDIX 6.6

Potential GCED partners based outside the school

- Local community-service groups working on GCED or GCED-related issues
- Local or national government agencies working on GCED or GCED-related issues
- Local or national chapters of international NGOs addressing GCED-related topics, such as Oxfam, World Wildlife Federation and Amnesty International
- National UNESCO Commission
- Networks of schools linked through the treatment of GCED or a GCED-related theme
- Local, national or international associations for educators focused on GCED teaching and learning
- Special interest groups within professional teachers' associations or unions focused on GCED or GCED-related issues
- Local, national or international youth associations or clubs focused on GCED or GCED-related issues
- University teams working on GCED or GCED-related issues