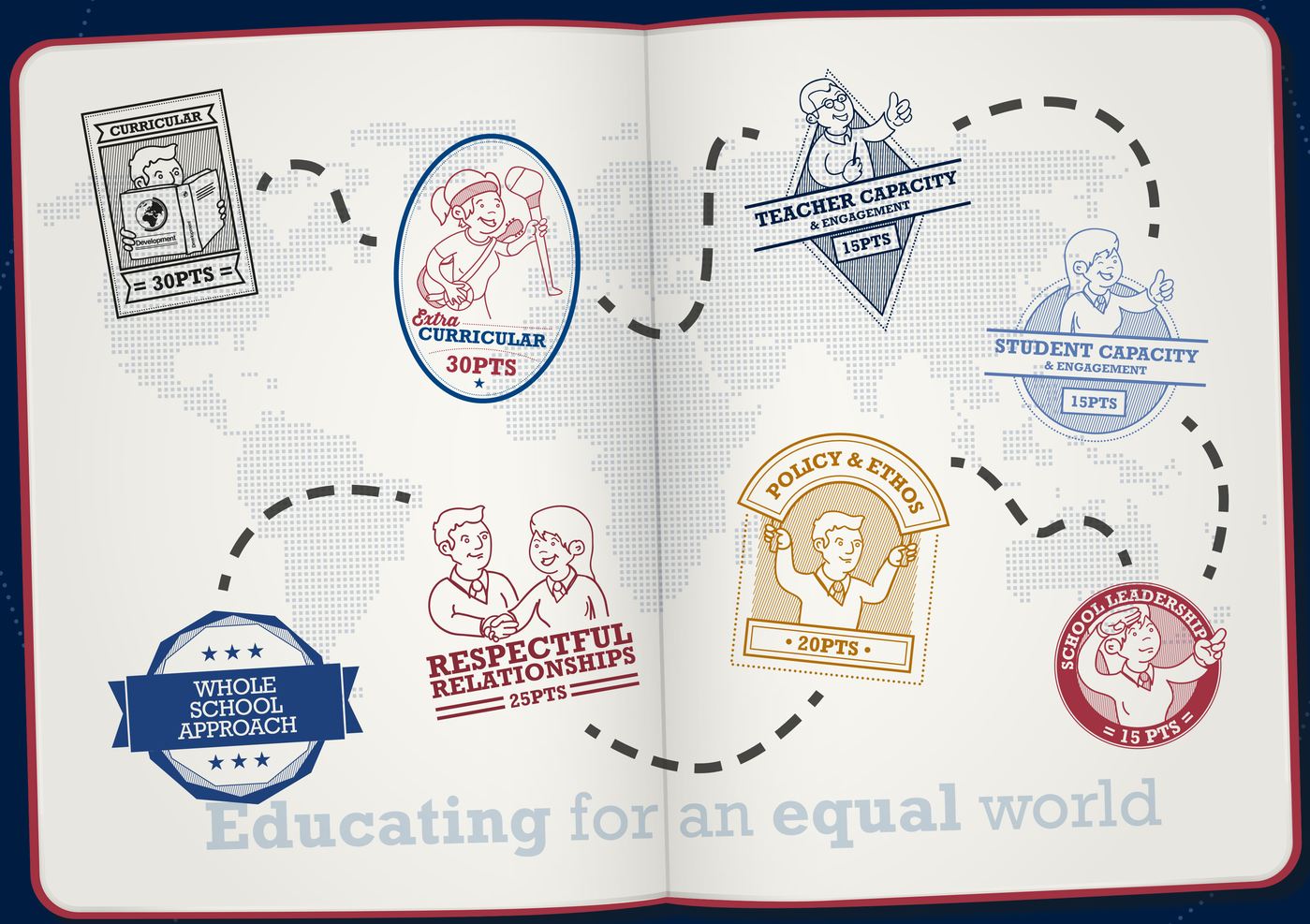
A Whole School Approach
to Development Education



Educating for an equal world

Irish

Curricular
- Explore the Irish Aid TY resource entitled *Múinteoir Domhanda*.
- Explore texts about Irish culture to allow students to appreciate and understand other cultures and traditions.
- Engage in debate, role-play and critical thinking on development issues through the Irish language. Use excerpts from Irish media to support these activities.

