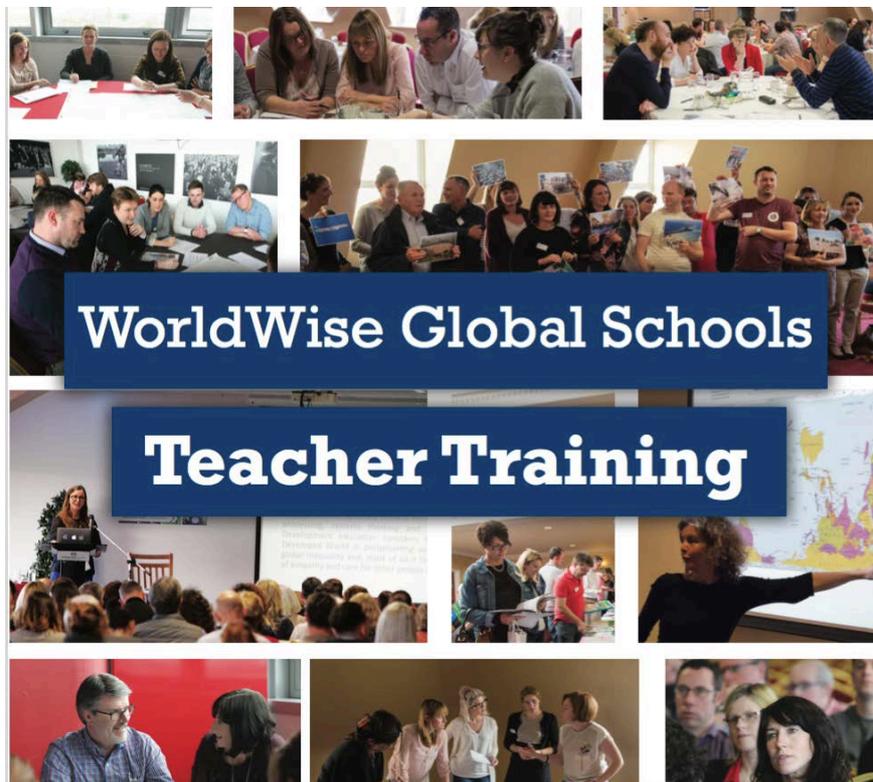




WorldWise Global Schools

Teacher Capacity Building Event Report



**6th October, 2016
Hodson Bay Hotel, Athlone**

Introduction:

On 6th October 2016, WorldWide Global Schools ran its annual Development Education Training event for teachers in the Hodson Bay Hotel, Athlone. All schools in receipt of WWGS funding were invited to attend. The event brought together **125 teachers from 113 post-primary schools all over Ireland** to explore Development Education (DE) and how they can incorporate it into their teaching and learning.



Agenda:

- | | |
|------------------------|---|
| 9.00–9.30am | Registration: Tea and Coffee on Arrival |
| 9.30-10.00am | WorldWide Global Schools Introduction
<i>Mary McCarthy, Director of WWGS</i> |
| 10.00-11.30am | From a Development Education Perspective
<i>Eilish Dillon, Kimmage Development Studies College</i> <ul style="list-style-type: none">• Exploring what DE is• The values underpinning DE |
| 11.30am-12.30pm | WWGS Global Passport Award
Laura Cahill
Introduction to the Global Passport Framework and Award- with presentations from teachers on each of the 7 stamps |
| 12.30- 1.00pm | Lunch |
| 1.00-1.30pm | Development Education Fair
<i>Various NGOs</i> |
| 1.30–3.00pm | Workshops <ul style="list-style-type: none">• Active Learning Methodologies for DE
<i>Stephen Farley</i>• Active Learning Methodologies for DE
<i>Claire Marshall</i>• Taking Meaningful Action with your students
<i>Lydia McCarthy</i>• The Global Goals and the curriculum
<i>Aishling McGrath</i>• Global Passport Clinic: Exploring the GP guide to DE
<i>Laura Cahill</i> |
| 3.00-3.30pm | Where to now when I go back to my school?
<i>Hosted by Aishling McGrath</i> |
| 3.30–3.45pm | Evaluation and Reflection (SAT)
<i>Laura Cahill</i> |
| 3.45-3.50pm | Close
<i>Lizzy Noone</i> |

Overview:

The main aim of the training was to work with participating teachers to build a common best practice understanding of what Development Education (DE) is. The day was designed to guide teachers from DE theory through to practice. It focused particularly on the attitudes and values that underpin quality DE, and provided a space to critically examine the various forms of action that students can be facilitated to take. Participants were introduced to the Global Passport as a framework for implementing a whole school approach to DE, as well as a means of recognising and rewarding schools for the DE work they are doing. Taking a peer education approach, teachers from schools who had already achieved the Global Passport Award shared their experiences of implementing each Global Passport Stamp – providing ideas and inspiration to their colleagues from other schools.

