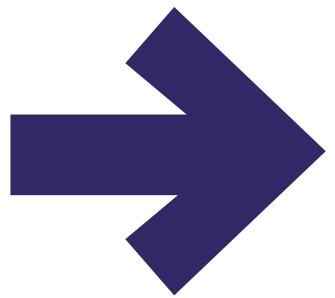




TEACH THE CHANGE!

8 steps to be a global teacher



CHANGE

START THE

Start the change! is a project co-funded by the European Commission that aims to raise awareness among European citizens on the Sustainable Development Goals (SDGs). The project advocates for joint efforts to end poverty, protect the planet and ensure peace and prosperity. With the collaboration of teachers and educators, Start the Change! proposes a replicable educational model that should increase the engagement of students and young people within their communities. The project aims to strengthen networks among schools, organisations and local authorities. The proposed “citizenship paths” invite young people aged 15 to 24 to explore the reality in which they live, reflect on the relationship between migration and global inequality, activate change in their communities and support sustainable development.



Visit us at www.startthechange.eu

These guidelines are the result of consultations between a group of 45 teachers from across Europe who met in Malta between October 28th and November 2nd, 2018. Brought together as part of the Start The Change! project, they drew on their combined experiences to reflect on the main challenges of developing educational activities on global issues and with a particular focus on the Sustainable Development Goals (SDGs) and migration.







During the gathering they considered the main targets and stakeholders, with the aim of identifying common solutions to these challenges in order to help other colleagues design and realise effective projects.

Engaging in and producing educational activities on sensitive issues such as migration can be challenging.

Encouraging and/or enabling students to see things through the lens of human rights and sustainable development is not a simple process but is necessary if we want to build a fairer and just world.

Teachers can face many systemic challenges; such as time constraints and difficulties linking or fitting global issues into their subject's curriculum. Getting support and buy-in from colleagues can present further problems and in some cases they may have to encourage and

motivate students to become engaged with sensitive global issues, likewise student's families and the wider school community. Our purpose here is to offer guidance for teachers and educators in how to raise student's awareness of the impact their lifestyle choices can have and consequently inspire them to become agents of change.

We've identified **three areas** we think form part of an effective Global Citizenship Education project: i) developing awareness (cognitive), ii) increasing sensitivity (emotional) and iii) initiating action (behavioural). You'll find these dimensions form part of each of the eight guidelines that follow and being mindful of them throughout your planning and design can help maximise the impact of your project.

We think it's also important to consider the following:

» **Be mindful of the group you are working with when exploring sensitive issues and consider their potential emotional responses and feelings.**

» **Encourage students to seek out new information, perspectives and points of view to help build their knowledge and understanding of the issues they're exploring.**

» **Help and encourage students to create and affect change. The ultimate aim of the educational process is for students to take what they've learned and then **Start the Change!** in their own lives and the world around them.**

The eight guidelines summarise all the teachers' contributions and each are divided into **three phases** we believe are necessary for an effective project: **beginning your project** (planning phase), **realising your project** (implementation phase) and **evaluating your project** (evaluation phase).

If you're reading these guidelines you'll probably be familiar with some of the difficulties or challenges that many teachers in Europe face. We hope that what follows will help you and your students to get the most from your project and empower you as a "global teacher".



**ACT AS A
FACILITATOR,
NOT
A TEACHER**

1



Global Citizenship Education is about more than transmitting knowledge to your students. Many of the issues it covers are dynamic, fluid and need to be explored rather than 'taught'. A key objective is therefore to create the best conditions for learning so that everyone involved can come to better understand the issues; be they local, global or both. The purpose is to offer opportunities for perspectives, ideas and learning to be shared rather than being too fixed with the inputs and outputs. Your role is to facilitate and support this process rather than simply teach the content.

Planning

- Create an open, inclusive and responsive environment for the project; share materials, information, methods and ideas with your students. Facilitate the process to identify common needs, expectations and the project's objectives using dynamic and participative activities.

Implementation

- Asking your students to sit or stand with you in a circle can help create a space for discussion and debate that involves everyone as equal contributors. The complexities of some of the issues you may cover can mean there are no experts in the room; it is the process of exploration that offers the greatest learning opportunity for all.
- Use the activities as a chance to learn with your students; listen carefully to what they say, take notes and explore the new themes, topics and ideas with them.
- It's important to be aware of language and to be clear, perhaps identifying key terms from the outset (i.e. migrant, refugee, asylum seeker...). Use an accurate, simple and inclusive language and ensure it is accessible to all the

