

Shaping the next generation of global citizens

Keri Reid OBE, and pupils, Muthill Primary School, Perth and Kinross

10 January 2020 LfS Scotland AGM and Networking event

Martha: Good morning everyone and thank you for inviting us. I'm Martha, and this is Jessica, and we are the chairs of the Muthill Primary Global Citizenship Committee. Our Committee leads on [Fairtrade](#), International Education and [Rights Respecting Schools](#). We recently retained our Gold Rights Respecting Schools award, we are heading for our third Full International Schools award and we have maintained Full Fair Aware Fairtrade status. We were also one of the first schools to achieve the [Eco Green Flag](#).

Jessica: We have been partnered with the Juliet Johnston School in Ghana for over 10 years and we do lots of work on Learning for Sustainability together. We learn together and share our learning, we have entered international competitions together and we really enjoy making song videos together. Our most recent one is about the [UN Sustainable Development Goals](#) which we'll show you later. This time, Martha and Eilidh from our school wrote the song words and the Juliet Johnston pupils wrote the music and choreographed it.

Martha: The [Connecting Classrooms project](#) helps us to work together and we entered their speech-writing competition together. Learning about Sustainability has given me the confidence to speak out. My friend and I wrote about Climate Change and Alasdair in our class wrote a speech about Gender Equality. A Ghananian P6 pupil, Emmanuella, wrote a speech too and they chose to write about Gender Equality. It was interesting to read their views on the same subject. We have been following Greta since she sat outside her parliament building on her own and she gave her first speech during our Global Goals Week and we listened to it. I was videoed speaking about how important it is to learn about sustainability issues in school and the video was picked to represent Scotland. It was shown to the Education Ministers at the recent G20 meeting in Argentina last year.

Jessica: We do lots of awareness-raising and campaign work in our school. Over the last few years we have campaigned for Children's Rights and the Sustainable Development Goals, along with the Juliet Johnston School. The younger pupils in our school worked as classes but our P5/6/7 class worked individually, or in twos or threes, on an SDG that we felt strongly about. Our Big Book shows all the campaigns that we have worked on. Martha, Eilidh and Emily made a petition to promote Quality Education and the Right to Education. We sent the signatures from around the community to the Secretary-General of the United Nations. His office wrote back to us this week! Gregor and I made leaflets on Zero Hunger. After learning about children in some Central Asian countries picking cotton - and the impact it has on their health and education - our friend Jaime wrote to several of the big clothes

shops about using Fairtrade cotton. Marks and Spencer is the only store that has written back..... So far.

Mrs Reid:

Funding from the [British Council's Connecting Classrooms programmes](#) has enabled us to participate in international school partnership work. As you've seen and heard, this has added depth and breadth to our pupils' learning experiences.

Rather than being an add-on, we integrate our collaborative work into existing curricula, which creates a real purpose for learning within relevant contexts. We don't match classes by age, we look at what is being taught over the year in the curriculum. Pupils in both schools are encouraged to learn with, through and about one another. They are also involved in deciding what our learning focus should be and over the years the pupils have been naturally drawn to more LfS topics.

Our shared learning experiences, along with skilled teacher questioning, can set the scene for exploring big issues and taking social action – and it relates learning to a more global setting. Pupils in both countries quite naturally compare and discuss the similarities and differences in their learning within a shared topic, and this helps them to view issues from more than one perspective and develop deeper, more critical, and more 'glocal', thinking.

For example, when the Ghanaian teachers come across in March, they'll bring examples of their pupil campaigns to share with us. Already it's interesting to note which SDGs appear most important to Ghanaian children – some are similar, like Education, but there is a stronger emphasis, or interest, on sanitation and health care.

When we were in the Juliet Johnston School in summer, the Ghanaian P6 class, and their teacher, shared with me the local issues which they felt needed action. (Give example – writing to chiefs etc.) Hearing about what's important to the Ghanaian school pupils and their issues, gives our pupils a wider and more global perspective on the SDGs, and vice versa.

Perhaps the best testimony of our partnership's long-term impact on pupils was travelling out to Ghana with two sixteen-year-old former pupils, who both saved and fundraised to visit their **primary partner school**. Along with several of their peers, they've maintained an interest in Ghana, which began when they were eight years old. Mae, who is now 23, also accompanied us on our trip this summer for her second time. I hope that this goes to show that international education can play a vital role in shaping our global citizens in a meaningful, participative and quite transformative way!

And just to finish, we'd really like to share our latest collaborative song video with you, [The Global Goals Song](#). Also, please feel free to look through our book and ask questions.