



Facilitating the Next Generation of Active Global Citizens



A NOTE TO SAY,

We are delighted to share this pilot report for Get Global; our first education programme focussed explicitly on Global Citizenship Education. We spent last year designing this engaging and creative curriculum and we are so pleased the pilot went so well. We have learnt a large amount throughout the past 12 months and we hope we can process and integrate these valuable insights into making the roll out of the programme even better!

The programme could not have been the success it was without the hard work and dedication of our team and partners. Special thanks goes to Emmanuel Mumuni and Lawrencina Awuku for their leadership and co-ordination in Ghana. A big thank you also to Mr Moses and Meyah Preparatory for putting their trust in us and allowing us to pilot the programme with their students. Additionally, Caroline Capon and Natasha Adomako, here in the UK who have put in a huge amount of time and energy into supporting the design and review of the curriculum. More over this programme couldn't happen without the passion, dedication and skilfulness of our amazing facilitators, Kwesi, Habiba, Margaret and Joseph, who have worked together to define what it means to be a Get Global Facilitator.

We hope you enjoy this report and we look forward to sharing the stories of our ongoing work with you in the future.



Claire Hardy
Managing Director



Megan Taylor
Chair of Trustees



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GLOBAL CITIZENSHIP

The world is changing and becoming more complex. The way in which we learn and work together is fundamentally different from 15 years ago. How we educate the younger generations to adapt and thrive in these evolving environments is key to tackling the challenges we face and may arise.

As the world grows increasingly interconnected, human rights violations, inequalities and poverty still threaten global peace and sustainability. Both local and individual (in)actions bring about global consequences that affect us all. We must prepare youth to find ways of addressing existing and emerging challenges that comes with multiculturalism.

Educating for global citizenship is important:

- To make sense of the world we live in, what we see, what we feel and how we would like things to be. This requires youth to engage in critical thinking; Global Citizenship Education allows for learning of how personal responsibility links to their own community and effects the wider complex world.
- The UN Development Goals has established that young people are a driving force for development – but only if they are provided with the skills and opportunities needed to reach their potential.
- Young people today are being born into an increasingly globalised world. Learning how to communicate, appreciate and work with diversity is essential – and seemingly local issues benefits from global perspectives.

How we see Global Citizenship



GET GLOBAL



An experiential learning programme
delivered by local, trained facilitators

Get Global works with schools, teachers and communities in Ghana to give young people the tools they need to tackle the problems they face in their communities. Based on our Global Citizenship Education framework, Get Global provides a experiential curriculum for children aged 9-12 to develop the values, skills and knowledge needed to become engaged 'global citizens' and support the development of young Ghanaian community leaders.

Schools partner with Move The World for a 7 month programme delivered in the classroom by our team of trained youth facilitators from the local community. The curriculum is based around the Sustainable Development Goals (in particular SDGs 1-6) and uses an interactive 'Get Global Passport' to guide students through a course designed to increase their understanding of global and local issues and develop interpersonal skills such as confidence, leadership and problem solving. Get Global is designed to be responsive to local needs and issues, whilst maintaining it's global focus and outlook.

In each new school community, the Get Global curriculum can be adapted so that teachers, pupils and youth facilitators can bring the education material to life around local issues and priorities. Get Global develops practical activities and social action for children and young people, based around the SDGs and relevant to their local community. From developing their own products to sell, to mobilising the clean up of their community – [Get Global provides children and young people with a structured and coherent 'entry point' into civic and social action, within a safe and supportive environment.](#)

Our trained Youth Facilitators are the bridge between the classroom and the wider community. Facilitators are chosen for their experience working in the community and ability to provide positive role models for Get Global students. They are often students or returning graduates, and the majority are already engaged in social action via other NGOs or within the local community.





