UNAAWA Global Citizenship Education School Programs

LSE Institute of Global Affairs

Global Challenges Foundation

Prize Competition

Reshaping Global Governance through Citizen Empowerment: A Replicable School Education Template

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EDUCATORS' CHALLENGE AWARDS

"I learned many ways I can make a difference on this planet and make my ideas a reality."

"... I realised I could actually make a difference."

"…we observed a paradigm mindshift from overwhelmed through understanding to empowerment."

FROM OVERWHELMED TO EMPOWERED

We are overwhelmed by global ecological, social and economic crises. Digital revolution challenges our institutions and processes at the same time as providing opportunities for innovative solutions. Progressive solutions based on scientific evidence are blocked through inertia fed by powerful interests vested in a 'business as usual' mindset. The result: a political crisis that threatens to undermine democracy, global governance and the multilateral world order. In such an environment how do we move forward and build hope?

Around the world, people's movements offer a way forward. Among these grass-roots movements, United Nations Associations in over 100 nations seek to engage and inspire their communities in the power of global governance. In Australia, UNAA community education programs in the fields of Environment, Gender Equality, Human Rights, Peace and Security have engaged and inspired generations since 1947. However, fragmentation of effort limits effectiveness.

During 2015, leaders of the 193 Member Nations of the UN demonstrated their commitment to a multilateral reform process to achieve global sustainable development. They unanimously adopted the **UN 2030 Sustainable Development Goals (SDGs)** from 1 January 2016.
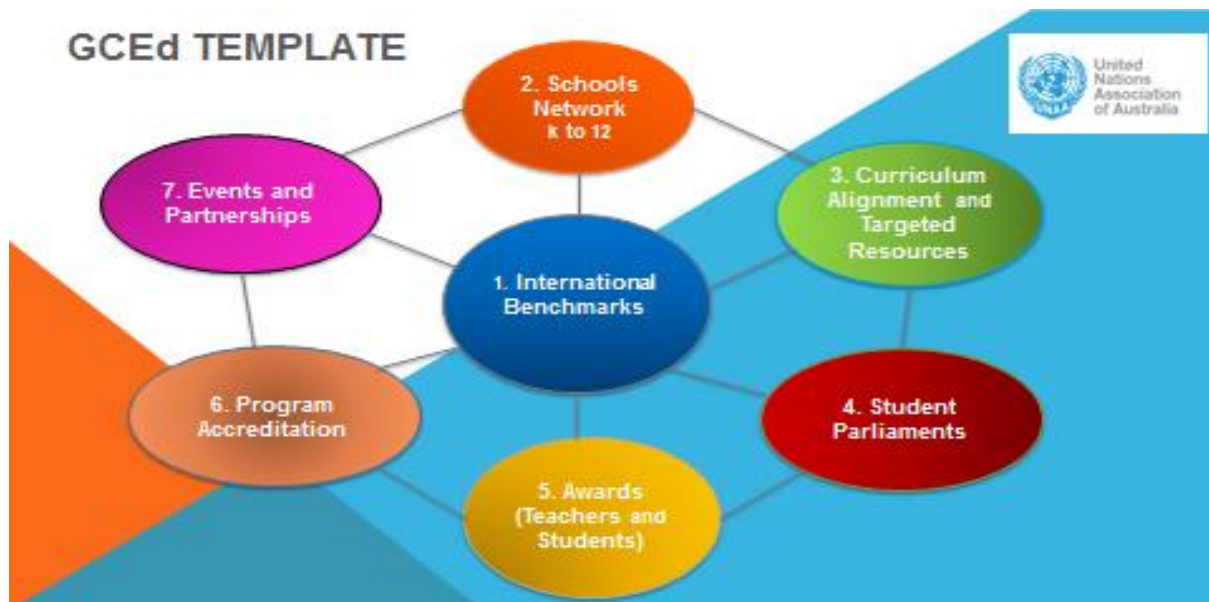
The 17 SDGs and 169 targets are monitored using global indicators. Voluntary National Reports document progress. While national governments lead the process in each country, business and civil society organisations and individual citizens have a vital role to play.

The SDGs offer a common framework to dovetail the efforts of organisations addressing global challenges. However, after the first three years of implementation progress has been limited. There is a widely held view that the changes required can only be achieved with a 'mindshift' to sustainable thinking. There are signs that this 'mindshift' is underway, particularly among the younger generations.

Global Citizenship Education (GCEd) is a strategic priority in this change process (SDG4, target 4.7). Informed and engaged citizens are essential for transparent and accountable policy development. Through community education initiatives, volunteer members of the worldwide peoples' movement of UN associations have a key role to play.

The Western Australian Division of the United Nations Association of Australia (UNAAWA) launched a GCEd raft of school programs focused on the SDGs during 2016. The template described in this booklet outlines the seven interwoven programs. Each supports teachers implementing integrated, personalised community project learning that promotes student agency and demonstrates how they can make a difference through thinking globally and acting locally – enabling them to move from feeling *overwhelmed* to feeling *empowered*.

GCEd TEMPLATE

United Nations Association of Australia

1. International Benchmarks
2. Schools Network k to 12
3. Curriculum Alignment and Targeted Resources
4. Student Parliaments
5. Awards (Teachers and Students)
6. Program Accreditation
7. Events and Partnerships

1. **International Benchmarking** – through the UNESCO model for Global Citizenship Education and OECD 2030 Learning Framework applied in context of the 2030 SDGs.

2. A **Global Citizenship Schools Network** - in which at least one contact teacher (GCEd champion) links their school community with other member schools, the UNAAWA and its partner organisations.

3. **Kindergarten to Year 12 Curriculum Alignment** showing how the UNESCO model and SDGs align with local curriculum and **Targeted Resources** supporting a reframing of the curriculum rather than wholesale reform.

4. **Student Parliaments** supporting student leaders in designing and pitching SDG Missions for their schools.

5. **Awards for teachers and students** promoting Innovation, Implementation and Impact of SDG-focused thinking.

6. **Accreditation** through authorities and universities promoting transformational capabilities and student agency.

7. **Events** focused on promoting engagement with the SDGs and **Tripartite Partnerships** with organisations in government, business and civil society sectors implementing the Goals.

GLOBAL GOALS WALK At the 2018 Children's Week Family Fun Day young children walk along a path of the 17 SDG icons. Their reward is to use their foot power to send a foam SDG rocket soaring.

PROGRAM ONE: INTERNATIONAL BENCHMARKING

The UNESCO model for Global Citizenship Education informs development of all programs in the template.

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL
• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Cultivate and manage identities, relationships and feeling of belongingness • Share values and responsibilities based on human rights • Develop attitudes to appreciate and respect differences and diversity	• Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good

TOPICS

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

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/ lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

**Source: UNESCO Global Citizenship Education Topics and Objectives p26**

The UNESCO GCEd model is the result of extensive consultation with experts from different parts of the world. It was developed in response to the needs of Member States for guidance in integrating GCEd in their education systems.

GCEd is an 'umbrella' term encompassing the traditions of education for peace, human rights and sustainability.

The UNESCO model underpins the Program for International Student Assessment.

The OECD Learning Framework 2030 highlights the need for school programs with greater emphasis on developing student agency and transformational competencies.
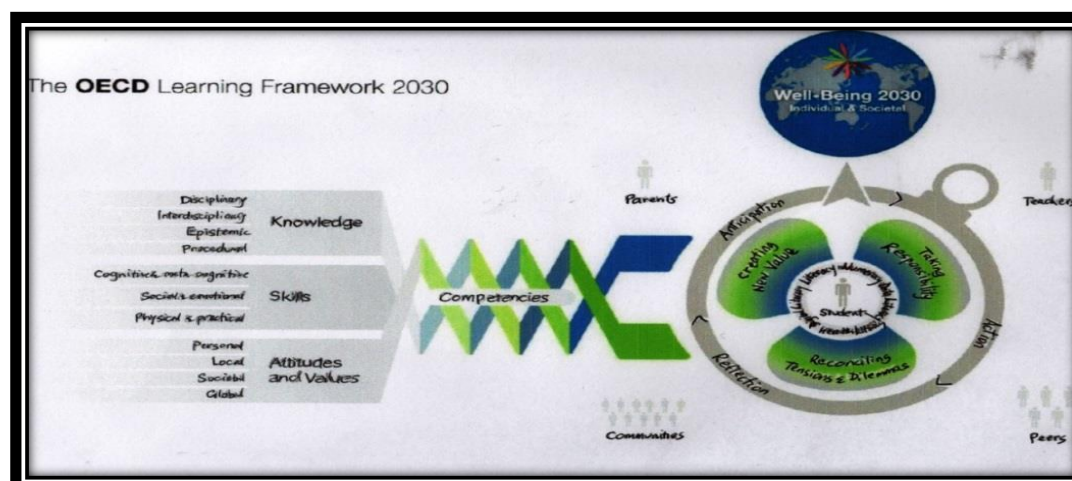
SUSTAINABLE DEVELOPMENT GOALS

The 2030 SDGs and their 169 targets provide an international benchmark for content relevant to community development in any cultural context and from local to global scales. The Global Goals provide a common platform for all community education programs in all civil society organisations. The themes commonly highlighted in UNAAWA programs include: amplification of the Goals through targets and indicators (for data collection); a shared framework for planning for future community development; the underlying principle of leaving no-one behind; the underlying foundation on human rights and responsibilities; promoting citizen agency (contributing constructively to shaping change rather than waiting for the government and others to determine the change); taking positive actions (no matter how small) contributing to sustainability. No matter how small these actions are – unified through the SDG Framework many teaspoons of change can form ripples then waves.

