

# Training Package for University Teachers

An output of the project "Get Up and Goals!"





## Introduction



### ABOUT THIS TOOLKIT

This toolkit has been developed by ADRA to introduce the content and structure of seminars we have organized for university students of pedagogy as part of the “Get Up and Goals” project. We hope it will help you as a teacher to understand and implement the tools the project has developed. The training package serves to help both you and your students to search for creative solutions to the global challenges we face in our society, as specified in the Sustainable Development Goals (SDGs) and addressed by global citizenship education (GCE). The toolkit also contains different external links to documentation, websites and resources that will allow you both to download the proposed tools and to acquire complementary knowledge to them.



### ABOUT THE PROJECT

“Get Up and Goals!” aims to promote the adoption of GCE within different school disciplines through innovative materials and participatory methodologies. It seeks to turn GCE into an approach through which objectives, content, methodologies and teaching evaluation systems can be reviewed, orienting them towards the training of students as citizens of a global world capable of contributing to the achievements of the UN’s 2030 Agenda and its SDGs. The project is aimed in particular at schools and focuses on four themes in which the main global problems converge. It means to train and raise awareness in these areas through analysis of international inequalities, understanding of climate change, understanding of migration and identification of gender inequality. Its materials are intended for teachers as they will be key figures in the training of future generations using the GCE approach and looking at the challenges set by the SDGs and their goals.



## GLOBAL CITIZENSHIP EDUCATION

Global citizenship education (GCE) is an educational approach that aims to educate citizens so that they can be made aware of the complexity of today's problems and become capable of attitudes and behaviours oriented towards their resolution. GCE can find application in formal education settings such as schools, as well as in non-formal ones.



## GLOBAL CITIZENSHIP EDUCATION IN CZECHIA

Global citizenship education in the Czech context is known as global development education (GDE) – the definition is nevertheless very similar.

Global development education is an essential part of the effort for inclusive, sustainable development in all countries of the world. GDE issues, including education, are important parts of the strategic framework "Czech Republic 2030" and the Foreign Development Cooperation Strategy of the Czech Republic 2018–2030. GDE is also a cross-subject theme incorporated into the national curricula of the education system.

The goal of GDE in Czechia, according to the Global Development Education Strategy, and with awareness of the global context, is to support the people's ability to objectively and competently understand global, regional, and local political, economic, social, environmental, and cultural processes, as well as their interrelationships and interconnectedness.

The basic principles of global development education, which contribute to achieving the goals of GDE and to strengthening the global dimension of educational topics, include:

- a holistic view of the world,
- global responsibility,
- solidarity and social justice,
- openness and critical thinking,
- participation and partnership

## ABOUT THE SDGs

To understand the basics of GCE, it is necessary to know the Sustainable Development Goals (SDGs). The SDGs are 17 challenges whose purpose is to eradicate poverty, protect the planet and ensure that all people of the world without distinction enjoy peace and prosperity. They constitute an initiative of the United Nations Organization (UN) signed in January 2016, establishing the policies and financing necessary to achieve these objectives over the next 15 years and in force in some 170 countries and territories throughout the planet.

The SDGs are a unique initiative as they are:

- **Historical:** Never has such a large international consensus been achieved linked to a global collective roadmap for governments, companies, social organizations and civil society.
- **Universal:** They include all types of countries, developing and developed, allowing everyone to take actions for the growth of humanity.
- **Detailed:** There are 17 objectives divided into various topics and with their own specific goals, setting more than 200 indicators to measure their achievement.
- **Transforming:** They are ambitious as they seek to completely transform economic systems, challenging the leaders of their sectors to think differently.

The SDGs offer a synthetic and clear classification that allows students to face the multitude of existing global challenges and categorically explore them in a concrete way.





## Training course



### ABOUT THE COURSE

#### The main purpose of the training is

- to present the content and scope of GCE;
- to show the theoretical and practical anchoring of GCE;
- to increase the awareness of pedagogical students about sustainable development within the topics of climate change, migration, gender, and international inequality; and
- to increase their competencies in integrating these topics into their future teaching.

#### The training approach

This course is the core of all our courses for pedagogy students. The average number of participants per class was around 20 so that discussion and interaction between participants were possible and comfortable. The minimum length of this course was 90 minutes. Some of the participants were students of pedagogy without previous practical skills, while others were students from distance learning who usually had many years of practice.