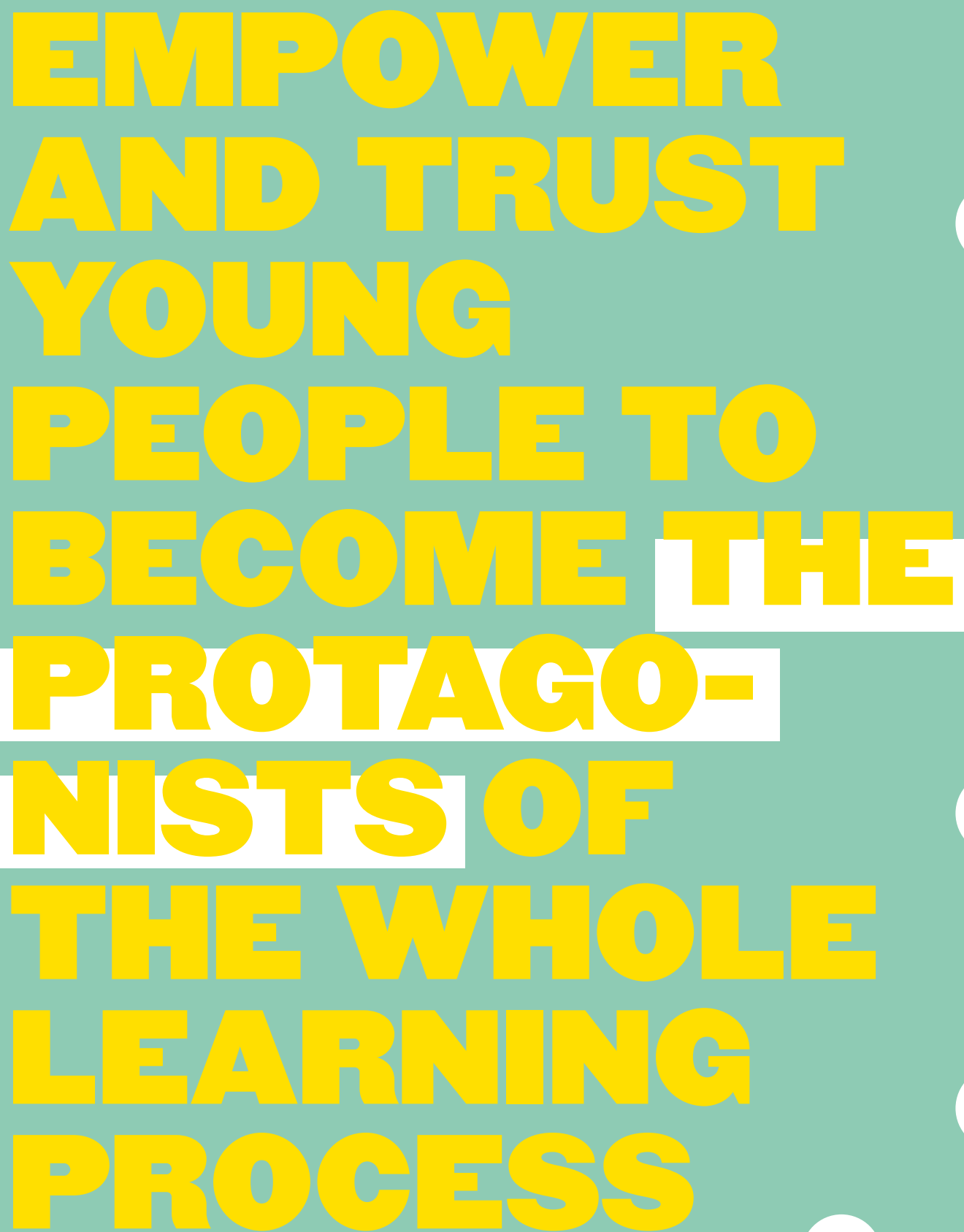
participants of the learning process.

Pay specific attention to issues around gender, especially if you speak languages that use masculine form in plural cases.

- During the activities take notes that everyone can see (on a blackboard, smartboard, sheets etc.) and try to summarise the discussions, highlighting the main concepts and showing the connections. If possible, identify or draw-out any common conclusions.

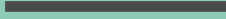
Evaluation

- Create the conditions that allow you to collectively evaluate the educational process. Facilitate this evaluation as best you can without influencing your students.
- Participate in the evaluation and help the young people thoroughly analyse the experience. Act as an observer asking questions and highlighting aspects for them to consider.
- In order to let your students feel completely free to express themselves, one step of the evaluation phase could be without debate. Give each of them the opportunity to explain what they thought was good and what could be improved, without comment or further discussion from others.

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**EMPOWER
AND TRUST
YOUNG
PEOPLE TO
BECOME THE
PROTAGO-
NISTS OF
THE WHOLE
LEARNING
PROCESS**

2



Global Citizenship Education puts the learner at the centre of the process; their characteristics, perspectives, competencies, strengths and weaknesses all form part of who they are, how they learn and what they contribute. It is important to enable young people to be the real protagonists of the project, from design to evaluation, so that it reflects them and their experiences, as well as the wider issues you explore.

Planning

- Start by investigating what interests your students so that the process and content is relevant to them as individuals and a group. Be mindful that exploring the SDGs and migration inevitably means working on sensitive issues.
- Be open and flexible with the kinds of questions you use to unpack and explore the issues/topics. Use the same ones young people are asking and be responsive to the discussions rather than relying on fixed or pre-determined questions.

