

A HOW-TO GUIDE TO DEVELOPMENT EDUCATION

Irish Aid

An Roinn Gnóthai Eachtracha agus Trádála
Department of Foreign Affairs and Trade

WorldWise
Global
Schools



This guide should be used in conjunction with the WWGS Global Passport Award Guide and other WWGS materials on how 'to do' Development Education effectively in your school.

CHANGING ATTITUDES DEVELOPING SKILLS GROWING KNOWLEDGE

ABOUT THE GUIDE

This guide is for post-primary schools that are working to embed Development Education (DE) into their school community, and are part of the WorldWise Global Schools (WWGS) Programme.

It aims to support schools to integrate Development Education and create global citizens in their schools.

Supporting teachers to explore Development Education and Global Citizenship Education is a fundamental part of the work of WWGS.

Whether you are just starting to explore, or you are experienced in Development Education, this handbook will help to guide your DE practice and offer some suggestions as to how you can approach your DE work and engage with the WWGS programme.

This is our second year being involved with WWGS and as a teacher I can honestly say it is one of the most worthwhile activities I have ever undertaken with students. Allowing students to become global, critical thinkers is a skill that can benefit not only their own academic life but could potentially benefit society as a whole — surely the point of education.

- Shiobaun McGee, Teacher, Loreto Letterkenny, Co. Donegal

Being involved in WWGS has been an excellent experience, on a personal and professional level. It is wonderful to see our students grow - they are becoming strong, well-informed, global citizens. I am very proud to be able to help them grow with the support of WWGS. I look forward to developing it even further next year as I embed it deeper into our school on a professional level.

- Anne Kinsella, Teacher, St Joseph's, Rush, Co. Dublin

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5-STEP PROGRAMME FOR DEVELOPMENT EDUCATION

WorldWide Global Schools has a 5-Step Programme for doing Development Education (DE) in schools, and we are on hand to support you with this process. This handbook will guide you through each of the 5 steps and provides you with guidance on how to approach DE in your school. But first things first, what do we mean by Development Education?



Figure 1: WWGS 5-Step Programme

WHAT IS DEVELOPMENT EDUCATION?

Development Education, also known as Global Citizenship Education, is an education process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, DE helps students critically explore the root causes of global justice issues and how they interlink with their everyday lives. DE inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens, in order to take meaningful action for a just and sustainable world.

Development Education:

- Is about teaching and learning through a global justice lens.
- Allows students to explore the knowledge, skills, values and attitudes necessary to become global citizens.
- Cultivates the key skills at Junior and Senior Cycle.
- Uses participative learning methodologies.
- Facilitates students to take meaningful action for a more just and sustainable world.

Development Education at a glance

Development Education =

Knowledge + Skills + Values + Attitudes + Methodologies + Taking Meaningful Action

Please visit our website for more information on each of these components.

There are a myriad of themes and issues relating to Development Education that you can explore with your students. You may choose these based on issues covered in the curriculum, students' interests and/or what is happening in the news. See Figure 5 on page 10 for suggestions.



Figure 2: Development Education at a Glance

WHAT IS A GLOBAL TEACHER?

As a global teacher I am:



Figure 3: Being a Global Teacher

WHAT IS A GLOBAL LEARNER?

As a global learner I am:



Figure 4: Being a Global Learner

THE WWGS 5-STEP PROGRAMME FOR DE

The table below provides you with an overview of each of the steps and a suggested timeframe for carrying them out. For more details on each of the steps, please read this handbook carefully and get in touch with the WWGS team if you have any questions.

Please note: *The steps are not linear. You may revisit them at various times during the school year.*

STEPS	SUGGESTED TIMEFRAME
1. Planning & Training (See page 9)	<ul style="list-style-type: none"> You can start planning your DE work right away! Please link in with your assigned Education Officer who can support you with your planning. Revisit your Grant Application and Approved Budget to see what you set out to do and the funding that is available to you. WWGS has an Annual Programme of Training for Teachers, providing you with multiple opportunities to build your DE capacity throughout the school year. Please see our website and the Key Dates section on page 27 for details about upcoming training days.
2. Teaching & Learning (See page 12)	<ul style="list-style-type: none"> Once you have a clear plan in place you can begin to explore DE in more detail. Teaching and learning will take place throughout the school year, and you may choose to focus on a particular thematic area of DE with your students. Teaching and Learning takes place from September to May.
3. Taking Meaningful Action (See page 13)	<ul style="list-style-type: none"> One of the main components of DE is to get your students to respond as global citizens and take meaningful action. This does not involve telling students what they should do, but instead, students should think critically about all the options open to them. This step will most likely take place in the Spring/Summer term, however students can take action as soon as they are ready to.
4. Communicate & Celebrate (See page 15)	<ul style="list-style-type: none"> To be effective global citizens, young people need to be creative and proactive. Along with taking meaningful action they need to communicate their ideas to a wider audience. This step involves schools communicating what they have been doing in DE. This can take place throughout the school year. It is important to recognise and celebrate your work in making positive changes as a school community.
5. Reflecting & Reporting (See page 18)	<ul style="list-style-type: none"> WWGS has created a tool to allow you to reflect on the progress made by teachers and students in DE. This tool is called the Self-Assessment Tool (SAT) and should be filled out with participants at the start of the school year (baseline) and again at the end of the year. SAT information and templates on page 19. WWGS require schools to submit a final report at the end of the school year (deadline 18 May 2018). This can be filled out online and WWGS are on hand to support you with this process. Your Education Officer will be in touch with all of the details.