The afternoon consisted of a Development Education fair, where teachers had the opportunity to meet with NGOs that work in the sector to gain information and resources for integrating DE in their schools. Following this, teachers attended preselected workshops that focused on DE methodologies, curriculum links, informed action and the Global Passport. The event closed with summary top tips for implementing DE, outlining the next steps for teachers to take following the training. Teachers were introduced to, and completed, the new Self Assessment Tool (SAT) – the results of which showed that participants found the day both highly informative and enjoyable. Detailed analysis of the SAT results is provided at the end of this report.

Introduction to WorldWide Global Schools, Development Education and the WWGS Team

Mary McCarthy, WWGS Director

Mary opened the event, welcoming participants and introducing them to the agenda and aims of the day. She highlighted the value in bringing together representative teachers from so many WWGS schools (113 in total), stressing the importance of participants networking during the day, so that they can collectively explore and learn more about the core aspects of development education (knowledge, skills, values and informed action). Given the high percentage of starter schools attending the day's training, Mary also provided an overview of the WWGS programme, including the rationale and background to the programme being set up at the end of 2012, and the key areas of progress and growth since that time. The introductory session included some warm up and icebreaker exercises for participants, to get them thinking about some of the core concepts that underpin the theory and practice of DE, particularly in school settings.



Key Note Address: From a Development Education Perspective

Eilish Dillon, Kimmage Development Studies Centre

Eilish Dillon provided a dynamic and informative input focusing on why we engage with development education in the first place, and highlighting the essential role it can play in grappling with the complex world problems we are currently facing. She challenged participants to embrace the 'uncomfortable questions' that development education inevitably raises, and to 'turn the critical gaze back on ourselves' as we



review how we frame poverty and injustice. Neither of these things are natural or inevitable, and we need to seek active responses to injustice that goes far beyond talking or fundraising. Eilish made a passionate case for the need to collectively work towards an alternative future, by questioning the mainstream system in which we all live and its structures, which condemn so many people to lives of poverty. Following her keynote address, participants were invited, individually or in groups, to create a poster outlining why they regarded Development Education as important, and the results then shared and discussed in plenary.



WWGS Global Passport

Laura Cahill, WorldWise Global Schools

Laura, WWGS Programme Support Officer opened the workshop with an introduction to the Global Passport. The Award was presented as a self-assessed, externally audited, accreditation for Development Education for post-primary schools in the Republic of Ireland. Schools rate their level of DE activity in “stamps”, with each stamp representing an element of the Whole School Approach. A school’s overall score across all 7 *stamps* corresponds to one of three passports issued by WorldWise Global Schools:

A Citizen’s Passport: for schools that demonstrate an emerging engagement with DE

A Diplomatic Passport: for schools that demonstrate established engagement with DE

A Special Passport: for schools that demonstrate an exceptional engagement with DE.

The Global Passport was presented as a framework to support schools integrating Development Education across each aspect of school life. Each passport stamp was outlined, representing each category for the whole school approach. The short presentation included what is involved in achieving the global passport and encouraged participants to use the website to download resources to assist.

WWGS Global Passport Stamps

Teacher Presentations

Teachers who have previously been awarded the Global Passport Award shared their experiences with participants. Each school focused on a different stamp.

Stamp 1 - Curriculum

Shauna Keyes, Blakestown Community School

Shauna provided a wonderful overview of how she engaged fellow teachers in her school with DE. Utilizing the grant received from WWGS she did the following:

- Gave a ‘**box of tricks**’ to every classroom. This included pens, makers, scissors, post-its – all of which could be used in creative active learning DE workshops. This

sparked the interest of teachers who were curious to know what kind of activities they could do with their students and how they could use the supplies.