**EVALUATION****From our experience**

In the beginning, students were usually unfamiliar with the term “global development education”/“global citizenship education”, and, for some of them, the term could be a little abstract.

The participants appreciated the active form of the course and support from our lecturer. We received mostly positive feedback, but the participants criticized the limited time of the seminar, which was only 90 minutes in our case.

**Things we would repeat**

Our course progressed over the span of the project as we gained feedback from the participants. We used proven methods from our other courses, especially in the introduction of GDE/GCE. It was challenging to grasp the testing of teaching and learning units (TLUs) as well as the feedback about them since not all of the participants were able to try the TLUs during their practical sessions. A better solution was to choose some of the TLUs in advance (and rotate them in the seminars as needed) so the participants could try some activities from these TLUs and discuss the chosen TLUs more deeply.

# About the training course

Step by step

1

## Choose your theme

The project offers [teaching and learning units \(TLUs\)](#) that focus on four main themes. Introduce these topics to your class. Choose with your students which one you want to work with or get them all!



2

## Before starting...

*If you have more time for this training (more than 90 minutes or seminars repeated in around 14 days)...*

Measure the knowledge of your student on the chosen topic. You can use as a reference a [self-assessment tool created for the project](#). For the purposes of university student training, use just the first part (climate change, international inequalities, gender inequality or migration). You can also create your own tool to set the base indicators that allow you to measure the learning and awareness of your students later, or you can just discuss with them what they know about GCE and the chosen topic.



3

### Introduction

Discuss with students what GCE means. You can get inspiration from [getupandgoals.eu](http://getupandgoals.eu). You can introduce it, for example, through the Sustainable Development Goals (SDGs). Open your students to the importance of GCE in their future work: What can it bring to them, the students, and the school?

4

### TLUs

Download the teaching and learning units related to the chosen topic and distribute them among students. The didactic units propose methodologies based on the foundations of non-formal education and aim to sensitize and promote GCE in students. Its contents are adaptable and flexible. They constitute a way of planning the teaching-learning process around a topic, specific objectives and interactive activities that become the integrating axis of the process, with the student body being the main actor of it in a pleasant and active way. Make them choose the one they like the most.



5

### Let them work!

Students should read the TLU carefully so they get enough information about the topic and structure of the unit as well. Give them some time to think about the didactics of the unit. Would they change anything? Why is the unit composed how it is? Which information is missing? Is there anything new for them?

6

### Practise is important!

During your seminars, if you have time and it is possible, let students try the chosen TLUs with or even without their notes during their practical sessions or during microteaching sessions. After which, set aside time to share experience during the following class! If this is not possible, just share comments and views in class and discuss it!

7

### How is it in reality?

Follow this by discussing with students the reality of GCE in your country. What can they expect in their future job? What are the possible barriers to GCE integration? What are the solutions?

8

### Self-assessment

At the end of your sessions, give the students the form used at the beginning of the workshops again and compare the results with those obtained previously to measure the learning acquired.

9

### Other sources and NGOs

At the end of our seminars, we present other NGOs and available materials connected to the topic of GCE.

Check the NGOs around you. You can search on our website among [the partners of the project](#). If you need more information about available materials in the GCE field, please contact them.

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## What next?

A

If you are a geo-history teacher, check our [global geo-history book](#) and its [geo-history maps](#) based on a world approach to humanity. Its objective is to spread a new historical narrative in schools to help overcome restrictive, Eurocentric approaches and strengthen the construction of a coherent and united Europe with the rest of the world—a new perspective to understand the history, facts and maps of our world from the beginning of humanity to the present day. It is recommended for high school students, but it is good to use it for students of pedagogy as well!

B

You can also try chosen TLUs with your student as they are the target group. Of course, you can adjust the information in the lesson according to their knowledge. However, in our experience, what is important is that they will experience the process of learning themselves.

C

We also propose a wide variety of resources that you can use to continue training in this area. You can stay up to date on GCE-related issues through [our website](#) and [social networks](#).

**For more information about “Get Up and Goals!” and available materials visit**  
**<https://getupandgoals.eu/>**



Co-funded by  
the European Union

This publication is part of materials produced by [ADRA CZECH REPUBLIC](#) for the purpose of the project DEAR “Get Up and Goals!”.