Table 1: Overview of WWGS 5-Step Programme



STEP 1: PLANNING & TRAINING

Aim: To ensure that you plan successfully for your DE programme of work for the year.

A fundamental part of WWGS' work is to build the capacity of teachers to 'do' DE effectively. We offer a number of training opportunities throughout the school year - both in-school and centralised Continuous Professional Development (CPD) outside of school. Please ensure that you avail of these professional development opportunities, and encourage other members of staff to engage with them also.

Each school has been assigned an Education Officer who will support you in implementing DE in your school. They are available at the end of the phone and email, via Skype, or they can also arrange to visit your school in person – whatever method works best!

At the start of the year you will have received a Welcome Pack, which will contain materials to assist you with your planning.

Here are some tips to ensure that you have a good plan in place:

- Check out the **WWGS Global Passport Guide** to get ideas and tips on how you can start exploring DE. The Guide identifies seven areas or stamps in which DE can take place, ranging from curricular to extra-curricular and student engagement. Each of the stamps represent a different aspect of school life.
- Choose your **target group**. What students are you going to work with this year and in what subject area(s)? You may choose to focus on Junior Cycle, Transition Year, Senior Cycle or a mix.
- Choose the Development Education **theme(s) and/or issues** you would like to focus on (see Figure 5 on page 10 for ideas)
- Ensure you have the necessary **teaching and learning materials** on your chosen themes. Please see the links on page 29 which will direct you to available DE teaching and learning materials. WWGS continues to develop its series of Subject Specific DE Guides – the **Doing DE Series** - which you will have received in your Welcome Pack. These are also available for download on our website, along with any new guides that are developed for the coming year.
- **Review your Grant Application and Approved Budget** and start drawing up plans to utilise it. Depending on what you have applied for, this could involve buying the resources you need, booking in DE activities for the coming year and, where relevant, booking any DE-related field trips. Please see our Guide to Your Approved Budget on page 24.
- **Attend WWGS Teacher Training** to build your understanding of DE and share ideas with colleagues from other schools. These dates will be in your Welcome Pack and highlighted by your assigned Education Officer.
- **Engage Others:** If possible, start putting together a DE team in your school. This may be made up of staff/student/management representatives who will be responsible for planning and promoting DE. It is always good to ensure there are a few people involved in this process, even if this is just a very small group!
- **Schedule an in-school DE training/support visit** for your colleagues with your assigned Education Officer.



Choosing Your Development Education Theme(s)/Area of Focus

You may choose to focus your DE work around some of the themes below. Some schools choose to focus on one theme for the year or you might opt to focus on a few. This is entirely down to each school to decide. It is a good idea to consult with students on what areas they would like to focus on. Individual teachers might choose to focus on different areas, depending on their interests, background and experience.

Development Education addresses a wide range of themes and issues, as you can see here:



Figure 5: Development Education Themes & Issues

The training undertaken was extremely valuable. The presentations and interaction with other teachers led to discovery and the development of ideas, in particular for next year. The resources are excellent and allowed us to both integrate DE into the curriculum and acknowledge the work we already do. Finally, the support provided by WWGS staff is excellent and readily available, making the project much easier.

- Jennifer Poole, Rosary College, Crumlin, Dublin

Have you heard of the Global Goals?

In September 2015, world leaders committed to the Sustainable Development Goals or the Global Goals for short. They consist of 17 Goals to achieve three extraordinary things by 2030: To end extreme poverty, fight inequality and injustice and tackle climate change. Many schools involved in the WWGS programme choose to examine the Global Goals and perhaps focus their work on one or more of these Goals. That is one approach you might want to take. See <http://www.globalgoals.org> and <http://worldslargestlesson.globalgoals.org> for more information.



Figure 6: The Global Goals



STEP 2: TEACHING & LEARNING

Aim: To ensure you have access to relevant DE teaching and learning materials in order to feel confident in delivering DE in your school.

How should I approach the chosen DE theme(s) or issue(s)?

- It is so important for students to make connections between the local and global. This should be a key focus, regardless of the DE theme(s) you are exploring.
- Ensure you are exploring the root causes of the theme(s) you have chosen, and examining it from a global justice perspective: Who is affected by this issue? Who is responsible? Is it fair? What can be done to address it?
- You will come across a range of viewpoints and perspectives on the theme(s) you are exploring. It is vital that time is given to exploring multiple perspectives, as it allows you to acquire a more comprehensive understanding of these theme(s).
- It is important to reflect on your DE work. For example, what have you learned about yourself, your communities, and the wider world as a result of this process?

Where can I find teaching and learning materials?

- Many websites have done all of the hard work for you! Please see the list of links on page 29 to find relevant materials. You can search these websites by theme, age group, or curriculum areas. There are also existing DE modules available on these websites, which you might choose to use. Some teachers like to develop their own series of lessons/scheme of work, depending on their chosen theme(s), or you might like to follow one that has been developed already. Please seek support from your assigned Education Officer if you need any assistance in planning for the year ahead.
- Once you have developed a series of lessons or a module for your students/classes, you might want to consider some other things that would support your DE work. For example, are there any other organisations that you can link in with or seek support from? Or would you like to take a field trip to explore certain areas more, and for your students to take a hands-on approach to their learning?