Extra-Curricular
- Explore DE themes during Seachtain na Gaeilge, raising whole school awareness on these topics through the medium of the Irish language e.g. statements in Irish on unity and social justice.
- Explore the native language(s) of other post-colonial countries and compare with the Irish language experience

English

Curricular
- Explore human rights through media, poetry, film and drama, e.g. Amnesty International's *Voice Our Concern* resources available online.
- Identify particular DE issues within set texts e.g. human rights and discrimination in *Noughts and Crosses* or *To Kill A Mockingbird*.
- Use development issues to stimulate creative writing and practice debating skills by having students prepare and debate controversial development issues.

Extra-Curricular
- Participate in the Concern Debates competition.
- Explore development issues through poetry.
- Establish a Social Justice book/film club where staff and students can discuss the development themes that appear throughout.

Science

Curricular
- Examine the causes and effects of climate change on a local and global scale
- Explore the GM debate from both a local and global perspective.
- Investigate the role and contribution that science and scientists have made in responding to a specific development challenge e.g. climate change, hunger, malnutrition or overconsumption.

Extra-Curricular
- Do a Science for Development project for the BT Young Scientist & Technology Exhibition.

Technology

Curricular
- Focus on product design and technologies which encourage sustainable development.
- Look at the impact of communication and media on how we view development and globalisation.
- Examine sustainable energy in the context of sustainable development.

Extra-Curricular
- Young Social Innovators have several award categories that focus on developing a better understanding of the issues faced by people living in poverty, such as 'Using Technology to Change the World'.
- Do a Science for Development project for the BT Young Scientist & Technology Exhibition.

Construction Studies

Curricular
- Explore forestry, wood consumption and their relationship with global poverty/ inequality.
- Examine deforestation and its local and global impacts in the context of sustainable development.
- Use the *Natures Way* Booklet from An Taisce.

Extra-Curricular
- Create a plaque or prize for DE events in the school.
- Explore the teaching resources and learning programmes available through the Sustainable Energy Authority of Ireland.

Physical Education

Curricular
- Learn about fairness, conflict resolution and co-operation.
- Explore the role of sport in global development and overcoming cultural and political barriers.
- Use active methodologies to learn about the world e.g. use goal scoring games to look at global goals to reduce poverty.

Extra-Curricular
- Do different sports from around the world on awareness days. e.g. capoeira from Brazil.

Music

Curricular
- Engage students in themes of justice, human rights and equality.
- Compose chord progressions of protest, work and blues music.
- Research how music has influenced societal & political change and vice versa
- Listen, identify and explore traditional music from around the world.

Extra-Curricular
- Play music to engage the wider school community in development issues on awareness days and assemblies.

Home Economics

Curricular
- Explore, compare and/or cook food from countries across the world.
- Investigate nutrition and diet throughout the world.
- Explore the concept of food waste and overconsumption, and look at ways of responding to this challenge.

Extra-Curricular
- Create awareness of different global perspectives within your school community through food e.g. do a cookery demonstration.
- Invite a nutritionist from a development NGO to come to your school.

Modern Languages

Curricular
- Discuss the weather and climate of different countries as a way of introducing the topic of climate change and how it impacts differently on different regions.
- Engage students in discussion on topical development issues using newspaper articles, magazines etc.
- Find resources in several languages from global networks like the Global Campaign for Education or the Global Education Network Europe.

Extra-Curricular
- Simulate a United Nations or European Parliament meeting on global poverty using the different languages taught in the school.
- Communicate with native speakers of the language e.g. French is an official language in 21 African countries.

Maths

Curricular
- Use Maths to solve real world issues.
- Explore global statistics: look at estimates, data collection of global reports, overseas aid figures/percentages, etc.
- Explore the causes & effects of climate change and earthquakes e.g. Richter scale calculations.
- Use relevant teaching and learning materials in the classroom such as *The Algebra of Injustice* (found in *Debating Aid*) and *5:50:500* - check out www.developmenteducation.ie for more ideas

Extra-Curricular
- Decorate the walls of the school with interesting global statistics for Maths Week (in October).

