



Workshop 2

GCE Impact Assessment + Whole Approaches

Breakout Room Discussion

Questions and record sheets



Guiding questions

- 1) How important/useful is it to have tools to assess understanding of Global Citizenship Issues in education?

What are the benefits for schools/teachers/pupils?

Is it valuable to have a common European tool?

- 2) Is GCE assessment used in your country/ field of work? If so, which approaches are useful and effective?

What are the issues with GCE assessment ?

- 3) Could you use this toolkit for global and sustainable schools to support the delivery of Agenda 2030 (SDGs) ?

What could be done to include GCE assessment into education systems in your country?

What will you do? What steps will you take to put this into practice?

Facilitators

- Group 1: Tommasso Busini and Raffaella De Luca
- Group 2: Lenka Pánková
- Group 3: Harry de Ridder



- 1) How important/useful is it to have tools to assess understanding of Global Citizenship Issues in education?
- What are the benefits for schools/teachers/pupils?
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GROUP 1

Group response:

Senigalia agreed that assessment had benefits on school management, parents: a community of all actors involved in assessment process in schools were created. Assessment system is performing also in Rome: this particular GUaG tool can be well integrated also in other schools. Inspectorate of Alba Iulia (RO), coordinating 144 schools, declared that tools of assessment were very consistent and can be replied at national level.

Students are adaptable to new tools and all docs created by project are very useful (TLU, geohistory book): assessment tool are a good instrument to start implementing GCE at schools (that can be link to the Social Education program formally active in Romania) and “count” progress for teachers. School assessment tools are a premiere in Romania, the same in Italy and Spain (there is only a strategy on GCE, but not formal unique tools and a common system). In several country there is not a massive strategy at national system, but a lot of individual actions, together with sensitization (and awareness) actions and campaign.

All participants agree it is strategic to have a common EU tool, every country can adapt at national level (or at regional level, it depends of countries). Tools do not solve problems, but have a great impact on progressive chain. Of course in most countries exist some fears by headmasters and school culture is antiquated.



2) Is GCE assessment used in your country/ field of work? If so, which approaches are useful and effective?

GROUP 1

What are the issues with GCE assessment ?

Group response:

Starting from a major awareness is a good pre-condition to change school culture that can use more GCE assessment tools. In Italy lots of teachers have not the culture of GCE, so it is not easy to overwhelm this mentality and field of work can be limited. Communication actions (not only promotion) are the most important in order to start the use of toolkits and evaluate “in itinere” the assessment. Top bottom approach is useful for fasten the process.



3) Could you use this toolkit for global and sustainable schools to support the delivery of Agenda 2030 (SDGs) ?

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What will you do? What steps will you take to put this into practice?

Group response:

GROUP 1

- Global schools award can be implemented also in Romania, but most of the schools do not have a strategy on citizenship education
- Important to involve other stakeholders and CSO, raising the awareness as much as possible. So also a top-down approach can be useful.
- In Italy the introduction of Civic education can be an asset but must be linked more with GCE strategies at school.



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GROUP 2

Group response:

- Assessing GCE is important, measuring the progress, negative trend in global issues among young people - the assessment will show us the needs of schools
 - Tool and reporting back to people is useful
 - Qualitative vs. quantitative indicators
 - Common European tool allows comparison among EU school (lot of doubts, national context and context in schools)
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- ??? How to link this process of assessing of GCE in the classroom with the international agenda 2030 - UNESCO is assessing SDG 4.7 - could be there a connection between GUAG assessment and UNESCO assessment?



2) Is GCE assessment used in your country/ field of work? If so, which approaches are useful and effective?

GROUP 2

What are the issues with GCE assessment ?

Group response:

- Question of national and school context
- Global School award in BLG - 5 years - very experienced schools and low experienced schools (2 steps - for schools were developed) - in BLG adopted GUAG framework
- PT - it is used, each school has a strategy on citizenship education (CE), evaluation on CE is compulsory (indicators - some of them are for whole school approach on CE), GCE topics are part of CE



3) Could you use this toolkit for global and sustainable schools to support the delivery of Agenda 2030 (SDGs) ?

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Group response:

GROUP 2

Spread the word about the tools among other stakeholders in our countries

Use the tools in our national platforms, share among other organizations



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GROUP 3

Group response:

We can learn from the tools - so very useful for schools, it can guide us

There are already several tools - this is a good one

Schools are on several levels - it helps to get to a higher level



2) Is GCE assessment used in your country/ field of work? If so, which approaches are useful and effective?

GROUP 3

What are the issues with GCE assessment ?

Group response:

It is not the case in Poland (yet)

In CZ it depends of the teacher - we are just at the beginning - know of only 2 or 3 teachers - very different

UK - I am new so I don't know it yet - curriculum is GCE based already

Holland: we are very far in implementing the assessment - we can learn from each other



3) Could you use this toolkit for global and sustainable schools to support the delivery of Agenda 2030 (SDGs) ?

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GROUP 3

Group response:

The website → let them fill it in open for everybody school to learn from

UK: there is a contest between schools - there is a lot to do by the ministry

CZ: ministry is not open to GCE



CONCLUSION FROM GROUP WORK

Situation on GCE assessment differs among EU countries - we have less and very experienced countries in GCE assessment (in some countries GCE is curriculum based, in some also GCE assessment - in others not)

Tools do not solve problems, but **have a great impact on progressive chain**. Common EU tool would be very strategic - it should be adaptable on the national context

Thanks to assessment tools **schools could guide themselves**, the schools can see where they are - it could help them to get higher

Next steps differs according to national level, would be **good to share GUAG assessment initiative and start-continue in the discussion of GCE assessment on national level** (within the national network) **and also European level**