“I feel the work they do is tremendous. It goes far beyond funding. The support at every level has allowed our school to root DE at a whole school level. It is a 'one stop shop' to turn to for advice and support. Training is superb and offers teachers an opportunity to network and learn. The WWGS Global Passport is really essential for a school of our size to audit DE in our school. The WWGS Doing DE series is exactly what teachers need. With all the recent changes to the new Junior Cycle, it marries very well. Where time is of the essence, it presents teachers with ideas that have been warmly welcomed in our school.”

- Sinead Edmonds, Teacher, St Peter's College, Dunboyne, Co. Meath



STEP 3: TAKING MEANINGFUL ACTION

Aim: To empower young people to take meaningful action for positive change.

Now that you have acquired more knowledge and understanding of your chosen DE theme(s), it is time to take action and make some positive changes!

One of the main components of DE is to get your students to respond as global citizens to issues of injustice. This does not involve telling students what they should do, but encouraging them to think critically about all the options open to them, and to consider what local action will be the most meaningful to achieve global change.

When taking action, students should be able to:

- Choose an issue to take action on and explain why they have chosen it. This will most likely be an issue you have explored in class for quite some time.
- Fill out the Meaningful Action Checklist on the next page. This will help students consider their actions carefully.
- Identify an appropriate way of taking action on their chosen issue, and justify reasons for choosing this approach.
- Work in groups to plan their action.
- Consider what they have learned about their chosen theme in planning their actions.

Whatever action you choose, students should try to reach as many people as possible and to involve the wider school community in order to have a greater impact. Along the way, students should communicate their chosen actions. Please see Step 4 on page 26 for more details.

Some examples of DE actions include:

Taking action on a personal level:

These actions assist students to reflect and make personal consumption choices in life based on what they have learned, for example, changing what they eat, wear and spend money on. e.g.

- Food campaigns—buy local/Fairtrade campaign.
- Consumption campaign—clothes swap, fashion revolution, electronics (Fairphone) etc.
- Waste campaign—refuse, reduce, reuse, recycle, rot.
- Energy campaign—transport, lights, computers etc.

Taking action at school:

- Set up a justice and rights-based group (including learners from Junior and Senior Cycle along with members of staff) and ensure representation/engagement with the school council. This group can lead and support DE actions within the school.
- Review school policies and see where DE can be incorporated and can affect change (incorporating DE values into school mission statement, developing a DE school policy, reviewing school purchasing policies etc.).
- Undertake an Environmental Impact Assessment (e.g. water, waste, carbon footprint, energy, biodiversity) in the context of global citizenship. Create a plan to undertake an action to reduce the school's environmental impact, present it to management for approval and coordinate activities.

Taking action to engage the school/ local community:

- Organise an art/drama/poetry show, or other creative platform, at your school around the issue(s) you have been exploring. This can engage other students in learning and highlight what they can do to make a difference.
- Make a video, audio or photograph presentation to stimulate discussion about the DE issue, facilitate debate and encourage action among students.
- Organise a debate about a local to global issue of concern. From this, develop a plan for how to take action to impact the root cause of the issue.
- Run a global justice themed event (e.g. UN/EU/Development-themed calendar event such as Fairtrade Fortnight, World Food Day, World Water Day or a theme chosen by the school).
- Develop DE projects as part of relevant national DE post-primary initiative (e.g. Young Social Innovators Making Our World One World challenge, BT Young Scientist & Technology Exhibition Science for Development Award, Concern debates, etc.).
- Join a school campaign such as Fairtrade, clean clothes or fashion revolution.
- Develop a series of lessons for classes in your school on the DE issue and what they can do. This will help you reach more people and have a greater impact.
- Run school-wide assemblies to raise awareness and encourage action on DE themes.
- Create a media campaign e.g. give a talk on local radio, invite the media to an event you are organising, set up a social media account on the issue(s).
- Create a film to raise awareness on your chosen theme(s) and survey the change in attitudes of the audience before and after the film.
- Link with a school in the Global South (developing world) to do a joint learning project, sharing experiences and actions (not a charity model.) Set up a communication exchange with your partner school (letters, blog, Skype etc.).

Meaningful Action Checklist

This checklist will help students consider their actions carefully.

Questions to consider	✓
Is the action informed by relevant facts and real life stories?	
Is the action empowering? Will it inspire others to get involved in taking action?	
Will it explore an issue that is locally and globally connected?	
Is the action addressing a justice centered issue? Does it address power imbalance/unfairness?	
Is it designed to achieve change?	

Table 2: Meaningful Action Checklist



STEP 4: COMMUNICATING & CELEBRATING

Aim: To raise awareness and understanding of the DE issues and themes you have been exploring, to the rest of the school community and beyond.

To be effective global citizens, young people need to be creative and proactive. Along with taking action, they need to communicate their ideas to a wider audience. This is a very important step in your DE work, both in terms of raising wider awareness of the issues you have been exploring, and in validating/recognising the work of teachers and students involved in making positive changes.

Here is a few ways that schools can communicate their DE work:

Use the media!

