

# TEACHER'S GUIDE

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# THINK GLOBAL



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# THINK GLOBAL

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# INTRODUCTION



# 1. Introduction

After many decades of advocacy by academics and educators alike, education for global competence was formalised in 2018 as the Organisation for Economic Co-operation and Development (OECD) launched a new assessment of global competence as part of PISA. The Programme for International Student Assessment is a triennial international survey that aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. The member states of the United Nations (UN) had previously adopted the UNESCO Sustainable Development Goals (SDGs) in 2015. Global competence is considered necessary for achieving the United Nations' Sustainable Development Goals, a list of 17 overarching aims considered essential in achieving global sustainability for all. For example, gender equality, an end to poverty, climate action, and peace and justice (OECD and Asia Society, 2018).

A group of seven European partners from Catalonia, Belgium, and Wales worked together on the Erasmus+ funded 'Think Global' project on global competence. The project seeks to address the following research question through development and piloting of practical classroom activities: What is global competence, and how can it be learned effectively?

The Think Global! project explores, through international collaboration, how global competence is defined, taught, learned, and measured in the classroom. It offers a model of professional learning for teachers to support students in developing global competence. This toolkit is part of the supporting materials that teachers can use in their daily practice in the classroom.

*Further information about the project can be found on the Think Global website: <https://blocs.xtec.cat/thinkglobal/>*

# DEFINITION AND DISCOURSE

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## 2. Definition and discourse

### 2.1 What is Global Competence?

Global competence is the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions.

(Boix Mansilla & Jackson, 2011: xiii)

This definition helps us understand how students can begin to work towards global competence, but what might it mean in practice?

There is no single, agreed-upon definition of global competence, and there are many terms and purposes that overlap, such as 'education for global citizenship', 'global mindedness', and 'global education' (Engel, Rutkowski & Thomson, 2019).

The Think Global! project uses the definition outlined in *Preparing Our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework* (OECD, 2018), in which global competence is described as a 'multidimensional capacity'. It comprises four interdependent and overlapping dimensions that PISA (OECD, 2018) argue people need to apply successfully to their everyday life in order to be 'globally competent'. These dimensions are as follows:

1. “The capacity to examine issues and situations of local, global and cultural significance (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes);
2. The capacity to understand and appreciate different perspectives and world views;
3. The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender; and
4. The capacity and disposition to take constructive action toward sustainable development and collective well-being.” (OECD, 2018: 7-8)

### The Dimensions of Global Competence (OECD, 2018: 11)



These dimensions are mirrored in the four domains of global competence as defined by the Centre for Global Education at Asia Society, which are to:

- Investigate the world;
- Recognize perspectives;
- Communicate ideas;
- Take action (OECD & Asia Society, 2018).

The term 'global competence' aims to bring these overlapping dimensions and domains together as a whole concept.

The skills needed to be globally competent are also often described as '21st Century Skills' , which generally include:

- Cognitive skills: critical thinking, problem-solving and knowledge application, creativity
- Interpersonal skills: communication and collaboration, leadership, global and cross-cultural awareness
- Intrapersonal skills: self-direction, motivation, learning how to learn

*(Asia Society: <https://asiasociety.org/global-cities-education-network/assessing-21st-century-skills-and-competencies-around-world>)*

Educating for global competence is not a new idea, and many academics, educators, and others have been advocating for education in global competence for decades. However, in 2018, this education was formalised as the Organisation for Economic Co-operation and Development (OECD) launched a new assessment of global competence as part of PISA - a triennial international survey that aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. The member states of the United Nations (UN) had previously adopted the UNESCO Sustainable Development Goals (SDGs) in 2015.

Global competence is necessary for achieving the United Nations' Sustainable Development Goals. The purpose of the 17 SDGs is to “unite the UN countries around a shared agenda focused on reducing poverty and increasing the quality of life in a sustainable way” (OECD and Asia Society, 2018: 11).

Education for sustainable development aims to enable the development of competencies “that empower individuals to reflect on their actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective” (UNESCO, 2017: 7).



There is general agreement that in order for individuals to become active in working towards sustainability on a personal and global level, they need to develop key competences. These are the specific attributes individuals need for action, and cannot be taught but have to be developed by the learners themselves. This means that teachers need to create appropriate, supportive environments in which students can learn to become global competent citizens.

# The 17 UNESCO Sustainable Development Goals (SDGs)



## 1. NO POVERTY

End poverty in all its forms everywhere

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## 2. ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

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## 3. GOOD HEALTH AND WELL-BEING

Ensure healthy lives and promote well-being for all at all ages

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## 4. QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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## 5. GENDER EQUALITY

Achieve gender equality and empower all women and girls

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## 6. CLEAN WATER AND SANITATION

Ensure availability and sustainable management of water and sanitation for all



## 7. AFFORDABLE AND CLEAN ENERGY

Ensure access to affordable, reliable, sustainable and clean energy for all

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## 8. DECENT WORK AND ECONOMIC GROWTH

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

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## 9. INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

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## 10. REDUCED INEQUALITIES

Reduce inequality within and among countries

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## 11. SUSTAINABLE CITIES AND COMMUNITIES

Make cities and human settlements inclusive, safe, resilient and sustainable

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## 12. RESPONSIBLE CONSUMPTION AND PRODUCTION

Ensure sustainable consumption and production patterns



### 13. CLIMATE ACTION

Take urgent action to combat climate change and its impacts

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### 14. LIFE BELOW WATER

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

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### 15. LIFE ON LAND

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

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### 16. PEACE, JUSTICE AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

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### 17. PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Source: <http://www.un.org/sustainabledevelopment/sustainabledevelopment-goals>

## 2.2 Why Learn Global Competence?

The reason for teaching global competence centres on the need to ensure children and young people are fully prepared for the future. This preparation should take into consideration the following aspects of the students' future lives:

- employability in the global economy;
- living cooperatively in multicultural communities;
- having effective skills of communication; and
- the ability to learn with a range of media.

All of which are necessary for achieving the UNESCO SDGs, outlined above (OECD & Asia Society, 2018).

Boix Mansella and Jackson (2011) argue that increased globalisation requires a new style of learning and skills development to ensure young people are ready to tackle the challenges that globalisation presents, and enjoy the benefits of becoming global citizens. These skills include, for example, the ability for active participation, multilingualism, and intercultural sophistication, critical enquiry skills, and creative, innovative approaches.

The Afterschool Alliance explain the possible benefits of global competence as follows:

“Through language learning, knowledge about the world, cultural understanding and the ability to examine situations from a range of perspectives, students gain access to their own rich cultural, literary, and historical traditions, as well as those of others”

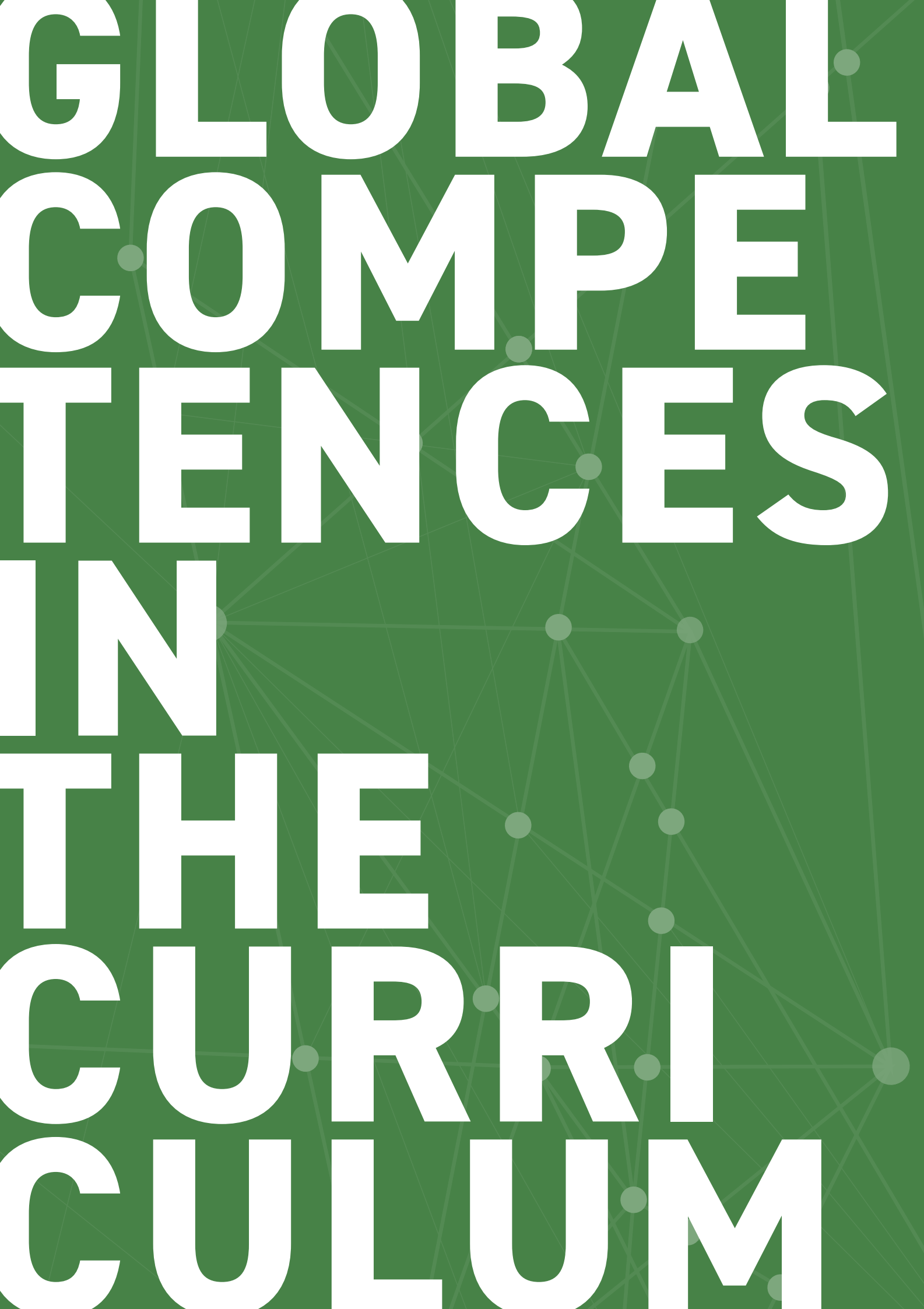
(Afterschool Alliance, 2010: 1).

## 2.3 Limitations and Challenges

The range of terminology used to describe what is meant by global competence, and indeed the term itself, raises difficulties in interpreting exactly what teachers should be doing in the classroom in order to support their students to develop '21st century skills'. Sälzer and Roczen (2018) discuss the multitude of terms and overlapping definitions and objectives, stemming from different theories, that can confuse and lessen the impact of ideas about 'global competence'. For example, 'intercultural competence' and 'global citizenship'. This range of terms can in turn lead to difficulties in assessment of the skills, knowledge, and aptitudes of global competence since the focus and objectives of the different theoretical approaches may differ.

It is important to recognise the limitations to the OECD definition and to the current frameworks on global competence, particularly with regards issues of representation. It is argued (by, for example, Europe-wide Global Education Congress (2002; Grotlüschen, 2018; Sälzer & Roczen, 2018) that the PISA Framework for global competence reflects a neo-liberalism that is culturally biased towards white, Western, 'scientific' discourse. The focus on the Sustainable Development Goals in particular reflects a European perspective on what can be considered 'globally responsible' behaviour and does not take into consideration issues of culture, socio-economic status, geography, or political situations in many countries.





**GLOBAL  
COMPETENCES  
IN  
THE  
CURRICULUM**

### 3. Global Competences in the curriculum

The reasons given for teaching global competence centre on the need to ensure children and young people are fully prepared for the future. Boix Mansella and Jackson (2011) argue that increased globalisation requires a new style of learning and skills development to ensure young people are ready to tackle the challenges that globalisation presents, and enjoy the benefits of becoming global citizens. These skills include, for example, the ability for active participation, multilingualism, intercultural sophistication, critical enquiry skills, and creative, innovative approaches.

This argument is supported by the World Economic Forum (2020), which advocates for new education models in what it refers to as the Fourth Industrial Revolution. The Forum claims that primary and secondary schools need to adapt to ensure their students are prepared for the world after education. Based on the findings of what the report described as a global consultation, the authors identify eight characteristics that they argue define “high-quality learning in the Fourth Industrial Revolution—‘Education 4.0’” (World Economic Forum, 2020: 4). These include global citizenship skills; innovation and creativity; interpersonal skills; and problem-based and collaborative learning. All of which are incorporated into the OECD (2018) model of global competence.

