

## Section 1

# Let's make a world of difference

\*This article was written by Ms. Jacquie Ayre, Global Learning Education officer at the Liverpool World Centre (LWC), UK partner of the Get Up and Goals! project

## LWC and the *Get Up and Goals!* Project Summer 2020

On Merseyside, in the UK the Liverpool World Centre has been working hard with our GUAG project schools to embed the many different aspects of the project into their schools

Our development education centre exists to make world issues relevant to the lives of young people. We work with communities, educators, schools, charities, businesses and pupils across the region and beyond. As part of our mission we want to empower people to work for global and social justice in their local and global community. We aim to use and encourage others to use a range of methods with young people that support and develop critical thinking, problem solving and innovation. These aims fit brilliantly with the ethos of this exciting EU project.

## Using the SDGs to frame our work in schools

For myself, as the LWC Global Learning Education officer, it has been a privilege to work on the project with many teachers and pupils over the past 2 years. Part of the intention of the project is to showcase the value of using the SDGs in a school setting and show how these could inspire young people to become active in campaigning to make the world a more just place for all. The teachers working in our 10 pilot schools have been introduced to the idea that **the 17 goals can be used to help transform the world and follow one of the UN principles of 'Leaving no one behind'**.

## The Teaching and Learning Units/ Lessons on Climate Change, Migration, Gender and Equality, International Inequality

This project has enabled us to create and share exciting lessons for Key Stage 3 teachers. In some of our schools these have been embedded into the PSHE/ Citizenship curriculums and in others they have been used by the RE or Geography department. Teachers have commented on the relevance of the resources and their ability to provoke conversations on a range of global issues.

*As a result of using these resources I believe our students have developed more empathy towards children around the world."*

**Cherry Whitehead**

Head of Life Skills

Rainhill High School



*We call upon all communities to be tolerant, to reject prejudice... to ensure freedom and equality for women so they can flourish. We cannot all succeed when half of us are held back"*

**Malala Yousafzai**



### Developing the TLU - Assessment Tool

As part of the project there has been an attempt to **measure the impact of these lessons** on young people using a baseline and an end line assessment tool. Something that has not been attempted in previous GCE projects prior to GUAG. Key early findings in the UK suggest that this shows that the lessons on the 'Gender Inequality' focus have had most impact on the pupils and that this is at its greatest when they are exposed to the lessons at an earlier age. This could be because young people are still more open to think and reflect at this point before they have had time to develop a fixed idea about 'gender equality'.

### LWC and the Student Action Campaigns: Giving Young People a Voice on Global Issues

**Can our students be inspired to make a difference? How can teachers support and develop Student Engagement and Action?**

LWC has been initiating student action campaigns in our ten GUAG pilot schools. The key aims of this work have been to:

- Involve the pupils in more of the decision making
- Give them the global learning understanding around the SDGs and explain the GUAG project so they get the bigger picture
- Encourage pupil creativity and involvement from the start of the planning process

**Teachers are active role models** and through the work they do in school can support and inspire their young students to care about the world they live in and make a difference to their communities. We have encouraged our teachers to consider the types of campaigning activities that can have a greater impact on leading change. Teachers have been looking at the merits of pupils lobbying the powerful, using social media to share ideas, donating to charity, making a leaflet or making different choices in their lives. In response to the Covid-19 Global Pandemic action campaigns in the UK and other project countries are being moved to an online platform.

### THINK • REFLECT • ACT

The UK campaigns that have been delivered so far include, amongst others, a focus on 'Gender Equality' with an exhibition done by Rainhill High School, St Helens, Merseyside and raising awareness on Climate Change done by St Cuthbert's Catholic High School in St Helens, Merseyside. In addition, pupils have taken part in a lantern walk, building a plastic tree and some pupils at St Bede's Catholic High School in Ormskirk, West Lancashire are now in the



middle of the development of a piece of music and lyrics all about the SDGs and developing a more sustainable way of life on the planet. LWC are now in the planning stages to develop some campaigns for the autumn to ensure we continue to give young people a voice at this challenging moment for the world.

Nikki Ward [ GUAG Lead at St Cuthbert's High School /Personal Development and CEIAG ] commented : 'The students really enjoyed the projects and it's so important, particularly at the moment, to educate them on looking after the planet.'