History

Curricular
- Explore the Irish famine and compare to other famines that have taken place in recent history.
- Explore peoples' right to land in the world today and in the past.
- Research the impact of war and conflict on ordinary people throughout history.
- Question the historical perspectives that inform our understanding of past events.

Extra-Curricular
- Create a timeline of development issues to display in the school e.g. the history of slavery and child labour.

CSPE

Curricular
- DE relates to all 3 CSPE strands of Rights & Responsibilities, Global Citizenship & Exploring Democracy.
- Explore what it means to be a global citizen.
- Pick a development theme to guide you through the year.

Extra-Curricular
- Investigate making your school and community Fairtrade.
- Organise an awareness day in your school on your chosen development issue or theme.

Art

Curricular
- Explore images and messages of the global South as part of media literacy (cross with English).
- Research how art has shaped social and political change and vice versa.
- Make your own art work on a chosen development issue.

Extra-Curricular
- Create visuals on DE themes to display in your school/use for awareness days and DE campaigns.
- Learn about other cultures by recreating the artistic designs and approaches of a chosen country from the global South.

Geography

Curricular
- Examine the role of multinational corporations and their impact on the local and global economy (cross with Economics).
- Analyse the structural root causes of global poverty and inequality.
- Examine the consequences of global trade for those regions excluded from world manufacturing activities and those supplying raw materials.

Extra-Curricular
- Check out the Eco-Unesco Young Environmental Award programme to engage in a local environmental action project.

Economics

Curricular
- Investigate how local and global economic growth impacts the welfare of the world's citizens differently.
- Investigate indicators of human wealth and development e.g. HDI and GDP.
- Investigate Fairtrade and workers' rights locally and globally.
- Explore economic growth and development focusing on relative income levels of different countries, including Ireland, and reasons for disparities.

Extra-Curricular
- Explore the economics of renewable and non-renewable resources and their impact on development. Examine the use of these resources in your school community and come up with a sustainable plan for their further use.

Business Studies

Curricular
- Explore the value chain between the primary producer and the consumer and its impact on development.
- Investigate child labour and the labour conditions behind big brands.
- Explore the rights and responsibilities of the consumer, employers and employees.
- Explore the issues and challenges associated with global interdependence.

Extra-Curricular
- Host events during Fairtrade Fortnight (Feb-March). This initiative presents two weeks for young people to explain (and show!) the importance of Fairtrade.

Religion

Curricular
- Explore justice through the work of Ghandi, King and Ikeda, using resources such as *What Price Justice? Three Extraordinary Peace builders*, available online.
- Consider the impact of HIV and AIDS on developing countries and its connection with other development issues.
- Explore the Universal Declaration of Human Rights (UDHR).

Extra-Curricular
- Create a Peace and Justice Club in your school, which will be responsible for raising awareness and encouraging students to take action on selected DE issues.

Agricultural Science

Curricular
- Investigate climate change, biodiversity and sustainable development.
- Explore regional variations in food availability/production and the concept of food miles.
- Carry out comparative studies between Ireland and other countries on topics such as the agri-food industry, access to markets, Fairtrade, etc.

Extra-Curricular
- Use your school garden to learn about farming & nutrition around the world.
- Find out about agricultural projects in the global South e.g. cooperative collectives or small holder farmers (the majority of whom are women).