- **Noticeboards** – buying these at a relatively cheap cost, and put in many classrooms, Shauna identified this as a great way to raise the DE profile in the school.
- **Time for Teacher Planning** – With substitution covered for planning DE, Shauna stated she felt it was much easier to get buy-in at both management and teacher level. The time was set aside to do proper planning and see where DE could be integrated into curricular subjects.



Tips for how to engage teachers in curriculum planning included:

- Looking through the textbooks to find DE relevance,
- Talking to teachers and students about what they are studying in other subjects (looking for cross curricular links)
- Putting up a list in the staff room and asking teachers to fill in what they are doing
- Subject Planning – Encourage the use of Global Goals, which can be added to lesson plans e.g. Geography – population density of cities (Goal 15: Sustainable Cities and communities). These goals can be listed in subject plans after literacy and numeracy
- Creating a school policy

Final Advice to participants centred around being confident – knowing that DE is already happening in your schools and is already cross curricular. The key is to find out what is happening in other subject areas, provide a space to allow teachers to talk about the work they are currently doing and how it can be linked together. The main thing is to organize a way to record the work that is being done by teachers!

Stamp 2 - Extra Curricular

Brenda Flanagan, The Donahies

Brenda explored how they integrated DE into extra curricular activities within the school by engaging a dedicated group of transition year teachers. This group, which were also involved in YSI, Green Schools and Community Outreach, began not only integrating DE into their own subject areas but encouraged cross-curricular modules on specific DE themes. This team then sought to increase the awareness of DE through setting up a large DE display in the assembly area of school, using the schools website to promote the DE work, doing whole school assemblies on DE themes, and creating a page in the newsletter dedicated to a Development issue.



They used major world days to highlight issues such as World Food day, World Earth day and fair-trade fortnight to raise awareness and run activities. These have included running poster and cookery competitions, quizzes, radio broadcasts, running teacher and student workshops, engaging other schools, TD's and the Mayor, distributing information leaflets and developing a cookery book with the theme to 'think locally and but globally' (among many other things!). Wonderfully, through their various activities they have engaged over 1000 people – students and adults – in DE on an extra curricular level. The success of their various actions has led to the creation of a designated DE area within their school open night, where they gave leaflets to students and parents visiting on the evening. Brenda finished the presentation on an inspirational note stating that "Without a doubt, 'meaningful action' brings Development Education alive and gives everyone involved a belief that they can actually make a difference."

Stamp 3 - Teacher Capacity and Engagement

Marie Carroll Roscommon Community College

Marie started off the presentation by giving some useful tips for how to start getting teachers on board:

- Staff Meeting; Outline of DE and work involved
- Approach Heads of Department (e.g. Science, Art, Music etc.)
- Ask teachers to contribute ideas when submitting for WWGS funding each year and follow up on this!
- Engage the Transition Year Coordinator
- Take a cross curricular approach
- Link in with existing activities in the school (e.g. Greenschools)

She really emphasised the value of peer learning amongst teachers – proving opportunities for teachers to share ideas and resources both formally and informally. Marie shared her experiences of building teacher capacity and engagement through utilising staff meetings/ department meetings, engaging in peer teaching, sharing resources and developing DE as a subject for transition year students.

Roscommon CC also have a partnership with a school in Vietnam and Marie shared some great examples of how they have engaged their teachers through this – with two teachers managing to go on a visit to the partner school this year.

Marie suggested that building the capacity of teachers has led to teachers taking on to do DE trips and activities with their students along with integrating a vast range of DE topics into their subject areas. A slide show of this was provided with some excellent ideas for participants to take back to their schools. Marie finished the presentation with a slide outlining that the opportunities for DE in schools are endless, however her word of caution in terms of challenges would be to be realistic around time and what can be achieved in one calendar year!

Stamp 4 - Student Capacity

John Magee, Millstreet Community School, Cork

John spoke passionately about the role of students in driving DE within Milltown Community School. He spoke of how when they first looked at developing the capacity of students, the TY's were identified as the best group to lead it as they have a lot of time to plan and develop DE activities. However, over the years they realized that this then becomes a 'once off' year activity as involved students tend to have less time as they move into senior cycle and start to prepare for their exams. John discussed how they considered various ways of engaging students as leaders – whether to have groups from different years (and how they would manage the group power dynamics) or to do it class based. What proved to be very successful was linking in with second years. This way the group still have a lot of years ahead to build their DE work as well as bringing in younger groups as they progress through the school.