Our value proposition for schools and students using the internationally benchmarked GCED template is compelling

- Adding value to curriculum by **reframing** rather than yet more top-down system-wide reform.
- Providing opportunities for **student agency/transformational competencies** through Global Goals Missions.
- Supporting explicit teaching of **project design and management** skills.
- Providing cross-curriculum vehicle for student **integration/application of learning** to real world problems.
- **Emotionally engaging** a wide range of students, not just the high achievers.
- Students gaining optimism/hope for the future through *action* moving them **from overwhelmed to empowered**.

Global Goals Themes

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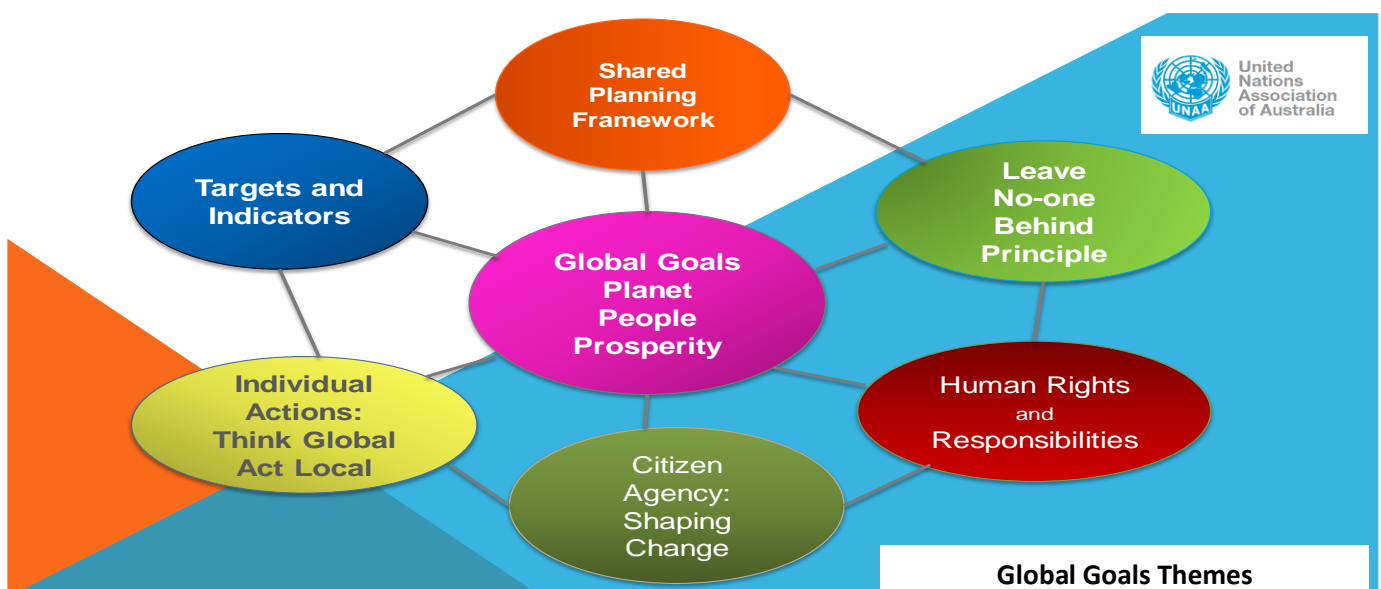
PROGRAM TWO: SCHOOLS NETWORK   k - 12

United Nations Association of Australia — WA Division

SCHOOL PROGRAMS
ADDING VALUE TO THE CURRICULUM IN PRIMARY AND SECONDARY SCHOOLS

UNAAWA offers member schools programs and resources aligning the UNESCO framework for Global Citizenship Education with the Western Australian curriculum.

1 EDUCATION RESOURCES BANK AND SCHOOL SPEAKERS PROGRAM
Providing teachers and students with access to digital resources and volunteer speakers

2 STUDENT PARLIAMENT
Offering opportunities for nominated students to apply leadership and project management skills

3 UNAA SCHOOLS' SUSTAINABILITY CHALLENGE
Providing a context for project-based action learning through the UN Sustainable Development Goals

4 YOLANDE FRANK ART AWARDS
Inspiring students to apply Creative and Critical Thinking by visually communicating selected human rights

5 WORLD TEACHERS' DAY AWARDS
Building community recognition for the teachers inspiring our future global citizens

6 GLOBAL SKILLS PASSPORT
Supporting students in recording their achievement of General Capabilities - Creative and Critical Thinking, Ethical Understandings, Intercultural Understandings

THESE PROGRAMS BUILD STUDENTS' GLOBAL COMPETENCE - TO BE INCLUDED IN THE PROGRAM OF INTERNATIONAL STUDENT ASSESSMENT (PISA) FOR THE FIRST TIME IN 2018.
For more information visit our website: http://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/
Contact the UNAAWA School Programs Coordinator at: gcs@unaa-wa.org.au

United Nations Association of Australia WA Division
UNAAWA www.unaa-wa.org.au
FACEBOOK UNAAWAInc/
TWITTER UNAAWA
LINKEDIN company/united-nations-association-of-australia-wa-

A PEOPLE'S MOVEMENT PROMOTING THE AIMS AND IDEALS OF THE UNITED NATIONS THROUGH EDUCATION AND AWARENESS

The intent of the schools network is to establish and maintain connections with GCEd champions in schools. Regular contact is maintained through emails, newsletters and events (including SDG Forums and those implemented by the Environment, Human Rights and Gender Equality Committees).

On joining the people's movement, schools receive a Membership Kit including: child friendly versions of the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child **I** UNAA certificate and list of services **I** website links for UN agencies **I** resource lists showing alignment with WA curriculum.

Schools are free to develop the level of interaction that best meets their **needs** and **context.** Based on the most recent school enrolment data it is estimated that each school member on average represents 1000 associate student members + teachers and parents.

Traditionally, UNAA school interactions were related with Model UN catering for older, higher achieving students. Broadening the programs and target audience has widened the range of schools and students involved – reflecting the value of *'We The Peoples'*.

Teacher Jane Vearer with her 2017 Global Goals Challenge student leaders. Cecil Andrews College serves a highly disadvantaged area of Perth and has become a key contributor to the Network.

UNAA GLOBAL CITIZENSHIP SCHOOLS

IS YOUR SCHOOL SEEKING TO DEVELOP GLOBAL CITIZENS?

Joining the Global Citizenship Schools network offers many advantages:

- A Membership Kit including the United Nations (UN) flag and student-friendly versions of the Universal Declaration of Human Rights and the Convention on the Rights of the Child.
- Access to electronic teaching resources such as PowerPoint presentations on the history, ideals and work of the UN and Teacher Notes on WA curriculum links.
- Advice on UN related projects and competitions (e.g. about the environment, community development projects and art competitions).
- Regular newsletters sharing information on the work of the UN and current global affairs.
- Invitations to participate in events such as UN Day, the International Day of Peace and Human Rights Day.
- Access to our Speaker Program.
- Links with like-minded schools with opportunities to share ideas on global citizenship education.

- Through our membership in WFUNA (World Federation of United Nations Associations), be part of a global network of people in over 100 member states seeking to promote and strengthen the work of the UN.

The network will support WA primary and secondary schools implementing the curriculum – particularly in Civics and Citizenship, Geography and History.

United Nations Association

FOR MORE INFORMATION
WEB: www.unaa-wa.org.au/

![United Nations Association of Australia WA Division logo]

GLOBAL CITIZENSHIP SCHOOLS

Newsletter

February 2019

Thank you for being a Global Citizenship Education [GCEd] Champion and school contact for the UNAAWA GCS Network during 2018. Through your school's membership we are able to build community understanding of the important role in global governance played by the UN and advance the development of GCEd for Western Australian students. This newsletter reflects on our achievements during 2018 and plans for the year ahead.

Member Schools

1. North Beach Primary School
2. Sacred Heart College
3. Rossmoyne Senior High School
4. Sevenoaks Senior College
5. Aquinas College
6. Wesley College
7. Coolbinia Primary School
8. St Mary's Anglican Girls' School
9. Kingsway Christian College
10. The Montessori School
11. Perth College
12. John Curtin College of the Arts
13. Westminster Junior Primary School
14. Karrinyup Primary School
15. John Wollaston Anglican Community School
16. Applecross Senior High School
17. Cecil Andrews College
18. Mundaring Primary School
19. Chrysalis Montessori School
20. St Mark's Anglican Community School
21. Shenton College
22. Mindarie Senior College
23. All Saints College
24. Kent St Senior High School
25. Comet Bay College
26. Southern River College
27. Gooseberry Hill Primary School
28. WA College of Agriculture (Denmark)
29. Thornlie Senior High School
30. International School of WA
31. Bold Park Community School
32. Kolbe Catholic College
33. Melville Primary School
34. Parkfield Primary School
35. Perth Modern School
36. Duncraig Senior High School

Schools:

k-6 = 9

k-12 = 12

7-12 = 13

11-12 = 2

Mindarie SC Sustainability Expo – students on the SDG Kahoot Quiz. They also voted for the most important SDGs with strong support for SDG#14 Life Below Water

WACE-ENDORSED UNAA PROGRAM

Global Citizenship and Sustainability

We are very excited about the interest shown in our senior secondary (10-12) program endorsed by the WA School Curriculum and Standards Authority during 2018. On 8 November Shenton College pilot teachers Samantha White and Bec McKinney hosted 29 teachers from 13 schools. Thanks to Samantha and Bec for their generosity, not only for the stimulating briefing but their ongoing preparedness to share insights and resources. UNAAWA recognised their outstanding contribution to advancing GCEd in this state by presenting them with the 2018 World Teachers' Day Award (Secondary).

The program is designed in a way that enables learning that is integrated, applied and flexible.