Global Passport Stamps	Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
CURRICULAR = 30PTS =	1. DE in Junior Cycle Curriculum	1-2 Junior Cycle subjects/courses integrate DE modules or demonstrate sustained DE thematic work.	3-5 Junior Cycle subjects/courses integrate DE modules or demonstrate sustained DE thematic work. Efforts have been made to implement a cross-curricular approach.*	At least 4 Junior Cycle subjects/courses integrate DE modules or demonstrate sustained DE thematic work. A cross-curricular approach to DE is established practice.*
	2. CSPE Projects with a Global Development Focus	At least 1 project in each CSPE class has a global development focus. There is passive student engagement with the topic and learner-led action consists of organisation and promotion of events.	Project(s) negotiated with learners, with at least 1 project in each class of CSPE addressing a local issue in the context of a global development theme. Projects engage peers and other members of the school community in action through awareness-raising.	Project(s) negotiated with learners, with at least 2 projects in each class of CSPE addressing a local issue in the context of a global development theme. Projects engage peers, other members of the school community and the broader community in action through critical reflection.
	3. DE in Transition Year	There is a DE-related module delivered as part of the TY curriculum.	There is an NCCA-validated DE TY Unit delivered as part of the TY curriculum.	TY students coordinate a project that demonstrates whole school engagement with a DE theme or issue.
	4. DE in Senior Cycle Curriculum	1-2 Senior Cycle subjects integrate DE modules or demonstrate sustained DE thematic work.	3-5 Senior Cycle subjects integrate DE modules or demonstrate sustained DE thematic work. Efforts have been made to implement a cross-curricular approach.*	At least 4 Senior Cycle subjects integrate DE modules or demonstrate sustained DE thematic work. A cross-curricular approach to DE is present.*
Stamp One: Curricular (30 Points Possible)	5. Curriculum Planning & Implementation	DE topics and methodologies are employed to support learning outcomes/statements of learning in 1 or more subjects.	DE topics and methodologies are employed to support learning outcomes/statements of learning in 3 or more subjects. Cross-curricular approach is present in at least 2 subjects.	DE topics and methodologies are employed to support learning outcomes/statements of learning in 6 or more subjects. At least 1 member of staff supports colleagues from all subjects to integrate global development issues and DE methodologies into the curriculum and cross-curricular approach is present in at least 4 subjects.
	6. Measuring and reporting on DE learning	There is time allocated to learners and teachers for reflection, evaluation and feedback as part of DE learning which takes place in the school.	Data on the knowledge, skills, values & attitudes and/or action is collected at the start and the end of the school year or DE activity (e.g. using the WWGS Self-Assessment Tool).	Evaluations and measures of learning from DE activities inform School Self-Evaluation and school planning processes.
Extra CURRICULAR 30PTS	1. DE Displays	There are temporary displays related to DE issues and/or DE projects which are taking place within the school.	There is a permanent space available which displays information about DE issues and/or DE projects taking place in the school	There is a permanent space available which displays information about DE issues and DE projects in the school. Displays are regularly updated and comply with the Dóchas Code of Conduct on Images and Messages. The display board is clearly visible to members of the school community and visitors.
Stamp Two: Extra-Curricular (30 Points Possible)	2. Assemblies	At least 2 assemblies are held during the academic year which address different DE themes.	At least 3 assemblies are held during the academic year which address different DE themes. Learners are involved in the delivery of some content.	Assemblies are learner-led, address 3 or more DE themes over the course of the academic year in separate assemblies and at least 1 assembly is attended by the entire staff and student body.
	3. Global Development Themed Events	Students from more than 1 year group are involved in development-themed events (e.g. UN / EU / development-themed calendar events such as Fairtrade Fortnight, World Food Day, World Water Day or a theme chosen by the school).	Students from half of the year groups are involved in development-themed events (e.g. UN / EU / development-themed calendar events such as Fairtrade Fortnight, World Food Day, World Water Day or a theme chosen by the school).	Students from all year groups are involved in development-themed events (e.g. UN / EU / development-themed calendar events such as Fairtrade Fortnight, World Food Day, World Water Day or a theme chosen by the school), with curriculum-based preparation in advance and activities on the day open to the local community.
	4. Justice & Rights-Based School Groups	A Justice & Rights-based group exists in the school and meets at least 4 times per year.	A Justice & Rights-based group meets more than 4 times a year, consists of learners from both Junior and Senior Cycle, and involves at least 2 members of staff.	There is an active Justice & Rights-based group that meets regularly, raises awareness about development issues throughout the whole school community, consists of learners from all year groups, and involves at least 4 members of staff.
	5. National DE Post-Primary (PP) Initiatives	Some learners and teachers are involved in at least 1 National DE PP Initiative (e.g. YSI, Science for Development at BT Young Scientists, Concern Debates, etc.).	Approximately one half of learners and teachers have the opportunity to get involved in at least 1 National DE PP Initiative (e.g. YSI, Science for Development at BT Young Scientists, Concern Debates, etc.).	There is a cross curricular approach to more than 1 National DE PP Initiative (e.g. YSI, Science for Development at BT Young Scientists, Concern Debates, etc.) which provides opportunities for involvement of all learners and staff.
	6. Non-Governmental Organisation (NGO) Activities with a DE Focus	At least 1 NGO is engaged in the delivery of DE activities that provide opportunities for some learners and teachers to get involved. Teachers and learners rely on external support and guidance for the introduction of DE themes, issues and methodologies into the school community.	At least 1 NGO is engaged in the planning and delivery of DE activities that provide opportunities for some learners and teachers to get involved. External organisations and facilitators provide targeted interventions that enrich and complement existing programmes of DE work.	Two or more NGOs are engaged in the planning and delivery of DE activities that provide opportunities for the entire school community to get involved. External organisations and facilitators provide targeted interventions that enrich and complement existing programmes of DE work.