Examples of DE activities ran by students included: Running a Climate Change Petition (at the local church) in the run up to COP 21; Facilitated a Honduran coffee producer to give a talk at fair-trade fortnight, designing a huge banner to publicise issues around climate

change; running a language and culture night (which grew from a workshop on migration), creating a mark for climate change pledge in response to Pope Francis's encyclical *Laudato Si*; Running a Sustainable Development Goals poster competition with 1st and 2nd Years (ran by TY's) and leading on the Global Passport Award in the school.

Stamp 5 - School Leadership

Willow Park

Willow Park gave a very impressive presentation on how they managed to get full buy in to Development Education from staff and students using a bottom up approach. This included running a student survey (to get a baseline of what the level of understanding of DE was), and linking in with the values of the Spiritan Network and Willow Park in particular.

Informed by the student questionnaire they planned a whole-school initiative where students led DE themes in Art, SPHE, CSPE and RE. The Key point made by Dealga was to make sure that DE is on the school agenda. They embedded DE in the plans and policies, including adding it as a scheme of work component, and integrating it into the school self-evaluation and improvement plan. Relating to his own personal experience of hearing that the school was to take up DE, he spoke of feeling it was just 'another thing' on top of the many things that they were already doing. However, he spoke of how his perception changed as he realized that DE is actually at the heart of the educational process and saw the benefits of DE in student's learning and growth. Dealga outlined tips on how to increase staff buy in; embed DE across the school; develop students led actions; and setting up a DE committee. He briefly showed how the way in which they embedded DE across the curriculum highlighting how they integrated it into their 2016/17 SIP.

Again, highlighting the success of DE within the school, Dealga outlined the growth in learning of students based on a questionnaire the students take at the beginning and end of the year. They found massive increases in learning e.g. less than 1% if students having a basic understanding of DE or Sustainable Development to 87% at the end of the year. Dealga finished off by showcasing some of the DE events they have undertaken – particularly on this years theme of water where students carried water through Glendalough in solidarity with girls who are victims of sexual violence as a result of having to walk to collect water. The values and solidary element of their action shining through.



Stamp 6 - Policy & Ethos

Fiona Mallen, Colaiste Bride, Clondalkin

Although Colaiste Bride, Clondalkin is a WWGS Special Global Passport holder, they continue to find ways to improve development education in their school despite having a strong DE presence already. During Fiona explained that during the process of filling out their Global Passport application, they identified the 'Policy & Ethos' stamp as a stamp they would like to do more on.

Their mission statement and vision had not been revised in 20 years and the principal wanted to make sure it reflected the school's commitment to global justice. In April 2016, the principal invited all the stakeholders together for a two-hour workshop on revising the mission statement. Parents, teachers, students, community groups, NGOs, Ceist, Bridge 21

gathered together to brainstorm. The ideas generated were brought to the Board of Management. The new mission statement is due to be finalised at the end of 2016. The Parents' Council get involved with DE events and helped to achieve the Global Citizenship Green Flag. Fiona also stated that one very practical thing that Colaiste Bride has done was to print the Sustainable Development Goals in the student and teacher journals.

Stamp 7 - Respectful Relationships

Siobhán Kelly, Loreto Secondary School Letterkenny

Siobhán started her presentation by relating to her own experience of this time last year, being at this event and feeling totally overwhelmed! However, inspired and eager to start planning DE she went back to her school and engaged with students. The key point that was stressed was to let the students take control!! Siobhán relayed a story of where the students were really interested in learning more about Aylan Kurdi, the 3year old that was tragically washed up on the Turkish Beach. They wanted to learn more about the issues in Syria that led to people crossing the Mediterranean. They then wanted to share this learning with the whole school.

Siobhán's key point was to give the students time and to allow them to lead their own learning of a topic, helping only when needed. The students then decided themselves on what they wanted their goals to be to learn:

- 1. The difference between a refugee & an immigrant.
- 2. Where Syria is!
- 3. A brief history of the reasons why people were leaving Syria.

They then developed the following activity involving the whole school and later the community – sharing information on social media and print as they went.

Activities the students undertook:

- Created a number of very large posters for a school corridor – centrally placed as the whole school pass through it each week.



- Surveyed the whole school community about where Syria actually is.
- Developed a class lesson based on their teaching goals. They used information we had received from many resources through Dev Ed & the Loreto Trust.