Teachers who have expressed interest in delivering the program in 2019 will receive a registration form early in the 2019 academic year.
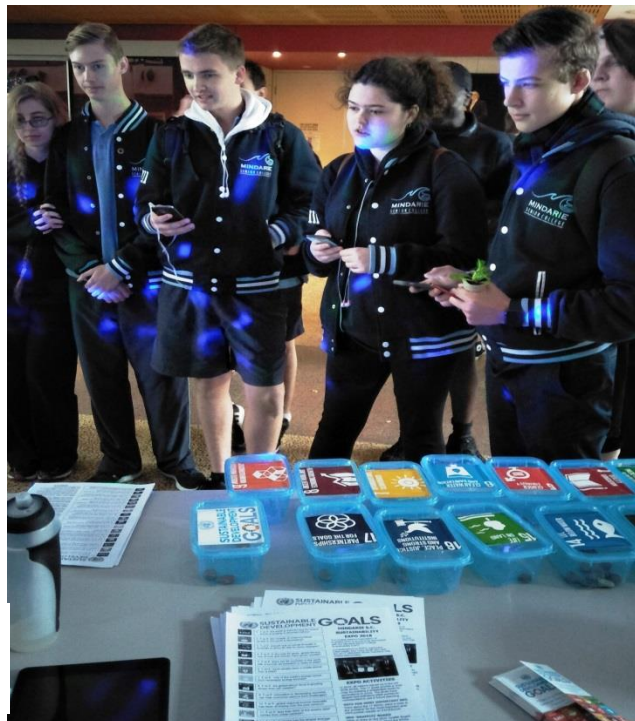
GLOBAL CITIZENSHIP EDUCATION – alignment with WA Curriculum

Global Citizenship Education (GCEd) is a strategic priority for the United Nations Educational, Scientific and Cultural Organisation (UNESCO). "**Global citizenship** refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global." UNESCO (2015), *Global Citizenship Education: Topics and Learning Objectives,* Paris, p14

Through a process of international forums, expert panels and field-testing UNESCO developed the GCEd framework below "in response to the needs of Member States for overall guidance on integrating global citizenship education in their education systems. It presents suggestions for translating global citizenship education concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts." (Ibid. p7)

This UNAAWA document maps relevant elements of the Humanities and Social Sciences, English and Science syllabuses of the *WA Curriculum* to the nine topics below. The map may be used by teachers, resource developers and policy makers to enhance and make explicit students' development of **Global Competence** – to be included for the first time in the 2018 *Programme for International Student Assessment* (PISA). The Word version of the document may also be amended to include alignment with other syllabuses. Note that the *Key Learning Outcomes* in the UNESCO model encompass the *WA Curriculum Cross-Curriculum Perspectives* – Aboriginal and Torres Strait Islander, Asia and Australia's engagement with Asia, **Sustainability**.

Key Learner Attributes in the UNESCO model closely align with the *WA Curriculum General Capabilities* – Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding (WA curriculum overview statements for Arts, English, Health and Physical Education, Humanities and Social Sciences, LOTE, Mathematics, Science, Technology are also included in this curriculum document).

The nine *Topics* in the UNESCO model are used for the curriculum mapping process. The UNESCO publication elaborates the Topics for each of the four phases of schooling from Pre and Lower Primary, to Upper Primary, Lower Secondary and Upper Secondary.

Curriculum mapping involved identification of similarities between the UNESCO GCEd Model Topics and elements of the Western Australian accredited curriculum (based on the Australian Curriculum) for each of the phases of schooling Pre-Primary to Year 3, Years 4 to 6, Years 7 to 9, Years 10 to 12. The highest degree of alignment existed across all phases of schooling in the three Topics of the **COGNITIVE** DOMAIN:

1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities
3. Underlying assumptions and power dynamics

The degree of alignment with the three topics in the **SOCIO-EMOTIONAL** DOMAIN is weaker:

4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity

The degree of alignment with the three topics in the **BEHAVIOURAL** DOMAIN is weakest:

7. Actions taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

Teachers using the Global Goals as a means of engaging students in designing and implementing community action comment on the **value added** to the curriculum.

Denmark SHS students engaged in community service learning using the Sustainability cross-curriculum perspective as part of their entry in the 2017 Global Goals Challenge

UNESCO Topics	Years P - 3	Years 4 - 6	Years 7 - 9	Years 10 -12
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world and introduce concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
WA Curriculum	**Year 3 Civics and Citizenship** ACHASSK070 Communities make decisions in different ways and voting is a way that groups make decisions democratically ACHASSK071 Who makes rules, why rules are important and the consequences of rules not being followed **Year 3 Geography** ACHASSK066 The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts,	**Year 6 Civics and Citizenship** ACHASSK143 The key institutions of Australia's democratic system of government based on the Westminster system, including monarchy, parliaments and courts ACHASSK144 The roles and responsibilities of the three levels of government, including shared roles and responsibilities in Australia's federal system ACHASSK146 How laws are initiated and passed through Australia's federal parliament ACHASSK147 Who can be an Australian citizen, the formal rights and responsibilities, and shared	**Year 9 Civics and Citizenship** ACHCK075 The role of political parties and independent representatives in Australia's system of government ACHCK076 How citizen's choices are shaped at election time ACHCK076 How social media is used to influence people's understanding of issues ACHCK077 The key features of Australia's court system and the role of particular courts ACHCK077 How courts apply and interpret the law, resolve disputes and make law through judgements	**Year 10 Civics and Citizenship** ACHCK090 Key features of Australia's system of government compared with one other in Asia ACHCK091 Australia's global responsibilities, UN participation ACHCK092 Role of High Court and interpreting constitution ACHCK093 The international agreements Australia has ratified and examples of how they shape government policies and laws **Year 10 History** ACDSEH023 Origins and significance of Universal Declaration of Human Rights and

5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
	Year 3 History ACHASSK063 The role that different cultural groups have played in development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community **Pre Primary History** ACHASSK011 Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees ACHASSK012 How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)	**Year 6 Geography** ACHGK033 The world's cultural diversity, including that of its indigenous peoples who live in different parts of the world **Year 4 to Year 6 Languages** Students analyse the role of language and culture in the exchange of meaning	**Year 9 Geography** ACHGK065 Perceptions people have of place and how this influences their connections to different places **Year 7 to Year 9 Languages** Students analyse the role of language and culture in the exchange of meaning	**Year 10 Geography** ACHGK071 Environmental worldviews of people and their implications for environmental management ACHGK076 Different ways of mapping and measuring human wellbeing and development and how these can be applied to measure differences between places **Year 10 to Year 12 Languages** Students analyse the role of language and culture in the exchange of meaning

7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses	Develop and apply skills for effective civic engagement
			Year 9 Economics ACHEK041 The nature of innovation and ways in which businesses seek to maintain competitive advantage in the market, including global market ACHEK042 The way the Australian work environment is changing and implications for current and future work	
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse challenges and dilemmas associated with social justice and ethical responsibility and consider implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
				Year 10 Geography ACHGK081 The role of international and national government and non-government organisations'

PROGRAM THREE cont.: TARGETED RESOURCES

Volunteers working with UNAAWA (including members and Interns) are invited to develop targeted resources for teachers and students in their areas of expertise or interest. Policy and procedures document establishes the quality assurance mechanism. Through this program we seek to promote key topics and ideas linking global governance through the UN system and global challenges.

UNAAWA DIGITAL RESOURCES BANK

The United Nations Association of Australia Western Australian Division (UNAAWA) has developed a set of resources for use by schools in its *GLOBAL CITIZENSHIP SCHOOLS* program. These resources focus on the work and ideals of the United Nations and critical issues facing the world. They present information gathered from the United Nations website in a form for use and adaptation by teachers and complement the extensive global education resources developed by other agencies (also see Website Links document). accessed via the UNAAWA website at:

https://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/wa-education-resources-bank/

UNAAWA resources are most relevant for the following areas of the Western Australian curriculum (that is the Australian Curriculum as approved by the School Curriculum and Standards Authority of WA):

- **Civics and Citizenship** – particularly Year 6, Year 9, Year 10
- **Politics and Law** – Year 11, Year 12
- **Geography** – particularly Year 6, Year 9, Year 10, Year 11, Year 12
- **History** – particularly Year 10, Year 11, Year 12
- **Economics and Business** – particularly Year 9, Year 10
- **Science** – particularly Year 9, Year 10

Volunteer members of UNAAWA develop and approve resources. UNAAWA will review, improve and expand its approved resources each year. The following resources are available in 2015:

Introduction to the UN and UNAA	PowerPoint
UN and Sustainable Development (Primary and Secondary versions)	PowerPoint
UN and Climate Change (Primary and Secondary versions)	PowerPoint
Formation of the UN	PowerPoint
UN and Peace and Security	PowerPoint
Model UN: *Teacher Notes*	Word
Community Service Projects: *Teacher Notes*	Word
United Nations in the School Curriculum: *Teacher Notes*	Word

Resources are also available to inform students about special days set aside for the following UN Observances:

Commemoration in Memory of Victims of the Holocaust	27 January	PowerPoint
World Water Day	22 March	PowerPoint
International Day of UN Peacekeepers	29 May	PowerPoint
World Environment Day	5 June	PowerPoint
World Refugee Day	20 June	PowerPoint
International Day of the World's Indigenous Peoples	9 August	PowerPoint
International Day of Peace	21 September	PowerPoint
World Teachers' Day	5 October	PowerPoint
United Nations Day	24 October	PowerPoint
Universal Children's Day	20 November	PowerPoint
Human Rights Day	10 December	PowerPoint

UNAAWA welcomes teacher feedback and suggestions for improvement of these resources.

Policy and procedures define how UNAAWA members may join the School Speakers Program. In this way a 'human library' of experience targets GCEd topics aligned with the WA Curriculum.

UNAAWA Schools Speakers Program

UNAAWA's volunteer speakers work with primary and secondary schools to add value to their learning programs. Speakers are available to present on the work and ideals of the UN.

