

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

What does progress in transformative education look like?

Conclusion and next steps

Concurrent sessions 4

Session 4.2

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**GLOBAL
CITIZENSHIP**

NEW ZEALAND

**5th UNESCO Forum on Transformative Education for Sustainable
Development,
Global Citizenship, Health and Well-being**

**What does progress in transformative education look like?
Conclusion and next steps**

**Enabling conditions for effectively putting in practice “transformative
education” for real changes and how to go about it**

**Libby
Giles**



**New Zealand Centre
for Global Studies**

Te Pokapū Akoranga Aorere o Aotearoa

 **St Cuthbert's**

Enabling Conditions

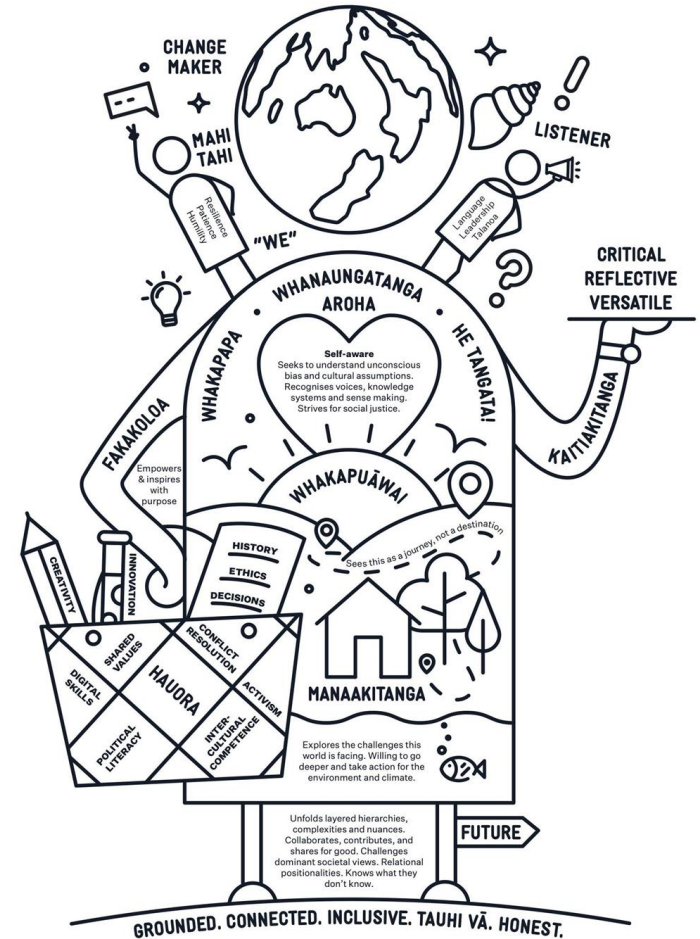
Safe and equitable learning environments that advance knowledge, skills, and well-being to think critically, act responsibly, and live well.

Support Needed

- Leadership
- Expertise
- Organisational behavioural change
- Places (learning, connection, collaboration)
- Resources
- Training
- Partnerships