TEACHER CAPACITY & ENGAGEMENT 15PTS	1. Resources	Some teachers are using a selection of quality DE teaching and learning materials to plan their lessons (i.e. resources published / promoted by established DE providers and/or compliant with the Dóchas Code of Conduct on Images and Messages).	Approximately one half of teachers engaged with DE are using a selection of quality DE teaching and learning materials to plan their lessons (i.e. resources published / promoted by established DE providers and/or compliant with the Dóchas Code of Conduct on Images and Messages).	A majority of teachers engaged with DE are using a selection of quality DE teaching and learning materials to plan their lessons (i.e. resources published / promoted by established DE providers and/or compliant with the Dóchas Code of Conduct on Images and Messages). Some teachers are involved in the production of new DE resources.
	2. Entire Staff DE Engagement	5-20% of teachers are engaged in DE in either a curricular or extra-curricular capacity.	21-50% of teachers from both Junior and Senior Cycle are engaged in DE in either a curricular or extra-curricular capacity.	A majority (>51%) of teachers in both Junior and Senior Cycle are engaged in DE. At least 1 member of staff supports colleagues from all subjects to integrate global development issues and DE methodologies into their teaching.
Stamp Three: Teacher Capacity & Engagement (15 Points Possible)	3. CPD Opportunities	5-20% of teachers have attended workshops on DE themes and/or methodologies at the WWGS Annual Conference OR participated in structured peer learning that involved critical reflection, identifying successful approaches to teaching DE, and sharing good practice.	21-50% of teachers have attended workshops on DE themes and/or methodologies at the WWGS Annual Conference OR engaged in structured peer learning that involved critical reflection, identifying successful approaches to teaching DE, and sharing good practice.	All teachers have engaged in DE CPD which involved structured peer learning with their direct colleagues and/or teachers from other schools (as part of a broader school partnership / cluster / network arrangement) that involved critical reflection, identifying successful approaches to teaching DE, and sharing good practice.
STUDENT CAPACITY & ENGAGEMENT 15PTS	1. Student-led Actions	Teachers create awareness amongst learners of development issues in the context of global citizenship, equip students with the skills required for organising an action-based response, and coordinate the implementation of action(s).	Teachers equip learners with the critical thinking skills required to make connections between local and global development issues and to determine an appropriate action-based response. Learners are responsible for deciding upon, organising and implementing an action that involves a majority of students in the school.	Teachers equip learners with the critical thinking skills required to make connections between local and global development issues and to determine an appropriate action-based response. Different groups of learners are responsible for deciding upon, organising and implementing at least 2 actions that involve a majority of students in the school as well as parents and community members.
	2. Student Consultation	Members of Students' Council coordinate 1-2 awareness-raising events each year that are related to a global development issue.	Learners are represented in planning and decision-making processes concerning DE alongside relevant teaching staff, e.g. on the DE Committee.	Learners from each year group are represented in planning and decision-making processes concerning whole school DE alongside teaching staff, school management and parents.
Stamp Four: Student Capacity & Engagement (15 Points Possible)	3. Opportunities for Collaborative Learning	Learners from 1 subject and class are engaged with learners from another subject and/or class (e.g. Class 2A Geography works with Class 2C English) to work on a shared DE project.	Learners can identify links between global development issues and a number of different subjects/courses. Learners work with peers from different subjects and year groups on a shared cross-curricular DE project (e.g. Class 3B Geography and Class 5B English).	Learners identify links between global development issues and a number of different subjects/courses, and share these with teachers. Learners work with peers from a different school on a shared cross-curricular DE project.
SCHOOL LEADERSHIP = 15 PTS =	1. Board of Management Involvement	The Board of Management is aware of DE activity in the school.	The Board of Management has commited resources to DE planning, promotion and professional development opportunities for staff. Some members attend school DE events.	Members of the Board of Management are actively involved in DE planning and creating professional development opportunities for staff. DE is a standing agenda item or a sub-committee and included in school review processes / improvement plans.
	2. Complementarity of Existing School Policies with DE	A review of all school policies has been conducted by school leaders to identify gaps and opportunities for integrating DE.	Amendments which integrate DE into existing school policies have been proposed and passed by governing bodies.	Wherever possible, school policies reflect a commitment to DE and seek to increase engagement with parents, community members and organisations.
Stamp Five: School Leadership/ Management (15 Points Possible)	3. DE Integrated into School Planning and Evaluation Processes	DE has been introduced into some school planning and evaluation processes.	DE has been introduced into some school planning and evaluation processes which involve approximately one half of all teachers from Junior and Senior Cycle as well as learner representatives.	Evaluations of DE activities feed into school planning and evaluation processes and involve a majority of teachers from Junior and Senior Cycle as well as learner representatives.
POLICY & ETHOS • 20PTS •	1. DE Themes in School Mission/ Vision	Plans have been made to incorporate a commitment to DE and global citizenship into the school's mission statement.	There is evidence of a commitment to DE and global citizenship in the school's mission statement.	There is evidence of a strong commitment to DE and global citizenship in the school's mission statement, which is embedded and actively reinforced in school life.