Rees Barrett (UNAAWA School Programs) Formation of the UN and its varied roles, UN Observances, Sustainable Development Goals, Climate change

Dr Sandy Chong (Principal Consultant, Verity Consulting)
UN and cultural diversity; Education and economic empowerment for youth and women; Youth entrepreneurship and economic empowerment; UN and social protection of youth workers; Youth leadership and social impact; Sustainability and business inclusion;
UN and globalization

Fadzi Whande (Global Diversity and Inclusion Strategist) UN and Human Rights, Sustainable Development Goals and cultural diversity; ideals of the UN

David Hollands (HP Australia, National Education Lead) Sustainable Development Goals and impact of technology, human rights, globalization trends

Laura Kittel (University of Notre Dame) Work and ideals of the UN, formation of the UN, UN and happiness, UN and cultural diversity, UN and human rights

Dr Steve Lennon (UNAAWA President, CEO Solajoule Pty Ltd) Work and Ideals of the UN, UN and Climate Change, Formation of the UN, UN and Human Rights, 2030 Sustainability Development Goals, UN and Global Environment, UN Global Compact (Sustainable energy for all)

Josephine Zimama (Student and former refugee from South Sudan) UN and cultural diversity, UN and refugees, human rights, world peace, community service

Razia Osmani (Student and former refugee from Afghanistan) UN and cultural diversity, UN and refugees, human rights, world peace, community service

Details on speaker availability and application procedures are available at:
http://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/wa-school-speakers-program/
For further information and speaker requests email: gcs@unaa-wa.org.au

PROGRAM FOUR: STUDENT PARLIAMENTS

Student Parliaments are conducted each year for student representatives selected by schools for their leadership potential. The Parliament has a number of unique features:

- Caters for primary and secondary students
- Access to Legislative Assembly or Legislative Council Chamber (non-sitting days)
- Opportunities to interact with students from a wide range of backgrounds and school types
- Six preparation activities
- Tour of Parliament focused on citizen rights/responsibilities in the representative system
- INSPIRE panel focused on leadership and Global Goals and including student representatives of winning Challenge entries from previous year
- WORKSHOP using the Stanford University Design Thinking Model in which students design their project mentored by UNAAWA volunteers
- PARLIAMENTARY PITCH – timed presentations from each school team on their 'Mission' plan and opportunities to give and receive feedback
- Student EVALUATION of intended outcomes: Increased
1. understanding of parliamentary democracy
2. understanding of citizenship and leadership
3. readiness to lead a Global Goals 'Mission' in school
4. Networking opportunities

PREPARATION

SIX activities will help you prepare and maximise the value of your *Student Parliament* experience.

Activity 1: Think about what it takes to be an effective leader and global citizen.

- *Talk* with other students, teachers, friends and/or family members. *What do they think makes an effective leader? Do they see themselves as Global Citizens?*
- *Research* – there are many useful websites and books on leadership. A really useful website that focuses on young people is: www.highresolves.org
- *Note* your ideas and be prepared to share them with others at the Student Parliament.

Activity 2: Find out about the MP* whose place you will be sharing during the Student Parliament.
MP = Member of Parliament

- *Refer* to the Student Parliament seating plan in this Handbook to identify the MP.
- *Navigate* the following webpage to find out about the MP whose place you'll be sharing:
  http://www.parliament.wa.gov.au/parliament/SeatingPlans.nsf/CouncilChart?openform
- Place the cursor on your allocated seat number and click.
- Click on View Member Details then click on Inaugural Speech and/or Biographical Details to identify <u>one</u> significant feature of the member's community leadership.
- Learn more at: http://www.parliament.wa.gov.au/intranet/libpages.nsf/WebPages/PEO+Landing+Page+3

Activity 3: Find out about the United Nations and the UN 2030 Global Goals (SDGs).

- Find out who belongs to the UN and why they belong. *How and what does Australia contribute?*
- Find out about the 2030 Global Goals. *What challenges and opportunities do they present?*

Activity 4: Identify a 'Mission' related to the Global Goals that fits your school context.

- *Think* - this is the focus of the Student Parliament workshop. If you have prepared well with your other school representatives, you'll breeze through the workshop.
- *Talk* with other students, school leaders and/or teachers to identify possible projects that best fit y school context. Also, consider what your school already does – you might build on that or develop something new.
- *Apply* reality check questions to your team's ideas – What Global Goals 'Mission' best meets the school's needs? When will it happen and when do milestones have to be achieved to get there? Who will do the work? How will it be done? How much and what type of resources are needed? So what will it achieve (and how will you know)?

Activity 5: Use the pages titled SILVER MISSION General Capabilities to reflect on ways you might use these skills when you design your 'mission'.

Experts predict that 50% of current jobs will not exist in 2030 due to the digital revolution. They argue the best thing we can do to prepare for the future is develop TRANSFORMATIONAL COMPETENCIES (also called General Capabilities). You will apply these to carry out your mission.

Activity 6: Think about how you will use learning from the Student Parliament to share with other students, lead a school project and implement a Global Goals idea that makes a difference.

Kingsway Christian College rep., Trishna Dodhia, pitches to the 2016 Student Parliament
Photo: Rees Barrett

2019 Student Leadership Program
Parliament House

Tomorrow's Citizen Leaders – Local to Global

UNAA Global Citizenship Schools are invited to nominate up to four student representatives (Years 5 to 12) for a leadership program focused on the UN Global Goals at Parliament House, West Perth 9 am to 3 pm

CHOOSE THE DAY

FRIDAY 22 March: Primary School Focus
THURSDAY 28 March: Secondary School Focus

Inspire students to design and lead a Global Goals project that makes a difference.

Develop student agency and transformational competencies – "the biggest changes needed in current school curricula to prepare students for the future".

OECD 2030 Learning Framework PISA Global Competence

STUDENT & TEACHER FEEDBACK
"Parents who supervised our students came back inspired and committed to supporting the students' Global Goals project." *Primary Teacher*

"The Leadership Panel was great, student workshop was also very interesting and tour was excellent – that was the whole day – and I really enjoyed it all." *Yr 5 Student*

"I enjoyed the 'pitch' – we learned a lot from the way other schools explained their ideas and want to make a difference." *Yr 6 Student*

"It was very interactive and I enjoyed sharing my opinions and meeting new people from other schools." *Yr 8 Student*

"The speakers motivated me, we learned the importance of the 2030 Global Goals and I realised I could actually make a difference." *Yr 10 Student*

"Learned many ways I can make a difference on this planet and make my ideas a reality. Great leadership experience and Parliament House a perfect venue for the program." *Yr 11 Student*

"It was inspiring to learn about last year's winning projects from the students who actually led them." *Teachers*

"I'm adding this event to my list of unforgettable, inspiring life experiences - feel so privileged to be part of it." *Teacher*

APPLICATION DETAILS
1. Reserve places ASAP by emailing Rees Barrett at gcs@unaa-wa.org.au
2. Four seats guaranteed, two additional may be requested - allocation subject to availability
3. Return Application Form by 5pm Wednesday 27 February
4. Legislative chamber seating allocated Thursday 28 February
5. Student Handbook (for preparation/program) emailed to schools Friday 1 March
- Schools responsible for student travel to and from Parliament House.
- Morning tea + lunch provided ($20 per student). Assistance negotiated on request.
- Parliament House is a high security venue. Supervision by staff and UNAA Volunteers with security clearance. Teacher or parent supervision welcome but not essential.
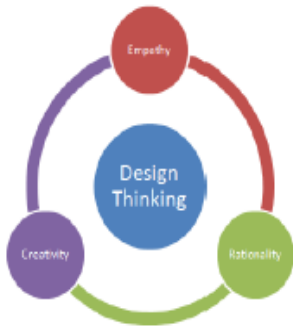
PROGRAM THEME: LEADING FOR A SUSTAINABLE WORLD
- Learning about the politician (MLC or MLA) who is sharing their seat for a day
- Rule of law and the role of Parliament in our democratic society (tour)
- Role of UN in global governance & 2030 UN Sustainable Development Goals (Global Goals)
- Panel of leaders from industry and civil society inspiring students on leadership, entrepreneurial skills and ingredients for success in the Digital Age
- Workshop - students apply their learning and creative/ problem-solving skills to develop a school project achieving one or more of the Global Goals
- Student 'pitch' their project ideas in the Parliamentary Chambers (posted on *You Tube*)
- Project Management Plans completed by student teams are automatically submitted in the *2019 UNAAWA Sustainability Challenge* with evaluation by a judging panel including training, university, business and industry representatives
- Participating students eligible to apply for Curtin University SHAPE scholarships and include completed worksheets in portfolios for alternative entry pathways

Preparation Activity 4: IDENTIFY A 'MISSION POSSIBLE' TO LEAD IN YOUR SCHOOL

Your task at the Student Parliament Workshop is to design a 'Mission Possible' - that either extends or adds value to what your school already does. The Mission contributes to one or more of the Global Goals. During the Workshop, you will: Collaborate with others to design your Mission, Contribute your ideas and be open to the ideas of others, Empathise by trying to think from the perspective of people most affected by the Goal(s) you are addressing, Provide feedback and welcome it from others to refine your ideas, Apply the Design Thinking process (see below).

How might we ......

persuade others to reduce use of plastics in our school?
convince our community that the Global Goals are important?
encourage others to reduce their carbon footprint?
raise funds to support disadvantaged communities?

Taruna Goel, 'The Design Thinking Mindset', Designed for Learning: tinyurl.com/zS6o6lb

Invaluable opportunities for student interactions with volunteer mentors Above: Kay Hallahan (first woman in WA elected to both Houses) and Below: Sandy Chong (Global Management Consultant) with students

DESIGN THINKING PROCESS

1. Empathise and Define
Explore selected goals and consider the perspectives of people most affected.

2. Ideate
Brainstorm ideas – no judgements. Vote on best idea to develop – this is the team's BIG IDEA

3. Prototype
Map (unpack) BIG IDEA by drawing and writing to describe the Idea, the Problem it solves, the Impact it will have. Also develop the 'Mission' Plan – Why the BIG IDEA is important and how you will know it is having the intended impact. What you need to do to achieve it (3 to 5 key steps). Who needs to be involved and the tasks they will perform. How tasks will be done (resources needed). When tasks will be done (3 to 5 key milestones).