Implementation

- Allow them to “feel” the issue using methodologies that help “put themselves in the shoes of others”, being mindful of their emotions throughout this process. Be conscious it’s possible that negative emotions and feelings may come to the surface but that, with the right environment of inclusivity and openness, this can be an invaluable part of the project’s development and for individuals too.

- Give young people space and time to contribute their own knowledge and understanding, remembering that their personal experiences inside and outside of school will influence their perceptions of the issues in their local context.
- Allow space within the project to identify how individuals can best participate and contribute, as well as considering the various roles and how to assign them. This might include key tasks such as social media, research, contacting experts etc.

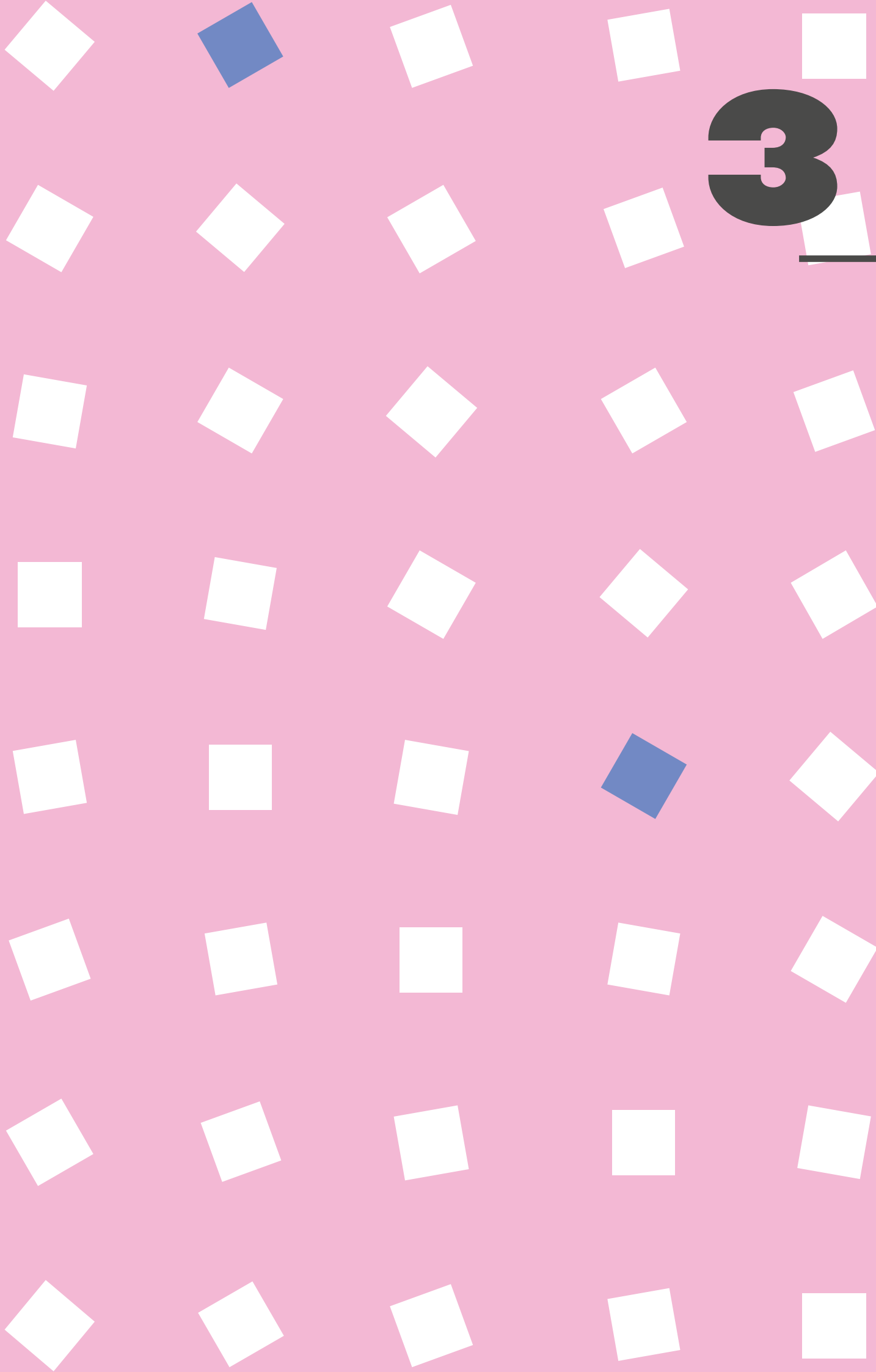
Evaluation

- Encouraging self-evaluation in young people is important: ask them not only what they have learnt but also how they felt during the project, personally, as a member of a group and as a citizen.
- Be ready to reverse the roles and ask them to offer you feedback on the effectiveness of the project in order to improve your work on sensitive issues. Questionnaires may not offer the most valuable form of participative evaluation: you could use a circle of thoughts or other tools that stimulate their creativity and broaden the depth of feedback.