There is a good deal of recent research internationally that demonstrates how specific classroom activities can support students to develop some of the skills and dispositions that are encompassed by the term global competence. Few of these use that particular term, however, and many centre on the SDGs, perhaps since these are already articulated as objectives that curricula and classwork can be developed to meet. For example, student-centred classroom activities that support the development of global competence such as structured debates, learning from current events, learning through play (OECD & Asia Society, 2018), and through

reading diverse literature (Holmes, 2019). The World Economic Forum (2020) Education 4.0 Framework also recommends personalised and self-paced learning; accessible and inclusive learning; problem-based and collaborative learning; lifelong and student-driven learning.

The use of technology is a key feature in many of the examples of classroom-based work that aims to enhance students' global competence, particularly through project work. Tiven et al (2018) advocate global digital exchange, a means of connecting students with their peers around the world, online. The aim is to learn from one another and acquire global competence by creating and sharing online content in e-classroom discussion boards for other students to access and respond/reply. For example, a Digital Participatory Research (DPR) project reported by Mathews (2016), and undertaken by two teenaged groups – one in Jamaica and the other in South Florida, USA, led to student engagement in globally significant issues. This was achieved through student-led photography exploring 'glocal' issues (local issues that have global significance) that formed the focus of sustained dialogue between the groups, and the discussion of potential solutions to the issues identified (Mathews, 2016).



Project-Based Learning (PBL) is also considered to be an important tool in developing global competence, which is often facilitated through digital and online technologies to enhance the reach and international elements of the learning. PBL is generally carried out in groups, and requires students to work together on an authentic, real-world project, with the aim of improving reasoning and collaborative skills as well as maintaining interest through authentic learning. Bel (2010) argues that PBL is an essential learning strategy for enabling students to become independent thinkers, and describes the opportunities PBL affords as follows:

**Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Students flourish under this child-driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy (Bel, 2010: 39).**

Project Based Learning is a useful example of how many school systems incorporate global competence into the curriculum through standalone activities, or specific curriculum strands that aim to focus on achieving the skills, knowledge and dispositions required to be globally competent. However, in some educational systems, global competence is incorporated into the culture of the school so that it exists across everything that takes place throughout a student's education.

### 3.1 Signature Pedagogies of Global Competence

For each of the learning strategies and classroom practices outlined above, teachers will need to use or develop particular pedagogies to meet the learning objectives required for global competence. Some of these pedagogies will already exist in the repertoires of the majority of teachers. For example, supporting students to work in groups. However, there will be others that are unfamiliar, and will require some learning on their part.

Tichnor-Wagner et al (2016) carried out a systematic review of the literature on K-12 teacher training and global education, and identified 12 core elements that they argue globally competent teachers demonstrate. These are divided into dispositions, knowledge, and skills, and are as follows:

#### Dispositions

- Empathy and valuing multiple perspectives
- Commitment to equity worldwide

#### Knowledge

- Global conditions and current events
- The ways the world is interconnected and interdependent
- Experiential understanding of multiple cultures
- Intercultural communication

#### Skills

- Communicating in multiple languages
- Creating a classroom environment that values diversity and global engagement
- Providing content-aligned investigations of the world
- Facilitating intercultural conversations
- Facilitating intercultural partnerships
- Assessing students' global competencies

(from Tichnor-Wagner et al, 2016)

Through the research, Tichnor-Wagner et al (2016) found that the teachers all demonstrated the same core signature pedagogies throughout her/his regular teaching. The three signature pedagogies evident across all subject areas were:

1. Intentional integration of global topics and multiple perspectives into and across the standard curriculum;
2. Ongoing authentic engagement with global issues; and
3. Connecting teachers' global experiences, students' global experiences, and the curriculum (Tichnor-Wagner et al, 2016: 12).

Teachers will need to be able to support the development of what Boix Mansilla (2016) refers to as “thinking dispositions”, which enable students to inquire about and consider multiple perspectives on a topic, critically engage, and discuss these respectfully. This, in turn, will require teachers to facilitate rich discussions and support emotional literacy in her/his students

In order to support students to engage in these discussions, teachers will need to create safe classroom cultures where students can express themselves, speculate, question, and debate respectfully. In this culture, the teacher acts as a facilitator, offering challenge and support, while modelling the values of global competence, such as equality, respect, dignity, and diversity. This can be achieved through a number of pedagogical approaches, many of which are already familiar to teachers. The extent to which a teacher might be familiar with any particular pedagogy, is influenced by the culture within which that teacher was educated, trained, and teaches. Some cultures of teaching encourage a learner-centred approach, whereas others are more didactic with the teacher functioning as expert. Teachers may need professional learning (PL) opportunities to develop skills that enable them to shift from an instructional, didactic approach to a more open, student-centred classroom model. There are also implications for school leadership in ensuring a school culture that support and enhances the opportunities for global competence education. In order

for global competence to be incorporated into global education systems, either teachers will need to adjust their approaches to suit the intended learning outcomes, or the assessment framework designed by PISA will need to adjust to accommodate a range of pedagogical cultures.

There are further arguments to suggest that the need for teachers to develop global competence goes beyond the curriculum and the PISA assessment framework. Siagatullin (2019) argues that it is imperative that preservice teachers are globally competent, in order to work in diverse classrooms and schools effectively. The findings suggest that incorporating global knowledge into preservice teacher education makes a significant difference to the student teachers' personal and professional growth. It does so by enabling these teachers to understand that educators should have sound global knowledge, be tolerant of diversity, and be active citizens to bring about change. The argument here is an interesting one, and the evidence points to a genuine development in the student teachers' professionalism. However, there is an issue in relation to the current provision of teacher education which is also relevant to the professional learning (PL) that is available to qualified teachers. Global competence is a relatively new concept in terms of its formal establishment within curricula and assessment frameworks, so teacher education providers and those responsible for PL will need to develop new programmes that can bring new and qualified teachers up to speed on the pedagogies required for teaching global competence.

### 3.2 Knowledge, Skills, and Competencies

The following section considers what global competence looks like in the classroom – how students experience lessons that teach global competence, what skills, and knowledge, they need to develop global competence, and the classroom activities that might help them with this development.

Education for global competence requires “Clear and manageable learning goals. This means engaging all educators to reflect on teaching topics that are globally significant, the types of skills that foster a deeper understanding of the world and facilitate respectful interactions in multicultural contexts, and the attitudes and values that drive autonomous learning and inspire responsible action.” (OECD, 2018: 13)

The following is the OECD General Description of the content knowledge, attitudes, skills, and values that individuals need in order to become globally competent:

## KNOWLEDGE ABOUT THE WORLD AND OTHER CULTURES

Global issues are those that affect all individuals regardless of their nation or social group, e.g. pollution

Intercultural issues (situations) arise from the interaction of people with different cultural backgrounds.

The curriculum should pay attention to the following four knowledge domains:

- Culture and intercultural relations (e.g. languages, arts, traditions)
- Socio-economic development and independence (i.e. study of development patterns of different regions of the world, with a focus on links between societies and economies)
- Environmental sustainability (i.e. understanding the complex systems and policies surrounding the demand for and use of natural resources)
- Global institutions, conflicts, and human rights (with a focus on institutions that support peaceful relationships between people and the respect of fundamental human rights)

(OECD, 2018: 12-13)

## SKILLS TO UNDERSTAND THE WORLD AND TAKE ACTION

Global competence builds on specific cognitive, communication, and socio-emotional skills, such as the ability to:

- Reason with information
- Communicate effectively and respectfully
- Understand situations from the perspective of others

- Conflict management and resolution through listening and seeking common solutions
- Adapt thinking and behaviours to the prevailing cultural environment or to novel situations and contexts that might present new demands or challenges

(OECD, 2018: 13-15)

## ATTITUDES OF OPENNESS, RESPECT FOR PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS AND GLOBAL MINDEDNESS

This openness includes “sensitivity toward, curiosity about and willingness to engage with other people and other perspectives on the world

(Byram, 2009; Council of Europe, 2016)”

(OECD, 2018: 17)

Respect in this context is defined as, “positive regard and esteem for someone or something based on the judgement that they have intrinsic worth” (OECD, 2018: 17)

OECD take the definition of global mindedness from Hett, cited in Hansen (2010) as, worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members” (OECE, 2018: 17)

The Asia Society advocate integrating international knowledge and skills into each subject across the curriculum, to support students in learning to be globally competent. The organisation argues that while there will be a multitude of different methods, there are common approaches across all curriculum areas. These include:

- Motivating students through engaging, relevant content;
- Combining a focus on deep content knowledge with reasoning skills and analysis of multiple perspectives;
- Exploring cultural universals and common themes as well as deepening appreciation of cultural differences and diversity;
- Demonstrating interconnectedness—connecting the local to the global and the past to the future; using purposeful inquiry into large questions;
- Using primary sources from the United States and other countries;
- Emphasizing interaction with people in other parts of the world as part and parcel of the learning process; and
- Placing a strong value on the ability to communicate across cultures and in languages other than English (Asia Society, 2008: 24).

For more information on models of good practice in curriculum subjects, see *Teaching for Global Competence in a Rapidly Changing World* (Asia Society and OECD, 2018) at the following link:

<https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world#:~:text=A%20new%20publication%20from%20both,guidance%20and%20examples%20of%20how>

The UNESCO document Education for Sustainable Development Goals (2017) outlines the specific learning objectives for all 17 SDGs. Each of these are described in the document for the cognitive (knowledge and skills), socio-emotional (social and self-reflective) and behavioural (action) domains. The document also includes suggested topics and pedagogical approaches.

*It can be found on: <https://unesdoc.unesco.org/ark:/48223/pf0000247444>*

### 3.3 Classroom Activities

Research into classroom practice has found a range of specific classroom activities to be effective in supporting students to achieve the SDGs and work towards becoming globally competent young people. Below are some examples with links to further reading and resources.

To gain global competence, students need to:

- be actively engaged in their learning;
- have the time and opportunity to reflect;
- cultivate their curiosity and ability to think critically;
- be able to use what they learn to conceptualise possible solutions to complex problems;
- be confident in expressing their ideas;
- be willing to consider the ideas of others;
- learn to collaborate with peers from different backgrounds and different nations.

(OECD & Asia Society, 2018: 23)

Various student-centred pedagogies can help students to develop critical thinking concerning global issues, respectful communication, conflict management skills, perspective taking and adaptability.

The World Economic Forum (2020) *Education 4.0 Framework* advocates for personalised and self-paced learning; accessible and inclusive learning; problem-based and collaborative learning; lifelong and student-driven learning.

Research into schools in Sweden found that democratised classrooms, where students (as young as four) share power with teachers in designing the day-to-day curriculum can support students to develop 21st century competencies. However, the Swedish system does not encounter poverty and the socio-educational disadvantage that brings. The social context is already different from most systems, globally (Nordgren, 2006). Of course there are pedagogical and Professional Learning implications for this approach, particularly in countries whose political systems do not match that of Sweden.

**Some examples of classroom activities** that support the development of global competence are as follows:

- **Structured debates:** a specific format of class discussion that is increasingly used in secondary and higher education as a way to raise students' awareness about global and intercultural issues, and to let them practice their communication and argumentation skills.
- Tiven et al (2018) advocate **global digital exchange** – connecting students with their peers around the world, online. The aim is to learn from one another and acquire global competence by, for example, creating and sharing online content in e-classroom discussion boards for other students to access and respond/reply
- **Organised discussion:** Students can voice their differences, biases and culturally determined beliefs through organised discussions in the classroom

- Holmes (2019) argues that **reading a range of literature** can support students in developing greater understanding of multicultural perspectives, based on a US study that used Young Adult Literature in the Social Studies classroom
- **Learning from current events**
- **Learning from play**
- Boix Mansilla (2016) advocates **Global Thinking Routines** and the embedding of opportunities for global competence in the culture of the classroom. See also Boix Mansilla V & Jackson A (2011) Educating for Global Competence: Preparing Our Youth to Engage the World for more information: <https://asiasociety.org/files/book-globalcompetence.pdf>
- **Service learning** (organised, community-based activity) can help students to develop multiple global skills through real-world experience. This requires learners to participate in organised activities that are based on what has been learnt in the classroom and that benefit their communities. After the activities, learners are required to reflect critically on their service experience to gain further understanding of course content, and enhance their sense of role in society with regard to civic, social, economic and political issues (OECD, 2018: 16).
- **Project-Based Learning** (PBL) is considered to be an important tool in developing global competence. Bel (2010) argues that PBL is a “key strategy for creating independent thinkers and learners. Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Students flourish under this child-driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy” (Bel, 2010: 39).

PBL is generally carried out in groups, and requires students to work together on an authentic, real-world project. Group-based co-operative project work can improve reasoning and collaborative skills.

