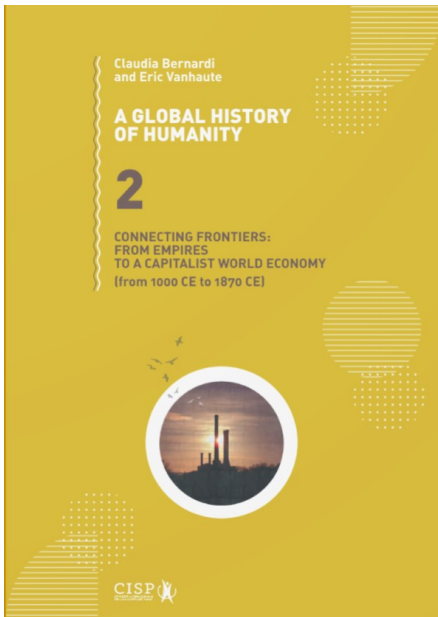


WHERE to bring GCE and SDGs

MENTALITIES



SCHOOLS

GLOBAL CITIZENSHIP EDUCATION
WHOLE SCHOOL FRAMEWORK
Guidance for national partners

1 WHAT IS THE GLOBAL AND SUSTAINABLE SCHOOLS TOOLKIT

This Global Citizenship Education Framework is based on approaches used in England and Ireland over the last 15 years, which are the foundation of national Global Citizenship award. In England, the consortium of Development Education Centres manages the Global Schools Award¹. In Ireland the Global Passport Award is run by Worldwide Schools².

Global Citizenship Education

The United Nations agency UNESCO describes Global Citizenship Education as “a response to the challenges (of) our increasingly interconnected” world, “such as human rights violations, inequality and poverty, (which) still threaten peace and sustainability”. It goes on to say Global Citizenship Education “works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies”³.

2 WHY USE THE GLOBAL AND SUSTAINABLE SCHOOLS TOOLKIT

The Global Citizenship Framework is intended for you to use as a tool to help you in delivering Global Citizenship Education with a particular focus on the U.N. Sustainable Development Goals⁴.

The framework:

- Provides a structure to plan & deliver Global Citizenship Education systematically across the curriculum
- Recognises, encourages and values the work of individual teachers
- Tick boxes and provides evidence for school inspections (e.g. Citizenship; Prep for the world of work; Equalities; Environment; Social /emotional skills)
- Provides a structure to monitor progress
- Celebrates your school's achievement in Global Citizenship Education

¹ <http://www.global-schools-award.com/>
² <http://www.worldwide-schools.ie/about-us/support>
³ <https://en.unesco.org/themes/gce> <https://en.unesco.org/themes/gce/definition>
⁴ <https://en.unesco.org/sdg>

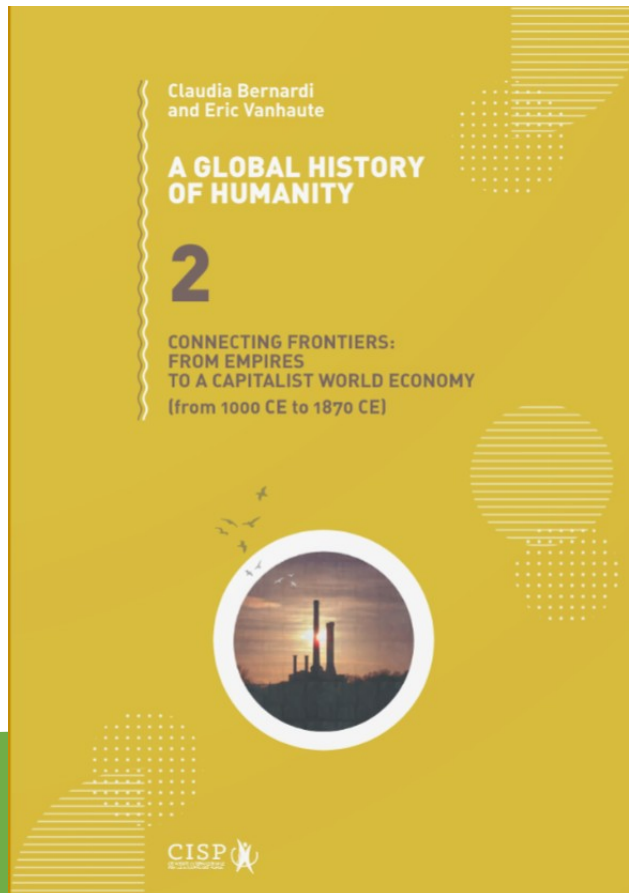
This document has been created by GET UP AND GOALS! from Leeds Development Education Centre.