	2. Formal School Policy on DE	Plans have been made to develop a formal school policy on DE and global citizenship.	The school's governing body has passed a formal school policy on DE and global citizenship.	The school's governing body has passed a formal school policy on DE and global citizenship which includes aims, objectives, strategic priorities and a mechanism for review, evaluation and updating. It is actively referred to and implemented by all staff.
Stamp Six: School Ethos/Policy/ Governance (20 Points Possible)	3. Parent/Guardian Consultation	The Parents' Council has been made aware of DE activity in the school.	A member of the Parents' Council is a DE 'champion' and gives updates on DE activity to the Council at least twice a year.	Members of the Parents' Council are engaged in DE activities on an ongoing basis.
	4. Sustainable and Ethical Purchasing Policy (SEPP)	The school has examined procurement policies in areas which are under its jurisdiction and can demonstrate that it is working towards the adoption of a SEPP.	The school has adopted a SEPP which demonstrates a commitment to environmental sustainability, safe workplaces and performance standards for suppliers that include core labour conventions of the International Labour Organisation. The SEPP pays particular attention to high-risk industries that schools purchase from, including textiles/clothing and agricultural products (e.g. tea and coffee).	The school has adopted a SEPP which demonstrates a commitment to environmental sustainability, safe workplaces and performance standards for suppliers that include core labour conventions of the International Labour Organisation. The SEPP pays particular attention to high-risk industries that schools purchase from, including textiles/clothing and agricultural products (e.g. tea and coffee), has been implemented with all suppliers and promoted throughout the school community.
	1. Communications	DE activities are mentioned in the school newsletter, website/blog and annual report.	The school's DE activities are regularly discussed in the school newsletter/website/ blog and local media.	The school regularly updates the wider community about their DE activities through newsletters, the school website/blog and local media. The vast majority of these communications are written by learners.
	2. Action Throughout the Community	Some learners and staff have participated in DE action which responds to a global development issue (e.g. displays, exhibitions and performances, letter-writing, petitions, campaigns, special awareness events, etc.). All actions must be directly linked to broader learning associated with global themes in the curriculum and engage those it targets using DE methodologies.	Approximately one half of learners and staff have participated in DE action which responds to a global development issue (e.g. displays, exhibitions and performances, letter-writing, petitions, campaigns, special awareness events, etc.). All actions must be directly linked to broader learning associated with global themes in the curriculum and engage those it targets using DE methodologies.	A significant majority of learners and staff have participated in DE action which responds to a global development issue (e.g. displays, exhibitions and performances, letter-writing, petitions, campaigns, special awareness events, etc.). All actions must be directly linked to broader learning associated with global themes in the curriculum and engage those it targets using DE methodologies.
RESPECTFUL RELATIONSHIPS 25PTS	3. Participation in School Cluster/ Network DE Activities	The school has established contact with another post-primary school in Ireland and carried out early collaborative activities that are designed to build relationships (e.g. launch event, school visits, establishment of coordinating structures, etc.).	The school is part of an active school cluster/network in Ireland and implements effective joint learning projects with these other post-primary schools.	The school is part of an active school cluster/network in Ireland that is characterised by joint learning projects and structured staff interactions (e.g. joint CPD, structured school visits, joint planning/working groups, etc). The cluster or network completes evaluations which demonstrate impact as a result of the collaborative DE activity or project (e.g: increased knowledge for students and/or decreasing gaps in levels of achievement between schools etc).
Stamp Seven: Respectful Relationships Within and Beyond the School (30 Points Possible)	4. Global School Partnerships	The school has established contact with a post-primary school in the global South and carried out early collaborative activities that are designed to build relationships (e.g. learner/teacher correspondence about daily lives, details of countries and educational systems, initial discussion around aims of partnership and potential areas of collaboration).	The school has an established partnership with a post-primary school in the global South which is informed by a signed partnership agreement and characterised by joint-learning projects and effective channels of communication between staff and learners. Teachers from either school may have participated in a visit to their partner school.	The school has an established partnership with a post-primary school in the global South which is characterised by sustained learning projects that involve the wider community and evaluations which demonstrate the impact of partnership activities upon learners and teachers. Teachers from both schools have participated in a visit, teaching practice has been informed by collaborative work with counterparts, and all learners participate in learning projects related to the partnership at some point during their post-primary experience.
	5. Environmental Impact	The school has carried out an assessment of its environmental impact (e.g. evaluated water usage, conducted a waste audit, examined the carbon footprint of its energy use and transportation, and/or evaluated its impact upon biodiversity in the immediate surrounding environment).	The school has taken concrete action to reduce its environmental impact. Learners have participated in curricular-based learning which places environmental impact in the context of global citizenship, and learners have made individual commitments to take action.	The school has taken concrete action to reduce its environmental impact. A majority of learners have participated in curricular-based learning which places environmental impact in the context of global citizenship. Learners have made individual commitments to take action, and there has been wider community involvement in awareness raising and action campaigns.