The Centre for Global Education uses the SAGE framework for PBL, as follows:

**Student choice** – to decide on the project, which allows students to take ownership of the project

**Authentic experiences** – that are modelled on how such a project might take place in the real world

**Global significance** – students should be given the opportunity to work on projects that allow them to apply what they have learned through disciplinary studies to real-life issues that impact globally

**Exhibit to a real audience** – students should have the opportunity to show their work and explain it to an audience, thereby shifting to higher level knowledge and encouraging meaningful feedback

Research into teaching of GlobalEd in middle school in the USA found that technology-rich PBL can support the development of problem-solving and communication skills in particular, provided the curriculum is designed appropriately (Johnson et al, 2011).

**Example:** Researchers in the USA carried out Digital Participatory Research (DPR) with two school groups – one in the USA, and one in Jamaica - in order to investigate 'glocal' issues. These are issues that can be seen at both a local and a global level. Student-led photography enquiry into issues locally, followed by reflective activities and cross-school dialogue led to student engagement in a range of globally significant topics. The

researchers stated that, “The cases presented in this research demonstrates how DPR helps adolescents develop glocal competency. The students were able to examine local issues while also understanding that many of these concerns also exist around the world” (Mathews, 2016: 23).

Further examples of each of these types of classroom activities can be found in the OECD & Asia Society (2018) document: <https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world>

The AfterSchool Alliance also offer some useful resources for supporting global competence in after school programmes: [https://www.afterschoolalliance.org/issue\\_briefs/issue\\_global\\_41.pdf](https://www.afterschoolalliance.org/issue_briefs/issue_global_41.pdf)



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## 4. Progression

“How will we know students are making progress? Global competence– centered assessments do the following: focus on global competence; are ongoing; offer informative feedback; can be conducted by multiple stakeholders” (Boix Mansilla and Jackson, 2011: 66).

OECD and Asia Society (2018) *Teaching for Global Competence in a Rapidly Changing World* [<https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world>] describes the PISA assessment and what it is designed to measure, and outlines teaching methods that are relevant to developing students' global competence, with examples.

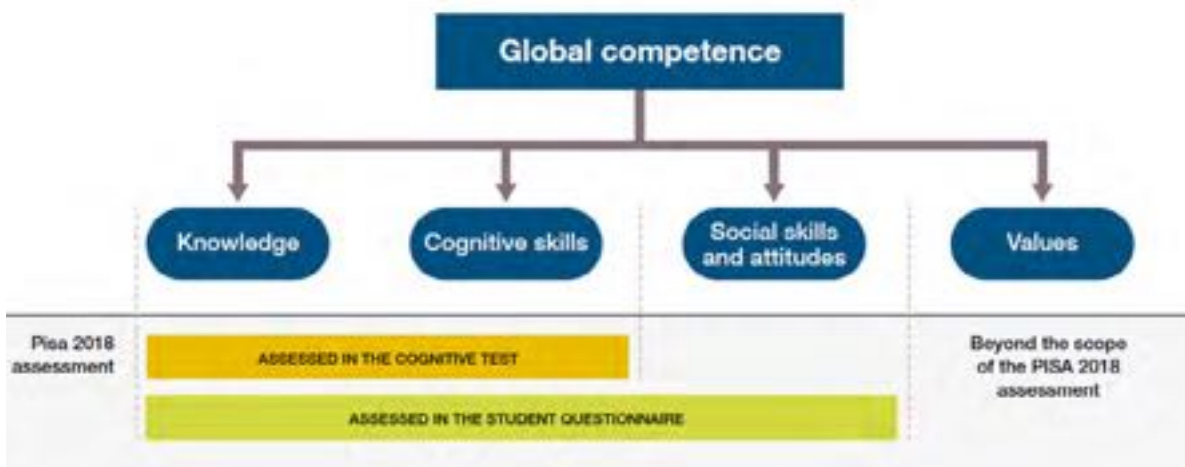
### 4.1 Formal Assessment

The PISA assessment for global competence has two parts: a cognitive assessment and a student questionnaire.

The cognitive assessment aims to assess how well students can use their knowledge and experience of global issues to understand, reason, and analyse specific case studies.

The questionnaire aims to elicit information about students' attitudes, as well as knowledge and skills. Students are asked to report on their knowledge of particular global issues such as poverty, migration, or climate change. The questionnaire also focuses attitudes by asking questions that aim to find out students' interest in and respect for other cultures.

## The PISA approach to assessing global competence



(OECD, 2018: 22)

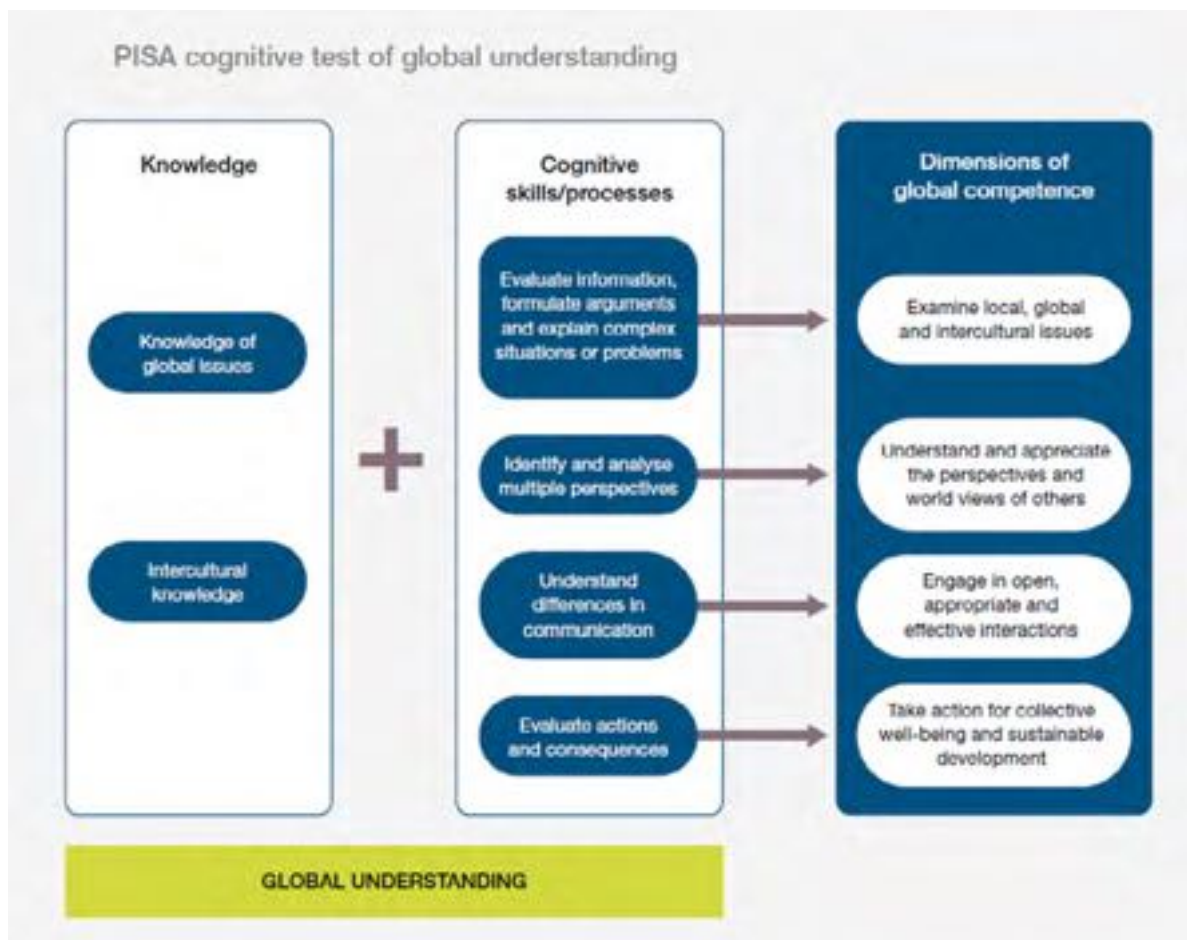
For analytical and assessment purposes, this framework distinguishes four, interrelated cognitive processes that globally students need to use in order to fully understand global or intercultural issues and situations:

1. The capacity to evaluate information, formulate arguments and explain complex situations and problems by using and connecting evidence, identifying biases and gaps in information and managing conflicting arguments.
2. The capacity to identify and analyse multiple perspectives and world views, positioning and connecting their own and others' perspectives on the world.
3. The capacity to understand differences in communication, recognising the importance of socially-appropriate communication conventions and adapting communication to the demands of diverse cultural contexts.

4. The capacity to evaluate actions and consequences by identifying and comparing different courses of action and weighing these actions against one another on the basis of short- and long-term

(OECD, 2018: 25)

### The relationship between the cognitive test of global understanding and the dimensions of global competence:



(OECD, 2018: 26)

For more information on the PISA assessment of Global Competence, see the framework at: <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

## 4.2 Classroom-Based Formative Assessment

As global competence has multiple dimensions, and the emphasis is on how students respond to and act on the knowledge and skills they develop, formative assessment is more important than summative in the classroom. The rubrics designed by PISA will not reveal the students' progress towards developing global competence. Therefore it is the job of the classroom teacher to build opportunities for formative assessment in global competence into the curriculum.

OECD and Asia Society (2018) *Teaching for Global Competence in a Rapidly Changing World* [<https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world>] offers some useful case study examples of how this can be achieved in specific curriculum subjects. There are also detailed examples of how global competence can be taught and assessed through interdisciplinary approaches.

The following is useful in breaking down the aspects of student learning into different domains, in order to cross-refer assessment methodologies. Although it references global citizenship, this is equally relevant to global competence through the focus on the SGDs.

### Global citizenship domains and learning objectives from the UNESCO (2017) Education for Sustainable Development Goals Learning Objectives

COGNITIVE DOMAIN	SOCIO-EMOTIONAL DOMAIN	BEHAVIOURAL DOMAIN
1. Local, national, and global systems and structures.	4. Different levels of identity.	7. Actions that can be taken individually and collectively.
2. Issues affecting interaction and connectedness of communities at local, national, and global levels.	5. Different communities that people belong to and how these are connected.	8. Ethically responsible behaviour.
3. Underlying assumptions and power dynamics.	6. Difference and respect for diversity	9. Getting engaged and taking action.

(Brookings Institute UNESCO & GEFI-NAG, 2017)

The following link to an extended report includes detailed information on specific assessment tools for each of these domains: [http://www.brookings.edu/wp-content/uploads/2017/04/global\\_20170411\\_measuring-global-citizenship.pdf](http://www.brookings.edu/wp-content/uploads/2017/04/global_20170411_measuring-global-citizenship.pdf)

#### 4.3 Challenges for assessment of global competence:

- Difficulties in selecting what should be assessed from the extensive list of competencies;
- Distinguishing 'correct' from 'incorrect' responses for a given competency (n.b. and surely this is value-laden); difficulties in therefore creating transparency and replicability;
- Western bias and intercultural comparability – conceptualisations of global competence have mainly been studied/constructed in a 'Western' context and are therefore culturally biased.

This, in turn, creates challenges in using scenarios for assessment that are not stereotypical representations, and in setting clear expectations for socially desirable responses that are not culturally biased. Assessment therefore needs to be transparent and replicable (Sälzer & Roczen, 2018).

# REFERENCES

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ANN  
PRRA  
CTI  
CE

The image features a solid yellow background. Overlaid on this background is a network of thin white lines connecting various-sized white circular nodes, creating a web-like pattern. The text 'ANN', 'PRRA', 'CTI', and 'CE' is displayed in a large, bold, white, sans-serif font, arranged vertically from top to bottom. The text is partially cut off on the left side of the frame.

## 6. In practice

With the above framework in mind, we now present some concrete examples of global competence education projects as they were implemented in different schools across the project partners. Every project is introduced through the Think Global project template which gives a clear view on the global competence skill that is targeted, which 21st century skills will be developed and which SDG's are addressed.

# 6.1 In practice - School Implementations

The background of the slide is a solid yellow color. Overlaid on this is a network graph consisting of numerous small, semi-transparent yellow circular nodes connected by thin, light-yellow lines. The nodes are scattered across the page, with a higher density in the lower half. The lines form a complex web of connections between the nodes, creating a sense of interconnectedness and structure.