4. Test and Refine
Seek feedback from others not involved. Use to refine Prototype.

WHO✔ you're solving for
WHAT✔ their needs are
HOW✔ you'll solve them
WHY✔ your work matters

DEFINE
EMPATHIZE
IDEATE
PROTOTYPE
TEST
STORYTELLING

d.⬤⬤⬤⬤⬤

Design Thinking, Hasso-Plattner Institute of Design (d.school) at Stanford University: tinyurl.com/72p845y

5. Pitch
Your team representative(s) has three minutes to inform the Student Parliament about your 'Mission Possible' and how it will make a difference. Collaborate to work out the three to five key messages (Takeaways) and how to best present them. Be prepared to 'Feed Back and Feed Forward' for other team Pitches. Be specific. What do you like? What could make it even better? What questions does this raise? What should happen next? What is needed to keep the idea moving?

2019 Student Evaluation Comments: *What were the most positive features of the Student Parliament?*

"It gives students a voice they would otherwise not have."   "The ability to plan to benefit the community."

"It gave everyone an opportunity to brainstorm and contribute ideas."

"Mission planning and collaborative process."

"Being able to learn about global citizenship and an opportunity to create a possible Mission."

"Listening to people's thoughts."   "I felt very welcomed and safe presenting our pitch."

"I got to meet new people and experience great life lessons."   "Hearing from the volunteers on the panels."

Targeted Resources on the SDGs are prepared for each Student Parliament – to inform and engage students and develop their understanding of the scope of each Goal. Implicit in the resource below are messages that the goals are relevant from global to local scales; that every community needs to review and monitor data on challenges and progress of strategies to address them and that the Goals provide a common framework to think about and plan for the future. Teachers and students use the information in ways that are meaningful in their community contexts.

GLOBAL GOAL	RELATED GLOBAL FACTS	HOW is AUSTRALIA PROGRESSING?	POSSIBLE CITIZEN ACTIONS
Goal 1: No Poverty	1 in 5 people (poorer nations) live on less than $1.25 per day.	Estimated 11% of Australians live in poverty. Poverty is greater in remote regions than in urban areas.	Donate clothes, books and furniture you don't use to local charities that can recycle.
Goal 2: Zero Hunger	Globally, one in nine people in the world today (795 million) are undernourished.	Australia is a major food exporter. Ensuring security and efficiency of food production is critical. In 2017, almost 1 in 7 Australians needed support because they could not food.	Practice smart buying by planning your meals so nothing is wasted. Donate money to support disaster relief agencies.
Goal 3: Good Health and Well-being	Children born into poverty are almost twice as likely to die before the age of five as those from wealthier families are.	Overall, Australians enjoy very good health - supported by a universal health system. Average life expectancy is among the highest in the world. However, there are significant differences for poorer and Indigenous people. Also, lifestyle issues related to obesity, alcohol, Type-2 diabetes.	Pair up with a friend or group to be each other's wellness and workout buddies. Donate to support community development projects. Research well-being issues.
Goal 4: Quality Education	103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women.	Overall, Australians enjoy high levels of education opportunities and outcomes. However, there is a widening gap for poorer and Indigenous people. In Australia, only 15% of three-year-old children participate in quality pre-school, compared to an OECD average of 70%.	Learn something new in your favourite learning environment. Volunteer to teach someone a particular skill you've mastered.
Goal 5: Gender Equality	In 46 countries, women now hold more than 30 per cent of seats in national parliaments.	Gender equality in Australia has made significant advances. However, in 2017, just 11 women led ASX200 companies while only 32% of Australian parliamentarians are female. The proportion of women and girls subjected to physical, sexual and psychological violence remains unacceptably high.	Learn about and support UN Women's #HeforShe campaign. Stand up against bullying and domestic violence.
Goal 6: Clean Water and Sanitation	Water scarcity affects more than 40 % of global population and is projected to rise.	Majority of Australians have access to safe drinking water and safe sewerage systems. Water supplies for some remote communities are unsafe. Water security an ongoing national risk as Australia is the driest inhabited continent.	Become a 'water miser'. Turn tap off when you brush your teeth. Pick up rubbish so it doesn't pollute storm drains.
Goal 7: Affordable and Clean Energy	One in five people still lacks access to modern electricity.	Australians now pay higher electricity prices than most other OECD countries. Energy affordability is a major problem, particularly for those on lower incomes. Higher energy costs make export businesses less competitive. Policy uncertainty is reducing 'renewables' investment.	When light bulbs burn out, replace them with energy efficient bulbs. Turn off lights and appliances that are not being used. Conduct an energy audit.
Goal 8: Decent Work and Economic Growth	Nearly 2.2 billion people live below the US$2 poverty line. Poverty eradication is only possible through stable and well-paid jobs.	Australia has a strong economy with world-record period of economic growth and high levels of employment. However, there is rising underemployment and significant pockets of employment weakness, most notably among low-skilled men, younger Australians, women with children, and Indigenous communities.	Buy from local businesses to keep people employed (this prevents carbon emissions from long distance product deliveries!) Learn about predicted changes through automation (AI) and how best to respond.
Goal 9: Industry, Innovation and Infrastructure	Inadequate infrastructure leads to lack of access to markets, jobs, information and training, creating a major barrier to doing business.	Australia benefits significantly from flows of people, ideas, investment and rapid adoption/adaptation of new technologies. Fragmented innovation support available to forge new global industries, develop new products/ services and markets. Innovation constrained by slow and unreliable broadband network. Australia's investment in wider sources of knowledge-based capital, critical to innovation, is lower than in comparable countries.	Participate in or host an hour of code with friends through www.hourofcode.com. Learn about and develop entrepreneurial skills. Collaborate with other students to enter the UNAAWA Global Goals Challenge.

Goal 10: Reduce Inequality	Income inequality cannot be effectively tackled unless the underlying inequality of opportunities is addressed.	From 2000 to 2015, strong economic growth led to a substantial rise in average income. However, income increases did not lead to a reduction in income and wealth inequalities. Australia ranked as more unequal than the best performing north and west European countries.	Host a discussion with friends about the inequalities you've noticed in your neighbourhood, and find ways to help.
Goal 11: Sustainable Cities and Communities	Cities occupy 3 per cent of the Earth's land and 60-80 per cent of energy consumption and 75 per cent of carbon emissions.	Progress since 2000, with car use falling 5% and use of rail transport increasing 8%. Rapid increase in use of renewable energy. However, housing related financial stress is rising among Australian workers on lower wages. Mortgage stress and homelessness are increasing.	Plug air leaks in windows/doors to increase energy efficiency. Plant community gardens. Cover house/building roofs with light reflecting paint to reduce heat absorption.
Goal 12: Responsible Consumption and Production	1.3 billion tonnes wasted every year while almost 1 billion people go undernourished and another 1 billion hungry.	Relatively low human population and significant primary resources have contributed to prosperity but increased waste generation, inefficient resource usage and waste management. Australia currently provides subsidies for fossil fuel use over three times the OECD average.	Shops throw away a lot of produce. Prevent food waste by buying "Funny Fruits" or fruits and vegetables whose size, shape, and colour are off but are still perfectly healthy.
Goal 13: Climate Action	Emissions grew more quickly between 2000 and 2010 than in each of the three previous decades.	Australia committed to reduce total greenhouse gas emissions to 26–28% below 2005 levels by 2030. From 2005 to 2017 Australia's total emissions declined by just 7%, while actually increasing during 2016 and 2017. Australia still has the highest per capita emissions of any OECD country.	Calculate your carbon footprint through the Global Footprint Network & find ways to reduce it.
Goal 14: Life Below Water	Over three billion people depend on marine and coastal biodiversity for their livelihoods.	While much is being done through area protection and fisheries management, pollution is increasing and reef systems show strong and ongoing deterioration. With no sign of policy improvements to change the situation, Australia is moving away from achieving SDG 14.	Organize to spend a few hours cleaning up a lake, river, or beach with friends. Reduce plastic use.
Goal 15: Life on Land	Around 1.6 billion people depend on forests, including 70 million indigenous people.	Overall, good level of biodiversity preservation with 17% protection of terrestrial areas including inland waters. However, Australia now ranks among the top nations for deforestation and levels of species extinction. Mammals in particular are in a perilous state, and the outlook for threatened species generally is not promising.	Recycle newspaper and use it as wrapping paper. Pay bills online or via mobile. Support land conservation and wildlife habitat protection projects.
Goal 16: Peace, Justice and Strong Institutions	Rule of law and development have a significant interrelation and are mutually reinforcing, making it essential for sustainable development at the national and international level	Australians value inclusive decision-making, however, growing mistrust of democratic process. Almost 50% of Australians feel they have little or no say. Violence, while declining, is still a major issue, following gender and age-based trends. Australia's prison population is at its highest recorded level - Indigenous people representing over 28% of the prison population and female prison population increasing by 77% over last decade.	Write a letter to your local lawmaker or newspaper with a suggestion for how to improve an issue of concern in your community. Learn about successful democracies. Think about the importance of the Universal Declaration of Human Rights.
Goal 17: Partnerships for the Goals	A successful sustainable development agenda requires partnerships between governments, the private sector and civil society.	Australia accepts role of assisting poorer nations to meet the goals and has long tradition of responsible global citizenship. However, overseas aid funding has fallen in last four years and Australia is now one of the lowest OECD contributors. Collaboration between government, business and civil society (community) is vital for SDG implementation.	Reach out to your local organizations, businesses, friends and family members to tell them about the SDGs!