GLOBAL CITIZENSHIP FROM AN AOTEAROA NEW ZEALAND PERSPECTIVE



Key Partners

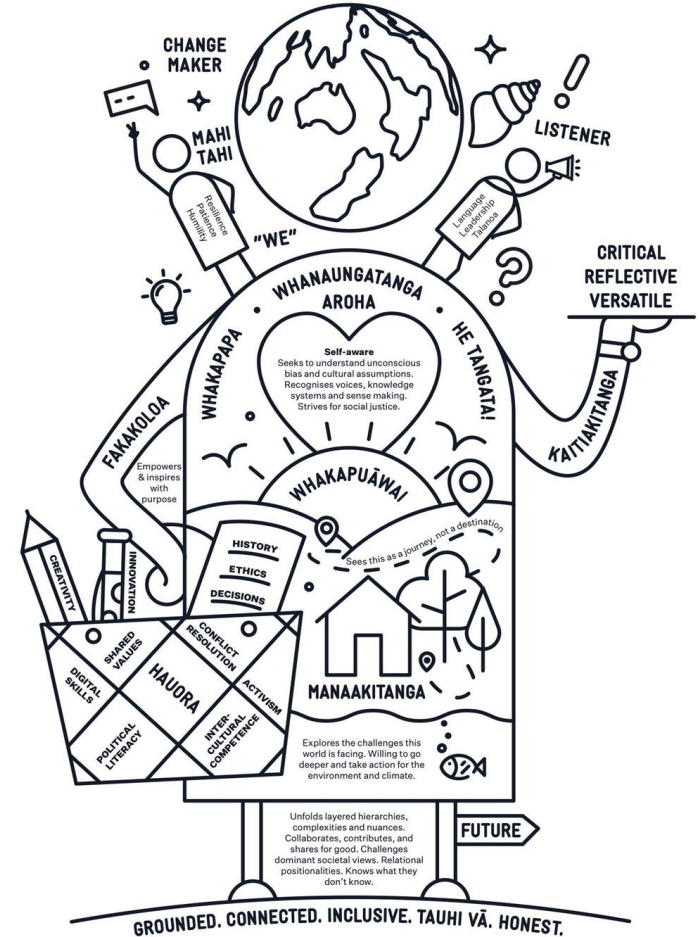
- Governments
- Local and international organisations
- Students
- Teachers
- Families
- Academics
- Business Community
- Civil Society

Next Steps

- A name, a home, and a leader
- Strategic planning
- Value what is already going on
- Start small
- Communicate well
- Collaborate
- Design your own model



GLOBAL CITIZENSHIP FROM AN AOTEAROA NEW ZEALAND PERSPECTIVE



GLOBAL CITIZEN LANDSCAPE FROM AN AOTEAROA NEW ZEALAND PERSPECTIVE

- Activities
- Opportunities
- Needs



- Child poverty lifting, livable wage, educational outcomes for families, social services sector and government advocacy.
- Te Kahau Global Enterprise Social Enterprise aims at infants and early education.
- SEIBA is lobbying MoE to measure how schools deliver on global citizenship.

0-5

- Strategic focus on holistic development through the life-cycle for children/youth in NZ + Aid programme.
- Whole school implementation Global Citizenship Education (GCED) St Cuthbert's College.
- Normalising te reo Māori use as well as other non-english languages.
- Challenge of getting schools interested/enabling global citizenship priority.
- Need a whole school approach to global citizenship.



We've collected this information through ENZ facilitated hui with researchers, educators, change-makers, innovators and other practitioners working in the Global Citizenship space.

- Support for educators/institutions in the Pacific (USP, EDAP).
- Social Enterprise aimed at children and students.
- Curriculum development in social sciences, social studies in particular. ASSEN working on climate justice education model using te ao Māori lens.
- Schools Asian Engagement Project - Asia New Zealand Foundation.
- Promote social license for school-age international students and their venture (not only \$) to our society communities and regions.

6-14

- International strategy to promote cross-cultural competency and engagement.
- Virtual school cohorts.
- Volunteering Kit - to engage young kōhanga in volunteering and understanding they can have positive actions.
- Research on student experience and delivery of GCED.
- Teacher resource website on global citizenship education. Includes school stories, teacher voices as well as teaching resources.
- Resources and unit plans to build global competency for students and teachers.
- SEIBA is lobbying MoE to re-purpose the International Student Levy and use it for outbound scholarships.

This is a living document and we love to keep adding to it when we hear of other initiatives.

- Global citizenship will be woven through curriculum rather than as a separate subject.
- Whole-school approach to teaching and learning about global citizenship.
- Valuing education beyond assessment.
- Holistic approaches so well-being is supported.
- Research from te ao Māori perspective on policy/practice level, what are teachers doing, what do students need?

WHĀNAU – EARLY CHILDHOOD TEACHERS – PARENTS – PRIMARY AND SECONDARY SCHOOL TEACHERS – STUDENT TEACHERS

- Prime Ministers Scholarships
- Mobility programmes
- Virtual mobility
- Collaborative online international learning
- Volunteering
- Employability/career support
- Micro-credentials
- International students @home
- Student-led initiatives
- Student support
- Performance
- Student politics
- Circular internships
- International inter-cultural exchanges and opportunities.
- Te Hononga-ā-Kiwa.
- Cultural paper required for all degrees.
- Engaging tertiary students with Asia-Pacific expertise in schools for inter-cultural workshops.
- Inbound eg. Gilman Scholars.
- Diversity, equity, indigenous education.