## 6.1.1 Pathways Game Changers

### School



GO! Atheneum Anderlecht

1070 Anderlecht, Belgium

<http://www.atheneumanderlecht.be/>

[ka.anderlecht@g-o.be](mailto:ka.anderlecht@g-o.be)

### in collaboration with



Pathways Institute for Negotiation Education

<https://www.pathways.be/>

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |   |  |   |   |
|---|--|---|---|
| <input checked="" type="checkbox"/> Critical thinking | <input type="checkbox"/> Creativity            | <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy         | <input type="checkbox"/> Media literacy        | <input type="checkbox"/> Technology literacy      | <input checked="" type="checkbox"/> Flexibility   |
| <input checked="" type="checkbox"/> Leadership        | <input checked="" type="checkbox"/> Initiative | <input type="checkbox"/> Productivity             | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 15-18 years old

---

### School context:

GO! Atheneum Anderlecht is a small dynamic Dutch-speaking secondary school in Anderlecht, a community of Brussels. The school has around 310 students and 55 teachers and 14 staff members. The school welcomes students from any gender, religion, nationality, skin colour, sexuality and we cater to several students with learning disabilities. The school wants to connect and offers learning opportunities to students from all kinds of backgrounds.

The school offers a unique combination of **General education and Art education**. From the third year on, students can choose their field of study: Economics, Science, humanities, languages, Mathematics or Arts. In that Arts department, the school offers 3 options to graduate: **Audiovisual Art, Fine Arts and Photography**. The motto of our school is “**Learning together how to live together**”.

### **Description:**

The Game Changers program brings together secondary school students from different language communities and socio-cultural backgrounds to build problem-solving negotiation skills based on methodology developed at the Harvard Negotiation Project. The workshop promotes joint-learning and meaningful exchange between schools and empowers students to become leaders in collaborative negotiation and problem-solving.

### **Learning Outcomes:**

With this workshop students learn together to gain capacity and confidence in problem-solving negotiation, an essential life skill, while fostering positive encounters, links, and leadership by students from diverse backgrounds that challenge isolation and build a collective sense of possibility. The workshop is taught in English based on a methodology developed at Harvard University that is taught at leading law, business and political science schools around the world.

### **Time Schedule:**

The Game Changers Student Workshop is a two-day **experiential negotiation skills program** involving **two high schools paired together**.

The first day the workshops are held in one school while the other day the students go to the partner school. You will need a big classroom in each school for the two groups of students to meet.

### **Activities:**

Students discover foundational concepts of problem-solving negotiation through engaging and interactive exercises, role plays, and games. Students are fully immersed in a supportive and nonjudgemental English-speaking environment built upon the negotiation course material and partnership with students from another social and linguistic background.

### **Impact:**

As a result of the program, participating students will gain a broader grasp of what is possible to achieve through negotiation and will build confidence to be leaders in “changing the game” of negotiation from competitive bargaining to collaborative and creative problem-solving. Participants will be equipped with practical frameworks and tools to creatively and constructively deal with issues, differences and conflict in their lives – in their school, in their families and communities, and in their future academic and professional pursuits. Meaningful connections will be made between students from different communities. Participating educators will collaborate to incorporate tools and methods of the program into their school cultures and classrooms. Institutional links will be created between schools as school leadership and teachers meet, connect, and work together.

### **Resources:**

The workshops are organised in good collaboration with PATHWAYS Institute for negotiation education. Pathways launched in 2015 as an independent nonprofit organization to bring negotiation education into educational systems and to build bridges between diverse communities. Our ongoing and expanding work is based on a 3-year pilot program developed by Dr. Shula Gilad (Program on Negotiation, Harvard Law School) and Dr. Rachel Tal (Amal) based on methodology developed at the Harvard Negotiation Project. The student curriculum was developed in close cooperation with the Program on Negotiation at Harvard Law School and consulting firms Vantage Partners and Triad Consulting Group.

### **Video recording:**



## 6.1.2 Children's Parliament



### School

Basisschool Hendrik Conscience  
Gustave Latinislaan 100  
1010 Schaarbeek – Brussels

<https://bshcgo.wordpress.com/>  
[secretariaat@hendrikconscience.be](mailto:secretariaat@hendrikconscience.be)

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Critical thinking     | <input type="checkbox"/> Creativity            | <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy  | <input type="checkbox"/> Media literacy        | <input type="checkbox"/> Technology literacy      | <input type="checkbox"/> Flexibility              |
| <input checked="" type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Initiative | <input checked="" type="checkbox"/> Productivity  | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 6-12 years

---

### School context:

Basisschool Hendrik Conscience is a GO! School and has as slogan: “an inquisitive look to the future”. We try to stimulate our pupils to keep on evolving and developing by always having an open mind towards change and innovation. We strongly believe in “lifelong learning” and fostering an inquisitive mind. That is why we try to integrate the key 21<sup>st</sup> century skills in our classes.

### Description:

The children’s parliament comes together every 3 months. Every class has one democratically elected representative in the parliament. This “parliamentarian” is present at all the meetings for one year and he/she is also the contact person for other pupils of the class if they have ideas, suggestions, initiatives. The Parliament sessions are guided by one teacher and the school principal. After every session the parliamentarian goes back

to his/her class and reports what has been discussed at the session and makes sure the assignments, tasks that were discussed are done before the next meeting.

### **Learning Outcomes:**

The 'parliamentarians' learn many valuable communication skills, listening to each other, summarizing and expressing to others, ...

Young learners not just learn about democracy, they really experience what it means.

Pupils learn to take initiative and see that they can have a voice in the way the school is run, that they can take initiative to work on the well-being of all pupils.

### **Time Schedule:**

Every three months a meeting is organized, this takes up one to two hours and takes place in a classroom.

### **Activities:**

At the beginning of every schoolyear the election of the parliamentarian brings up the topic of democracy. Depending on the grade the students are in they dive deeper into the topic and learn about democracy in their city, our country and the world.

Every three months a meeting is organized. A report is made, distributed in the classes and published on the school website.

### **Impact:**

In addition to the improvements introduced at school, the greatest impact is seen on the wellbeing of the pupils. The students know that they can turn to a classmate if they encounter a problem. They learn that they have a say in the school and because the project is steered by fellow students they are highly committed to the project.

**Testimonial of Linne:**

*“This year I won the elections for the children’s Parliament in my class. For me it is a big responsibility. I ask the children in my class what they want to change in our school. Then I go to the meeting. The director and the other parliamentarians really learn to listen to each other. We try to find solutions for the concerns. One topic is on the agenda every time. It is stop bullying. I believe it is very important to keep working on this.”*

## 6.1.3 Citizens Act Market

### School



Koninklijk Atheneum Etterbeek  
Edmond Mesenslaan 2  
1040 Etterbeek, Belgium

<https://www.kaetterbeek.be/>

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



Note: the SDG's can change according the organizations the students choose to work with.

## 21<sup>st</sup> century Skills

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|---|--|---|---|
| <input checked="" type="checkbox"/> Critical thinking | <input type="checkbox"/> Creativity            | <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy         | <input type="checkbox"/> Media literacy        | <input type="checkbox"/> Technology literacy      | <input checked="" type="checkbox"/> Flexibility   |
| <input checked="" type="checkbox"/> Leadership        | <input checked="" type="checkbox"/> Initiative | <input checked="" type="checkbox"/> Productivity  | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 15-18 years old

---

### School context:

The School is Dutch-speaking school and part of the GO! Education (public state schools). The focus of our school is to help our students to develop by giving them the opportunities to learn and gather knowledge but also by working on social and creative skills. Our school is multicultural and we have a highly motivated team in a modern infrastructure. By implementing various educational projects we create a stimulation learning-and living environment where youngsters feel at home.

### Description:

Every year we organize a kind of ... market with our last year-students. The students choose 10-15 organizations and invite them to our school for a kind of market where the students can speed-date with representatives of the organizations about the topic of social/civic engagement. After the market they plan to help out/work at one of these organizations.

## Learning Outcomes:

- The students learn to set up events and organize themselves
- They get to know social organizations
- They work on their speaking skills → speed-dating
- They engage/commit themselves to actually contribute something to these organizations, by doing so they will learn a lot of practical skills

## Time Schedule:

- Some classes to introduce and prepare and the “market” to the students, defining goals, looking for organizations, ... Computer classroom + internet is needed
- One morning/afternoon for the market – a big classroom/venue
- One or two days that the students are allowed to work with the organizations
- Feedback sessions

## Activities:

### Start-up:

Explain the concept to the students

Brainstorm sessions in small groups defining the goal and learning outcome.

Work sessions in small groups to explore the different organizations

Guided session how to start the communication with an organization

Mid-term evaluation session in class

### Planning:

Work sessions to organize the market

Work sessions to set up the venue.

Work sessions how to welcoming the representatives of the organizations.

### Market itself

**Work sessions** with the organizations (during or after school hours)

**Feedback session** where students talk or give a presentation about their experience working with the different organizations. They listen and learn from each other. They can evaluate the entire project and can't try to express what they learned

**Impact:**

This activity is planned and organized by the students so they are engaged from the start. They set their goals and choose the organizations and the topics they work on. They learn to organize an event and how to contact and communicate professionally with these organizations.

During the market they can learn about different topics within the social field and choose where they want to contribute. By working with an organization they win experience but also build up citizenship skills to become motivated citizens that have the feeling they can effect positive change in their surroundings.

The entire project is a team effort so students need to work together towards results.

**Resources:**

The teacher is guiding the students with the communication to the organization.

The students have access to the internet to explore and learn about the different organizations and their goals.

The school provides technical support. The infrastructure of the school is used.

There is a small budget to reimburse the transport costs of the speakers.

The speakers from the organizations receive a welcome gift.

**Testimonial by student Anna:**

*“At first I thought this assignment was not really my thing. I am shy and I thought organizing such an event was not something I felt comfortable with. The start with the other students in the team I was assigned to was difficult. We did not know how and where to start but our teacher managed to motivate us to just give it a try and to take up the phone. Once started we were really into it! Getting to know these organizations was an eyeopener for me. It made me realize there are a lot of organizations doing good work here in Brussels.*

*I also learned a lot about my personal skills. I never thought I was able to co-organize such an event and I really loved volunteering in the organization I choose. It broadens my view to the world and I started to reflect what I wanted to study after graduating from High School.”*

## 6.1.4 Socratic Conversation Method

### School



GO! Atheneum Unescoschool

Klein Berchemstraat 1

1081 Koekelberg

<https://kakoekelberg.be/>

<https://www.facebook.com/K.A.Koekelberg>

<http://www.instagram.com/atheneumunescokoekelberg>

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |   |   |  |   |
|---|---|--|---|
| <input checked="" type="checkbox"/> Critical thinking | <input type="checkbox"/> Creativity     | <input type="checkbox"/> Collaboration       | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy         | <input type="checkbox"/> Media literacy | <input type="checkbox"/> Technology literacy | <input type="checkbox"/> Flexibility              |
| <input type="checkbox"/> Leadership                   | <input type="checkbox"/> Initiative     | <input type="checkbox"/> Productivity        | <input type="checkbox"/> Social skills            |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 17-18 years old

---

### School context:

GO! Atheneum Unescoschool is a secondary school for general education of the Education of the Flemish (GO!) in Brussels. Our 57 teachers give their best every day to education our 640 pupils to become an active, critical and responsible action.

We offer general education with study options in Latin, science, economics and human sciences.

### Description:

The Socratic method is a form of cooperative argumentative dialogue between individuals guided by a facilitator, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions. The topic of discussion is provided by the participants.

### Learning Outcomes:

Critical thinking: The Socratic method is a method of hypothesis elimination, in that better hypotheses are found by steadily identifying and eliminating those that lead to contradictions.

The Socratic method searches for general, commonly held truths that shape beliefs and scrutinizes them to determine their consistency with other beliefs. The basic form is a series of questions formulated as tests of logic and fact intended to help a person or group discover their beliefs about some topic; exploring definitions, and seeking to characterize general characteristics shared by various particular instances.

### Time Schedule:

At least 2 periods (100 – 120 min.)

### Activities:

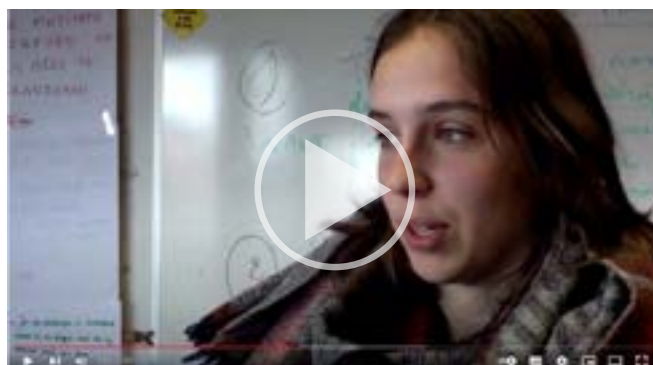
- Teacher explains about Socrates, who is he, link to the subject (Classical languages, history, speaking skills, philosophy, languages).
- The workshop is guided by someone trained in the Socrates method.