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**TAKE INTO
ACCOUNT
THAT
GLOBAL
ISSUES ARE
CROSS-
CURRICULAR**

3



Global Citizenship Education is not a specific subject nor a methodology. Instead, it is an approach that can enrich the teaching and learning of existing subjects and curriculum rather than being an ‘add-on’ or extra piece of work. Remember that global issues are cross-curricular. Be confident knowing that there is relevance across all subjects, (even in those that seem to be less obviously connected); it’s about finding the hooks or opportunities in your own subject area.

Planning

- Work with your school team to develop a positive attitude towards Global Citizenship Education. Talk with your colleagues and senior management team about setting a timescale and giving space for developing projects.
- Starting with your own curriculum, identify areas or opportunities for connecting to global topics.
- Promote a multidisciplinary approach involving other colleagues. Encourage and support them in finding relevant areas within their subjects. Prepare a project together, identifying the key aims, activities and establish a timescale.

Implementation

- When thinking about your project, adapt your subject's topics and content to include a global dimension or focus.
- Be mindful of how your colleagues' work or involvement in the project is developing so you can have (and share with them) a complete perspective on the process and the results, making changes and adaptations as necessary.

- Global Citizenship Education can enrich your curriculum. You can use "Lessons from the South" to help integrate different perspectives, best practice and tools on the global issue chosen.

Evaluation

- Don't give yourself extra work by creating separate evaluation tools. Enrich those you already use and that fit your curriculum by incorporating the extra evidence the project has helped you gather. You may want to pay particular attention too to 'soft skills' or those less prominent in much of the regular evaluation process.
- "Global schools need global teachers" so creating an instrument for you and your colleagues to monitor your competencies as a global teacher will help you stay focused on the key skills/aspects involved.
- Participate in national debate that promotes Global Citizenship Education as part of the education system and within Education policy. Your contributions and experience are an important part of helping GCE to develop and garner further support and momentum.



**ENSURE THE
ACTIVITIES
ARE SHAPED
TO BUILD ON
THE COMPE-
TENCIES
OF YOUR
STUDENTS,
AS WELL AS
YOUR OWN!**

4



Global Citizenship Education provides opportunities to connect formal learning and everyday life. It opens the curriculum to a wide range of social and environmental problems, offering instruments to understand them and find creative solutions to face the challenges of a fast-changing and interdependent world. At the same time, it gives an opportunity to include approaches that both compliment and differ from regular teaching practices, suggesting innovative methodologies that foster professional development.

A GCE project adopts the competencies approach as a teaching style; this focuses less on passing on knowledge, facts and figures and more on encouraging young people to be explorative, learn autonomously and develop a sense of connection and responsibility. To develop their competencies educators can encourage young people to be curious, build hypotheses, collaborate and find solutions to the problems.

Planning

- You are not alone in dealing with the challenges and ethical dilemmas that educators face. Find the support of your colleagues and plan your own continuous learning. Keep educating yourself on content and methodologies. Search or ask for useful tools for your projects and be a multiplier with your colleagues.
- Train yourself on the content and methodologies to be developed in your project.
- Ensure young people remain at the centre of the educational process, building on and celebrating their competencies. This will ensure they remain connected to and protagonists of their learning process.
- Provoke critical thinking as a pre-condition. Teach young people to think critically and promote creativity using specific tools (analysing newspapers clips, “thinking hats, different views, human libraries...).
- Support self-organization and active citizenship practices. Start from your school and invite young people to find priorities in their everyday life to be discussed in the democratic institutions of the school managed by the student, i.e. student council.
- Boost a lasting creativity mindset to produce ideas. Brainstorm with design thinking techniques, Disney method, give free space to talk, research in websites and personal experience.

Implementation

- Base your work on experience, linked to reality. This needs that knowledges and contents are “in action”: if young people see the contents with their own eyes they are acquiring not only knowledges but also competencies.
- Make aware the students of the competencies they have gained during the process. You can use strategies that align with the learning goals and at the same time that can be used to support learning (e.g. reflection and self-assessment, peer feedback, journals, portfolios).



Logo of the European Union and the text "MADRE CORAJE" are visible at the top of the banner.