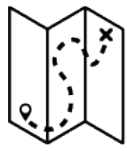
COMMUNITIES





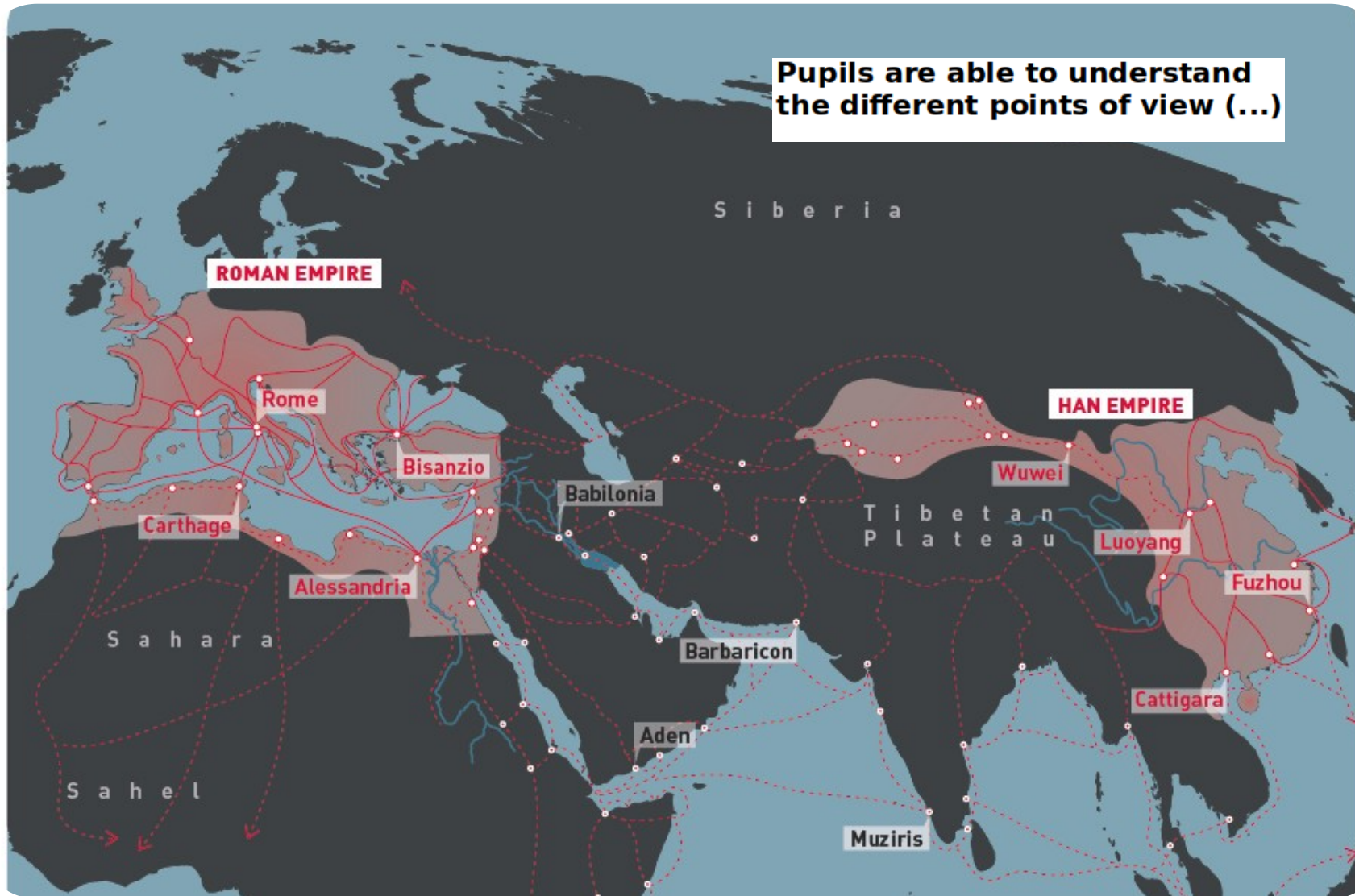
1 Geo-history textbook on global history for 12 countries

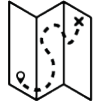




THIS MAP REPRESENTS THE ROMAN EMPIRE AND THE CHINESE EMPIRE DURING THE 1ST CENTURY OF THE COMMON ERA. LOOK AT THE MAP...

Pupils are able to understand the different points of view (...)