### Impact:

- Learners appreciate listening
- Students learn how to form an opinion
- Students learn how to listen to each other
- Students learn to (dis)agree on something.

### Supporting documents:

<https://socratischgesprek.be/?lang=en>



### Video recording:

## 6.1.5 When Something BIG Happens

### Title

*“When Something BIG Happens” : A collaborative Humanities project that focuses on significant and influential events that have transformed our world (an RPE perspective).*



### School

Coleg Cymunedol Y Dderwen

[Alice.parry@ccyd.org.uk](mailto:Alice.parry@ccyd.org.uk)

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |   |   |  |   |
|---|---|--|---|
| <input checked="" type="checkbox"/> Critical thinking | <input type="checkbox"/> Creativity     | <input type="checkbox"/> Collaboration       | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy         | <input type="checkbox"/> Media literacy | <input type="checkbox"/> Technology literacy | <input type="checkbox"/> Flexibility              |
| <input type="checkbox"/> Leadership                   | <input type="checkbox"/> Initiative     | <input type="checkbox"/> Productivity        | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)

The target group I will focus on will be Year 7. The Program of Learning sits within the Humanities Challenge Curriculum where students explore the topic “When Something BIG Happens” through each discipline (RPE, History and Geography).

---

## Age group: 11-12 year old learners

---

### School context:

Coleg Cymunedol Y Dderwen is a large English-medium secondary school situated in Bridgend, South Wales.

### Description:

The RPE department (and wider Humanities faculty) aim to explore a range of SDGs within Programs of Learning and school experiences.

This particular practice will focus on Quality Education, Gender Equality, Reduced Inequality and Peace, Justice & Strong Institutions as we explore the life of Malala Yousafzai, her fight for quality education for all, and her continuing activism.

### **Learning Outcomes:**

Students have gained a deeper understanding of life and school in different parts of the world. They have enjoyed learning about culture, education, agriculture, industry and life in each country. They will also develop knowledge of Malala, her upbringing and her experiences so that they can appreciate the importance of justice and equality, regardless of gender or cultural upbringing.

### **Time Schedule:**

This particular Program of Learning was taught over a 10 week period where Year 7 students engaged with the Challenge: “When Something Big Happens”.

### **Activities:**

As a Humanities faculty, we initially brainstormed how each subject would explore the theme “When Something BIG Happens”. As Head of RPE, I decided that we would teach about significant events in the lives of individuals who have fought for equality, peace and justice. In particular, I wanted students to gain knowledge and understanding of Martin Luther King, Malala Yousafzai and Nelson Mandela.

We then met as an RPE department to share responsibilities for lesson planning and the creation of resources. Taking this collaborative approach to planning is useful in ensuring that learners gain a range of teaching & learning pedagogies while also allowing all teachers to contribute and invest in the planning.

We undertook research on the life of Malala Yousafzai, her experiences with the Taliban in Pakistan and her fight for girls' education around the world. We utilized resources that are available and planned according to our school's setting.

**Impact:**

Learners gain an appreciation of injustice, equality and activism. They complete the program of learning with greater knowledge of other cultures, and issues of global significance. They finish the topic with greater knowledge of quality education, gender equality, peace and justice.

**Resources:**

Teaching workforce through the department, material resources to teach the lesson (including TV/ media device to show clips and films).

**Supporting documents:**

Resources can be found: <https://drive.google.com/drive/folders/1uyv1WZc0boG8bS7Hc9LCFTvxHhHWPBEX>

**Video recording:**

## 6.1.6 Equity in Education

1. Fairness (UNCRC Rights Respecting Schools Project)
2. Inclusion (Cooperative Learning)
3. Personalised Learning (Visible Learning)



### School

Pembroke Dock Community School,  
Bush Street, Pembroke Dock,  
Pembrokeshire, Wales, UK, SA72 6LQ  
[www.pembrokedockcommunityschool.org.uk](http://www.pembrokedockcommunityschool.org.uk)

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> Critical thinking               | <input type="checkbox"/> Creativity            | <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Information literacy | <input type="checkbox"/> Media literacy        | <input type="checkbox"/> Technology literacy      | <input checked="" type="checkbox"/> Flexibility   |
| <input type="checkbox"/> Leadership                      | <input checked="" type="checkbox"/> Initiative | <input type="checkbox"/> Productivity             | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 2-11 years old

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### School context:

Pembroke Dock Community School is a purpose built school a short distance from the town centre. The facilities are of exceptionally high quality and have been very well planned and designed. Provision also includes Pembrokeshire's designated Learning Resource Centre for pupils with ASC which is modern and well resourced. The school, opened in 2001 and was the first school in Wales to be constructed under a private finance initiative. Currently, the school has a total roll of 650 pupils aged three to eleven, including 80 nursery children.

The school provides full-time education for all nursery age pupils. There is also Flying Start provision for 64 two year olds. Pembroke Dock's catchment area can be described as economically disadvantaged and is in a Communities First Area. Approximately 31% of pupils are currently entitled to free school meals (which is higher than the all Wales average figure of

20%). The annual intake covers the full ability range, although many pupils are from disadvantaged families. Pembroke Dock Llanion and Central ward are ranked as the 1st and 10th most deprived area in Pembrokeshire, (Llanion being in the top 10% most deprived in Wales). According to the Townsend Deprivation Index, Pembroke Dock Central and Llanion fall into the 'Most Deprived' electoral divisions in Wales. The Centre for Economic and Social Inclusion report that 69.2% of children in Pembroke Dock are deemed to be from low income families and 45.5% are from workless families.

The school has provision for specialist speech and language provision for pupils with communication difficulties and nurture groups to support pupils with social, emotional and behavioural difficulties. The school takes pride in its family and community engagement and provision.

We have adopted the UNCRC (United Nations Convention Rights of the Child) and are a Gold Level Rights Respecting School. We are a Professional Learning Pioneer School, working with the Welsh Government on the New Curriculum for Wales, as well as a designated Professional Learning School.

### **Description:**

1. UNCRC Rights Respecting Schools Project: The Welsh Government (WG) has stated that ALL work with children and young people in Wales should be based upon the United Nations Convention on the Rights of the Child (2004)(UNCRC). In 2012, Wales became the first Country in the UK to embed the UNCRC into Welsh domestic law. Pembroke Dock Community School is a Rights Respecting School and has achieved the GOLD Award. Students see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad

2. Cooperative Learning: Staff at PDCS offer a variety of strategies to engage pupils in meaningful learning, including group work. The Cooperative Learning approach offers far more structure than merely sitting pupils in groups and expecting them to gain the skills needed to work productively and successfully together, by pure exposure to this situation.
3. Visible Learning: At Pembroke Dock Community School we are a Visible Learning School. The Visible Learning development model is based upon the principles developed by John Hattie's research. It is a process of gathering, analysing, interpreting and using information about pupils' progress and achievement to improve teaching and learning. Pembroke Dock Community School took on this approach in light of Professor Graham Donaldson's Successful Futures document and the development of the new curriculum for Wales. This approach supports the development of numerous aspects of one of the four purposes of the curriculum – all children and young people will be ambitious, capable learners.

### **Learning Outcomes:**

1. UNCRRC Rights Respecting Schools Project: The Award aims to improve the lives of young people through education about children's rights. When the principles and values of the UN Convention on the Rights of the Child (CRC) are introduced and reinforced throughout school life, children and the wider school community benefit.
2. Cooperative Learning: It is clear to note that all strategies and approaches gained in the training were relevant to our classroom and have been immediately impactful. The training offered an opportunity to reflect on our current practice – where we previously engaged in 'group work' with our pupils, we could now see far more effective and meaningful strategies were available to us, which served the dual

purpose of developing relationships and well as improving outcomes for learners Pedagogical strategies for AFL opportunities were a particular strength.

3. Visible Learning: Through this approach, pupils can learn more independently and can articulate what they are learning and why. They can talk about their learning and the strategies they are using to learn.

### **Time Schedule:**

All of these best practice examples are whole school initiatives, embedded over time to become encompassing, inclusive school practices benefitting each pupil. Each initiative was researched and designed to be embedded long term with a view to future impact on pupils. Extensive staff professional development into each of these initiatives was completed prior and during the implementation of each initiative.

### **Activities:**

1. UNCRC Rights Respecting Schools Project: Children and young people also play an increasingly leading role in driving progress. At Gold: Rights Respecting, you are aiming to intensify and broaden:
  - a. Teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
  - b. Teaching and Learning through rights: by modelling rights respecting language and attitudes and making strategic decisions that involve students
  - c. Being ambassadors for the rights of others: developing as rights respecting citizens Together pupils and the school community learn about children's rights, putting them into practice every day.

The Award is not just about what children do but also, importantly, what

adults do. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together.

There are four key areas of impact for children at a Rights Respecting school;

- wellbeing,
- participation,
- relationships and
- self-esteem.

The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community. Children are healthier and happier. By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

The Rights Respecting Schools Award gives children a powerful language to use to express themselves and to challenge the way they are treated. They are also able to challenge injustices for other children. Children and young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing. Children have better relationships with both their teachers and their peers, based on mutual respect and the value of everyone's opinion.

In a Rights Respecting school, children are treated as equals by their fellow pupils and by the adults in the school. Children and young people are involved in how the Award is implemented in the school but are also involved in strategic decision-making; in decisions about their learning; and in views about their well-being. Children become active and involved in school life and the wider world. This builds their confidence

to make informed decisions. They have a moral framework, based on equality and respect for all that lasts a lifetime, as they grow into engaged, responsible members of society. Children and adults develop an ethos and language of rights and respect around the school. Rights and principles of the Convention are used to put moral situations into perspective and consider rights-respecting solutions – this all has a huge impact on relationships and wellbeing. Children and young people get very involved in raising awareness about social justice issues, both at home and abroad. They become ambassadors for rights and take part in campaigns and activities to help to bring about change.

2. Cooperative Learning: Teaching staff from across the school attended a four day training course in Cooperative learning. The aim was to engage staff in training that transforms their practice in the classroom; resulting in greater pupil engagement, collaboration, development of social skills and a general enhancement of learning across the school.

Staff returned to school and disseminated their training, first, at a staff meeting, which resulted in the desired effect; a staff excited and engaged in a simple pedagogical approach that immediately appeared to reflect the teaching style and approach that could further enhance the learning taking place within their classrooms.

In our 3 form entry context, at least one member of staff in each year group had attended the training, enabling each year group to plan specific opportunities to embed Cooperative Learning into their practice.

3. Visible Learning: The school bases its teaching and learning strategy on research carried out by Professor John Hattie on a visible learning approach. In order to encourage pupils to be responsible for their own learning and to become more capable to assess their own work, the school introduced the following strategies:

- a. A process of gathering, analysing, interpreting and using information about pupils' progress and achievement to improve teaching and learning.
- b. Allowing pupils to take ownership of their own learning and skills development. They know where they are on the skills continuum and what their next steps are. Using their 'Learning Ladders' booklets, many can track and assess their own progress effectively.
- c. Enabling pupils to recognise what they need to do when they come across something they don't know and to have appropriate strategies to progress with their learning.
- d. Encouraging pupils to seek feedback from their teachers and respond to it effectively, and, more importantly, encourage them to give feedback to staff about their teaching.
- e. Enabling pupils to become active in their learning. They can ask and find the answer to the following questions. Where am I going? How am I going there? Where to next? These questions correspond to notions of feed up, feedback, and feed forward.
- f. Enabling pupils to employ a range of meta-cognitive strategies developed through a shared language of learning.
- g. Encouraging pupils to see learning as hard work, with a growth mindset and a desire to succeed.
- h. Encouraging pupils to understand what the learning intentions are and the importance of being challenged by the success criteria.
- i. Enabling pupils to use effective tools for self-assessment and challenge themselves well to improve.
- j. Using effective assessment for and of learning. The school has a highly successful marking policy so that teachers provide consistent and effective written feedback to pupils.

**Impact:**

1. **UNCRC Rights Respecting Schools Project:** Evidence suggests that these benefits include:

- a. Pupils develop a long-term commitment to values such as social justice and inclusion.
- b. There is a reduction in bullying and discriminatory behaviour among children.
- c. Pupils enjoy and feel safe at school.
- d. Pupils feel included and valued.
- e. Pupils' wellbeing and emotional resilience is improved.
- f. Pupils' engagement in the school and their own learning is improved.
- g. Pupils' attainment is improved, and the attainment gap between disadvantaged and nondisadvantaged pupils is narrowed.
- h. Pupils are more engaged in their local and global communities as 'active citizens.

