UNAA GLOBAL CITIZENSHIP and SUSTAINABILITY
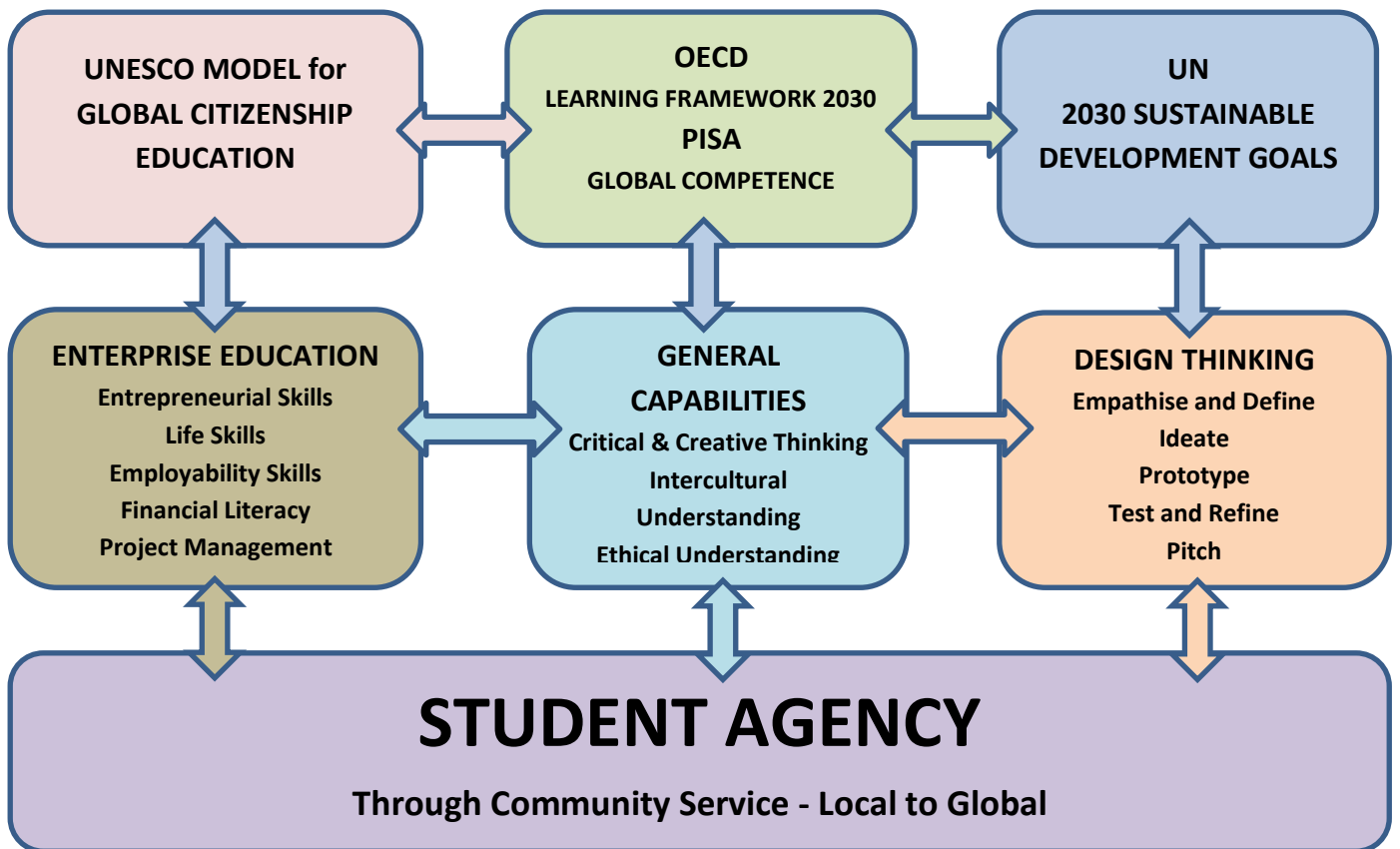## PROVIDER WACE ENDORSED PROGRAM (SCaSA endorsed 2018-2022)
PROFESSIONAL LEARNING

Global Citizenship and Sustainability is a UNAA(WA) senior secondary program (4 units) approved by School Curriculum and Standards Authority as WACE Endorsed Units. Based on the UNESCO model for Global Citizenship Education each unit empowers students to design and/or implement a community sustainability project (local to global). Each unit completed counts as one unit-equivalent in meeting WACE 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

RESOURCES
UNAAWA GLOBAL CITIZENSHIP SCHOOLS NETWORK – BENEFITS ($60 per annum)
https://www.unaa.org.au/divisions/western-australia/wa-membership/