OBSERVE THE MAP DEPICTING THE EXPANSION OF THE SUGAR CANE FRONTIER.
PUT IN CHRONOLOGICAL ORDER THE STAGES OF ITS DIFFUSION IN THE WORLD WITH THE RELATIVE PLACES.



Students learn to "read" a painting, a photograph, framing it in a specific context and/or historical event, obtaining information and organising it into texts.

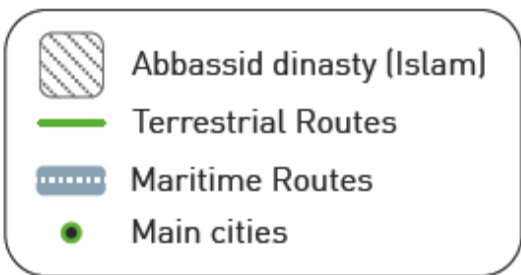
TIME (WHEN?)	PLACE (WHERE?)
6000 BCE	INDONESIA

NOW DRAW LINES TO JOIN DATES AND PLACES OF THE DIFFUSION STAGES.
WHAT CONSIDERATIONS CAN YOU MAKE ABOUT THE RESULTING NETWORK OF RELATIONSHIPS?

Islamic civilization - during the dynasty of the Abbasid Caliphs (750-1258 BCE) - played a key role in connecting trade between Europe, North Africa, Sub-Saharan Africa and parts of Asia, as shown on this map.



They begin to understand the differences between yesterday and today. Critical thinking begins to form



This map shows the Islamic civilisation's fundamental role in connecting Europe, North Africa, sub-Saharan Africa, and various parts of Asia through exchanges that took place both by land and by sea.

HOW to bring GCE and SDGs

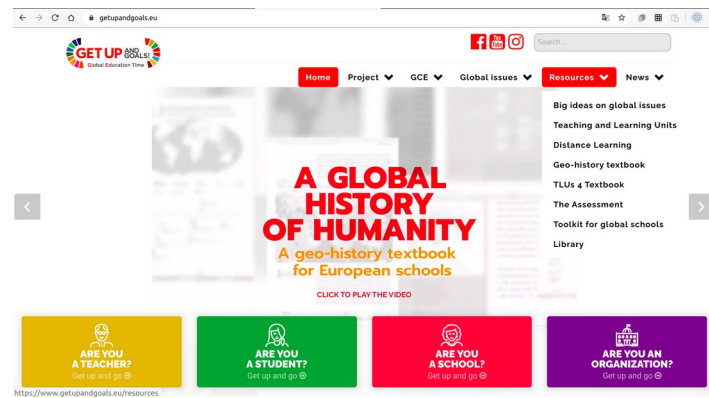
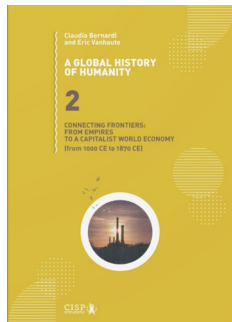


ORDINARY PROCESS

1) Developing tools

2) On line diffusion

3) Autonomous use of the tools

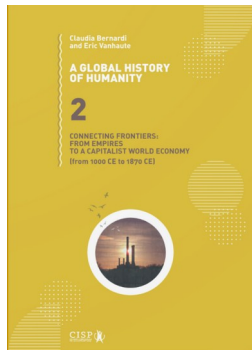


HOW to bring GCE and SDGs



REINFORCED PROCESS

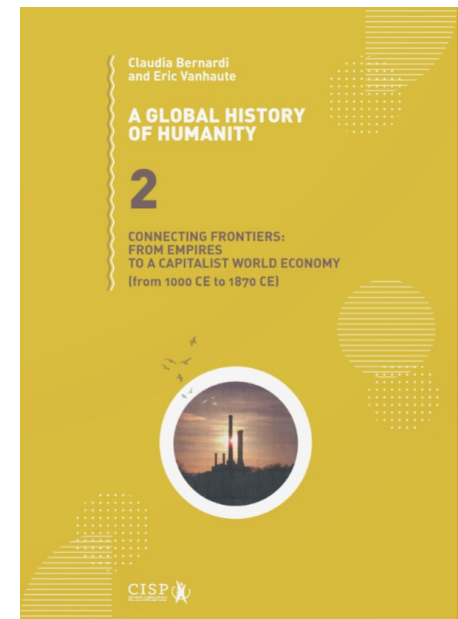
1) Developing tools



2) Teacher training on their use



3) Tool's testing & improvement





THANKS!

getupandgoals.eu/resources/textbook