- Write an article in your school newsletter and/or magazine
- Write to your local newspaper(s)
- Create a website, blog or social media page on your DE work
- Invite a local politician/journalist into your school to hear about the work you have been doing
- Work with a local radio station to communicate your DE work and the issues you have been exploring

Raise awareness within your school:

Engage management/school structures

- Speak to your school principal about the issues you have been exploring and actions that you would like to take/have taken.
- Ensure your DE work is included in the schools' annual report.
- Try to get DE on the agenda of staff meetings in your school.
- Set up a DE committee in your school that is responsible for communicating your DE work.
- Work with your student council to have your voice heard.
-

Creatively engage teachers and students

- Put a page in your school journal/diary to raise awareness of your DE work, e.g. let your school know what the Global Goals are.
- Hold an assembly in your school on the issues you have explored.
- Prepare a presentation for members of your school e.g. staff or fellow students.
- Plan and teach a lesson to other classes in your school.
- Create a poster on your DE theme to raise awareness and share learning.

Raise awareness beyond your school:

- Write an email to a politician to share what you have been doing and invite them to get involved.
- Hold an awareness day for your school community.
You may invite members of the local community along.
- Set up a stall at your school open day to raise awareness of your DE work and associated actions.

Communicate with WWGS: Stay in touch with the WWGS team and your assigned Education Officer! We look forward to hearing about your work and seeing the progress you are making. We would love to share this with other schools participating in the WWGS Programme, on our website and social media channels.



Celebrate:

Celebrate with your school community: It is important to recognise and celebrate the positive changes you have made in tackling critical global issues. This could take place at an end of year event or at a school assembly.

Would your school like to get recognition for the DE work they have been doing? You can apply for the **WWGS Global Passport Award**. See page 17 for more information on the Global Passport Award and how to apply.

Come and be part of the WWGS Annual Conference in the spring term. We would love your school to attend and showcase the great work you have been involved in. The conference provides you with an excellent opportunity to meet with other schools participating in the WWGS Programme across Ireland and to engage in peer learning.



THE WWGS GLOBAL PASSPORT AWARD

Want to get recognition for all of the good DE work taking place in your school? Then why not apply for the WWGS Global Passport Award?

What is the Global Passport?

The Global Passport Award is a Development Education quality mark, which offers schools a framework to integrate DE into their teaching and learning. It is a self-assessed and externally audited accreditation for DE that is open to all post primary schools in the Republic of Ireland.

Awards

There are three different types of Passport you can apply for, depending on your school's level of engagement with DE:



SPECIAL PASSPORT
for exceptional engagement
with Development Education



DIPLOMATIC PASSPORT
for established engagement
with Development Education



CITIZENS PASSPORT
for emerging engagement
with Development Education

What is involved?

You review and rate your school's level of DE activity across seven categories (Passport 'stamps') providing examples for what you are doing in each. The total score achieved in all seven stamps will determine which of the three Passport types is awarded.

What are the benefits?

The Global Passport provides:

- A pathway for students to explore and take action on local to global issues .
- An externally audited DE quality mark for your school.
- Validation and recognition for the DE work being done in your school.
- A valuable opportunity to raise your school's profile by showcasing and celebrating its DE work.

What supports are offered?

WWGS provide a range of free supports to assist schools applying for the Global Passport

- Workshops and support visits.
- Phone and email support.
- The Global Passport Guide.
- Tailored resources and practical examples under each of the Passport stamps.

Please visit our website for more information on the Global Passport Award.



STEP 5: REFLECTING & REPORTING

Aim: To reflect on the DE work that has taken place and see how students are progressing in becoming aware and active global citizens.

Reflecting:

WorldWise Global Schools has created a simple tool to allow you to track teacher and student progress. This tool is called the Self-Assessment Tool (SAT).

The SAT should be used with participating teachers and students. It should be filled out at the beginning of the school year before you start exploring DE (baseline), and again at the end of the year.

This will allow you to track progress and see the impact of DE in your school. You will then need to include the results of the SAT in your WWGS Final Report (due in May 2018). Therefore, you will need to factor in some class time to complete the SAT at the start and end of the school year.

Please see pages 19–23 for a copy of the SAT and guidelines on how to complete it. The SAT is available to download on the WWGS website.

Reporting:

At the end of the school year, a report must be submitted to WWGS. This report will be filled out online. It is straightforward and will contain two sections.

- 1. A narrative section:** To demonstrate the outcomes of the DE work that has taken place in your school. This will contain a set of questions that you will respond to.
- 2. A financial section:** Detailing your expenditure over the year against your Approved Budget. WWGS will need you to keep evidence of all grant funding that has been spent as part of your DE programme. This may be in the form of receipts or invoices that you collect and keep safe throughout the year.

WWGS love to hear about the work that has taken place throughout the year and we look forward to receiving your end of year report. Please take photos of any events or DE work, as we would love to share these on our social media channels and with other participating schools. Shared learning is a big part of the ethos of WorldWise Global Schools!



A GUIDE TO THE WORLDWISE GLOBAL SCHOOLS' SELF-ASSESSMENT TOOL (SAT)

It is important for you and for WorldWise Global Schools that your DE work is monitored and evaluated to see the impact of what is being done. WWGS use a Self-Assessment Tool (SAT) to measure this impact. Each grantee is required to use our SAT with students and teachers involved in their DE projects in order to measure its impact. The SAT tracks if there has been a change in the knowledge, skills, values, attitudes and actions of teachers and students, as a result of their DE work throughout the year.

