

**2019 GLOBAL CITIZENSHIP SCHOOL STUDENT PARLIAMENTS
TOMORROW'S CITIZEN LEADERS – LOCAL TO GLOBAL
EVALUATION REPORT**

Students and teachers/parents attending the Fifth and Sixth UNAA Student Parliaments (held on 22nd and 28th March 2019) completed the UNAA Student Parliament evaluation sheet (attached).

Attendance

26 students [12 @ Year 5, 14 @Year 6], 5 teachers, 3 parents and 7 UNAABA volunteers attended the FIFTH Student Parliament. 23 students and 5 teachers and 1 parent provided written feedback.

34 students [5 @Year 8, 17 @Year 9, 6 @ Year 10, 6 @Year 11], 5 teachers, 1 parent and 9 UNAABA volunteers attended the SIXTH Student Parliament. 34 students and 4 teachers provided feedback.

Intended outcomes

The evaluation sheet includes a 7-point Likert scale indicating level of agreement with a statement for each of the four intended outcomes. Responses for the FIFTH and SIXTH Student Parliaments are tabled separately and each compares responses to the same statements at the FIRST (3 November 2016), SECOND (31 July 2017), THIRD (5 June 2018 mainly primary) and FOURTH (8 June 2018, mainly secondary students) Parliaments.

Intended Outcomes FIFTH Student Parliament	Students (n=23)	Teachers + Parent (n=6)
Increased understanding of the parliamentary system	6.5 [6.2] {5.9} [6]	6.3 [6.2] {6} [6]
Increased understanding of citizenship and leadership	6.6 [6.2] {6.3} [6.2]	6.8 [6.2] {6} [6.8]
Increased readiness to lead a UN project in the school	6.5 [6.6] {6.3} [6.2]	6.7 [6.6] {6.2} [6.8]
Opportunities for networking with students from other GCS	6.4 [5.4] {6.1} [6.2]	6.3 [5.8] {6.2} [6.8]

Note: Number in brackets is average response to same questions from the Third [] Second { } and First [] Student Parliaments

Intended Outcomes SIXTH Student Parliament	Students (n=34)	Teachers (n=4)
Increased understanding of the parliamentary system	5.9 [5.5] {5.9} [6]	5.2 [6.5] {6} [6]
Increased understanding of citizenship and leadership	6 [5.9] {6.3} [6.2]	5 [6] {6} [6.8]
Increased readiness to lead a UN project in the school	6.2 [6.3] {6.3} [6.2]	6.3 [6.5] {6.2} [6.8]
Opportunities for networking with students from other GCS	5.4 [4.5] {6.1} [6.2]	4.8 [5.8] {6.2} [6.8]

Note: Number in brackets is average response to same questions from the Fourth [] Second { } and First [] Student Parliaments

Participants provided qualitative data identifying most positive features and areas for improvement (**Attachments**)

Preparation

Schools emailed a 20-page Handbook for distribution to students three weeks prior to the events. The majority of students brought it to the Parliament as requested. Feedback suggests that some information is too complex for Primary students.

Follow Up

Videos of each team pitch to the Student Parliament was uploaded to *You Tube* and links sent (together with this evaluation, photos and student participation certificates) to schools.

Conclusions

- Strong support from students/teachers for program effectiveness and achievement of the intended outcomes.
- Variety and quality of the panel speakers had a significant impact. Insights into panellists' experiences and the passion they expressed struck a chord with many students and teachers.
- Continued support for input from student winners of 2018 Global Goals Challenge on the Inspire panels.
- Teachers and students appreciated the experience of sitting in the chamber and the tour of parliament, although we should continue to look for ways of developing activities around this part of the program (e.g. debates).
- There is strong support for participating with students from diverse schools. Look for ways of increasing interaction between schools. Explain the intended outcome related to networking opportunities.

ATTACHMENT ONE

MOST POSITIVE FEATURES

(Similar comments clustered)

Participants commented on the most positive features of the program. (Similar comments clustered)

Friday 22nd March 2019

Students

Student parliament inspired me to make an effort to improve our world and helped me to become a much better leader.

I loved the experience. All the staff were very welcoming.

It was very (x4) FUN. Everybody had a turn to talk about their missions.

It helped us come up with great ideas for our school and how to make it a better place.

Working together to come up with our mission then sharing it with other schools (3).

It strongly like the fact that it provided opportunity to listen successful leaders and other like-minded students.

Getting to meet students from other schools and being a part of this whole thing (2).