CHANGE

START THE



www.startthechange.eu





♀=♂

5 Igualdad de Género

4 Agua Limpia y Saneamiento

6 Energía Limpia y Saneamiento

Innovación e Infraestructura

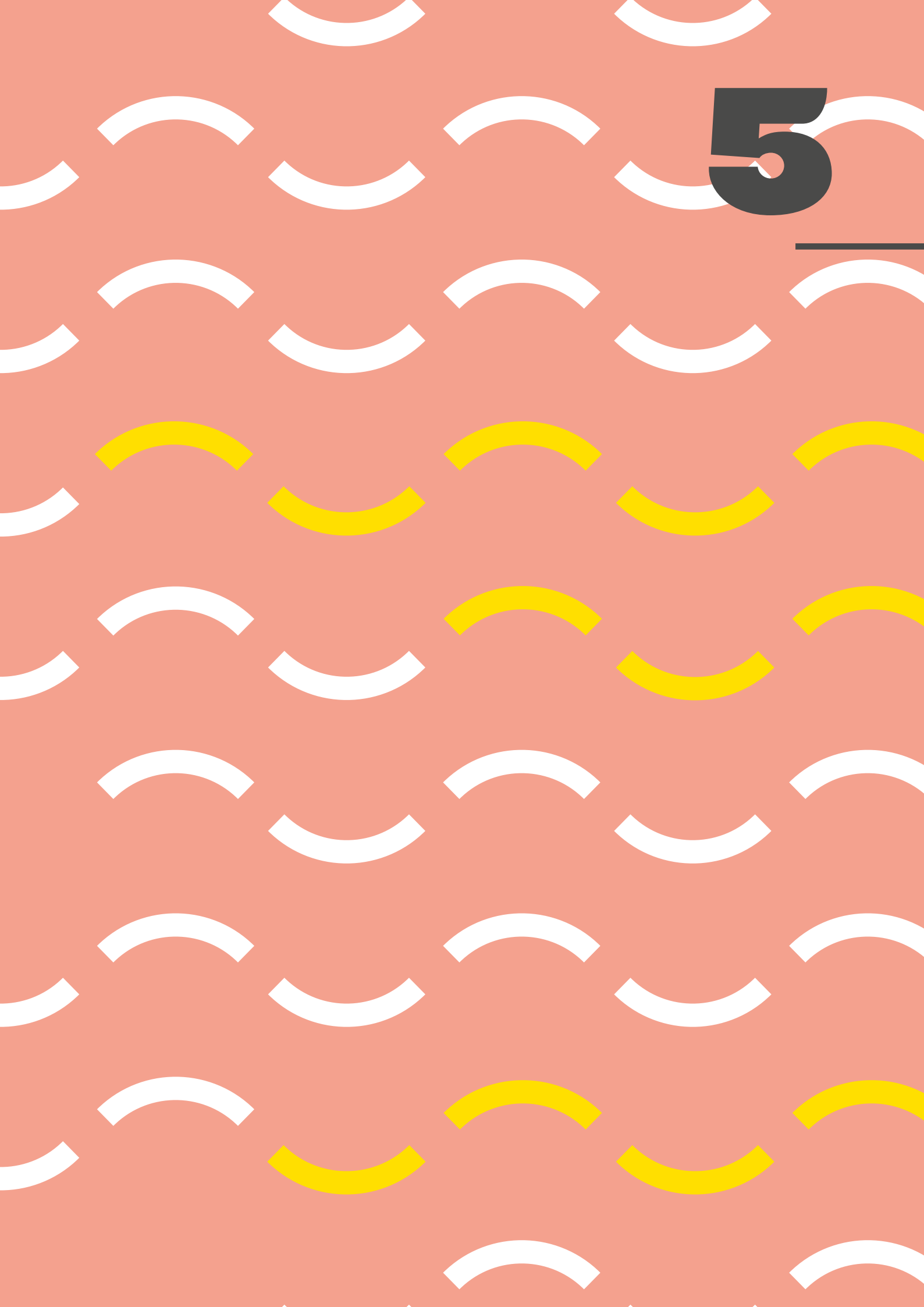
Alma de África



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**PRACTICE
FINDING AND
IDENTIFYING
THE CON-
NECTIONS**

5



One of the key elements of a Global Citizenship Education project is that it encourages participants to explore the connections between their own behaviour and global issues. It is about learning how we are linked to others through what we do, each and every day. It involves developing a sense of responsibility and going beyond simply knowing lots about a particular subject area or issue. Connecting the dots between our actions and their effects is paramount, even if the impact may not always be clear or easy to deal with.

Planning

- Design educational projects using the micro-macro approach: from local to global, from personal to collective, from emotional to rational. Plan activities that encourage your students to see issues from different points of view, both from their own prospective and from the collective one, both from the local prospective and from the global one, using both emotional and rational intelligences.

Implementation

- During all activities ask to your students which link they can see between their habits (i.e. what they usually wear or eat) and the global issue that you are working on. How do we contribute to reach (or not) a specific SDG? Now that we have understood this global problem,

how could we contribute to solve it from our territory, our school, our home?
Which are the consequences of my actions, or our local choices, on global community?

- Highlight connections between information and knowledges apparently not linked. If you practice with your student to see correlations, interactions, connections among knowledges of different disciplines, subjects and contexts you are not just learning, but also understanding global issues and growing with them.

Evaluation

- Ask to your students if they have felt enough the problem that you have been working on. Both rational and emotional spheres have been involved in the educational process?

The background features a light blue color with a pattern of vertical white bars of varying heights and positions, creating a grid-like or barcode-like effect.