2. **Cooperative Learning:** Pedagogical strategies for AFL opportunities were a particular strength. With regular engagement in the Cooperative Learning approaches, we expect pupils to form better relationships with one another and engage to support and problem solve together. We hope that our ALN learners will gain confidence and that those pupils who are reluctant to engage with peers, will also develop confidence to do so. The AFL opportunities should ensure that teaching staff have a better knowledge of pupil understanding in their learning, thus improving outcomes.

3. **Visible Learning:** Pupils can articulate their next learning steps and can use self-regulation strategies effectively. Pupils can also set their own goals and aspire to challenge. They also see errors as opportunities to learn. Teachers use pupils' feedback to adapt their planning and teaching to take pupils' learning further. Pupils want to succeed in their learning and recognise effective ways to move this forward. Pupils know their learning needs very well.

## Resources:

1. UNCRC Rights Respecting Schools Project:

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/> <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/>

At Pembroke Dock Community School, we have a member of staff who coordinates the project. There are also a Rights Respecting group of lead pupils who supported the development of the rights across the school and their role is ongoing raising awareness. The group meet on a regular basis and continue to monitor that the rights are being implemented consistently across the school.

2. Cooperative Learning:

[https://www.kaganonline.com/free\\_articles/research\\_and\\_rationale/330/The-Essential-5-AStarting-Point-for-Kagan-Cooperative-Learning](https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-AStarting-Point-for-Kagan-Cooperative-Learning)

<https://www.amazon.co.uk/Cooperative-Learning-1-Spencer-Kagan/dp/1879097109>

3. Visible Learning:

<https://visible-learning.org>

## Supporting documents:

UNCRC Rights Respecting Schools Project:

Poster of UNCRC in child friendly language: <https://resourcecentre.savethechildren.net/library/un-convention-rights-child-child-friendlylanguage>

## Video recording:

### Video Fairness (UNCRC Rights Respecting Schools Project)



### Video Inclusion (Cooperative Learning)



### Video Personalised Learning (Visible Learning)



## 6.1.7 Program of study on the Sustainable Development Goals with Key Stage 3



### School

Queen Elizabeth High School,  
Carmarthen

### Global Competence dimension

- ✓ Examine issues of local, global and cultural significance
- ✓ Understand and appreciate the perspectives and world views of others
- ✓ Engage in open, appropriate and effective interactions across cultures
- ✓ Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |  |  |   |   |
|--|--|---|---|
| <input checked="" type="checkbox"/> Critical thinking    | <input checked="" type="checkbox"/> Creativity     | <input checked="" type="checkbox"/> Collaboration       | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Information literacy | <input checked="" type="checkbox"/> Media literacy | <input checked="" type="checkbox"/> Technology literacy | <input checked="" type="checkbox"/> Flexibility   |
| <input checked="" type="checkbox"/> Leadership           | <input checked="" type="checkbox"/> Initiative     | <input checked="" type="checkbox"/> Productivity        | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 11-14 years of age

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### School context:

Queen Elizabeth High is an 11-18 school in Carmarthenshire, South Wales. The school has approximately 1350 students on roll. Pupils who attend the school come from a wide catchment area, some areas being particularly rural. In each year group there is a bilingual class group who are taught through both the medium of the English and Welsh language.

### Description:

The Sustainable Development Goals are taught in detail through Geography at Key Stage 3. These link to specific topics and themes that are covered over the three years. In addition, we have nominated pupils to be our Global Goalkeepers, who conduct assemblies across the school and share key information. They have also represented the school in Lisbon during the Global Conference. These pupils have also shared resources with their peers within lessons.

## Learning Outcomes:

- For pupils to understand each sustainable development goal.
- For pupils to understand the areas of development that each country faces in relation to each goal.
- For Pupils to understand the range of strategies implemented by the UN to improve people's lives to ensure equality and diversity across the world.

## Time Schedule:

The Goals are taught in correlation with the themes of the subject. Every Sustainable Development Goal is eventually taught by the end of year 9, these are woven into Geography topics.

## Activities:

### Responsibilities

One member of teaching staff coordinates the work of the Global Goalkeepers. An additional member of staff creates the programme of study, which is disseminated to all members of the Geography department.

### Activities

1. All pupils are taught what the 'goal' is
2. Pupils are introduced to a Case Study that is linked to the 'goal'
3. Pupils learn about a range of strategies to overcome the issue being discussed.

### Examples of Tasks

- Pupils will be given opportunities to:
- Watch video clips of key case studies.
- Read maps to recognize the affected areas
- Compare and contrast the different development of countries
- Create posters
- Write reports
- Present innovative strategies to overcome issues.
- Create their own information based Adobe Spark clips

### **Impact:**

By following this scheme of work, pupils are aware of the United Nations aims to educate students to ensure they understand that development isn't equal across the world, giving them a perspective of the issues and the basic rights that countries/ people face around the world. The appointing of the Global Goalkeepers has allowed some pupils to lead the initiative across the school. These pupils have become ambassadors for advocating sustainable development. They have undertaken a range of tasks to raise awareness across the school.

By the end of Key Stage 3, all pupils are taught about all development goals.

### **Resources:**

**Human:** The Geography department comprises of 4 specialist members of staff who deliver this curriculum as part of the school timetable. All 4 have excellent subject knowledge of the Sustainable Development Goals. One member of staff took the Global Goalkeepers to Lisbon, the school did not incur a cost for this as it was fully funded.

**Time:** Pupils in Key Stage 3 have 3 hours a fortnight of Geography, although not all hours and all weeks are devoted to this topic. The topic is woven into the curriculum where relevant. For example: When the Geography department teaches the topic of Rivers, the 6th development goal 'Safe Water and Sanitation' is taught within that topic.

**Materials:** Resources are created through Microsoft PowerPoint and Adobe Spark. Staff develop their own tasks; which pupils undertake in their exercise books.

## Supporting documents:

See attached PowerPoints and voice recordings.

## Video recording:



## 6.1.8 “Year 1 in the Community”



### School

St Thomas Community Primary School

80 Grenfell Park Road, St Thomas,

Swansea SA1 8EZ

<http://stthomascommunityprimary.wales/>

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |   |  |   |   |
|---|--|---|---|
| <input checked="" type="checkbox"/> Critical thinking | <input checked="" type="checkbox"/> Creativity | <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy         | <input type="checkbox"/> Media literacy        | <input type="checkbox"/> Technology literacy      | <input type="checkbox"/> Flexibility              |
| <input checked="" type="checkbox"/> Leadership        | <input type="checkbox"/> Initiative            | <input type="checkbox"/> Productivity             | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: year 1 pupils, aged 5/6 years

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### School context:

St Thomas Community Primary School is situated in Swansea, Wales. It has approximately 440 children aged from 3-11 and also a Flying Start setting which receives 40, 2-3 year olds. The school serves a multicultural population with approximately 20% of families with English as an additional language. The school is located close to Swansea's city centre and the SA1 waterfront development. 29% of children are entitled to Free School Meals and approximately 16% of children have additional learning needs. The school is categorised as 'green' in Wales' national categorization scheme for schools, meaning the school is deemed effective and capable of supporting others.

### Description:

Following on from the, "My Primary School is at the Museum" project, we arranged for our Year 1 children to have experiential learning across a week entitled, "Year 1 are in the Community". The children spent the whole

week 'out of school', based in the local church and engaging with many local people and places linked to the community. The following week, we partnered with the University for some Outdoor Learning sessions too.

### **Learning Outcomes:**

The children learnt about their locality. They engaged with local Christians within the church and a Muslim lady who runs a charity linked with Zanzibar. They attended workshops from organisations and walked around the area, considering the different shops and services in the area.

### **Time Schedule:**

The learning was based over a week (plus two days the week after for "outdoor learning partnership"). There was some prior organization, liaising with existing community links as well as developing new and checking health and safety aspects were in place. We used the local church as a "base" to add to the experience. We also used the church hall to invite people along to provide workshops. This was not essential but did enhance the children's understanding and independence.

### **Activities:**

The week was timetabled into morning and afternoon sessions, broken by eating lunch in the church. The group (approx. 50 children) were organized into two halves and rotated across the morning/afternoon activity. Each group had a teacher and two teaching assistants with them. The timetable included staffing roles for each activity.

### **The timetable consisted of:**

- Getting to know the church – a tour and talk from the Vicar. This included a discussion around the modernization and redevelopment of the church, allowing the children to give ideas as to what they would like to see in the new design.
- Walk to the marina and viewing boats from the sail-bridge.

- Walk to the local park which has been recently rejuvenated by the local community
- Yoga and Zumba with a local volunteer, including a talk of her charity work and a video of the children completing the same exercises in Zanzibar.
- Waterfront museum – “history of the seaside” talk and exhibits
- Karate workshop with instructor – with talk on history and origin of martial arts
- Local shops on main road – looking for specific businesses and discussing services offered within each shop. All children given £1 and had to go into the shop to spend it and calculate their change. Had to speak to cashier and use manners!
- Walk to the supermarket
- Drawing the environment – 360° angle, chat about how the landscape is changing eg new buildings
- Exploring field next to school – search for wildlife and minibeasts, den building, climbing.

### **Impact:**

The impact of the week was notable. The children formed closer friendships with each other and gained social skills – including how to speak appropriately with adults in more formal situations. Their health and fitness also appeared to improve during the course of the week. Children gained an overall better understanding of their area, its history and its importance to the community, through the services provided.

### **Resources:**

Additional staffing were utilized and parents were invited to activities too. No materials were involved as every activity was self-provisioned. There was no financial cost as every one involved very kindly gave their services for free or in exchange for social media recognition and publicity within the school. The children did have £1 each for the shop – the numeracy and social skills involved in this transaction made it all worth it!

**Video recording:**



**Supporting documents:**



## 6.1.9 Elimination of violence against women



### School

Institut Viladomat

C. Consell de Cent, 148 08015 Barcelona

<https://agora.xtec.cat/insviladomat/>

[gestio@institutviladomat.cat](mailto:gestio@institutviladomat.cat)

Twitter: @InsViladomat

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |   |   |   |  |
|---|---|---|--|
| <input checked="" type="checkbox"/> Critical thinking | <input type="checkbox"/> Creativity     | <input checked="" type="checkbox"/> Collaboration       | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy         | <input type="checkbox"/> Media literacy | <input checked="" type="checkbox"/> Technology literacy | <input type="checkbox"/> Flexibility   |
| <input type="checkbox"/> Leadership                   | <input type="checkbox"/> Initiative     | <input type="checkbox"/> Productivity                   | <input type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 13 year olds

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### School context:

The Institut Viladomat is a young public high school. It was born in 2015 with 60 students, 7 teachers and a provisional location. Currently, it has 420 students, 39 teachers and a definitive building, designed to be able to develop our educational project.

### Our educational project is based on six axes:

- **Learning situations:** Based on activities that require research, problem-based approach, resource management and immersion in real situations.
- **Autonomy:** Developing personal autonomy and the ability to face new challenges.
- **Technology:** Using systematically the technologies of the information, the communication and the audio-visual media, not only as didactic support but as a basic form to learn and to develop capacities.

- **Production:** Focused on production as a way to develop planning strategies.
- **Cooperative work:** In heterogeneous groups where students work together and everyone is responsible for their own learning and for their classmates.
- **Reflection about learning:** With teachers, colleagues and other professionals, who accompany students in their learning process and help them be aware of it.

### **Description:**

Visit with 2nd CSE students to the exhibition “**Feminista havia de ser**”. The objective is to reveal the importance of fighting for gender equality. The visit was carried out on 25th November, International Day for the Elimination of Violence against Women. The students, who had previously dealt with this topic in the Learning Situation “**Lluitem per a la igualtat de les dones**”, were able to put into practice and connect what they had learnt.

### **Learning Outcomes:**

- To critically analyze the environment (natural, scientific and technological, social, political and cultural) from the gender perspective, individually and collectively.
- To become aware of yourself and become involved in the process of personal development.
- To develop skills and attitudes to face the challenges of the new society throughout their lives.
- To participate reflexively and responsibly in the classroom, school, and environment.
- To be able to explain other classmates what they have seen, making connections with both previous and new knowledge.

### **Time Schedule:**

- **2h:** Preparing in class for the International Day for the Elimination of Violence against Women.

**2h:** Visit to the exhibition: “**Feminista havies de ser**”. Students elaborate a dossier.

**1h:** The group of girls that attended the exhibition explain it to the rest of the class.

**1h:** Students write an opinion article on their individual portfolio about 25<sup>th</sup> November and about the visit to the exhibition.