Being able to actually make a difference and not just talk about it.

Awesome. The sessions we had were amazing, thank you. I learned things that I wouldn't of thought of before.

We get to have a mission for this year and next with other year fives. It was really exciting.

The fact that they were pashonit about the global goals.

I love how it gives young students an idea of what politics is and learn lots of things we didn't know before. I think it is AWESOME!

The feeling – everyone was so nice and friendly.

Listening to all the ideas on how to save the world.

I loved everything.

Learning about the global goals.

I loved the paintings and photos on the walls and how they explained everything.

Teachers

Seeing young students in action and thinking on their feet. Thank you for working so hard to give our children this opportunity.

Providing opportunities for the children to share their ideas and receive feedback from experts and each other.

Panel. Workshop. Pitch. i.e. Everything!

The questions asked by our students and leaders were very engaging and challenged our thinking as adults.

The ability to collaborate with and engage their peers was a great experience.

Students were made to feel like they would make a difference.

Listening to all the ideas and giving students the opportunity to interact with the UN.

Thursday 28th March 2019

Students

Being in Parliament House. Seeing how other schools came up with solutions to their community's issues. (2)

Passion shared.

How it flowed easily.

Really interesting and helped my understanding of the global goals/global citizenship. (2)

It gives students a voice that they would otherwise not have. It works perfectly.

Everyone was very encouraging. They had v. good food.

The ability to plan to benefit the community. (3)

Mission planning and the collaborative process. (3)

Expressing ideas. I really enjoyed listening to people's thoughts.

All the creative ideas that will improve the future. (2)

I felt very welcomed + safe when presenting our pitch.

Ideas. Experience. People. Stories. Food.

You got to get ideas and inspirations from other people and students. (3)

Listening to the speakers in the Panel Discussion. (3)

Tour of Parliament and listening to the UN members.

People there to help.

I got to meet new people and experience great life lessons.

Learning about Parliament. (3)

The fact that we are not only gaining knowledge but by doing it we are making partnerships with students and schools (Goal 17).

Raised awareness + most importantly initiated action.

Coming up with innovative solutions to address society's issues.

Very informative and I learned a lot about the UN.

Teachers

The work with mentors to create the pitch. Inspiration. Supportive.

The tour was best ever. Information about Edith Cowan was insightful.

AREAS FOR IMPROVEMENT

(Similar comments clustered)

Participants commented on ways in which the program could be improved.

Friday 22nd March 2019

Students

Explain more about the election system.

Explain what we are going to do for the day.

See a court in action.

Do a role play.

No, it was awesome. (10)

Make sure to use words everyone can understand.

Students should share their opinions on the SDGs during the role play.

Meet the politicians.

Smaller group for the tour so we can see and hear better.

Teachers and Parents

Review the document sent out beforehand, some parts very text dense and daunting.

Panel was amazing but use of academic language may have seen the message lost. (2)

Shorter workshop.

Distribute workbook earlier than the seating plan so preparation can start as early as possible.

Videos of projects in progress.

Thursday 28th March 2019

Students

None. (8)

No, it works perfectly. Well planned. Exceptional. Great already, especially the food! (4)

More time for the tour.

More time to formulate the pitch. (3)

Pre-reading more effective if more succinct. (3)

Should do it more than once a year.

More interactions with other students/schools. (8)

Please make it longer.

Learn more about the UN. Careers. (3)

ATTACHMENT TWO



Tomorrow's Citizen Leaders – Local to Global

Western Australian Parliament House, Perth

STUDENT PARLIAMENT EVALUATION SHEET

Name (optional):

Teacher, Parent or Student (circle)

1. *Circle the number that describes your level of agreement with the following:*

a. The Student Parliament increased my understanding of our parliamentary system.

Strongly Disagree 1 2 3 4 5 6 7 *Strongly Agree*

b. The Student Parliament increased my understanding of citizenship and leadership.

Strongly Disagree 1 2 3 4 5 6 7 *Strongly Agree*

c. The Student Parliament increased my readiness to lead a UN related project in my school.

Strongly Disagree 1 2 3 4 5 6 7 *Strongly Agree*

d. The Student Parliament provided opportunities for networking with students from other Global Citizenship Schools.

Strongly Disagree 1 2 3 4 5 6 7 *Strongly Agree*

2. *What were the most positive features of the Student Parliament?*

3. *If the Student Parliament were to be held again, how could it be improved?*

Thank you for your participation and feedback.