*You are never too small to make a difference"*

**Greta Thunberg.**  
Speech at the COP24



*Don't ignore young people – we're key to fighting climate change"*

**A climate activist.**  
Explaining why young people have to be listened to.

### **The GUAG Self-Assessment Tool**

In the UK we have been working alongside our key GUAG schools to pilot a framework which enables them to examine the level of Global Citizenship Education taking place within their schools. This tool has a focus on the SDGs with the aim **of developing a methodology to enable schools to become more global in their approach and integrate the Global Goals into their school curriculum.** Schools are helped to self-assess their work under key headings that include: Teaching and Learning, Student engagement and action, Communication, Resources, Procurement and recruitment, Leadership and Management and Staff Development. There are **three levels** for the assessment which include **developing, established, and enhanced.** After the first assessment, schools have been encouraged to develop action plans to help ensure that their school starts a journey towards better integration of Global Citizenship. The process helps teachers have time to reflect on what works well already but supports aspirations for the future.

The piloting of this tool has taken place in 5 UK schools with teachers finding the audit process a helpful tool for reflection and action planning. Teacher comments show the value of this way of assessing Global Citizenship Education:

Head of Geography John Paul Kane at Savio High School in Bootle, Liverpool Commented on a number of areas:

Peer to peer assessment ‘Many opportunities are given so pupils can team teach each other and assess each other’s work so they can see where knowledge is well developed or where more understanding is needed.’

Teaching and Learning ‘Global citizenship is well developed in school as two days a week pupil study a varying range of topics for PSHE.’

Communication ‘I have displays on asylum, migration and climate change in my form and teaching room which address the SDG’s but for the Gender TLU there are no such ways it is addressed.’

Procurement ‘Specific departments such as Geography, History and RE promote this SDG when buying resources in to school. The curriculum leads of these subjects are very aware of sourcing for our departments but as a school it is something that we must do more

Mr. A. Holt, Assistant Headteacher at St. Bedes Catholic High School adds his view:

‘The self-evaluation tool was very good framework with which to assess the Global education within school. It provides clear and rigorous criteria with which to evaluate the provision offered in many areas of the curriculum and the wider life of the school.’

The future potential of this whole school assessment tool has been a real strength to emerge from the GUAG project.

Part of the tool is all about **developing student action away from projects where the immediate benefit is for the students themselves rather than addressing local-global issues.**

In these cases, they are often ‘teacher-led’ with little or no actions take place outside of classroom and campaigns are often of a short-term nature. This tool helps teachers develop Action Plans so they can support students to take greater initiative, have a bigger impact on local communities and understand the implications of their actions as advocates for change.

**An aspiration could be to involve the Student council in monitoring the delivery of student action.** In the UK our more recent action campaigns have developed from ‘Student Voice’. We have had the ideas of the pupils integrated from the start of the action campaign and this leads to a more cohesive and meaningful outcome. One school, St Edmund Arrowsmith Catholic High School has designed an art template to let young people share their thoughts on climate change. St Bede’s Catholic High School is developing a school hymn with pupils in

year 8 writing lyrics and pupils in year 10 composing the music. Choir rehearsals will start soon with a view to an Autumn launch [ if the pandemic allows live music performances].

As the GUAG project comes to the last 8 months all 12 countries are working hard to develop all aspects. At this moment we are looking forward to the launch of the Geo History textbook in September. All partners are now developing plans to engage important stakeholders to influence them about the power of Global Citizenship and the need for it to have a secure place on school curriculums across all EU countries.

**LWC and the *Get up and Goals!* Future work: The Global Goals offer schools a real opportunity.**

**Where to Next? Taking a critical approach to embedding the SDGs into school curriculums.**

The 17 goals encourage young people to learn and think critically about real world issues and to act in response to their learning. As part of this project we are training our teachers to consider opportunities in the school curriculum and in their own subject areas to embed more global citizenship education. We are encouraging teachers to take a self-critical view and reflect on the best approaches and the need to avoid superficial add-ins [eg. a quick charity activity or brief example] rather than an opportunity for pupils to have deeper critical thinking and reflection time.

- The SDG framework can support a '*more critical and engaged approach towards learning*'.
- *You can link the SDG themes to all curriculum areas* and there are opportunities to move from learning and thinking to acting and wellbeing whether at school, local community or global linking level.
- SDG4 Target 7 - explicitly recognises the need for education for sustainable development and global citizenship
- Focus on the fact that these global challenges will only be solved if all generations work together but big business and government also have a role to play.