**BUILD
LEARNING
PROJECTS
THAT
STIMULATE
CHANGE**



6



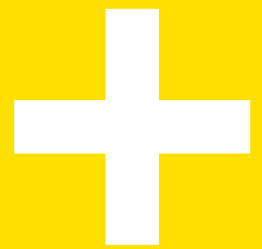
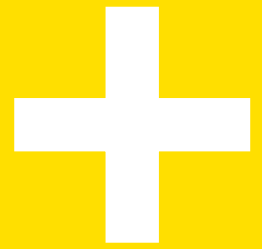
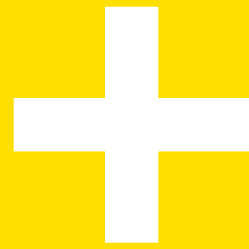
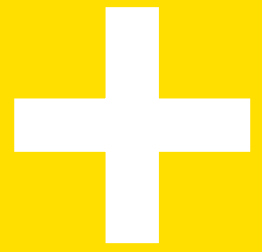
Global Citizenship Education helps learners to consider their personal and public life decisions and to reflect on the consequences of their choices. Proposing alternative solutions and carrying out collective actions to transform their environment can develop a spirit of 'global responsibility' and a feeling of being 'citizens of the world'.

Planning

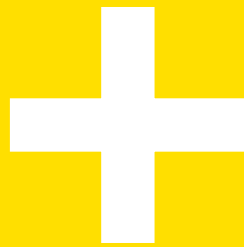
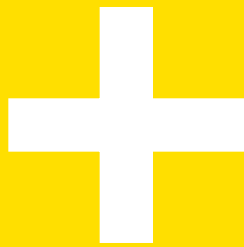
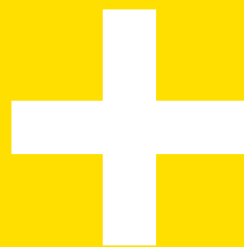
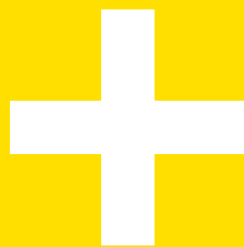
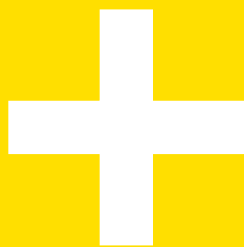
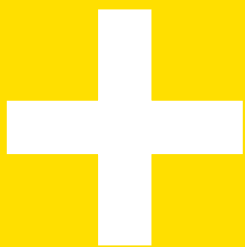
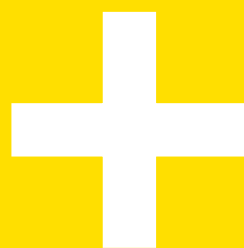
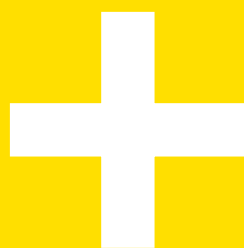
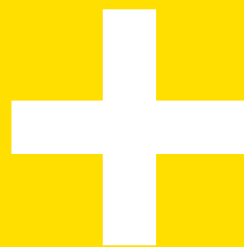
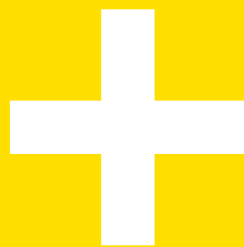
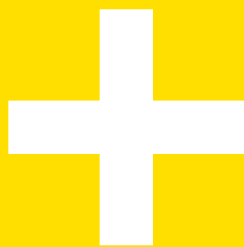
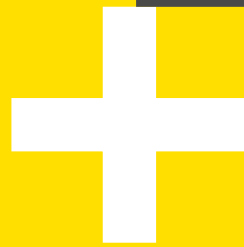
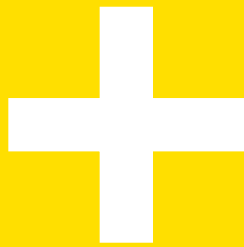
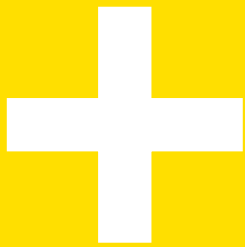
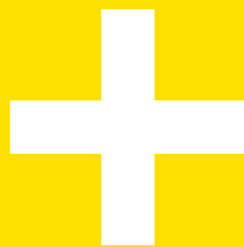
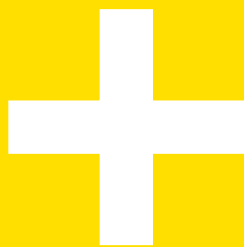
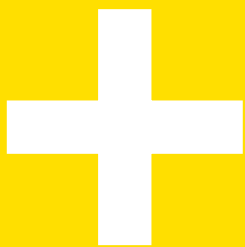
- Keep in mind that the main aim of the learning process is to inspire, allow and cultivate a desire to initiate and effect change. As Mahatma Gandhi said, 'ideas are nothing without action'.
- It's essential to create an optimistic atmosphere that brings students to the realisation that change is possible. You can use historical examples or compare earlier generations' experiences to see the progress that has been made and to open positive perspectives of the future.
- Don't forget that in order for students to generate concern regarding an issue they will first need to understand it as best they can and be aware of the complexities, challenges and numerous perspectives surrounding it. Using participative methodologies (based on the realities and experiences of the group) and activities that promote reflection and critical thinking will help young people to change the paradigm and their way of understanding reality.
- Once the group has identified the problem they would like to tackle, help to facilitate a means of creatively imagining their 'solution'. Encourage them to think outside the box and be unique and innovative in their approaches.
- It's important to motivate the group and help them to visualise what they want to achieve. Encourage them to focus not on the size of the action but on its connection to a global contribution for positive change.
- It's important to clarify that project participants are not 'saviours'! GCE approaches are about coming to better understand others' perspectives and experiences so that the consequent action and activism focuses on working with people, not for them or on their behalf.