PROGRAM FIVE: AWARDS (Teachers)

World Teachers' Day Awards are used to promote innovative practice in GCEd. Nominations may be made by any member of the community. Typically, teachers are reluctant to self-nominate. Judging panel members include teachers' union, teacher educator and community representatives. They look for evidence of **Innovation**, effective **Implementation** and **Impact** on student learning, within the school community and on other teachers. School context is also considered. The spectrum encompasses individuals or small groups of teachers developing innovative programs through to whole school coordinated implementation of a global perspective. The intended messages are that GCEd is valued by the broader community and that innovative programs are being developed in a range of schools. Promotion through UNAAWA website, newsletters and social media helps to disseminate GCEd. In these ways this program complements the others in the template to generate change from the grass roots upwards. Awards are presented at the UN Day celebration on the last Friday in October.

2018 Winner Emidio Boto, Melville Primary

Nominated by Jason Tither, Save the Children, "as part of the fantastic team of educators at Melville Primary School. Each year Emidio runs a different semester-long project that instils in his pupils an understanding of government, global systems and civil society. He awakens their passion to make a difference, as citizens of the world." Emidio's integrated UN learning program requires students to become leaders of developing nations and apply learning to negotiate and advance sustainable development.

2018 Winner: Lis Mathiasen, Westminster JPS

Lis Mathiasen is an inspiring teacher who promotes and practises pedagogy based on human rights in education. "Educating young children about their rights and responsibilities can be very empowering. They learn to deal with prejudice and to improve relationships. They learn to tolerate other people's ideas and perceptions and indeed to question why things are the way they are. The children also learn to protect themselves and to be assertive and resilient, opening the door to opportunities, personal growth, equality and democracy." Lis represents a talented team of educators at Westminster dedicated to empowering future citizens in a cohesive society.

Samantha White & Bec McKinney, Shenton College

Samantha and Bec designed a Year 10 STEM elective that engages students in authentic problem-solving that integrates science and maths understandings and skills with design thinking to create solutions contributing to achievement of selected SDGs (and Targets). In 2017, students created a range of solutions including the multi award-winning *Conneativity* website. During first semester of 2018, they effectively piloted the *UNAAWA Global Citizenship and Sustainability* program with 42 Year 10 students. It integrates STEM with the UNESCO Model for Global Citizenship Education and the international *Young Person's Plan for the Planet* program. Samantha and Bec generously shared their ideas and programs with teachers from 15 schools in a professional learning session held in November for UNAAWA.

A people's movement promoting the aims and ideals of the United Nations through education and awareness

THE GLOBAL GOALS
For Sustainable Development

4 QUALITY EDUCATION

2019 World Teachers' Day Awards

UNAAWA recognises outstanding teacher contributions to Global Citizenship Education. Nominations for the 2019 Awards close on 12 September.

UNESCO Model for Global Citizenship Education

KEY LEARNER ATTRIBUTES

Informed and critically literate
- Know about local, national and global issues, governance systems and structures
- Understand the interdependence and connections of global and local concerns
- Develop skills for critical inquiry and analysis

Socially connected and respectful of diversity
- Cultivate and manage identities, relationships and feeling of belongingness
- Share values and responsibilities based on human rights
- Develop attitudes to appreciate and respect differences and diversity

Ethically responsible and engaged
- Enact appropriate skills, values, beliefs and attitudes
- Demonstrate personal and social responsibility for a peaceful and sustainable world
- Develop motivation and willingness to care for the common good

UNESCO inaugurated World Teachers' Day in 1994. It commemorates the 5 October 1966 joint signing of the UNESCO/ILO Recommendation on the Status of Teachers. In adopting this recommendation, governments automatically recognised the importance of competent, qualified and motivated teachers in society. Australia celebrates World Teachers' Day on the last Friday in October.

Entry

Eligibility:
➢ Primary
➢ Secondary

Criteria:
➢ Innovation
➢ Implementation
➢ Impact

Timeline:
➢ Entries close 12 September
➢ Awards presented UN Day Celebrations 25 October

Further information:
UNAAWA website
http://www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/

Nomination and Application
Individual teachers or groups of teachers may be nominated by community members then must complete the entry by submitting:
➢ Nomination form
➢ Description of program
➢ Supporting evidence of implementation and impact
For inquiries and submitting entries email -
gcs@unaa-wa.org.au

2017 Primary Winners: Coolbinia PS Teaching Staff led by Elaine Lewis

2017 Secondary Winners: Elise Gaglio, Tracy Smith, Mindarie SC

2018 Primary Winners:
Lis Mathiasen Westminster JPS
Emidio Boto Melville PS

2018 Secondary Winners:
Samantha White and Bec McKinney, Shenton College

GLOBAL CITIZENSHIP EDUCATION is an integrated approach to teaching and learning that develops a sense of belonging to a broader community and common humanity. It includes education for human rights, peace, multicultural communities and sustainable development.

GLOBAL CITIZENSHIP EDUCATION develops student understanding of the UN 2030 Global Goals for Sustainable Development and empowers students to be active citizens in a complex and uncertain world.

The Students' Global Goals Challenge is an integral part of the UNAAWA Student Parliament and Accreditation programs. Students apply their Project Management and collaboration skills to design and lead implementation of a project in their school. Primary students have a higher degree of teacher involvement and typically a known solution to a problem (termed 'Projects'). Recent projects have included surveying plastic waste on local beaches and reducing the carbon 'footprint' of a school. Secondary students may be extended to have greater agency in problem-solving challenges with no known solution (termed 'Challenges'). Recent winning examples have included a software Application (*Conneativity*) to build community interaction between agencies with surplus food and agencies requiring it and another supporting well-being among students (*Helios*).

The UNAAWA Global Goals Challenge recognises outstanding school-student-led projects or innovations implementing the UN Sustainable Development Goals. The judges looked for the project **scope and innovation, students' leadership skills and project impact.**

FINALISTS

Changing the Way We Think: Impact of One Use Plastic
St Mark's Anglican Community School

Four Year 5 students led the project involving four Year 4 classes. They worked with NarcDive, Keep Australia Beautiful and Tangaroa Blue Foundation in a service project auditing rubbish collected at the local beach. Findings were reported culminating in an Inquiry Project aiming to make the local community more aware of the impact they are having on the local environment. Students applied their persuasive writing skills and wrote a Global Goals Rap to build awareness and change thinking.

Global Lunch, Living Waters Lutheran College

Year 11 General Business Management and Enterprise students used the curriculum to design, develop, market and deliver a "product or service" to the College Community – the Global Lunch (related to SDGs 1, 2, 3, 4, 6 and 10). The lunch received was based on an element of chance, through a raffle, to demonstrate the unfairness in the inequality of global wealth. Pre and post surveys measured impact of the project on raising awareness of global issues.

Edutunities: Olivia Dodd and Sophie Styles, Shenton College

Olivia and Sophie are passionate about providing equal access to education opportunities (SDG 4 Target 4.5). In their Year 10 STEM class they designed a website and portal to facilitate interaction and peer mentoring between remote rural and well-resourced metropolitan schools in WA. Their design was influenced by feedback gathered from Hedland SHS. The promotional video and blog designed by the students provide information on their innovation. See: **https://livandsoph.wixsite.com/10stem2018** Olivia and Sophie plan to present their prototype to Education Department executives.

Helios: Genevieve Le and Elizabeth Tweedie, Shenton College

Lizzie and Genevieve want to make a change by helping their peers manage stress and promote mental health and wellbeing (SDG 3, Target 3.4). Their research identified poor organisational skills and ineffective use of paper diaries as key stress factors. They developed an App prototype, gathered peer feedback to refine, tested it with Year 9 students and provided an information session for parents. The promotional video and website provide further information. See: **https://10stem2018genzie.weebly.com/** A proposal to replace the school diary with the App has been presented to school leaders.

PROGRAM FIVE cont.: AWARDS (Students)

The Yolande Frank Art Awards promote Human Rights Education (HRE) in primary and secondary schools. The Awards are named in memory of a widely respected UNAAWA member who survived Auschwitz as a child and believed passionately in the role of HRE.

Schools select their leading entries (to a maximum of four) for electronic submission with an entry form including a declaration that it is the student's own work, signed by the Principal.

Artworks completed as extracurricular or extension activities are eligible for submission if verified by the teacher as the student's own work (based on process evidence).
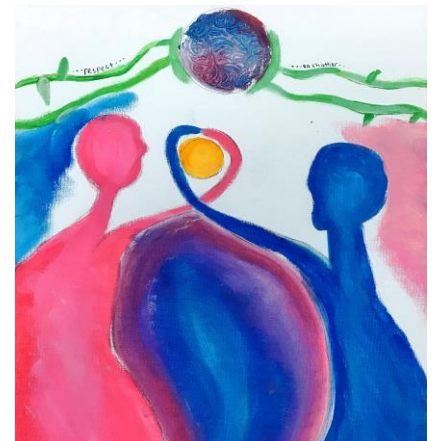
2018 YOLANDE FRANK ART AWARDS WINNERS