PILOT PROGRAMME AT A GLANCE



2
pilot
programmes
completed



42
students
participated in the
programme



10
years old:
average age of
students



6
projects
completed per
student



18%
improvement in
Global Citizenship
competencies



100%
facilitated by
local young
people



4
trained, local
Get Global
facilitators



92%
of teachers would
recommend Get
Global



REGIONAL STATS

Our pilot programme took place in a primary school in Medie, a town about 30KM (45min drive on a good day) outside of Accra, the capital city of Ghana.

MEDIE, GA WEST

Medie was originally a rural area where the main industry was agriculture; mostly fruits and vegetables such as pineapples and mangos. In the past 20 years as the population of Accra has significantly increased, Medie has become a part of greater Accra with a growing population and thus increasing resource pressure.



POPULATION - 25 000

POPULATION UNDER 18 - 66%

NO. OF PRIMARY & JUNIOR SCHOOLS - 14

NO. OF SENIOR SCHOOLS - 2

HEALTH CLINICS - 1

MAIN RELIGION - Christianity and Islam

MAIN CHALLENGES:

- Infrastructure: lack of quality roads means poor access and mobility for residents.

- Sanitation: lack of proper drainage systems and improper waste disposal meaning severe health risks.



PILOT SCHOOL: MEYAH PREPARATORY

Meyah is a privately run primary school set up to provide access to education for the youth in the area who were not attending school. It is owned by a retired military man, Moses and his wife, Janet.

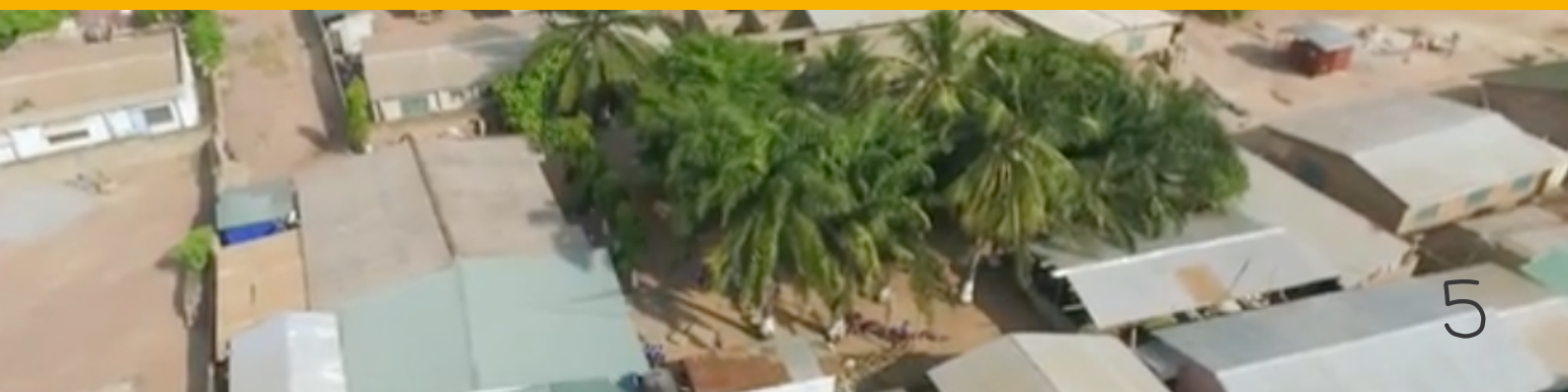
NUMBER OF STUDENTS: 150

AVERAGE CLASS SIZE:

CLASS: Kindergarten to JHS1

Meyah has a creative and visually stimulating school environment. However, the school lacks teaching supplies and has an insufficient supply of teachers. The school is inadequately funded as many students can not afford to pay their fees.

Meyah receives external funds to support the continued running and management of the school.



EVALUATION APPROACH: YOUTH DEVELOPMENT

Our evaluation approach aims to understand the extent to which the youth have developed their skills, knowledge and attitudes across our six core competencies which are linked to our Global Citizenship framework.

We ask students, facilitators and school authorities to reflect on the differences the programme has created through the completion of questionnaires at different times throughout the programme.