The SAT offers participants the opportunity to think about what they knew before starting their DE work at the beginning of the year, and after – what they have learned as a result. There is also space for participants to share their key learning and offer suggestions for improvement (see page 2 of the SAT).

Please note: *The SAT is available on our website for download, which you can then edit to tailor it to your specific DE project.*

Some simple steps to filling out the SAT:

1. Before you start your project, clarify what your project's DE indicators for success will be. To do this, open the SAT in soft copy (Word format) and review the indicators in both the student and teacher SAT forms. These are currently sample indicators and have been chosen to broadly cover the core areas of quality DE. However, your project may be a little more specific and you may want to adapt the indicators to be more relevant to your project. If so, please feel free to change/edit these. There are a list of alternative indicators on our website if you would like some more ideas.
2. Print/photocopy the filled in SAT forms (double-sided) for as many students and teachers that are involved in the project (including yourself).
3. Before you start the project, distribute the SAT to teachers and students involved in the project. Ask them to write their names on the top and complete only the *before* column of the SAT.
4. Once the project has been completed, distribute the SAT to the same students and teachers involved in the project and ask them to complete the *after* column and the reverse side of the SAT, which asks them some key questions.
5. Complete the SAT tool and email back to us with your final report. Please also post us your completed SATs for our records!



WORLDWISE GLOBAL SCHOOLS SELF-ASSESSMENT TOOL (SAT)

TEACHER FORM

Name: _____
 School Name: _____
 Date: _____
 Subject Area: _____
 DE Topic: _____

This activity is undertaken before and after you have completed the Development Education (DE) project/class/activity within your school. It aims to find out if there has been a change in your knowledge, skills, attitudes and actions as a result of participating.

- Instructions:**
- Before the project: Think about what you know about the statements in each of the boxes below. Score your agreement with the statement on a scale between 0-5 (see below each box on how to rate).
 - After the project: Rate your agreement now on the same statements.
 - Total the marks in the 'before' and 'after' columns at the bottom.

Before Score	KNOWLEDGE	After Score
	What Development Education (DE) is	
	Where to access information and supports on DE	
	Where DE can fit into various aspects of the school (extra curricular, policy etc)	
	How to support students learning around global inter-dependence i.e. How people in the world are connected and reliant economically, environmentally, socially on each other	
	How to support students to learn about justice and fairness i.e. understanding that inequalities & injustice exist based on structures, beliefs & behaviours	
	← CALCULATE TOTALS →	

*0 = something you *don't know anything about / never heard of*
 5 = something you *know a great deal about*

Before Score	SKILLS	After Score
	I can confidently use DE methodologies in the classroom (moving debate, photos, art, role play)	
	I can integrate DE into my primary subject	
	I feel comfortable managing difficult debates and discussions with my students on global issues	
	I can work with my colleagues to build cross curricular DE initiatives	
	I can support students to communicate global justice issues to other students in my school	
	← CALCULATE TOTALS →	

*0 = Something you *feel you have not started to develop*
 5 = Something you *feel you have strongly developed*

Before Score	ATTITUDES & VALUES	After Score
	I think integrating DE into school life is important	
	I feel solidarity with people who are facing struggles in the world	
	I believe young people should be empowered to become active citizens (Irish, European and Global) to take action on local to global issues	
	I see diversity as positive as we learn different ways to see the world	
	I see the importance of taking a strong justice approach to Development Education (as apposed to fundraising)	
	← CALCULATE TOTALS →	

*0 = something you *strongly disagree with*
 5 = something you *strongly agree with*

Before Score	ACTION	After Score
	I provide opportunities for students to get involved & participate in actions for global change in my school	
	I take initiative to collaborate with other teachers to increase the efficacy of our DE activities	
	I take individual action to transform the social, cultural, political and/or economic structures which affect others	
	I participate in campaigns run by community and international organisations	
	← CALCULATE TOTALS →	

*0 = something you *never do*
 5 = something you *always do*



<p>What did you <i>learn</i> most from leading the Development Education (DE) project/activity/class in your school?</p>	<p>What did you find most <u>challenging</u> about running a DE project in your school?</p>
<p>What <i>do you see as the biggest impact of your project in your school?</i></p>	<p>What <u>recommendations</u> do you have for WorldWise Global Schools?</p>

WORLDWISE GLOBAL SCHOOLS SELF-ASSESSMENT TOOL (SAT)

STUDENT FORM

Name: _____
 School Name: _____
 Date: _____
 Year Group: _____
 DE Class/Project Topic: _____

This activity is undertaken **before** and **after** you have completed the Development Education (DE) project/ class/ activity within your school. It aims to find out if there has been a change in your knowledge, skills, attitudes and actions as a result of participating.

- Instructions:**
- Before the project: Think about what you know about the statements in each of the boxes below. Score your agreement with the statement on a scale between 0-5 (see below each box on how to rate).
 - After the project: Rate your agreement now on the same statements.
 - Total the marks in the 'before' and 'after' columns at the bottom.