"Each shape and pattern is different like the people in the world. We should respect that, not take away their rights because they are different. We should give everyone an education no matter how different they are." **Upper Primary Winner: Ariella Schwarz, Carmel School**
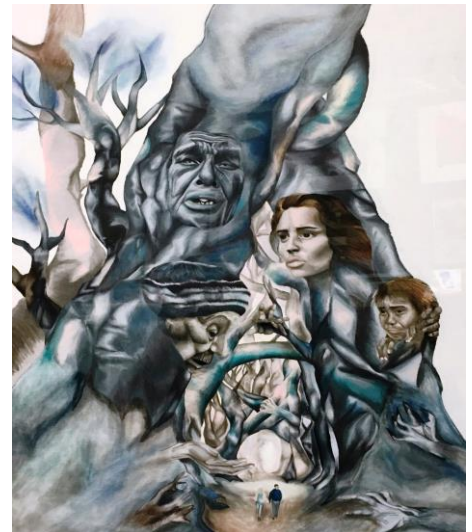
'We The Peoples' Award Senior Secondary: Lloniq Lai, Corpus Christi College
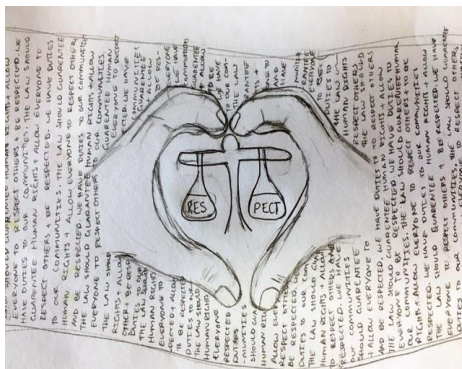
"It's the people's responsibility to guarantee human rights and allow everyone to be respected. That's why I drew a hand making a heart shape with a scale in the middle to represent how it is in our hands to make sure we are living in an equal and fair world – how it is us who can make the change and help the world for the better."
Junior Secondary Winner: Raine Loreto, Divine Mercy College

"My artwork conveys the growth of the human race since the universal declaration of human rights, as a celebration of the 70 year anniversary. However, the melting of the boy's body conveys how although he still has grasp of the declaration the world needs to adjust themselves to cater for modern day issues that are affecting us now, like gun violence and global warming."
Senior Secondary Winner: Madison Snelling, Prendiville Catholic College

Junior Secondary Highly Commended: Kiki Graham Strathalbyn Christian College

'We The Peoples' Award Upper Primary: Erica Schweitzer, Carmel School
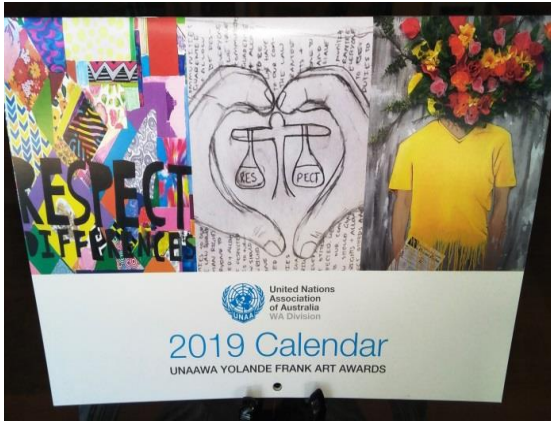
2019 Yolande Frank Art Awards Calendar

- Promoting human rights education through art
- Celebrating 70 years of the Universal Declaration
- Featuring art and creative thinking of 22 Finalists
- 88 UN Observances will get students thinking

IMPACT

A three-fold increase in the level of school and student participation in 2018 reinforces the value of our continuous improvement process and the growing impact of these Awards in promoting HRE in the community. Improvements include:

- Responding to lack of time for teachers to include the Awards in their overcrowded curriculum by introducing a verification process for artworks produced at home as an extension activity.
- Streamlining the entry process.
- Encouraging schools to conduct their own selection process through an exhibition in which students are involved in selecting up to four artworks to represent the school.
- Asking students to add their commentary on their creative process and ideas about human rights.
- Linking the Awards presentation ceremony to our International Day of Peace event promoting the voice of youth.
- Publishing finalists' works in our Calendar used to promote and sustain the Awards.
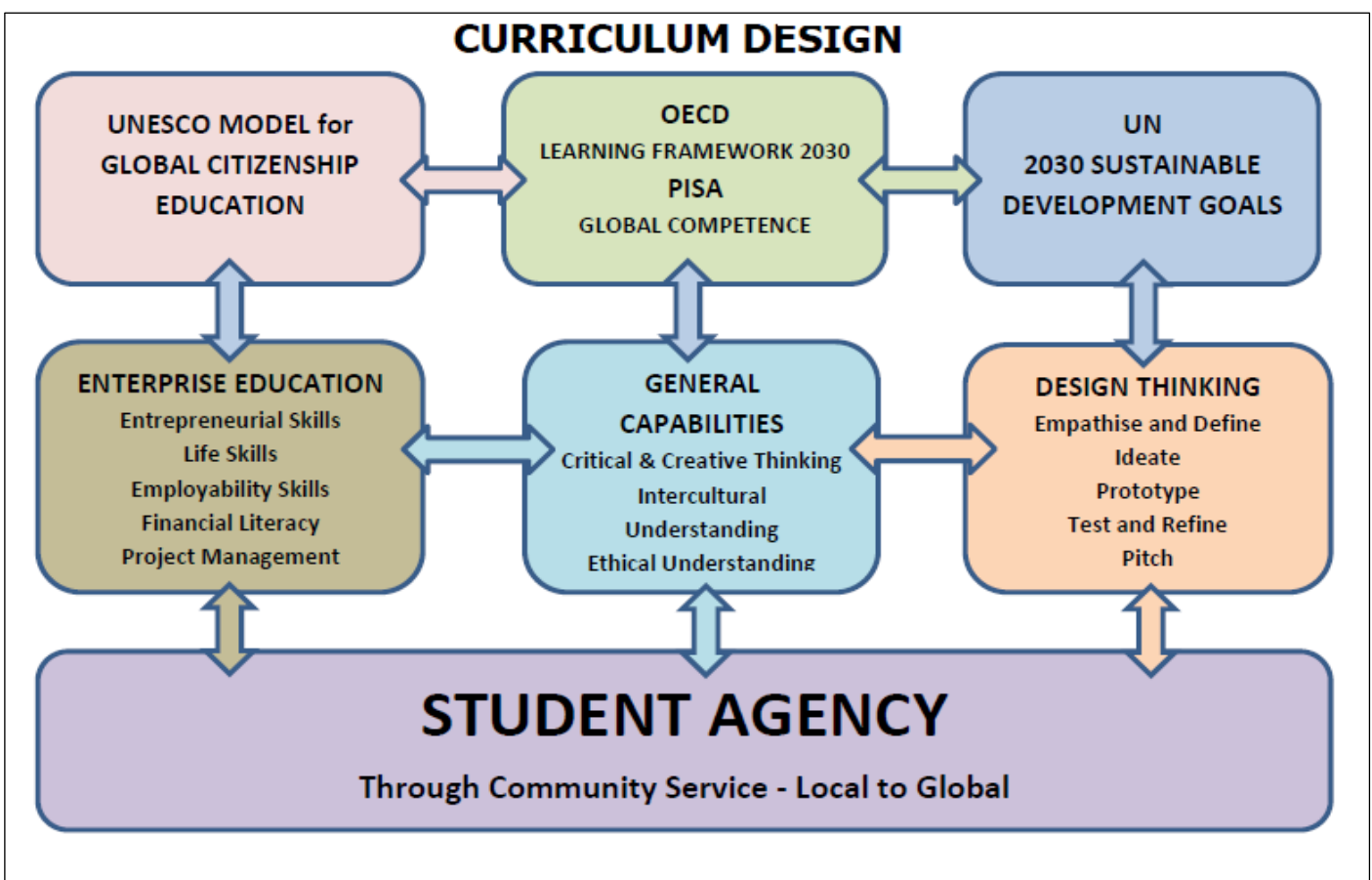

2018 Yolande Frank Art Award winners presented at the International Day of Peace event

PROGRAM SIX: ACCREDITATION

Accreditation of UNAAWA school programs is a vital strategy demonstrating expert endorsement thereby promoting community support. Two important milestones for our work were achieved in 2018:

- Curtin University accreditation for students using evidence of participation in UNAAWA programs for portfolio entry and scholarship eligibility.
- The Western Australian School Curriculum and Standards Authority endorsement of our senior school program *Global Citizenship and Sustainability.* The program was successfully piloted by STEM teachers at Shenton College (involving 59 students).

Global Citizenship and Sustainability **is a UNAAWA senior secondary program (4 units) approved by the School Curriculum and Standards Authority as a WACE Endorsed Program. Based on the UNESCO model for Global Citizenship Education (OECD Global Competence) each unit requires students to design and implement a community sustainability project (local to global). Each unit completed counts as one unit-equivalent in meeting WA Certificate of Education requirements.**

CURRICULUM DESIGN

UNESCO MODEL for GLOBAL CITIZENSHIP EDUCATION

OECD LEARNING FRAMEWORK 2030 PISA GLOBAL COMPETENCE

UN 2030 SUSTAINABLE DEVELOPMENT GOALS

ENTERPRISE EDUCATION
Entrepreneurial Skills
Life Skills
Employability Skills
Financial Literacy
Project Management

GENERAL CAPABILITIES
Critical & Creative Thinking
Intercultural Understanding
Ethical Understanding

DESIGN THINKING
Empathise and Define
Ideate
Prototype
Test and Refine
Pitch

STUDENT AGENCY
Through Community Service - Local to Global

Curtin University recognises the UNAAWA program through its ACES (Achievement Centred Engagement for Students) program and advises that it is a means for generating "valuable Portfolio information about the kind of learning needed for the future" (Professor David Gibson Director of Learning Futures for Curtin Learning and Teaching. He is also the UNESCO Chair of Data Science in Higher Education Learning and Teaching).

IMPACT

Teachers who tested the program in 2018 commented: "There were high levels of student engagement and integration of learning across the whole curriculum. The students generated a series of innovative solutions to real world problems through the UN 2030 Global Goals.**"**
During 2019, the Program will be implemented in four schools and involve an estimated 400 students.

FREQUENTLY ASKED QUESTIONS

How will the quality of delivery and assessment be assured?

UNAAWA is responsible to SCaSA for working with teachers to build and sustain credibility of student achievement. A teacher recognition model is based on submission of teaching/learning and assessment programs in the first year of implementation. Quality of student achievement is monitored electronically and through the annual *UNAAWA Global Goals Challenge* (involving external judges from business).