Students are asked questions relating to the six core competencies and our Global Citizenship Framework at the beginning and at the end of the programme. They are also asked, following the end of each monthly SDG theme, some more content specific questions to capture learning outcomes.

Learning Competencies



Critical Thinking and Problem Solving

Develop critical reasoning skills to enable youth to explore and analyse issues, generate potential solutions and put ideas into action.



Creativity and Innovation

Develop freedom of thought to enable youth to think independently and create new ways of solving problems.



Communication and Collaboration

Enhance ability to reflect and share from experiences with one another. Using language, text and symbols to express thoughts, beliefs and ideas effectively.



Global and Community Citizenship

Develop an understanding of what it means to be an active Global Citizen. Introducing youth to global environmental, social, and economic issues and analysing local trends and themes.



Personal Development and Leadership

Improve self-awareness, self-knowledge, and personal skills such as self-confidence and ability to speak up. Develop further understanding of morality and what it means to take personal responsibility.



Empathy and Connection

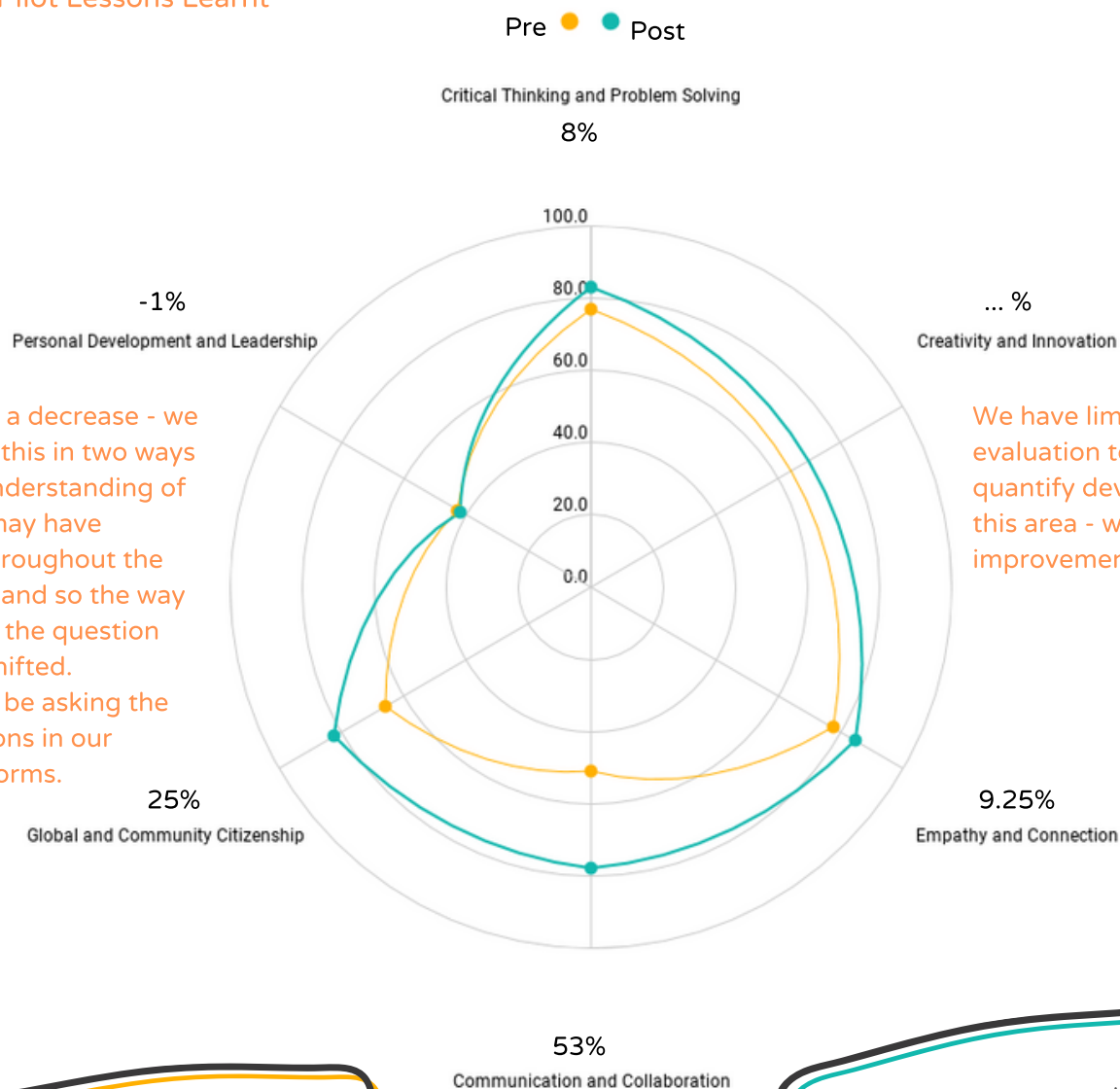
Develop youth's capacity to understand other people's situations and perceptions and increase ability to connect with others.