Before Score	KNOWLEDGE	After Score
	The DE topic we learned about	
	The major issues going on in the world	
	How people in the world are connected and inter-dependant (reliant economically, environmentally, socially on each other)	
	Connections between wealth and poverty	
	Causes and consequences of global poverty (economic, political, social and/or environmental)	
	← CALCULATE TOTALS →	

*0 = something you **don't know anything about / never heard of**
 5 = something you **know a great deal about**

Before Score	SKILLS	After Score
	I learn about global issues by myself (look for information on my own)	
	I reflect and think critically (I can question information that comes from different sources)	
	I share my opinions and debate with my classmates on global issues in a respectful way	
	I can work as part of a team to achieve group tasks	
	I can communicate global justice issues to other students in my school (in a relevant way)	
	← CALCULATE TOTALS →	

*0 = Something you **feel you have not started to develop**
 5 = Something you **feel you have strongly developed**

Before Score	ATTITUDES & VALUES	After Score
	The needs and rights of others are equal to my own	
	I feel solidarity with people who are facing injustice in the world (I stand with them for change and not just feel sorry for them)	
	I believe I can help to change things for the better	
	Diversity is positive as we learn different ways to see the world (as our views come from our different cultural, religious and community backgrounds)	
	I consider myself to be an active citizen (Irish, European and Global) and can take action on local to global issues	
	← CALCULATE TOTALS →	

*0 = something you **strongly disagree with**
 5 = something you **strongly agree with**

Before Score	ACTION	After Score
	I think about my actions and change the way I live (i.e. the things I buy, use, eat) so that people are not negatively affected by my choices	
	I participate in local actions for global change (within my school)	
	I organise global justice awareness events in my school/ community	
	I try to inspire and engage others to learn about and take action on issues of importance	
	← CALCULATE TOTALS →	

*0 = something you **never do**
 5 = something you **always do**



<p>What did you <u>learn</u> most from participating in this Development Education (DE) project/activity/class?</p>	<p>Have any of your <u>attitudes/ opinions changed</u> as a result of participating? If so, <u>how</u>?</p>
<p>What <u>actions, if any, will you take as a result</u> of what you have learned?</p>	<p>What <u>recommendations</u> do you have for how this DE project/activity/class <u>could be improved</u> to help you learn more?</p>

ITEMS ELIGIBLE FOR FUNDING

(Please check your school's Approved Budget for your personalised list)

If your school is in receipt of WWGS funding through the programme's annual grant call, you will have received an Approved Budget as part of your WWGS contract. The Approved Budget will be available online on your WWGS application record. If you cannot access this, please get in touch with your assigned Education Officer.

Your Approved Budget will outline specifically what you can spend the grant funding on for the school year. This is a valuable tool to be considered when planning your DE for the year, and also for confirming what you spent the grant funds on at the end of the year (in your grantee report).

Please note: *If you would like to reconsider how the funding is spent, you must contact your assigned Education Officer and let them know of any changes that you wish to make to your project through a Budget Reallocation Request Form, available on our website. This must be approved by WWGS in advance.*

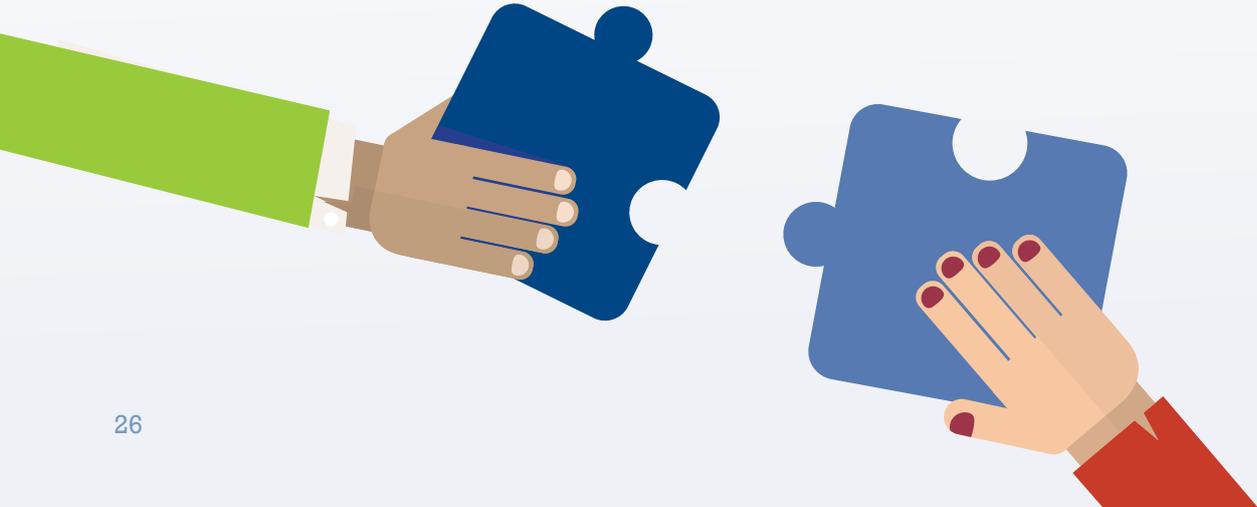
Below is a list of all of the items funded by WWGS. You will have ticked to apply for funding for a selection of these items. Please look through the list and find the items that you have been approved funding for. This table provides you with some suggestions as to how WWGS grant funding can be used. This is not an exhaustive list and you may have other ideas as to how grant funding can support DE in your school. Please remember to cross reference with your own Approved Budget and the table below to see exactly what you have been approved funding for.