Implementation

- Programme activities that identify problems at a micro level (classroom, school, community, village, etc).
- Select a problem or issue that is close to and relevant for the students. It might be related to the needs of the local community or could be focused on raising awareness, increasing understanding, changing perceptions of issues etc.
- Create a space to analyse and consider their actions, the results achieved and how participants have felt throughout the process. What strengths and weaknesses have been highlighted? What went well and what could be improved? What lessons have been learnt for the future?
- Identifying what has changed can inspire the group to continue their work, encourage them to tell their story and, of course, celebrate the project's success!



**FOCUS
YOUR
ATTENTION
ON THE
PROCESS,
RATHER
THAN THE
OUTCOMES**



To generate changes in attitudes and actions you have to look at the process that you are carrying out with your students. So don't worry if you haven't reached the expected outcomes. If you've invested in the process the results will be stronger because you've helped students develop their understanding, awareness and consequently their emotional responses and behaviour; and it's these that form the basis of the change that you and your students want to see in the world.

Planning

- Create an appropriate learning setting and space; an encouraging, safe and inclusive space for learning from and with others where everyone feels confident, valued and has a sense of belonging.
- The setting can help ensure young people feel able and willing to participate from the outset. An environment that looks and functions more like a communal space (free space, circle chairs, small groups etc.) than a classroom can help change and relax group dynamics. This can invite young people to feel free to debate and express themselves.
- Design your project to include activities and methodologies that stimulate curiosity and creativity.
- Reflect on the competencies that your project will develop and, on that basis, choose content, aims and actions that reflect this. It needs to be useful and have a real application. But remember the process is key, rather than dwelling on the intricacies of the content: it's not so much about knowing what solidarity is, but about practising solidarity.

Implementation

- Learn to decide together, respecting all the perspectives of everyone. Different

points of view enrich the development of your project and learning to deal with controversy is an important part of the process. Starting from their different positions invite young people to create a common vision on the issues proposed.

- Identify what actions the group think will bring about change in relation to the project's focus. Allow students to feel free in expressing what these might be and how to best initiate them.
- Use a wide variety of resources, adapting them where possible to the different capacities and characteristics of the learning group.
- Each milestone offers a new opportunity. When you think your project has reached a significant point, share it with others. Your work can enrich and inspire other actors and citizens, initiating further opportunities for change.