STUDENT LEARNING OUTCOMES

71% of students improved in four or more competencies, with Communication and Collaboration, and Global and Community Citizenship showing the greatest progression. The average progression in skill level from the beginning of the programme to the end of the programme was 18% across all competencies. Figure 1 illustrates the average percentage increase across all competencies.

Figure 1: students' competencies progression

M&E - Pilot Lessons Learnt



This records as a decrease - we made sense of this in two ways

1. Student's understanding of leadership may have increased throughout the programme and so the way they answer the question may have shifted.
2. We may not be asking the right questions in our evaluation forms.

We have limited evaluation tools to quantify development in this area - which needs improvement in Phase 1

"I want to stay in Ghana, because I want to change my country"

Emmanuel Mensah, Student

"I love Ghana because Ghana is a peaceful country. I would like to visit Germany, because the country is very beautiful."

Edna Ashong, Student

"One day, I'd like to live in France, because I love their language and how they speak it."

Love Agbodra, Student

"The biggest problem in my community is the rubbish, it chokes the gutter and is not clean."

Kalifa Karim, Student

"The thing I like about my community is we are honest and kind."

Peter Lawson, Student

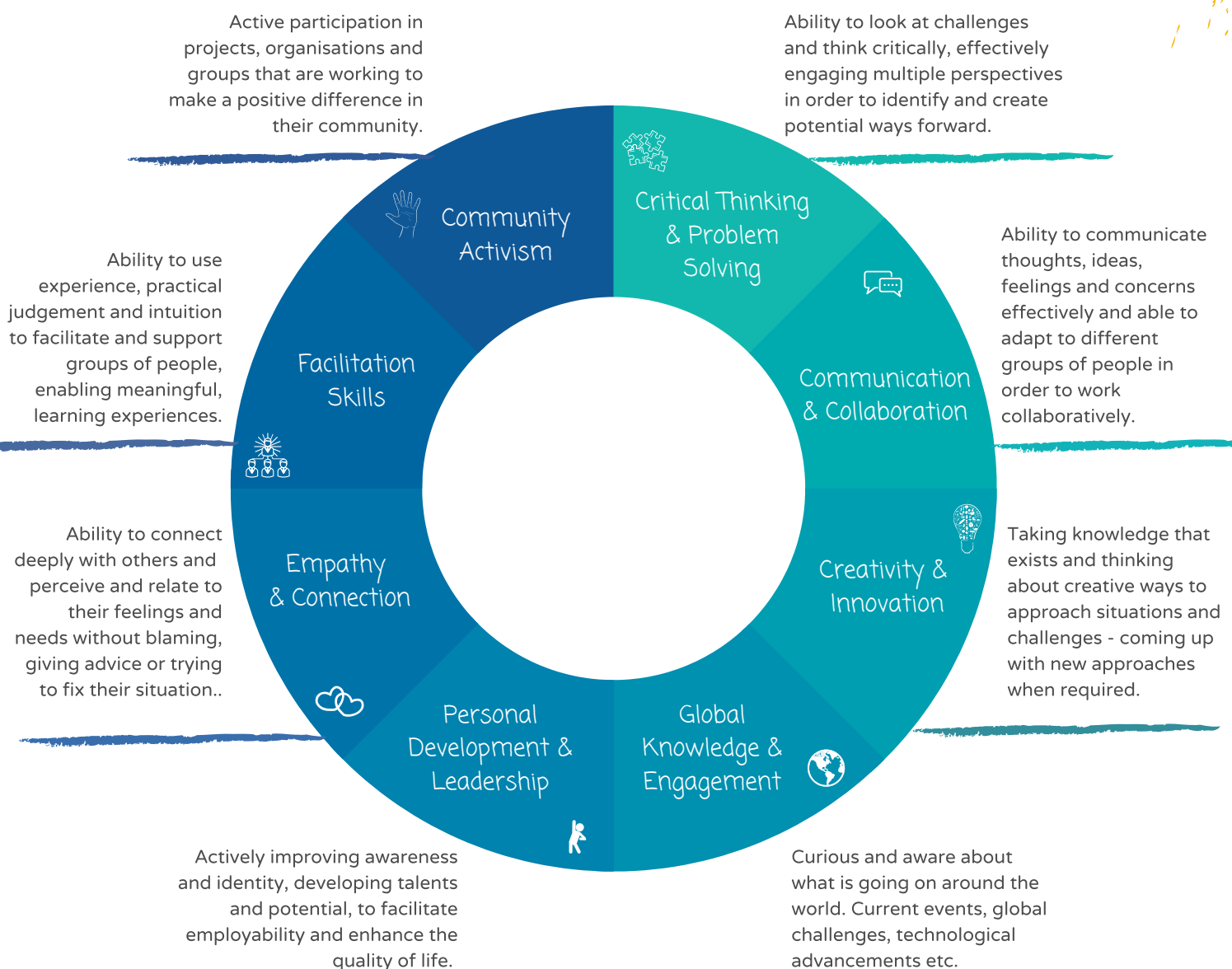
EVALUATION APPROACH:

FACILITATOR DEVELOPMENT

In addition to student development, we are also focussed on monitoring and evaluating facilitator development. The opportunity to become a Get Global facilitator does not only provide a flexible source of income for young adults which positively impacts their livelihood and career prospects, but also increases ability and confidence in key areas based on our Global Citizenship Framework.

The following framework has been developed throughout the pilot phase and we are implementing more rigorous M&E processes as we roll out Phase 1. This includes pre-training baseline assessments, ongoing monitoring and support by a supervisor and self reflection assessments throughout the programme.

