

**WorldWise Global Schools**

**Sample Development Education Indicators**

**Student SAT - Sample Indicators**

Knowledge

* That individuals, countries, communities and economies are all linked and reliant on each other
* Connections between wealth and poverty
* Connections between ‘progress’ and inequality
* Relationships internationally
* Justice issues in my country
* Justice issues in the World
* How people in the world are connected and interdependent (economically, environmentally, socially *etc*)
* Fairness and equity (understanding that inequalities and injustice exist based on beliefs, behaviours and structures)
* Causes and consequences of global poverty (economic, political, social or environmental)
* Human Rights and human dignity
* Fair Trade
* Increased knowledge of global issues

Values and Attitudes

* Fairness and justice
* The needs and rights of others are equal to my own
* Diversity enriches us all
* I and everyone else, can make a difference
* It is important to learn more about how the world works
* I am not just an Irish citizen, but a European and Global Citizen
* Debate is important for us to explore our values and beliefs
* We all understand the world differently depending on where we come from and our own cultural, religious and community backgrounds
* Respect (for myself and others)
* Fairness / equity (extra support should be provided to people who need it so that everyone has the same chance to succeed in life: not everyone is born with equal opportunities)
* To be an active citizen (take informed action on local to global issues)
* Social responsibility (to act in a way that is in keeping with my own rights and those of others)
* Have solidarity with people who are facing struggles in the world

Skills

* Analysis
* Communication
* Interpersonal and social skills
* Critical thinking and reflection (learn, reflect and look for information from a variety of perspectives)
* Share my views and listen to the views of others
* Can share my opinions, perspectives and emotions clearly in response to issues
* Ability to link knowledge and understanding to informed action
* Teamwork
* Presentation skills
* Dealing with difference (healthy conflict)
* Challenge viewpoints that I disagree with (e.g. racist, misogynist or derogatory statements)
* Learning by myself (seeking information independently)
* Writing effective arguments
* Communicating global justice issues to my peers in a relevant way
* Inspiring and engaging others to learn about and take action on issues of global importance
* I finish my tasks to a good standard

Action

* Opportunities to participate meaningfully
* Linking ideas, action and behaviour
* I organise / participate in global justice awareness events
* I take individual/collective action to bring about change
* I participate in campaigns run by community and international development organisations (collective actions)
* I think about my actions and change the way I live as a result (i.e. the things I buy, use, eat) so that people are not negatively affected by my choices (individual action).

**Teacher SAT - Sample Indicators**

You may wish to use similar indicators for teachers and students depending on the activities you have run in your project. However here are a few extra you may wish to include:

Knowledge

* What Development Education (DE) is
* Where to access information and supports on DE
* What key DE themes I can engage my students in
* What DE themes I can incorporate into my subject area(s)
* How to incorporate DE into various aspects of the school (extra curricular, policy, *etc*)
* Recognition on how curriculum topics can easily be linked to DE and sustainable living.
* Deeper knowledge of place in the world.

Values and Attitudes

* Engagement with global human rights, justice and fairness issues
* Engaging students in critical thinking
* Empowering students to become active global citizens
* Increasing DE in the whole school
* Development of key skills in advocacy around global issues including presentation skills, designing actions, planning activities, networking, and team building.
* Understanding of solidarity
* The need for active citizenship (the skills they have and can continue to develop to take actions, and participate in creating change).
* The belief through their active participation, that students voices matters.

Skills

* Ability to communicate with others (listening, speaking, writing debating)
* Thinking outside of the ‘box’ – i.e. critically
* Explore different world views based on broad range of inputs/sources
* Facilitate students to explore different world views based on broad range of inputs/sources
* Confidently use DE methodologies in the classroom (group work, moving debate, photos, art, role play *etc*)
* Deal with controversial issues in the classroom (dealing with stereotypes, differing opinions etc)
* Engage students to challenge injustice and unfairness
* Move the thinking of students away from charity towards solidarity as action
* Explore positive and negative impacts of a potential action
* Work as a team to develop DE in the school
* Work independently on developing DE in the school

Action

* Take leadership on Global Justice issues in my school
* Facilitate students with the tools to be change-makers
* Support and encourage students in the school to lead on global justice issues important to them
* Facilitate students to take meaningful actions locally for global change
* Share DE learning with other teachers in my school
* Participate in decision making in the school on DE
* Can influence change in the group/school in relation to DE
* Work towards achieving the Global Passport for my school (or maintain / work to the next level if already achieved)
* Collaborate with other schools to share learning and experience of DE