WWGS Global Passport *A Cross-Curricular Approach to DE is defined as a joint approach to DE adopted by at least 2 subject areas or focus on a joint DE theme between at least 2 subject areas.

WWGS Global Passport

Towards Achieving a Whole School Approach to Development Education in Post-Primary Schools

A guide to assist the integration of **Development Education** into post-primary school, providing recognition and validation for this work through the **WWGS Global Passport**

WorldWise Global Schools (WWGS)

WWGS is the national programme of support for Development Education at post-primary level. It is a one-stop shop of funding, resources and guidance for post-primary schools to engage in Development Education.

Development Education (DE)

DE is an educational process aimed at increasing awareness and understanding of the rapidly changing interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect our lives at personal, community, national and international levels.

Key components of DE:

1. **Methodologies** which are learner-centred and participatory.
2. **Knowledge** about how the world works.
3. **Skills** of critical and creative thinking, teamwork, research and analysis.
4. **Values and attitudes:** such as solidarity, respect and empowerment.
5. **Behaviours and actions** which bring about positive change and make the world a more equal place for all.

WWGS defines a Whole School Approach to Development Education as: engagement with DE that is multi-dimensional in practice and reflects its status as a collective value that is embraced, embodied and enacted by all stakeholders in a school community.

WWGS Global Passport

The **WWGS Global Passport** is a self-assessed, externally audited accreditation for DE that is open to all post-primary schools in the Republic of Ireland. You can find an application form on the website **www.worldwiseschools.ie.**

To achieve a WWGS Global Passport schools rate their level of DE activity in 7 categories (or stamps - e.g. *Curriculum* or *Student Capacity and Engagement*).