**LWC and Teachers Summer 2020 What will I do next? The Impact of Covid-19**

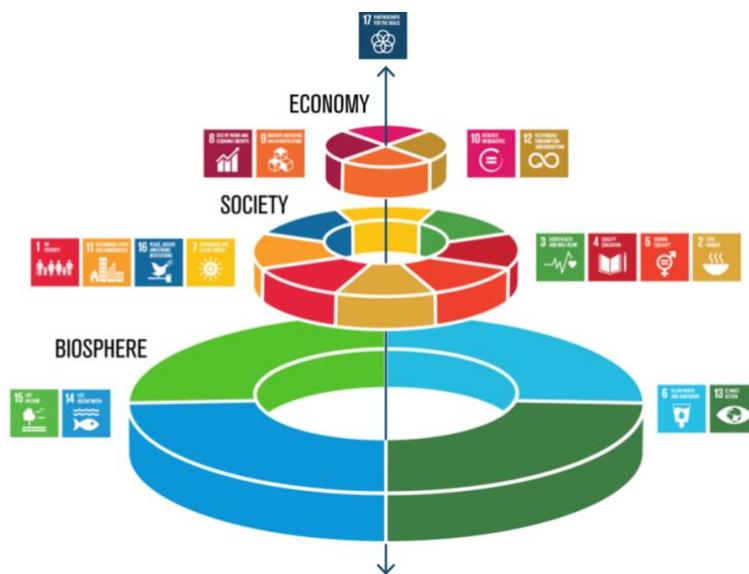
As the GUAG project manager I have been engaged with many of my GUAG lead teachers since schools in the UK closed in March 2020. They and their school colleagues are all desperately concerned about the impact of this global pandemic on young people. There is also a real recognition and understanding that we have a duty as educators to help them make sense of this new world order.

A lot has changed since the Get up and Goals project started in 2018. Young people are now in an even more uncertain world faced by the global challenges presented by the COVID 19

pandemic. The SDG framework could be a useful way to frame future discussions. Global issues are ever more significant. Young people will need time and space and to be guided by educators to make sense of our 'new normal'. They need to critically reflect on the present and consider their contribution to the future and especially the challenge of leaving no one behind.

**'We cannot tire or give up. We owe it to the present and future generations of all species to rise up and walk'**

Wangari Maathai was a renowned Kenyan social, environmental and political activist and the first African woman to win the Nobel Prize.



<https://sustainabledevelopment.un.org/sdgs>

**Covid-19 This Global Pandemic has changed the world. Here are some of the many questions teachers are asking at present.**

- What might the future for young people now look like in 2030?
- Might sustainability be a higher priority going forward?
- How has the personal experience of the pandemic impacted on the outlook of teachers and young people?
- How has the virus impacted on the mental health and emotional wellbeing of the young?
- How have school closures impacted on the curriculum both now and in the future? Is there an opportunity to maintain a 'broad and balanced' curriculum? Is there an opportunity for more Global Citizenship?
- What is education for?
- How has the pandemic impacted on public life?
- Do politicians now have a broader view of the communities they serve?

For many teachers the experience of school closures has led to them reevaluating the role education has in the lives of young people and many feel it's got to be more than a target driven experience linked to linear exam results. Evidence is already telling us that there has been an increase in young people impacted by poverty and the stress of financial instability, school closures have led to increased social isolation and worry about the future. UK teachers are increasingly concerned about the impact on young people in terms of their mental health. The organisation Young Minds have surveyed young people and found that 83% of young people have said the coronavirus pandemic has made their mental health worse. In addition we need to bear in mind that the poorest parts of the world will suffer greatly with existing high levels of poverty prior to Covid -19 and underfunded health systems.

As we are working in a field where we aim to motivate and engage educators and young people, we cannot ignore the new future presented by the economic impact of Covid. We must all continue to work towards 'Goal 4 Quality Education for all' and have a real responsibility, now more than ever, to meet Target 4.7. This is of relevance to schools as it states that:

*'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.'* United Nations

**The final phase of the GUAG project must set out to continue this important work. Never has there been a greater need for Global Citizenship Education both in terms of the knowledge needed but future generations, but the skills and values linked to this approach. We need to be able to support young people to develop empathy and critical thinking skills so they can start to build and contribute a better new world order.**

Jacquie Ayre  
Global Learning Education Officer LWC  
and Lead of the GUAG EU project



**Liverpool World Centre**  
Raising global awareness among the people of Merseyside