How will student achievement be certified?

Schools submit student enrolment and achievement in any unit(s) in the program to the WA School Curriculum and Standards Authority in accordance with published procedures (A = Achieved, N = Not achieved, W = Withdrawn) for recording on the *WA Statement of Student Achievement*. Schools also submit achievement to UNAAWA for recording on its data-base (HD = High Distinction, D = Distinction, C = Credit, N = Not Achieved, W = Withdrawn). UNAAWA certificates recording cumulative achievement are forwarded electronically for inclusion in students' digital portfolios.

When do schools need to confirm delivery of the program with UNAAWA?

It is essential to register delivery with UNAAWA prior to enrolment of students with SCaSA.

What are the intended student outcomes?

Students integrate learning from different disciplines to design innovations advancing achievement of the UN 2030 Sustainable Development Goals (SDGs/Global Goals). Scale and complexity of context from local, national, Indo-Pacific regional to global communities differentiates the four units. This inbuilt continuity enables students to progressively broaden and deepen understanding of design process and SDGs. The units embody key curriculum trends preparing students for an increasingly complex and uncertain digital world foreshadowed in the *OECD 2030 Learning Framework*: **Transformational Competencies** (through application of General Capabilities) and **Student Agency** (through empowerment in authentic problem-solving).

Are there any prerequisites for teachers?

The units are flexibly designed for delivery by teachers from a range of learning areas. Pilot teachers at Shenton College started from a STEM background integrating humanities and qualitative dimensions as required. The units may also be delivered by HASS, Health, Arts, Technology, LOTE and English teachers. Understanding of the design process, principles of Education for Sustainable Development and the SDGs are needed. Teachers will share experiences at annual professional learning sessions.

What is meant by flexible delivery in this context?

The units may be delivered as part of the timetabled curriculum for Year 10, 11 and 12 students. The same approach may be used in Year 7, 8 and 9 student learning programs; however, only achievement completed in Years 10 to 12 will be included on the WA Statement of Student Achievement and counted towards WACE. The units may also be delivered in conjunction with other accredited subjects or as an extracurricular program.

Are there any special resource requirements?

Student access to online resources is the only requirement. Useful ideas and resources are shared through the *UNAAWA Global Citizenship Schools Network*. Membership is *Highly Desirable*.

Is there any post-school recognition?

There is considerable and growing industry and university interest in school student collaborative problem-solving and community service. Curtin University (Learning Futures) recognises the UNAAWA program through its ACES (Achievement Centred Engagement for Students) program and advises that it is a means for generating "valuable Portfolio information about the kind of learning needed for the future" (Professor David Gibson). UNAAWA has also applied for recognition of the program through the Australian National University *Community Service* entrance requirement. Partnership with the international *Young Person's Plan for the Planet* program (ANU) also provides opportunity for global recognition.

UNAA PROGRAM   Unit 1: Global Goals and the Local Community   60 hours

Learning and Teaching Program

The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in the local community (school community or local government area). Students undertake a challenge-based, collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. Throughout students develop and apply the four *General Capabilities*: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability. Opportunities are provided to incorporate the cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander histories and cultures.

Critically analyse global governance systems, structures and processes and assess implications for global citizenship
Global governance systems, structures and processes and the way that regulations, policies and decisions are made and applied at different levels.

Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
Inquiry into major local issues and perspectives on these (gender, discrimination, human rights, development, peace and conflict, refugees, migration, environmental quality, youth unemployment).

Critically assess how power dynamics affect voice, influence, access to resources, decision-making and governance
Analysis of local community issues from the perspective of power dynamics (e.g. disability, youth unemployment).

Critically examine how different levels of identity interact and cultivate a sense of belonging to a common humanity
Personal and collective identities and memberships in local community context viewed through multiple lenses.

Critically assess connectedness between different groups
Rights and responsibilities of citizens and groups in the community.

Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
Values and attitudes of empathy and respect beyond own groups. Engaging in actions for social justice in community.

Develop and apply skills for effective civic engagement
Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures).

Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
Local issues that involve ethical questions. Demonstrating ethical and social responsibility.

Propose actions for, and become agents of, positive change
Contributing to the analysis and identification of needs and priorities that require action/change in local community. Exploring opportunities for social entrepeneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills.

Assessment Outline

Students demonstrate learning outcomes through three assessment types:
Knowledge and understanding (written report or test or oral presentation or visual presentation)
Team Project plan, implementation and review (written report or test or oral presentation or visual presentation)
Global competence (using digital portfolio – see illustrative example Attachment Two)

UNAA PROGRAM Unit 4: Global Citizenship and Sustainable Earth 60 hrs

Learning and Teaching Program

The following learning objectives are drawn from *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Students learn in the context of applying the Global Goals to analysing needs and taking positive action for developing sustainability in the global community. Students undertake a challenge-based, collaborative project (working in teams of three to five) to address an issue of concern. Challenge-based learning involves students defining a problem, developing and delivering a specific solution. Throughout the program students develop and apply the four *General Capabilities*: Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability. This unit provides opportunities to incorporate the Cross-curriculum Priorities of Sustainability and Australia's Engagement with Asia.

Critically analyse global governance systems, structures and processes and assess implications for global citizenship Inequalities between nation states and their implications for exercising rights and obligations in global governance.

Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses Critical reflection on the influence on global issues and interdependnce of history, geography, politics, economics, culture or other factors.

Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of mass media and social media in global debates and on global citizenship.

Critically examine ways in which different levels of identity interact and cultivate a sense of belonging to a common humanity Collective identity, shared values and implications for creating a global civic culture. Complex and diverse perspectives and notions of civic identities and membership on global issues or events through cultural, economic and political examples (ethnic or religious minorities, refugees, historical legacies of slavery, migration).

Critically assess connectedness between different groups, communities and countries Rights and responsibilities of citizens and groups in the international community. Promoting human rights for all.

Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives Actions by various organisations to bring positive change regarding global issues. Engaging in actions for social justice in the global community.

Develop and apply skills for effective civic engagement Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures).

Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality Global issues that involve ethical questions (nuclear power and weapons, climate change, indigenous rights, business practices). Challenging injustice and inequalities.

Propose actions for, and become agents of, positive change Contributing to identification of needs and priorities that require action/change in the global community. Exploring opportunities for social entrepeneurship. Actively participating in the creation of a vision, strategy and plan of action for positive change. Critically analysing the contributions and impact of the work of various actors. Inspiring, advocating for and engaging others to act. Practicing communication, negotiation and advocacy skills.

Assessment Outline

Students demonstrate learning outcomes through three assessment types:

Knowledge and understanding (written report or test or oral presentation or visual presentation)
Team Project plan, implementation and review (written report or test or oral presentation or visual presentation)
Global competence (using digital portfolio – see illustrative example Attachment Two)

PROGRAM SEVEN: EVENTS AND PARTNERSHIPS

EVENTS

Annual events conducted by UNAAWA School Programs:

STUDENT PARLIAMENTS

PARTNERS IN PEACE FAIR and RIGHT TO PEACE CEREMONY

ACCREDITED PROGRAMS PROFESSIONAL LEARNING

Annual events conducted by partner organizations that include UNAAWA School Programs participation:

MEERILINGA FAMILY FUN DAY

EVERYDAY LEADERS Thrive

MINDARIE SENIOR COLLEGE SUSTAINABILITY EXPO

LYNWOOD SHS SUSTAINABILITY EXPO

PARTNERSHIPS

Since 2016, UNAAWA School Programs have forged partnerships with a number of strategically aligned organizations , in addition to schools. Partnerships have served to increase our reach and capacity to advance engagement of schools with the SDGs.

CURTIN UNIVERSITY TEACHING AND LEARNING

ONE WORLD CENTRE

FOGARTY FOUNDATION EDfutures

MUSEUM OF FREEDOM AND TOLERANCE

SENSE OF PLACE REGIONAL CENTRE OF EXPERTISE – Education for Sustainable Development

SUSTAINABLE SCHOOLS ALLIANCE WA

WA SDG NETWORK

YOUNG PERSONS' PLAN FOR THE PLANET

CIVICUS

MUSEUM OF FREEDOM AND TOLERANCE

CITY OF FREMANTLE

MEERILINGA YOUNG CHILDREN'S FOUNDATION

OMEP (World Organization for Early Childhood Education)

ROTARY CLUB of PERTH

2018 Lynwood SHS Sustainability Expo, students vote for the SDGs and compete in Kahoot Quiz


UNAAWA Stall at 2017 Meerilinga Family Fun Day – opportunity to Inform, Inspire and Engage young children and their families with the SDGs

INTERNATIONAL DAY OF PEACE

The PARTNERS IN PEACE FAIR hosted by UNAAWA involves stands and activities by ICAN, Rotary Club of Perth, Psychologists for Peace, Alternatives to Violence Project, Universal Great Brotherhood Science of Living, Medical Association for the Prevention of War, Mayors for Peace and the Baha'i Youth Empowerment Program.
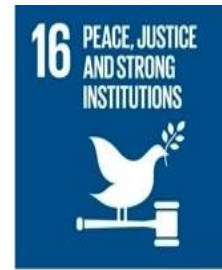
UNAAWA SCHOOL PROGRAMS

Ian Chambers (ANU) in his research program *Young Persons' Plan for the Planet* concludes that the interventions involving school students with problem-solving for the SDGs lead to "a paradigm mindshift from overwhelmed through understanding to empowerment thus achieving a sustainability mindset."

"It's easy to feel pessimistic, but experiences like today and adults wanting to know what we think makes me optimistic."

The mission of UNAAWA is to connect (inform, inspire, engage) Western Australians with the United Nations in order to promote justice, peace, security and sustainable development for present and future generations. As part of this mission, the School Education Programs seek to:

Inspire and empower school students (and their communities) to become active global citizens.