Items Eligible for Funding (Please check your school's Approved Budget for your personalised list)	Suggested Activities
Step 1. Planning and Training	
WWGS-provided DE planning meeting (free)	WWGS are available to support you with your DE work. Please get in touch with your assigned Education Officer.
WWGS-provided subject specific teacher training (free)	WWGS carry out both in-school and centralised training. If you would like WWGS to carry out subject specific DE training in your schools for all staff or subject departments, please let us know. This training will help teachers identify the DE links to individual curriculum specifications.
WWGS-provided support meeting with school management (free)	WWGS are available to meet with school management to support your school with DE planning and implementation. Please get in touch to arrange a meeting.
WWGS-provided Continuous Professional Development (CPD) session(s) (free)	WWGS carry out both in-school and centralised training. Please keep an eye on our website and social media for these dates. Your Education Officer will be in touch to let you know when the training is taking place. If you would like WWGS to carry out training in your schools for all staff or a group of staff members, please let us know.

Items Eligible for Funding (please check your school's Approved Budget for your personalised list)	Suggested Activities
Step 1. Planning and Training (continued)	
Substitution cost to cover DE planning meeting(s)	This funding can be used to provide cover for any DE meetings that occur during the school day.
DE CPD for teachers (e.g. costs of facilitator(s), materials, etc)	This funding can be used to provide cover for any teachers attending DE CPD or for a facilitator to come in and do CPD with staff.
DE resources for teachers/library	WWGS recommends that schools build up their DE resources. Please see the useful links section on page 29 to find out where these resources can be purchased.
DE school policy development (e.g. meetings, substitution, materials etc)	If your school would like to develop a DE policy, this funding can be used to facilitate this process. WWGS has developed a draft DE policy template, available on our website.
Step 2. Teaching and Learning	
External DE workshop facilitator(s)	WWGS has a Panel of DE Facilitators from various organisations that we recommend to come and do workshops with students and/or teachers in your school. Please see our website and your welcome pack for the list.
DE field trip(s)	Field trips provide valuable learning experiences for students to explore DE. Your assigned Education Officer can suggest a list of places you may consider engaging with and visiting. However, you may also have your own ideas of places to visit that explore your DE project theme, and would be valuable to bring students along to. Consider any exhibitions that might be taking place that focus on DE themes or are linked to your DE work.
Student consultation meetings	The student voice is so important when planning for DE. You might want to establish a student DE committee and hold consultation meetings with students on how to explore DE in your school. This funding can be used to facilitate these meetings.
Engagement with national DE programmes (e.g. YSI Making Our World One World challenge, BTYSTE Science for Development Award, Concern debates)	As part of your DE work you might be engaging in another programme, such as YSI or BTYSTE. This funding can be used to support students' work in these programmes if their project has a DE focus.
Sustaining of existing Global School Partnerships (e.g. communications and joint learning projects with partner school in the Global South)	If your school has a Global School Partnership (GSP) with a school in the Global South, then this funding can be used to carry out joint learning projects between students in your school and your partner school. For example, you might like to carry out a project on your chosen DE theme that can be explored and shared between both schools. It may also be used to cover any communication costs for your GSP.

Items Eligible for Funding (please check your school's Approved Budget for your personalised list)	Suggested Activities
Step 3. Taking Action	
Materials for student-led DE action project(s)	This can be used to cover any material costs for student action projects. Please see Step 3 on pages 13–14 for ideas on Taking Action!
In-school DE themed event(s)	Often schools hold a DE-themed event in their school. This might be an event that focuses on your chosen DE theme(s) or a national DE themed day, such as International Women's Day, World Food Day or Fairtrade Fortnight. Your school could hold an event around the Sustainable Development Goals (Global Goals) with workshops for students to attend throughout the day, assemblies, students delivering lessons to other classes/year groups, or students having stands on various DE themes.
Community DE event(s)/action(s) (e.g. exhibitions, performances)	Please see Step 3 on pages 13–14 for ideas on Taking Action. This funding can be used for any materials to allow you to take action.
Step 4. Communicating and Celebrating	
DE-specific communications (e.g. website, newsletter, newspaper, blogs)	Please see Step 4 on page 15 for more information on ways that you can communicate your DE work. This funding can be used to communicate the DE work taking place in your school.
DE display(s)	A DE display is one way to make DE more visible in a school community. This can include information on your DE work and can be updated throughout the school year.
Development of awareness-raising materials (e.g. presentations, leaflets, videos)	Please see Step 4 on page 15 for more information on ways that you can communicate your DE work. The funding can be used to communicate the DE work taking place in your school.

Table 3: Items Eligible for Funding



WWGS GLOBAL PLANNER

KEY DATES FOR YOUR DIARY 2017-2018

The WWGS Global Planner features global days, weeks and WWGS events (highlighted in green) to assist your planning for the year ahead and to help bring more of a global perspective to your work. You will find many useful resources online on each of the days and weeks marked on this calendar.

