



GLOBAL CITIZENSHIP EDUCATION

SELF ASSESSMENT FOR SCHOOLS VISION AND SCHOOL CLIMATE



We are strong in this.



We want to commit to this.



This goes in the fridge for a moment.

To what extent is GCE part of our school vision?			
To what extent is the school vision on GCE borne by the team?			
How is the school vision built? To what extent do teachers, parents, pupils, neighborhood have a say?			
To what extent does the school management have confidence? Which style of leadership does the management use? To what extent is the school management convinced of the importance of GCE?			
How participative is the school climate? To what extent can students decide on initiatives, lesson themes, policy?			
To what extent does the school work across classes and across schools?			
How big is the distance between students and teachers? How big is the hierarchy?			
How big is the mutual trust between students and teachers? To what extent do they take teachers into trust?			
How diverse is the school population?			
How big is the mutual respect between students and between teachers and pupils?			
To what extent do teachers show attention, curiosity and recognition for a different background? To what extent do students get the chance to express a different perspective?			
To what extent does a teacher pay attention to students with a different language background? To what extent does he teach language-developing?			
To what extent do teachers use diversity to strengthen learning?			
How do students interact with each other? Are there forms of tutoring? Do they take responsibility for each other?			
Who can students go to for a conversation?			



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GLOBAL CITIZENSHIP EDUCATION

SELF ASSESSMENT FOR SCHOOLS SCHOOL CURRICULUM



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Which courses work on which GCE-themes?			
Which cross-curricular activities does the school set up around GCE? (projects, excursions, research competences, language learning, ...)			
To what extent do teachers respond to current events in their lessons? To what extent do they link learning content here?			
To what extent do contrasting perspectives or controversial opinions come up in lessons? How are other visions discussed?			
To what extent do courses reflect on causes and solutions to global problems? Do courses remain with a description of the situation or do they stimulate problem-solving thinking?			
Which international perspectives are covered in the courses / projects?			
To what extent do pupils work on learning content research?			
To what extent do students question the current situation? How do they learn to formulate questions? To what extent can they assess consequences in the long term?			
To what extent can pupils make an inventory / analysis of alternative standpoints regarding an ethical, normative or social question?			
To what extent do students analyze complex situations? (system thinking) eg. by situating challenges in different domains the socio-political domain, the socio-economic domain, the philosophical domain, the cultural-aesthetic domain and the cultural-scientific domain.			
How are GCE themes treated in handbooks / didactic materials?			
How are GCE competencies evaluated?			





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SELF ASSESSMENT FOR SCHOOLS EXTRA-CURRICULAR



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How participatively does the student council work? Who is involved? How does the student council reach its supporters?			
What actions does the student council draw up? To what extent do these actions work on GCE?			
How does the infrastructure support GCE? (posters, notice board, ..)			
How sustainable is the logistics of the school? (buildings, operational processes, waste policy, energy policy, ...)			
Through which information channels do students learn about GCE?			
Which after-school activities stimulate GCE?			
How does GCE live on the playground, in the cafeteria, dining room?			
What events does the school organize? To what extent do these events contribute to one GCE culture?			
How strong is GCE anchored in health care policy?			
To what extent is there room for students to experience a different cultural experience? (prayer, food, clothing, habits)			
Is there a safe space? (time out, quiet space, reflection, ...) How accessible are these spaces?			
What does the school do for vulnerable pupils and their parents (in their diversity, poverty, ...), but also for vulnerable colleagues and management?			
Do pupils also engage outside the school? Does the school stimulate engagement? How? How can students show their personal commitment?			



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GLOBAL CITIZENSHIP EDUCATION

SELF ASSESSMENT FOR SCHOOLS PROFESSIONALIZATION



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Is there a team GCE? How is it composed? How does it work?			
How do teachers work on their own global citizenship competencies?			
How do teachers work together in team on their global citizenship competencies?			
How do teachers learn from each other regarding GCE?			
Do teachers go through literature together? (book club)			
To what extent do teachers trust each other? To what extent do they share information?			
To what extent does a database of materials exist that teachers can use?			
To what extent do teachers exchange materials in relation to WB or international literature?			
To what extent do teachers give peer feedback?			
Which scholarship opportunities and / or exchange possibilities are there?			
To what extent do teachers feel competent to work around GCE? Which professionalisation needs are there?			
To what extent do GCE competencies form part of the professionalization and / or recruitment policy?			
How do you evaluate the GCE effect? How do you monitor this as a team?			



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SELF ASSESSMENT FOR SCHOOLS PARTNERSHIPS



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With which partners does the school work together? (neighborhood organizations, other schools, cultural organizations, shops, companies, ...)			
With which non-profit organizations, NGO's or other providers / experts around GCE does the school work together?			
With which partners from abroad do we work together? How?			
How does the school involve parents / alumni? How diverse is the background of parents / children? How does the school make that diversity visible?			
To what extent is the school embedded in the environment / neighborhood / community? To what extent does the school commit itself to the community? To what extent does the community commit itself to the school?			
Is there a database with partners? How is this database used?			
How can the school make the partnerships visible?			
How can the school best use partnerships?			



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