FACILITATOR CAPABILITY FRAMEWORK



FACILITATOR OUTCOMES

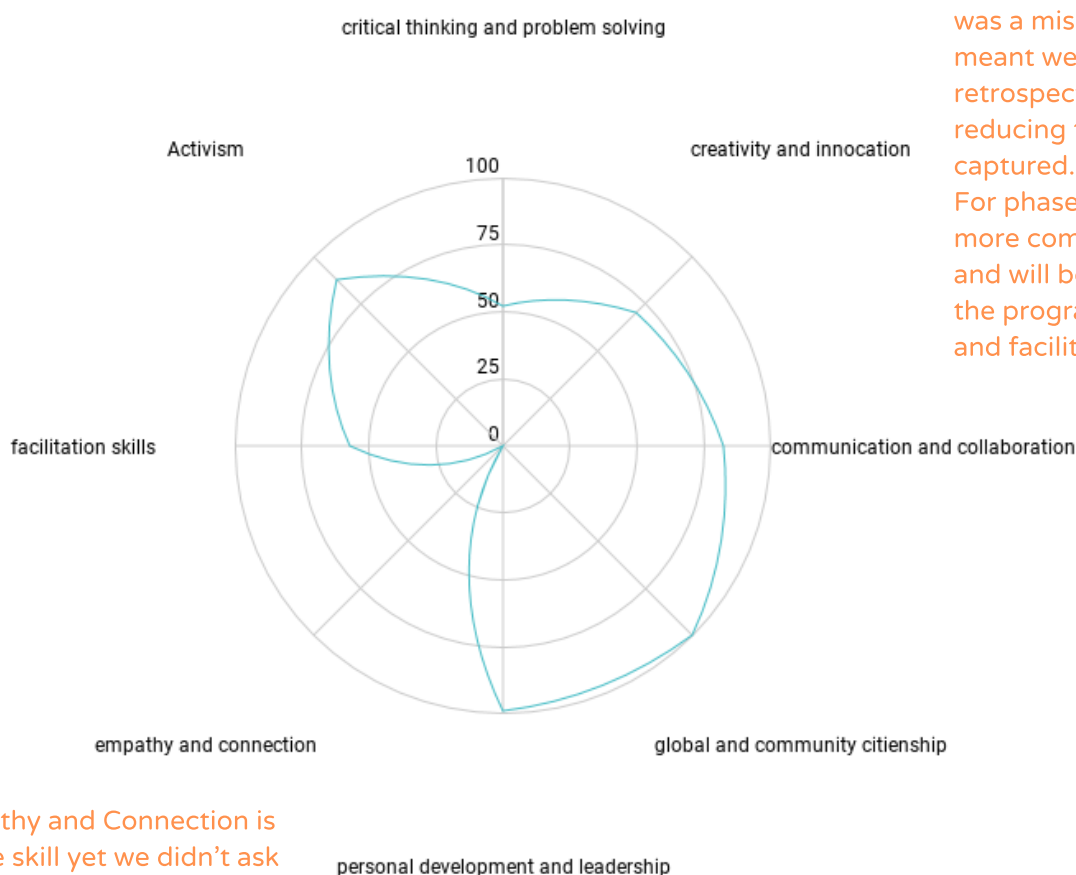
Quality facilitation and engaged facilitators are key to the success of Get Global. The design focus going into the pilot was very much on the curriculum and facilitation training, and we have learnt a lot throughout the pilot about how impactful the programme has been on the facilitators as well as the students.

All our facilitators are local to the community we partner with schools in; making them recognisable for students and teachers alike. They are active community members outside of their work with Move The World and 100% of facilitators in the pilot programme volunteer for other NGO's in the area.

The facilitators received a 2 day training at the beginning of the programme. (This will increased to 4 days for new facilitators). Additionally, they were required to debrief with the local co-ordinator following each of the sessions they delivered, which was accompanied by an evaluation form that we collected for data purposes.

Figure 2: Facilitator's perceived sense of development

M&E - Pilot Lessons Learnt



We did not have a baseline assessment for facilitators in place at the beginning of the pilot, which was a missed opportunity. Which meant we were only able to ask retrospective questions thus reducing the quality of the data we captured.

For phase 1, we have developed a more comprehensive skills matrix and will be using this throughout the programme duration for M&E and facilitator coaching support

Empathy and Connection is a core skill yet we didn't ask questions around this specifically and will do this in Phase 1.

AGE: 26

FROM: MEDIE, GHANA

MEET MARGARET

A case study

“ Growing up as a child in my community, I realized there were a lot of diverse issues all over. I believed everything I see is what should happen. Knowing that as a child, I also felt everything was static and can't be changed. Things like cultural norms, moral norms and traditional practices.

On my journey to become a young woman, joining groups and making decisions to solve issues has been my main aim. I have recognised how to interact and impact change and this has changed my perception and the way I think.

Today, being part of the Get Global facilitators group, I get to train and impart skills and knowledge to children to understand how society, culture, government talks about change and development. I have been enlightened and informed through training on how change can be created. I feel a part of effecting change in the theme of SDG 4; Quality Education. Walking through this process has been an experience of knowledge sharing and learning. Facilitating and impacting the children to make a change story today and tomorrow in my life and other people's life.