The total score achieved in all 7 stamps will determine which type of passport is issued by WWGS to each school:

1. **A Citizen's Passport** – for schools that demonstrate an emerging engagement with DE
2. **A Diplomatic Passport** – for schools that demonstrate an established engagement with DE, or
3. **A Special Passport** – for schools that demonstrate an exceptional engagement with DE.

Pictured in this resource are students from Loreto College, Crumlin, Beaufort College, Navan and Presentation College, Carlow.

Top Tips for a Whole School Approach to Development Education (DE)

1. Read this guide and hang the poster (on the reverse side of this guide) in your staff room.
2. Contact the WWGS team at **info@worldwiseschools.ie** or **01 685 2078** for a DE consultation.
3. Conduct a **DE audit:** map what is happening in your school. Identify the wealth of DE knowledge and resources that already exists. DE is often happening in schools, but there may be a lack of awareness or it might not be referred to as DE. Think about ways of addressing any DE gaps identified as you carry out the audit. **Consolidating all the DE strands can strengthen and sustain how your school does DE.**
4. Use democratic means to establish and nurture a **DE Committee** in the school with representatives from the student body, staff, parents/guardians and local community.
5. **Appropriate DE teaching and learning materials/supports**, can be a real help and bring DE in your school to life. Check out the 'DE Links and Resources' section in this guide for some ideas.
6. Check out a database of different DE practitioners if you are interested in tapping into external support to complement DE activity in your school. Contact WWGS or IDEA (Irish Development Education Association) to find out more.
7. Facilitate **peer education** (between teachers and between students) where possible. Does a colleague have some expertise which would benefit other teachers? Can an older group of students teach a DE-related issue to a younger group or vice versa?
8. Organise DE awareness-raising events or events to celebrate your school's DE achievements. Involve as many people as possible in the event.
9. **Make DE visible in your school.** Advertise the results of your DE audit on noticeboards and keep the information flowing as new initiatives happen. Use artwork, school publications and assemblies to show the school's ongoing commitment to make the world a better place for all.
10. Look beyond a specific group of students. What is the potential to expand DE to additional groups of students? Harness and expand the DE knowledge that exists in your school e.g. involve a broad range of teachers, learners, schools leadership, management and parents.
11. **Spread the news** about DE and your school's DE activities. Encourage everyone in the school to become DE advocates online (school website, social media platforms, etc) and in local media (school newsletter, local radio, local newspapers, etc).
12. Make sure you include time to reflect and evaluate your DE activities in school. Apply for the WWGS Global Passport as a way of assessing what's already taking place and how you could build on this further.

Useful DE Links

www.worldwiseschools.ie
Find out more about the WorldWise Global Schools programme. Apply for the WWGS Global Passport here.

www.concerndebates.net
A range of classroom materials and extra-curricular resources for post-primary schools.

www.developmenteducation.ie
Searchable subject-specific, age-appropriate, thematic database of DE classroom materials from early childhood upwards.

www.globaldimension.org.uk
A range of classroom materials organised by subject, age, topic and for use at a whole school level. Although based on the UK curriculum the materials can be adapted for Irish classrooms.

www.newint.org
Easy to read, useful development focused articles and features.

www.trocaire.org/education
Post-primary curriculum specific and thematic classroom materials as Gaeilge and in English.

www.ubuntu.ie
The Ubuntu Network actively promotes DE in post-primary Initial Teacher Education (ITE) in Ireland. This site is good for post-primary subject-specific classroom materials.

www.youthdeved.ie
A bank of easy to use thematic materials aimed at the youth sector that can be adapted for the post-primary classroom.

Hard copies of specific materials are available (although sometimes at a cost) from the producing organisations. Remember your local library might also have or be able to source relevant DE materials.

Contact the WWGS team for anything you need!

WorldWise Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8
www.worldwiseschools.ie | **Email.** info@worldwiseglobalschools.ie | **Tel.** 01 685 2078

WWGS is being implemented through a consortium comprising Gorta-Self Help Africa, Concern WorldWise and the City of Dublin Education and Training Board Curriculum Development Unit.