T4P webinar
-Fostering SEL throughout GCED-

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Global Citizenship Education in public JHS

- **Case Study**
  “Global Citizenship Education” by Ageo Higashi JHS in Saitama, Japan
  - Research and Development School by MEXT, 2015-2018
  - Whole School Approach
    (ALL teachers and ALL students were involved into this pilot project.)
  - Found Students transformation through GCED program

- **GCED Activities - Learning for achieving SDGs**
  
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<th>7th</th>
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<tbody>
<tr>
<td>• What’s the Sustainable society?</td>
<td>• To create the Sustainable Society.</td>
<td>• Producing our city, AGEO.</td>
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<td>• Thinking about SDGs around us.</td>
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- **Competences**
  
est eight competences to be fostered through GCED.
  - Social Participation
  - Respect for diversity
  - Problem finding/setting
  - Critical Thinking
  - Collaboration
  - Collecting / Analyzing Materials
  - Problem Solving
  - Expression / Ideas sharing
Global Citizenship Education in public JHS

Contents: What to study in GCED
International cooperation, Hunger, Refugee, Building peace, Gender, Climate change, Plastics, Desertification,....
→ Related with SDGs (Authentic issues)
Leaning from both Global and Local perspectives.

Learning style: How to study GCED
-Workshop style
-Group work
-Action research
-PBL
-Learn with ・ ・ ・
teachers, guests, parents, other related institutions.
(NGO, companies, University, Governmental Organization, etc)

The Role of Teachers
Facilitator who connect to study to study, school and society.
who foster the students’ learning.
who coordinate the learning.
who inquire for learning with students.

Even if the issues are about a place far away from students, we made an effort to make it as “our own issues”.
Fostering SEL for students

Since it was a pilot school by MEXT, we were conducting a questionnaire survey of our students during our assigned period. Comparing the survey results with the SEL indicated in the GCED learning domains by UNESCO, the following SEL skills were developed.

Respect for Diversity
- It can be fun to share life with people who have different customs and cultures than you do.
- It's fun to share a meal with people even if their eating habits are different from yours.
- I want to understand the differences in religions.

Share the Responsibilities
- There are things I can do to help solve the problems facing the world.
- I want to live my life in a way that is useful for society.

Socially Connected
- I think I live my life in relation to society.
- I can change society for the better through my participation.
- The world's problems are connected to my life.

The above are the questions which statistically significant differences were found.
Global Citizenship Education in public JHS for Teacher

For the most of teachers at the JSH, everything was the first, such as Facilitation, Workshop style lessons, GCED itself...
We set various kinds of teacher training programs.

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<th>Teachers Training</th>
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<tr>
<td>Facilitation</td>
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<tr>
<td>Workshop Experiences</td>
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<td>Curriculum Development</td>
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<td>Evaluation/Assessment</td>
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<td>Reflection</td>
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<td>Shared Vision</td>
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Teacher training program were great help for teachers
- Sharing ideas (worries, troubles ...)
- Getting new perspectives not only new tools or materials.

![Fig. 2. Guskey’s model of the process of teacher change. (Guskey, 1986, p. 7).]

One of models for process of teacher change.
Fostering SEL for Teachers

Through GCED, many of teachers have realized their transformation both lessons and lifestyles.

Lesson style
- Connect to global issues
- Students centered
- Concern about other subjects
- Think with various points of views
- Ask a lot of questions during lessons.

Lifestyle
- Reduce plastic
- Bring eco-bag
- Think about SDGs
- Visit lectures
- Critical thinking
- Talk about global issues with family.

Comparing the results of the questionnaire survey between teachers with GCED experience and those without GCED experience, significant differences were found in the following questions:

Teachers with GCED tend to have...

Respect for Diversity
- Influenced by students' ideas, I sometimes change my thinking.
- Sometimes we create classes together with people from agencies other than the school.

Share the Responsibilities
- There are things I can do to help solve global issues.
- I made a conscious change in my life to help solve global issues.
- I feel that I am responsible for the global issues that are occurring.

Socially Connected
- My class is contributing to solving global issues.
- My life has an impact on the lives of people in other countries.

→ Throughout GCED, it brought teachers SEL skill as well.