It has been a great journey so far as well as an informed and impactful one. ”

You'd think Get Global was purely for the students but it has equally challenged us as facilitators to become better citizens of the world.

ADDITIONAL SCHOOL BENEFITS

We focussed our monitoring and evaluation efforts on students and facilitators, yet there were added benefits for the teachers and school itself.



"The youth love the activities - they even play them through the break times and it is exciting how they learn through the games. I love that Get Global sessions use activities for learning and the kids are not just sitting for two hours.

I'm glad Move The World has taken a step to promoting quality education and Global Citizenship."

MADAM HANNAH QUANSAH HEAD TEACHER, MEYAH

WHAT WE OBSERVED

- The students taught the younger students activities they had learnt in the sessions.
- Student went on to do more of the activities e.g make more bracelets in their own time.
- Teachers observed the facilitators and used some of the classroom methods in their own classes.
- The students even taught their teachers activities to help organise the class

PLAN FOR PHASE 1

Following the pilot we learnt more can be done to increase impact beyond the sessions. Going in to Phase 1 we will:

- Add a teacher introduction session before the programme starts to introduce key material and techniques to teachers. We hope this will increase teacher engagement and therefore programme impact.
- We will include teachers in our feedback evaluation processes to monitor development.



CURRICULUM DEVELOPMENT

Following our pilot programme, a rigorous curriculum review has taken place between the facilitators, Ghana team and UK team. We have recorded challenges and ideas about the curriculum throughout the pilot in our monthly review sessions and have embarked upon a whole curriculum update that will be test in our Phase 1 launch in September 2019.

Passport Development

Every student that embarks on a Get Global Programme receives a Get Global Passport. These passports (log books) are specific custom designed activity books that compliment and enhance the learning throughout the Get Global Programme. Every SDG has its own section for which the student receives a stamp upon completion. The students get to keep their passports when they complete the programme; keeping as a reminder for themselves. We have added to and edited some of these exercises after the pilot. So the new programme has updated passports.

Facilitator Training

The training for facilitators for the pilot was just 2 days long, focussed on core facilitation skills and curriculum training. This has been reviewed and we have now extended the training to a 4 day training to include a more rigorous introduction into class room management, student skill development, health and safety and risk management. The materials provided to facilitators have also been upgraded.

Session Plans

We have reviewed the various ideas that were collected during the feedback rounds and integrated those we thought would be improvements into the updated programme. One of the main points of feedback was the amount of content in each session and the time available. This has meant we have cut down some of the activities to provide more time for the more important activities, where the depth of student learning can be improved. Each session has been reviewed and updated. Next year we hope to have this work reviewed by an independent education specialist.



Starting Get Global was hard the first time, it was a bit overwhelming for me with all the kids and at the end of the first day I felt like crying as I didn't feel confident for the next sessions.



NEXT STEPS 2019/20

Move The World is committed to further develop the curriculum of the Get Global programme and roll it out to further schools in Ghana. We will use the learning gained in this pilot programme to continuously improve our approach to design, training, delivery and evaluation. We want this programme to be an experience that provides students, facilitators, and schools real, meaningful experiences that inspire active global citizenship.

In September 2019 we launched a further 3 programmes in 2 new schools in the community of Medie as part of Phase 1 of our roll out plan. In November 2019 we will be training 7 new local facilitators who will then start as support facilitators for a further 4 programmes in January 2020. Following the completion of Phase 1, we will have completed a total of 9 programmes in 12 months.

MTW aims for this model to continue with Phase 2 seeing Phase 1, wave 2, support facilitators rise to be lead facilitators and a new intake of support facilitator opportunities will become available for young people. With this model Get Global will continue to expand and recruit twice a year for the foreseeable future; reaching more communities, across districts and across Ghana.

We would like to thank all our donors who help us to make an impact on young people's lives in Ghana and to advance Global Citizenship education.

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