### **Activities:**

1. Students research information about the origin, motivation and prevalence of the celebration of the International Day for the Elimination of Violence against Women.
2. Reflection in small groups about the exhibition, whose commissioner is Natza Ferré. Students considerate the visual and graphic design as well as the information that is presented.
3. After the exhibition, students complete in groups a dossier where they reflect and extract conclusions from the main aspects dealt with in the exhibition, and prepare a presentation for the classmates who have not attended the exhibition.
4. Oral presentation of the conclusions.
5. Personal reflections.

### **Impact:**

1. Oral communication of the conclusions to the rest of the class. Every student can enjoy their classmates' reflections.
2. Entry on the portfolio with a reflection about the exhibition and about the experience.

### **Resources:**

From the information that students find in the social network and the internet about the exhibition, its content is presented and it is connected to previously acquired knowledge.

### Supporting documents:

*Dossier digital* to reflect on the exhibition.

Articles that mention the exhibition:

Feminista havies de ser - Time Out

Exposició 'Feminista havies de ser' - Surtdecasa.cat

### Video recording:

Visit to the exhibition with debate activities



## 6.1.10 Altar de muertos



### School

Escola Octavio Paz  
C.Mallorca 657 08027 Barcelona  
[a8052165@xtec.cat](mailto:a8052165@xtec.cat)  
[www.escolaoctaviopaz.cat](http://www.escolaoctaviopaz.cat)  
Twitter: @octaviopazbcn

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |   |  |   |   |
|---|--|---|---|
| <input checked="" type="checkbox"/> Critical thinking | <input checked="" type="checkbox"/> Creativity | <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy         | <input type="checkbox"/> Media literacy        | <input type="checkbox"/> Technology literacy      | <input type="checkbox"/> Flexibility              |
| <input type="checkbox"/> Leadership                   | <input type="checkbox"/> Initiative            | <input type="checkbox"/> Productivity             | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 6-12 year olds

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### School context:

Escola Octavio Paz opened in 1994. It is a state school located in Barcelona for 3-to-12-year-old children. It hosts around 225 children and it belongs to the UNESCO school network in Catalonia. They have received several education awards because they have been able to transform a deprived school into a successful school in five years.

The school defines itself as active, global, innovative, inclusive, open and participative. The school plan focuses on competency-based learning, school projects, assessment and external partnerships.

The school was inaugurated by the Mexican Nobel Prize writer Octavio Paz. Since then, the school has a partnership with two Mexican schools. One of the activities related to this partnership is the building of a school shrine, ALTAR DE MUERTOS, every year during the Day of Dead, a Mexican holiday held in November to remember people who have died.

The school builds a shrine, every year, to honour a deceased famous person using marigolds, pecked papers, food and pictures.

### Description:

Each year since 2015, the Altar de Muertos is dedicated to a person, died along that year, with a relevant personal and professional trajectory in our country who can be inspiring to our children. Some weeks before the inauguration of the shrine, the children make research to better know the person who is being honoured, they work on a study topic related to the honoured person and they prepare a performance for the shrine's inauguration ceremony.

YEAR	HONOURED PERSON	PROFESSION	STUDY TOPIC
2015	Tito Vilanova	Football coach	Sports
2016	Muriel Casals	Cultural activist	Culture
2017	Carles Capdevila	Journalist	Communication
2018	Jorge Wagensberg	Physicist & researcher	Science
2019	Neus Català	Concentration camp survivor	Historical memory
2020	Josep M. Benet i Jornet	Playwright	Drama

This project has 4 main objectives:

- To study a recently deceased person from the Catalan culture who can be an example to the children of the school.
- To make children understand the acceptance of death and better understand different cultures.
- To develop creativity and artistic competence by building the shrine with decorative motifs and by participating in a school performance.
- To foster the participation of all the school community stakeholders in a common project.

### Learning Outcomes:

- To know the work and importance of a well-known recently deceased person from the Catalan culture.

- To search information and expand the knowledge of the topic to which the shrine is dedicated.
- To know the popular Mexican tradition of Día de Muertos (Day of the Dead) and how cultures face death.
- To improve manual skills and creativity by pecking papers, making masks and decorating the shrine.
- To improve personal and social skills by participating in a school performance and in different events organized by the school.

### Time Schedule:

The practice lasts one and a half months and it is embedded in the daily school routines and activities. The project starts in mid-September and ends with the shrine inauguration the 30<sup>th</sup> of October.

The sequence and different project activities are explained in the next section.

### Activities:

PHASE	ACTION	CALENDAR	STAKEHOLDERS
1	Design of the shrine	End of September	Children and staff
2	Pecked paper decoration	Beginning of October	School community
3	Building of the shrine	Mid October	Children, staff and families
4	Study topic week	Last week of October	Children and teachers
5	Tribute to the honoured person (school performance)	Last day of October	School community
	Opening of <i>Altar de Muertos</i>		
6	Visit of schools to the shrine and reception of authorities and media	First week of November	Nearby schools, educational stakeholders and authorities

### **Impact:**

- This practice is included in a cultural exchange programme between the Catalan school and two Mexican schools. With this, children learn and acquire new knowledge about Mexican customs, traditions and culture.
- Children learn to understand different traditions, perspectives and values.
- Children examine issues of local cultural significance related to the person to whom the shrine is dedicated.
- The practice reinforces the sense of belonging to the school community as the whole school community is involved in the practice. Families help children to build and decorate the shrine with pecked paper and other traditional Mexican items.

### **Resources:**

- A programme of activities is developed for the study topic week: lectures, visits, field trips...
- Shrine decorations: pecked paper, marigolds, candles, decorated candied skulls...
- Invitations for the opening ceremony are sent to educational stakeholders, authorities and media. Traditional Mexican food and refreshments are served. Traditional Mexican music (mariachis) is played live.

### **Supporting documents:**

- General presentation of the Altar de Muertos:  
<https://youtu.be/68i2uvkpXj0>

- Information about the exchange between Catalonia and Mexico: <http://www.escolaoctaviopaz.cat/intercanvi-catalunya-mexic/>
- Opening ceremony of the shrine in 2019 dedicated to Neus Català, concentration camp survivor: <https://youtu.be/ZCNGus610SY>
- Opening ceremony of the shrine in 2017 dedicated to Carles Soldevila, journalist: <https://youtu.be/K5brnXGSD6U>

**Video recording:**



## 6.1.11 CintoRàdio



Escola Mossèn Jacint  
**Verdaguer**  
Poble-sec

### School

Escola Mossèn Jacint Verdaguer  
C.Lleida 32, 08004 Barcelona (Catalonia)

Website: <https://agora.xtec.cat/ceip-mcinto-verdaguer/>

Mail: [a8001649@xtec.cat](mailto:a8001649@xtec.cat)

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |  |  |   |   |
|--|--|---|---|
| <input checked="" type="checkbox"/> Critical thinking    | <input checked="" type="checkbox"/> Creativity     | <input checked="" type="checkbox"/> Collaboration       | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Information literacy | <input checked="" type="checkbox"/> Media literacy | <input checked="" type="checkbox"/> Technology literacy | <input type="checkbox"/> Flexibility              |
| <input type="checkbox"/> Leadership                      | <input checked="" type="checkbox"/> Initiative     | <input type="checkbox"/> Productivity                   | <input checked="" type="checkbox"/> Social skills |
- 

## Target groups

- Primary education       Secondary education       Other: (specify)
- 

## Age group: 9-12 years

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### School context:

Jacint Verdaguer i Santaló (1845-1902) was a priest and prominent poet in the Catalan language. Verdaguer is one of the great figures of modern Catalonia. Romantic poet, within the framework of the Renaixença (Catalan cultural and literary movement of the 19th century). He placed the Catalan language in the category of literary language. The word "Cinto" is a popular abbreviation for the name Jacint, which the school uses to identify the CintoRadio project.

The Mossèn Jacint Verdaguer school is located in the Poble-sec district of Barcelona and it is a high complexity school:

- High percentage of disadvantaged students. 80% of the pupils enjoy free meals through the council help.
- The number of children who have joined the Catalan education system less than 2 years ago is 24%. This reality means that the school must

have sufficient resources to be able to cater for diversity in an inclusive way.

- The school has a very large number of foreign origin students. Despite what it may seem, the cultural diversity of students can generate a great linguistic wealth while offers the school a great opportunity to improve cohabitation, both at school and in the neighborhood of Poble-sec. 58'33% of the students does not have any parent with Spanish nationality. Many others are from a foreign origin.

These reasons make the school believe that their students can suffer the consequences of the digital divide and this is why they believe that the school must ensure equal opportunities to all students by providing the necessary resources. The school participates in the Sustainable Schools + project with the aim of working to raise student awareness to achieve a fairer and more sustainable world. This radio project becomes a very important means of communication for students as they can express ideas and commit themselves with this topic.

### **Description:**

To encourage cross-curricular work between the different curricular areas using radio.

To ensure the methodological application of technology (radio) in the didactic programming of the different curricular areas.

To plan the necessary tools to broadcast the students' productions.

To assess the quality of the methodologies used in the project.

### **Learning Outcomes:**

Taking into account the linguistic and social diversity of the students, communication technologies will help and give importance to children, making them responsible and protagonists of their learning using the radio (CintoRàdio), video creations and news in the school website and make a responsible use of social networks.

They will also learn to use Catalan as the main language using new expressions, expanding their vocabulary and improving diction and intonation. They will improve the written language in both writing and spelling, as clear and understandable radio scripts are needed. This will help them to integrate into the society in which they live, as they will use the language of the environment.

### **Time Schedule:**

CintoRàdio is a communication workshop that we organize for the whole primary school weekly. We spend 2 hours per week in a communication workshop to improve the language in a functional and meaningful way as children discover the importance of language in communicating.

There are many teachers involved in the workshop and this reduces the number of students in each workshop. To write the script, the children work in an ordinary classroom and at the time of recording we go to the “recording studio” which is a classroom equipped with recording equipment: microphones, sound table, headphones, computer with sound software (Audacity and sound effects).

### **Activities:**

First, the activity begins with presenting this media, as students do not always listen to the radio. This presentation makes students aware of the importance of this media, specially the intonation and clarity of the voice to communicate.

Then, the group decides the topics they want to talk about. This means that children have to reach some agreements and from that moment, they organize themselves to decide the roles (presenter, interviewer, reporter...).

In groups, children start writing the script using a template. Once the script is finished, a session is devoted to rehearse intonation, reading speed and diction.

Children record the radio programme in the studio and it is later edited using Audacity.

### **Impact:**

CintoRàdio's programmes are archived in the school website, so they can be listened to at school, at home, or in their home countries because the internet knows no borders.

In addition, boys and girls can listen to their own radio programme and thus, improve those aspects that are necessary to be able to make a better programme. After listening to the programme, the evaluation is done with the participation of all the members of the group, taking into account the aspects that need to be improved and those that have already been learnt and that have made us feel good.

### **Resources:**

**Human Resources:** Schoolteachers and students.

**Material resources:** Chromebooks for the script and Radio recording studio with sound table, microphones and computer (with Audacity software).

### **Supporting documents:**

- Webquest:  
Fem Ràdio <http://espaididactic.cat/webquest/femradio/index.htm>
- School website with CintoRàdio podcasts: <https://agora.xtec.cat/ceip-mcinto-verdaguer/categoria/projectes/radio/>
- Paper on School Radio Network in Catalonia: [https://criatures.ara.cat/escola/el-paper-de-les-radios-escolars\\_0\\_2538346154.html?utm\\_medium=social&utm\\_source=twitter&utm\\_campaign=ara](https://criatures.ara.cat/escola/el-paper-de-les-radios-escolars_0_2538346154.html?utm_medium=social&utm_source=twitter&utm_campaign=ara)

**Video recording:**

You can watch a video on this project here: [https://youtu.be/0-DGS8IR2\\_c](https://youtu.be/0-DGS8IR2_c)



## 6.1.12 OpenFAB



### School

Institut Milà i Fontanals

Plaça Josep M. Folch i Torres s/n 08001 Barcelona

<https://agora.xtec.cat/ins-mila-bcn/>

[a8013196@xtec.cat](mailto:a8013196@xtec.cat)

### Global Competence dimension

- Examine issues of local, global and cultural significance
- Understand and appreciate the perspectives and world views of others
- Engage in open, appropriate and effective interactions across cultures
- Take action for collective well-being and sustainable development

### Subject



## 21<sup>st</sup> century Skills

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Critical thinking    | <input checked="" type="checkbox"/> Creativity | <input checked="" type="checkbox"/> Collaboration       | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Information literacy | <input type="checkbox"/> Media literacy        | <input checked="" type="checkbox"/> Technology literacy | <input type="checkbox"/> Flexibility   |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Initiative            | <input type="checkbox"/> Productivity                   | <input type="checkbox"/> Social skills |
- 

## Target groups

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Primary education | <input checked="" type="checkbox"/> Secondary education | <input type="checkbox"/> Other: (specify) |
|--|---|---|
- 

## Age group: 13-14 year old

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### School context:

The school offers lower and upper secondary education (12-18 year old students). The school is located in the centre of Barcelona in a deprived neighbourhood with many families of foreign origin. It hosts around 500 students. Most of them have a deprived family context and come from Pakistan, Bangladesh, North Africa and South America.