September 2017		
7	Thu	NGO and Network Training Day: Dublin
14	Thu	WWGS Regional Teacher CPD Sligo: Sligo Education Centre
15	Fri	International Day of Democracy
18	Mon	World's Largest Lesson on the Global Goals begins (18-24 September)
19	Tue	WWGS Regional Teacher CPD Athlone: Sheraton Hotel, Athlone
21	Thu	International Day of Peace
21	Thu	WWGS Regional Teacher CPD Dundalk: Crowne Plaza, Dundalk
28	Thu	WWGS Regional Teacher CPD Cork: Ambassador Hotel, Cork City
October 2017		
1	Sun	Black History Month begins
2	Mon	International Day of Non Violence
5	Thu	WWGS Regional Teacher CPD Dublin: Wynn's Hotel, Dublin
11	Wed	International Day of the Girl
16	Mon	World Food Day
17	Tue	International Day for the Eradication of Poverty
November 2017		
10	Fri	World Science Day for Peace and Development
13	Mon	Global Entrepreneurship Week begins
16	Thu	International Day for Tolerance
19	Sun	World Toilet Day
21	Mon	One World Week begins (21–26 November)
December 2017		
1	Fri	World AIDS Day
10	Sun	Human Rights Day
18	Mon	International Migrants Day
20	Wed	International Human Solidarity Day

January 2018		
10	Wed	BT Young Scientist Exhibition – Science for Development Award (10–13 January)
15	Mon	Martin Luther King Junior Day
27	Sat	Holocaust Memorial Day
February 2018		
1	Thurs	WWGS National CPD Dublin: City West Hotel, Dublin
12	Mon	Red Hand Day for Child Soldiers
20	Tue	World Day of Social Justice
26	Mon	Fairtrade Fortnight begins (26 February–11 March)
28	Wed	WWGS Global Passport Award Application Deadline
March 2018		
1	Thurs	World Book Day
8	Thurs	International Women's Day
14	Wed	WWGS Grant Call 2018 opens
20	Tue	International Day of Happiness (See World Happiness Index and Report 2016)
21	Wed	1. International Day for the Elimination of Racial Discrimination 2. World Poetry Day
22	Thurs	World Water Day
April 2018		
7	Sat	World Health Day
12	Thurs	International Day for Street Children
22	Sun	International Mother Earth Day
25	Wed	World Malaria Day
TBC		WWGS Annual Conference Galway (Location TBC)
May 2018		
1	Tue	International Workers' Day
9	Wed	WWGS Grant Call 2018 closes: Deadline 5pm
12	Sat	World Fair Trade Day
18	Fri	WWGS School Grantee Final Report Due (Narrative & Financial Section & SATs)
21	Mon	World Day for Cultural Diversity
22	Tue	International Day for Biological Diversity
25	Fri	Africa Day
31	Thu	WWGS NGO/Network Grantee Final Report Due
June 2018		
5	Tue	World Environment Day
8	Fri	World Oceans Day
12	Tue	World Day Against Child Labour
17	Sun	World Day to Combat Desertification and Drought
18	Mon	Refugee Week begins
20	Wed	World Refugee Day
21	Thurs	World Music Day

Table 4: Key Dates for Your Diary

USEFUL LINKS

WorldWise Global Schools Website

<http://www.worldwiseschools.ie>

Please refer to the WWGS website where you will find additional resources to support you with your DE work.

WWGS on Social Media

Follow WWGS on Facebook (WorldWise Global Schools) and Twitter (@WorldWise_Irl).

Links to Teaching and Learning Material:

- www.developmenteducation.ie
You can find most of the teaching and learning materials you need here, including lesson plans, thematic and subject-specific resources as well as photos, cartoons, videos and other stimulus.
- www.globaldimension.org.uk
This website is great for resources. It allows you to search by curriculum area, topic, age range and has resources for the whole school.
- <http://worldslargestlesson.globalgoals.org>
The World's Largest Lesson introduces the Sustainable Development Goals to young people and includes a range of teaching and learning material to support you in the classroom.
- www.ubuntu.ie
The Ubuntu Network supports Development Education in Initial Teacher Education (ITE) in Ireland. Their site is also useful for subject-specific DE resources.
- <https://www.irishaid.ie>
Ireland's official overseas development programme, working to reduce global poverty and hunger.
- www.trocaire.org/education
Trocaire have curriculum and thematic resources available in Irish and English.
- www.concerndebates.net
Concern has a range of resources and extra-curricular activities available for post-primary schools.
- www.youthdeved.ie
The National Youth Council of Ireland has easy to use resources on various DE thematic areas.

Keep up-to-date! Newsletters to sign up for:

- Dóchas: Dóchas is the Irish Association of Non-Governmental Development Organisations. It is a meeting place and a leading voice for organisations that want Ireland to be a world leader in efforts to bring about global justice. <http://www.dochas.ie/about-us>
- IDEA: The Irish Development Education Association (IDEA) is the national network for Development Education in Ireland and a leading voice for the sector. <https://www.ideaonline.ie>

For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Development Education - particularly how to apply for our school award, the Global Passport - visit our website www.worldwiseschools.ie

For further DE resources and ideas, visit developmenteducation.ie – a searchable, subject-specific, age-appropriate, thematic database of DE classroom materials from early childhood upwards.

Contact the WWGS team

The WorldWise Global Schools team is available to provide advice, guidance, training and resources for Development Education in post-primary schools in Ireland.

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



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

gorta
Self Help Africa

CONCERN
worldwide

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