- **Membership** of state and national people's movement; associate membership of Worldwide Federation
- **Digital Resources** for students (including web links, KAHOOTS)
- **School Speakers Program** (registered speakers from business, industry, government, civil society – multi-gen.)
- **Student Parliaments** (student leaders I citizenship local to global I design workshop for Global Goals Challenge
- **Awards Programs**: Yolande Frank Art (human rights) I Global Goals Challenge I World Teachers' Day
- **Curriculum Support:** Teacher resources I Electronic and face-to-face networking
- **Partnerships** Fogarty EDfutures I One World Centre I Curtin Learning Futures Network I ANU Young Person's Plan for the Planet I Museum of Freedom and Tolerance I Sustainable Schools Alliance WA
- **Events:** Children's Week I Awesome Arts I Sustainability Expos I Human Rights I Environment I Gender Equality I Global Goals Forums (Tripartite: Civil Society – Business – Government)

ADDITIONAL RESOURCES

GLOBAL CITIZENSHIP EDUCATION
Global Citizenship Education Topics and Learning Objectives, UNESCO, Paris, 2015, p29 (curriculum model)
http://unesdoc.unesco.org/images/0023/002329/232993e.pdf

Global Citizenship Education – a UN strategic priority integrating peace, sustainable development, multi-cultural and human rights education. Global citizens identify as part of a global community, an identity transcending national borders with rights and responsibilities flowing from the Universal Declaration.

While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability. Global Citizenship Education (GCED) is UNESCO's response to these challenges. It empowers learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.

GLOBAL COMPETENCE
Teaching for Global Competence in a Rapidly Changing World, Asia Society/OECD

OECD Learning Framework 2030
http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf

Transformational Competency and Student Agency: The OECD Learning Framework 2030 encapsulates a complex concept: the mobilisation of knowledge, skills, attitudes and values through a process of reflection, anticipation and action, in order to develop the inter-related competencies needed to engage with the world.

GLOBAL DIGITAL CITIZEN
https://globaldigitalcitizen.org/essential-project-based-learning?mc_cid=77902a8f90&mc_eid=d1dd6c9c04

UN SUSTAINABLE DEVELOPMENT GOALS 2030
The 17 Global Goals and 169 Targets are monitored and reviewed using a set of global indicators (245) were unanimously adopted by the 193 UN member nations (1/1/2016). They are a 'road map' for collective action (government, business and civil society) to transform the world.

https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework%20after%20refinement_Eng.pdf

http://worldslargestlesson.globalgoals.org/

DESIGN THINKING
Design thinking is a methodology for creative problem solving. You can use it to inform your own teaching practice, or you can teach it to your students as a framework for real-world projects. The set of resources on this page offer experiences and lessons you can run with your students.
https://dschool.stanford.edu/resources/getting-started-with-design-thinking

PROJECT OR CHALLENGE-BASED LEARNING
Colin Webber, *Master of all trades, jack of none;* https://insights.navitas.com/master-of-all-trades-jack-of-none/

In **Project Oriented Learning** students gain skills and knowledge through traditional means such as lectures and tutorials where students are given a range of content 'just in case' they need it for the project. In contrast, **Project Based Learning** reverses this 'just in case' learning system to a 'just in time' approach, where students are provided information when it is most relevant to them and can benefit from its direct application.

ENTERPRISE EDUCATION
https://www.collingwoodcollege.com/page/?title=What+is+Enterprise+Education%3F&pid=525

PROJECT MANAGEMENT SKILLS
Project Management Institute Educational Foundation see:
https://pmief.org/library/resources/project-management-skills-for-life

FINANCIAL LITERACY
https://www.teachthought.com/tag/financial/

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 and industry).

How will student achievement be certified?

The school submits 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 at the end of each unit 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 to schools 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. Pilot teachers will share their experience at a professional development session in October 2018.

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*.

Are there any costs?

Students will pay $11 per unit for UNAAWA administration costs, although there is discretion to reduce this cost on application based on cases of financial hardship and/or after-school delivery mode.

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.

GLOBAL GOAL	RELATED GLOBAL FACTS	HOW is AUSTRALIA PROGRESSING?	LGA POSSIBLE TARGETS
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.	1.2 By 2030, reduce at least by 50% proportion of men, women and children of all ages living in poverty in all its dimensions - national definition.
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.	2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
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.	3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
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%.	4.7 By 2030, ensure all learners acquire skills & knowledge needed to promote sustainable development; through education for sustainable lifestyles, human rights, gender equality, peace, global citizenship and cultural diversity
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.	5.1 End all forms of discrimination against all women and girls everywhere 5.2 Eliminate all forms of violence against all women & girls in the public and private spheres
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.	6.4 Substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater
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.	7.2 By 2030, increase substantially the share of renewable energy in the global energy mix 7.3 By 2030, double the global rate of improvement in energy efficiency
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.	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation; encourage formalization and growth of micro-, small- and medium-sized enterprises,
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.	9.4 Upgrade infrastructure, retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes