



United
Nations
Association
of Australia
WA Division

JUDGING PANEL BRIEFING NOTES

2019 UNAANA Global Goals Challenge

Purpose

To assist the Judging Panel for the 2019 UNAANA School Sustainability Challenge Awards by providing background information on the awards and advice on the selection criteria.

Background

UNAANA is part of a global people's movement aiming to support the work and ideals of the UN. It is one of the state and territory divisions of the national body (UNAA) and part of the Worldwide Federation of UN Associations (WFUNA).

In 2019, UNAANA is conducting the Global Goals Challenge, as part of a suite of Awards¹ presented at the UN DAY Celebration, to:

- Showcase the work of teachers in developing our future global citizens.
- Promote Global Citizenship Education in our schools and the broader community, including the UN 2030 Sustainable Development Goals (also referred to as SDGs, or Global Goals).
- Support the Global Citizenship Education strategic priority of the UN, UNESCO and WFUNA, particularly as part of Australia's achievement towards Target 4.7 of the SDGs and in view of the inclusion of Global Competence in the Program of International Student Assessment (PISA) from 2018.
- Promote collaboration with other organisations supporting teachers in their work (including unions, school sector/systems, universities and business).

Process

1. During May 2019 the Awards were advertised to schools and the community through the email networks of WA Multicultural Association, Curtin Learning Futures, Fogarty Edfutures, Sustainable Schools Alliance of WA. UNAANA members and community networks were also informed via Facebook and email. Global Citizenship Schools received several updates (including entry forms) between May and August.
2. The Judging Panel formed in June. Members are:
Caroline Marsh (Chair), *One World Centre* and member of the *UNAANA Education Reference Group*
Chris West, General Manager Investments, *WA Super*
Peter Devereux, *CUSP Curtin University*
Rebecca Loftus, *Edfutures Fogarty Foundation*
3. In 2019, 'missions' designed in two Student Parliaments were automatically entered in the Global Goals Challenge. Similarly, three schools delivering the *UNAANA Global Citizenship and Sustainability Program* are requested to submit two or three sample projects as part of the agreed quality assurance process.
4. Entries submitted by **5pm, 12 September 2019**. Include entry form with project details, supporting evidence (visual and written), agreement with stated terms and conditions.
5. Judging Panel selects Finalists and representatives invited to UNAANA Peace Day event **22 September 2019** for recognition and trophy presentation.

¹ The suite of inaugural UNAANA Awards: World Teachers' Day (Primary and Secondary), Global Goals Challenge (Primary and Secondary), Human Rights, Environmental Action, Gender Equality, Young Professionals Platform Awards. The common theme of these Awards relates to the UN 2030 Sustainable Development Goals.

Criteria

The following information is included in the Terms and Conditions agreed to by the teacher applying on behalf of the school:

12. Entrants acknowledge that the judging panel will select the finalists and winner according to the following criteria:

- Nature and scope of the Global Goals Challenge project.
- Innovation: degree of project difficulty and innovativeness in context.
- Implementation: collaboration, project management and leadership skills demonstrated by the student project leaders and participants.
- Impact: the extent of the projects' broader impact on knowledge, attitudes and/or actions in context.
- Global Citizenship: the extent to which the project demonstrates global citizenship in action through engagement with one or more of the UN 2030 Sustainable Development Goals.

Following clarification is provided in an email to schools in response to inquiries related to long-term initiatives that have not been fully implemented.

Innovation, Implementation and Impact Criteria

Please assure the students that our judges will be taking the broadest possible view of the three criteria. That is, **INNOVATION** is defined as a new initiative in your school context (also includes a new addition to an existing program). **IMPLEMENTATION** includes all initiatives at any stage of their implementation. **IMPACT** includes any information gathered at any stage of the initiative that indicates if it is making a difference.

Other Matters for Consideration

Limits on the quantity of supporting evidence are set in the Entry Form as a guideline. All entrants are further advised that if the guideline is slightly exceeded, their entry will not be disqualified or disadvantaged.

In the interests of sustainability, all entries and supporting evidence are submitted and made available to the Judging Panel electronically.

The relationship between the *Global Goals Challenge Awards* (focus on primary school teacher-initiated projects and secondary school student-initiated challenges) and the *World Teachers' Day Awards* (focus on teacher practice) requires clarification. Each Awards category is influenced by the same set of variables – school context, teacher leadership, student outcomes and education for sustainable development.

The *Global Goals Challenge Awards* focus on students demonstrating initiative and community service through primary projects (distinguished by having a predetermined solution) or secondary challenges (distinguished by not having a predetermined solution) addressing one or more of the SDGs.

The *World Teachers' Day Awards* focus on teachers (individuals or groups) implementing outstanding global citizenship education initiatives. The 2017 Judging Panel defined this as "practice that develops understanding of the interconnections between local and global communities and empowers students who take action for the common good". The Panel also observed the interdependence of school culture/context and teacher practice i.e. differentiating the practice and role of a teacher (or teachers) leading change in school culture or empowering students in challenging environments from that of a teacher (or teachers) working in a school culture that has fully integrated Global Citizenship Education.

2019 Entries

Entries are submitted electronically and uploaded to the Global Citizenship Schools Google Drive. A link to the Google Drive site is emailed to Judging Panel members. The following entries were received by the advertised closing date.

PRIMARY – Four entries: Coolbinia PS, Westminster JPS, John Wollaston ACS

SECONDARY – Seven entries: Shenton College (2), Duncraig SHS (3), Bold Park CS (1), Lynwood SHS (1)

PARTICIPATION TRENDS – UNAAWA GLOBAL GOALS CHALLENGE

Year	Primary Entries	Winning Entry	Secondary Entries	Winning Entry
2017	2	<i>Lightening The Load</i> Coolbinia Primary School	4	<i>Conneativity</i> Alyssa Wong, Lily Purser Shenton College
2018	1	<i>Changing the Way We Think: Impact of One Use Plastic</i> St Mark's ACS	3	<i>Helios</i> Genevieve Le, Lizzie Tweedie Shenton College
2019	4	?	7	?

The main strategy intended to increase participation in 2018 was to explicitly link the two UNAAWA Student Parliaments (3 and 5 June) with the 2018 Global Goals Challenge. The 2018 Student Parliaments culminated in 18 promising projects being designed and pitched. However, the momentum built through the Parliament did not carry through on return to school unless it is supported through the school curriculum or supported extracurricular activities.

The 2019 Student Parliaments were held in March to provide more time for 'mission' implementation. Participating schools agreed that the 'missions' pitched to Parliament were **automatically entered** in the 2019 Global Goals Challenge. UNAAWA Education Reference Group volunteers facilitated the 'mission' design process in Parliament. Volunteer support was also offered to schools. Few schools accepted the offer. Alternatives for building support in future years include involving Rotary volunteers and university teaching pre-service students. Focus on Project Management Skills with students to reduce reliance on teacher leadership. Three of the eight Primary missions and one of the eight Secondary missions pitched to Parliament were implemented sufficiently to warrant entry in the 2019 Global Goals Challenge Award.

Rees Barrett
12 September 2019