- Tertiary student exchanges, resources, workshops.
- Does it reach the 'right people'?
- Leadership in managing diversity.

19-25



- Engaging people on global challenges like climate change and racism.
- Experiential learning, work integrated learning, Research, Co-curricular.
- Volunteer opportunities for enrolled students, e.g. Red Cross, community, local schools with indigenous/motivated communities.
- He Whatu Rangatahi - new educational resource.
- Projection-regional, inter-generational storytelling - coming of age.
- Global Understanding Certificate, Intercultural Understanding workshops, Youth Forums, Intercultural Design Sprint to create more inclusive schools.
- Live virtual cultural tours.
- Establishment of inclusion group.
- Māori/indigenous business exchange cohorts.
- Ambassador Programme - how students can influence their peers to take action.

15-18

- Secondary / tertiary students conferences.
- Senior social studies - curriculum and assessment (NCEA) focus on social action and participating in communities and society on local, national and global level.
- Parent symposium.
- Teachers Forum on Global Citizenship Education.
- Race Unity Hui and Speech Awards for senior secondary school students.
- Carbon zero journey.
- Connecting operations with learning eg. food, waste, transport.
- Resource and unit plans, cultural competency workshops.
- Activating people to use their networks to build capacity and knowledge to thrive in Asia.

GOVERNMENT – CLUBS AND SOCIETIES – TOITŪ – UNIVERSITIES – MOE – ENZ

Research was a main activity of those who attended the workshop. How can we combine our efforts?

- On-campus postgrad activities that bring diverse students together.
- Future of work educating for the future, not just now.
- Tertiary students learning and training in how to cultivate cultural diversity and capability.
- Comparative projects on global competencies for teacher education.
- Trans-generational mobility.

- Sustainable Development Goals.
- Wellington International Leadership programme - co-curricular programme for:
 - any student
 - any discipline
 - real
 - self-paced
 - seminars series, speaker events, experiential component
 - flexible
 - reflective
 - Transcript recognition
- Waikato Uni has a website with resources on Global Citizenship Education.

POST-GRAD

- Intern-national/inter-cultural foci within specific disciplines and university research.
- International students overseas with NZ expertise.
- People to people engagement NZ-Pacific exchanges to NZ for officials.

- Enabling space for kōrero on Global Citizenship, international connections, indigenous Pacific relations... supporting education leaders.
- Need space for critique and reflection.
- Inter-cultural competencies.
- Inter-cultural knowledge.
- Facilitation of cultural interaction and learning.



WORK LIFE

- Support for Arts.
- Support for Pacific Regional Education framework.
- Research - global governance, global sovereignty, global education, global religion
- Business education work stream exchanges, resources, workshops. Ngā Hononga-ā-Kiwa. Māori business exchanges, resources, workshops.

- Home stay opportunities provide NZ adults in communities opportunities to engage across cultures with international students.

- Sector-specific courses focused on international/export education, in partnership with education providers.
- International education sector-specific training for practitioners supporting international students in schools and tertiary education providers.
- Creativity, difficult conversations, insight, genuine connection, service of community

INDEPENDENT PROVIDERS – ACADEMICS – NGOS – HAPŪ – POLICY MAKERS/ACTORS/INFORMANTS – LOCAL BUSINESSES



- Flow-on-effect.
- We're all life-long learners. Growing - tapping into their potential.

- Engagement with end-of-life decision makers, care and compassion.
- Engagement of older citizens rather than againist approach that sees citizens 'past their use-by-date'.

END OF LIFE

There's a real lack of activity in the retirement through to end of life stages.

RETIRE-MENT

- Younger leading, guided by older (intergenerational).
- Need to pay attention to Māori and Pacific perspectives. How do we define ourselves - our turangawaewae?
- Participation of decision making power.

- Strategic direction. Evidence of where need is. Consideration of balance between local identity and global citizen identity. How does global citizenship support children and youth to engage on priority global issues eg. climate change. Addressing issues such as racism.
- Resources / tools. Models of practice / frameworks. Empathy/humanity. Greater social justice.

- Te Kahau aimed at elderly.
- Resources / tools. Models of practice / frameworks.

- People based, not just info based.

- Accessibility (time, online / a-kanohi, money).

IWI – PEAK BODIES – COMMUNITY



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Thank you 😊

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