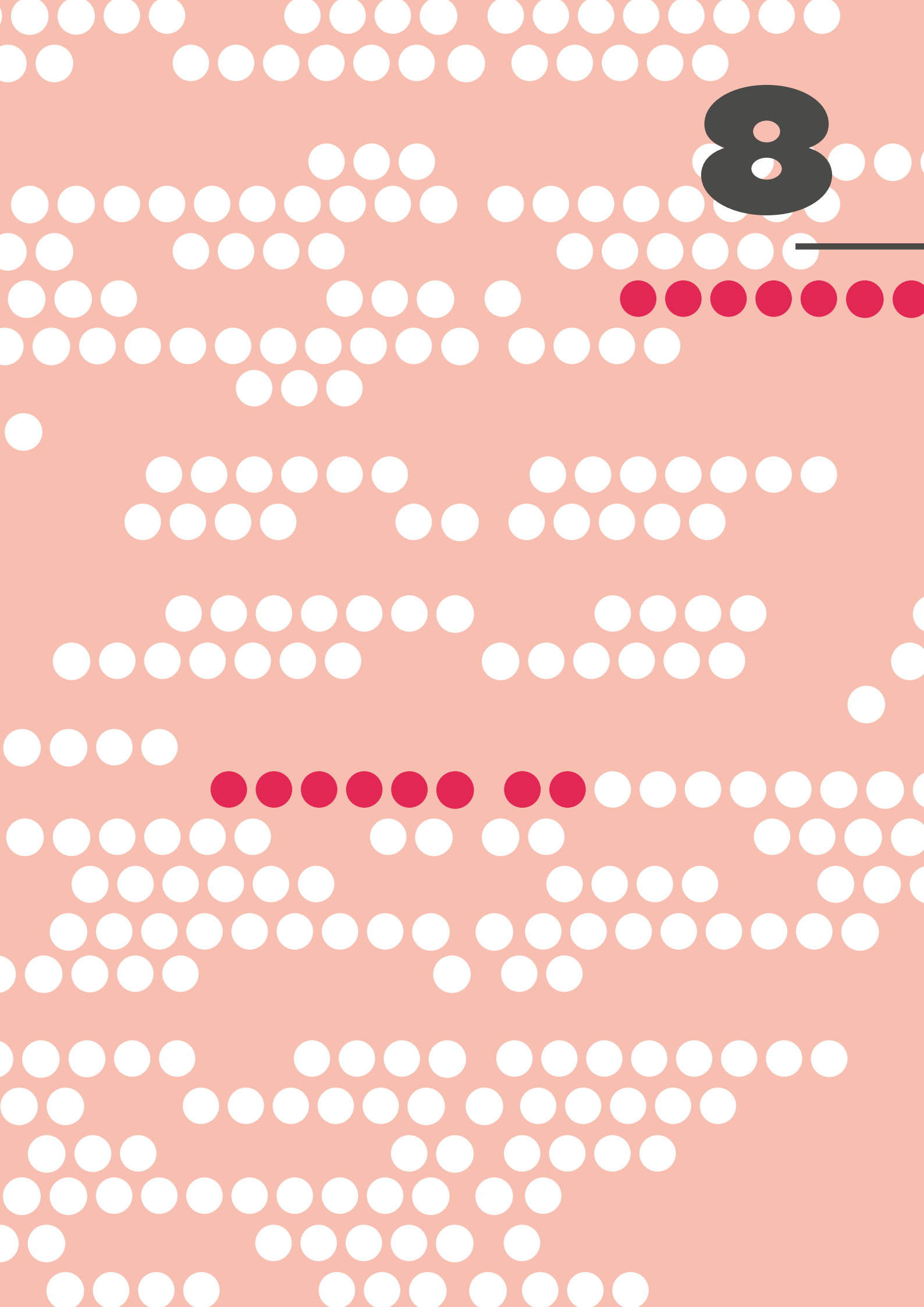
Evaluation

- Don't focus on the project's results but at the process. What changes do you see in the way the group is working and in each individual member?
- Find space and time to evaluate the process with the young people involved in an inclusive way and investigate how they feel after having realised the project.



**BUILD
NETWORKS**

8



**Global Citizenship
Education is above all
a collective process.
Establishing an approach
that creates or builds on
a sense of community,
whilst also developing
internal and external
networks, can help
bring a wide range of
points of view, visions
and experiences to your
project.**

Planning

- Create a welcoming atmosphere from the beginning of your project. Involve your colleagues and ask them how they can/would like to participate. Find out how they can contribute, which areas of expertise or interest they can bring to the project and how involved they'd like or are able to be.
- Finding allies inside your school (other teachers, managers, school workers, parents...) is also useful when coming up against systemic difficulties. Together it's easier to find solutions, space and time to realise your project.
- Opening your school to the world will bring the world to your school. In the early stages ask your students and colleagues which people, local communities, NGOs, associations, institutions etc. could be involved in the process and invite them to get involved.

Implementation

- Getting out of the classroom and the school environment can help to bring the project to life. If it's possible, make visits within your local area in order to explore the local/global connections. Interview individuals that young people know or feel are relevant and important to include; such as experts, migrants, activists and so on.
- Share facilitation with your colleagues and help each other to evaluate the process of teaching and learning.

- If you begin to realise that you need more help once the project has begun, ask parents, families or school workers to help in developing a co-learning community that supports your students throughout the process.
- Continue to build and develop the network throughout by allowing and encouraging each person (young people, teachers, parents...) to contribute suggestions, ideas and feedback on how to better realise the goals of the project. This can help to build up a bank of ideas, resources and tools that you, your colleagues and the whole school community can use in the future.

Evaluation

- Involve all of the project's participants in its evaluation. This will ensure it's as rich and as informative as it can be.
- Find ways to maintain the networks and relationships you and your students establish with associations, NGOs etc. you have involved, even when the project has finished.
- Celebrate your results outside the school. Share them at a public event, on the web and with all the networks (inner and external) that contributed to achieving them.
- Remember that parents and families are key actors in building the change! Find the most effective channel or means of informing and involving them.



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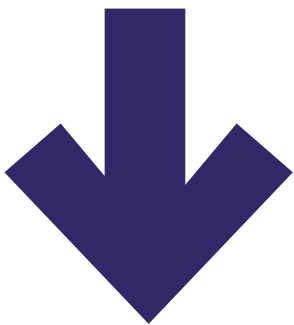
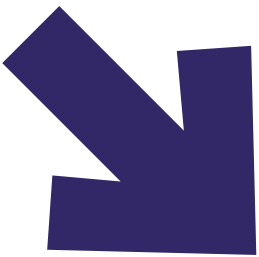
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CHANGE

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IS THE MOST
POWERFUL
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CHANGE
THE WORLD**

Nelson Mandela