The aims of the school are to improve excellence and equity through students' better performance, decreasing dropout rates, the use of digital technology and school engagement. Arts and STEAM are fostered as learning approaches.

### Description:

In this practice, secondary school students make games and toys for a primary school in the neighbourhood. It is a way to enhance active and participative citizenship using STEAM and the "maker culture" as methodological approaches to produce real and useful materials.

## Learning Outcomes:

- To work in teams and collaborate
- To improve abstract reasoning and mathematical competence
- To use Google digital tools
- To use 3D design and printing software
- To use a 3D printer and cutting plotter
- To improve communication
- To share 3D designs in an open community

## Time Schedule:

- The practice lasts 1 term, 4 hours per week in 2 hour sessions.
- The number of students is 20 in working groups of 3-4 students.
- The lessons are in the technology lab (where the machines are) and in the computer room.

## Activities:

**Sequence 1:** Students are asked to reflect on toys and games they used or played when children. They are asked to look up information in online toy stores to see how are toys nowadays. They look up for manipulative toys and games for 6-7 year old children.

**Sequence 2:** Students plan a classroom observation. They go to the primary school and observe how children play. Some of them play with the children, other observe and take pictures. They interview the primary school teacher and ask questions about the toys and games that they use, the kind of games, outdoors games, which games and toys like them most, how children with difficulties play...

**Sequence 3:** Students think and discuss about which toys and games they could design. They start working with 3D design and the machines they will use (3d printer and cutting plotter). 3-4 student groups are made. Each group designs and makes a toy or a game. Several responsibilities

are distributed in each group. The final products are uploaded in an online repository.

**Sequence 4:** Students visit the primary school with the toys and games they have made. They explain how they work and they play together. They officially give the toys and games to the school.

**Sequence 5:** Students are self-assessed using a rubric on work organization, collaboration management and communication of results. They reflect on their work to enhance self-regulation.

### **Impact:**

- Each term 8 toys or games are produced.
- The challenge is to think about a toy which will be used by specific children they know. This increases engagement, self-confidence, initiative and personal autonomy.
- It is a service-learning project that combines learning objectives with community service.
- There is an improvement of digital competence: retrieve and judge information, manage content and data, communicate and collaborate through digital technologies.
- Students use their own device (BYOD).
- There is an increase and improvement of relationships between secondary students and children and between the primary school and the secondary school.

### **Regarding the SDG, this school practice**

- supplies deprived primary schools with new toys and games
- raises awareness on recycling and the possibility of making lost pieces instead of buying a new product.
- adapts toys and games to students with disabilities
- enables citizens as consumers and producers

- fosters the sharing of the knowledge, uploading the designs to an open repository where any citizen can use them for free

### Resources:

- Open-source software: Tinkercad (3D design) and Cura (3D printing).
- Tools: 3d printer and cutting plotter.
- Gsuite to share files and manage documentation.
- Google classroom as learning environment.
- Thingiverse: community for discovering, making, and sharing 3D printable things.
- Materials: 3D printing filament, timber and vinyl sheets.

### Supporting documents:

A presentation about this practice: <https://xavierrosell.com/jpre20/>



### Video recording:



# 6.2 In practice - School Projects

The background of the slide is a solid yellow color. Overlaid on this is a network graph consisting of numerous small, semi-transparent yellow circular nodes connected by thin, light-yellow lines. The nodes are scattered across the page, with a higher concentration in the lower half. The lines form a complex web of connections between the nodes, creating a sense of interconnectedness and structure.

## 6.2 In practice - School Projects



One of the project goals was to develop school cross-curricular projects for students aged 10-12. Each project deals with global competence and UNESCO's Sustainable Development Goals (SDG) with a project based learning methodology (PBL).

The goal of such a project is to challenge learners to investigate the world, consider a variety of perspectives, communicate ideas and take meaningful action.

To develop the projects, we have created a template, which

teachers can use to start new projects. It is structured in these sections: overview, components, milestones, calendar, resources and tools.

Please feel free to use the template to create your own school project!

We suggest that you base the project on one SDG, include 21<sup>st</sup> century skills and use PBL methodology.

[https://blocs.xtec.cat/thinkglobal/files/2020/10/Project\\_Planner\\_Think\\_Global\\_2020.FINAL-VERSION.pdf](https://blocs.xtec.cat/thinkglobal/files/2020/10/Project_Planner_Think_Global_2020.FINAL-VERSION.pdf)

## 6.2.1 Elimination of violence against women



### School

Institut Viladomat

C. Consell de Cent, 148 08015 Barcelona

<https://agora.xtec.cat/insviladomat/>

[gestio@institutviladomat.cat](mailto:gestio@institutviladomat.cat)

Twitter: @InsViladomat

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### Project overview:

This project works on the situation of women in today's world: gender violence, everyday sexism, the wage gap, the pink tax, the right to vote. The goal is to do a campaign to raise awareness among students of the need to fight for women's equality in today's world. The students of the 1st year of secondary school go to their primary schools to give a presentation about the situation of women in the world. Throughout the week they work on gender equality, -objective 5 of the sustainable development goals, everyday sexism, the wage gap, women in history, who were the suffragettes...

The students make posters, infographics, watch videos, create a feminist alphabet... In the hall of the school there is an exhibition with many of the productions of the week. The exhibition has a double goal: to show the work done and to make students aware of the situation of women in today's world.

### Global competence goals:

- Be aware of gender inequalities synchronously and diachronically.
- Work cooperatively.

- Produce materials that facilitate the communication and dissemination of learning (poster, infographics, web, presentation, talk).

**Link to the project:**

*[https://blocs.xtec.cat/thinkglobal/files/2021/08/PROJECT\\_INS\\_Viladomat\\_Elimination\\_violence\\_women-1.pdf](https://blocs.xtec.cat/thinkglobal/files/2021/08/PROJECT_INS_Viladomat_Elimination_violence_women-1.pdf)*

## 6.2.2 Can we save our sees?



### School

Pembroke Dock Community School,  
Bush Street, Pembroke Dock,  
Pembrokeshire, Wales, UK, SA72 6LQ

[www.pembrokedockcommunityschool.org.uk](http://www.pembrokedockcommunityschool.org.uk)

### Project overview:

The world's oceans – their temperature, chemistry, currents and life – drive global systems that make the Earth habitable for humankind. Our rainwater, drinking water, weather, climate, coastlines, much of our food, and even the oxygen in the air we breathe, are all ultimately provided and regulated by the sea. Throughout history, oceans and seas have been vital conduits for trade and transportation. Coral reefs are considered to be one of the most diverse and productive marine ecosystems, providing essential ecosystem services such as coastal protection, food, income, biodiversity and cultural significance. They are under increasing pressure from global warming, ocean acidification and destructive fishing practices, and the signs of strain are visible worldwide. Marine protected areas need to be effectively managed and well-resourced and regulations need to be put in place to reduce overfishing, marine pollution and ocean acidification. In this project, learners research issues relating to depletion of coral reefs globally; discover threats to the regeneration of coral and marine diversity; investigate ocean acidification; create a persuasive speech; and produce an awareness campaign to disseminate their project findings, student teams will determine possible causes and review strategies that have been

implemented to address this issue. Students analyse possible solutions to act on and how to best communicate these problem-solving ideas to stakeholders. The project culminates with a presentation of an awareness campaign to inform global audiences of the importance of increasing renewable energy usage.

**Global competence goals:**

Examine local, global and intercultural issues Understand and appreciate the perspectives and world views of others Take action for collective well-being and sustainable development (17 SDG) Engage in open, appropriate and effective interactions across cultures.

**Link to the project:**

*[https://blocs.xtec.cat/thinkglobal/files/2021/08/PROJECT\\_Pembroke\\_Dock\\_Can\\_We\\_Safe\\_Our\\_Seas-1.pdf](https://blocs.xtec.cat/thinkglobal/files/2021/08/PROJECT_Pembroke_Dock_Can_We_Safe_Our_Seas-1.pdf)*



## 6.2.3 Reduced inequalities

### School



GO! Atheneum Unescoschool

Klein Berchemstraat 1

1081 Koekelberg

<https://kakoekelberg.be/>

<https://www.facebook.com/K.A.Koekelberg>

<http://www.instagram.com/atheneumunescokoekelberg>

---

### Project overview:

We all deserve to live in a world where everyone is treated equally regardless of our gender, age, ethnicity, religious beliefs, economic status, where we live, or who we love. But inequality has existed throughout human history, so we have a lot of work to do if we want to see a world where fairness rules and everyone has the same chance to thrive.

### Global Competence Goals:

Examine local, global and intercultural issues.

Understand and appreciate the perspectives and world views of others.

Take action for collective well-being and sustainable development. (17 SDG)

Engage in open, appropriate and effective interactions across cultures

### Link to the project:

<https://blocs.xtec.cat/thinkglobal/files/2022/01/Project-Unesco-Koekelberg-Reducing-inequalities.pdf>



**THINK  
GLOBAL:  
THEMA  
TIC  
BIBLIO  
GRAPHY**

The background is a solid red color. Overlaid on this is a white network pattern consisting of small circular nodes connected by thin, light-colored lines. The nodes are scattered across the page, and the lines form a complex, interconnected web-like structure.

## 7. Think Global: Thematic Bibliography

Throughout this toolkit many different resources were used. In below bibliography you can find the references to the source materials. We encourage you to check them out to get yourself more acquainted to everything related to Global Competence education.

### 7.1 Definitions and Discourse

(what is global competence? How is it framed within the context of other, overlapping educational aims, how is it articulated? Who benefits?)

Afterschool Alliance (2010) 'Afterschool and Global Competence: Expanding and Enhancing Learning Opportunities', Afterschool Alert, Issue Brief No. 41

Boix Mansilla V & Jackson A (2011) Educating for Global Competence: Preparing Our Youth to Engage the World [online]: <https://asiasociety.org/files/book-globalcompetence.pdf> [Accessed 28 January 2020]

Buxarrais, M. R, Noguera, E. & Esteban, F (2019). Ethical Competences for Democratic Citizenship at School, University and in Family. In Wiel Veugelers (Ed) Education for Democratic Intercultural Citizenship, Brill.

Engel LC, Rutkowski D & Thompson G (2019) 'Toward an International Measure of Global Competence? A Critical Look at the PISA 2018 Framework', Globalisation, Societies and Education, 17: 2, 117-131.

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Tavangar HS (2017) 'Unlocking the Secret of Global Education', Childhood Education, 93: 6, 457-463.

World Economic Forum (2020). Schools of the Future Defining New Models of Education for the Fourth Industrial Revolution

## 7.2 Pedagogy

(teaching and learning strategies, pedagogical approaches, professional learning)

Asia Society (2008) Going Global: Preparing our Students for an Interconnected World [online]: <http://asiasociety.org/files/Going%20Global%20Educator%20Guide.pdf> [Accessed 28 January 2020]

Bamber P, Lewin D & White, M (2018) '(Dis-) Locating the Transformative Dimension of Global Citizenship Education', *Journal of Curriculum Studies*, 50: 2, 204-230.

Boix Mansilla V (2016) 'How to be a Global Thinker', *Educational Leadership*, 74: 4, 10-16.

Boix Mansilla V & Jackson A (2011) Educating for Global Competence: Preparing Our Youth to Engage the World [online]: <https://asiasociety.org/files/book-globalcompetence.pdf> [Accessed 28 January 2020]

Ferreira, M. & Trudel, A.R. (2012) 'The Impact of Problem-Based Learning (PBL) on Student Attitudes Toward Science, Problem-Solving Skills, and Sense of Community in the Classroom', *The Journal of Classroom Interaction*, 47: 1, 23-30.

Holmes C (2019) 'Teaching for Global Citizenship with Young Adult Literature in the Social Studies' *Educational Considerations*, 45: 1, Article 8.

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Johnson PR, Boyer MA & Brown SW (2011) 'Vital Interests: Cultivating Global Competence in the International Studies Classroom', *Globalisation, Societies and Education*, 9: 3-4, 503-519.

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## 7.3 Curriculum

(Learning Outcomes, classroom activities, resources)

Asia Society (2008) Going Global: Preparing our Students for an Interconnected World [online]: <http://asiasociety.org/files/Going%20Global%20Educator%20Guide.pdf> [Accessed 28 January 2020]

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