Siobhán explained that as they were working on the lesson one student realised that the distance from Damascus to Dublin was over 5,000KM – taking a route over land – they were overwhelmed by this. As such, they decided to organise a school walk 'Steps for Syria' if each student walked 5.5k it would be the equivalent of one Syrian making it from their capital to ours. They taught all the lessons, got the students on board. Gained the approval of the Principal, the BOM & the local Garda, only to fall at the last hurdle – too many stewards were required and so they would need to come up with a new plan. They decided to do the Letterkenny 10k asking participants of the 10K to donate their distance to the cause.

With only a week away students all took on roles that would be required if the committee gave the go ahead. They did a presentation for the 10K committee, ran a press release –

Radio & Press; created a Facebook & Twitter page; made fliers, stickers & T-shirts and created a rota for registration of the 10K. The event was a great success and got the whole school and community involved! Continuing the learning they organized a guest speaker from the refugee camp in Jordan. They have kept in contact and working with them is the aim of the students this year.



Resource Fair

Teachers participated in an NGO DE Resource Fair after lunch, which saw them linking in with DE practitioners to gain relevant resources and insights. A great cross-section of organisations were represented, including Afri, Sport Against Racism Ireland (SARI), Development Perspectives, Friends of Londiani, ECO-UNESCO, Creating Schools and Sonairte, amongst others, as well as representation by Irish Aid.



Please get in touch with any of the exhibitors from the day if you have any further questions or would like them to run workshops in your schools:

ORGANISATION	NAME	CONTACT
Trocaire	Stephen Farley	stephen.farley@trocaire.org
Bridgits Garden	Hedda Dick	Hedda@brigitsgarden.ie
Concern	Claire Marshall	claire.marshall@concern.net
Action Aid	Brian Cunningham	Brian.cunningham@actionaid.org
Debt and Development	Lydia McCarthy	lydia@debtireland.org
Irish Aid	Ana Maria Barbu	AnaMaria.Barbu@dfa.ie

Global Action Plan	Aoife Flynn	aoife@globalactionplan.ie
Poetry Ireland	Moira Cardiff	education@poetryireland.ie
Clough Jordan	Davie Philips	Davie@cultivate.ie
ECO-UNESCO	Roberta	training@ecounesco.ie
YSI	Barry Peak	barry.peak@youngsocialinnovators.ie
Show Racism the Red Card	Sara Hakim	sara@theredcard.ie
Sports Against Racism Ireland (SARI)	Ken McCue	kenmccue@gmail.com
SEAI	Aoife Cannon	Aoife.Cannon@seai.ie
Waterford One World Centre	Jennifer Harris	msjenharris@yahoo.com

Workshops:

Workshop 1: Active Learning Methodologies

Stephen Farley, Trócaire

Stephen facilitated an energetic and interactive workshop on active DE methodologies that teachers can use in the classroom and apply to their own subject areas. Utilising images and video clips of global justice issues, Stephen invited participants to find the links to their subject areas. Five activity stations were then set up where participants were given the opportunity to road test a range of DE activities and discuss their applicability within the classroom. These included: Movement, Solution Tree, Card Source, Information Processing and Photos.



Workshop 2: Active Learning Methodologies

Claire Marshall, Concern



The aim of this workshop was to build the capacity of post-primary teachers to use active learning methodologies for DE in their classroom. During the session Claire explored with participants a range of DE methodologies. Utilizing experiential learning, they engaged with the methodologies and looked at how these could be used by teachers in their classrooms to explore a range of DE topics.

Workshop 3: Taking Meaningful Action with your students

Lydia McCarthy

Lydia explored with teachers the various meaningful actions they can facilitate their students to take. Utilizing pictures as a methodology to engage discussion they explored:

1. Consumer Led Action
2. Lobbying-
3. Online Activism
4. Non Violent Direct Action
5. Petitions



Following discussions, Lydia showed video/pictures examples of each one of how the various actions have led to success and why. Participants were then invited to plan how they would run one of the actions within their own schools based on a scenario given (relating to climate change) and actions they can take within and outside of their school to create meaningful change.

Workshop 4: The Global Goals and the curriculum

Aishling McGrath, WorldWide Global Schools

Aishling created a very interesting workshop, using creative methodologies to explore the links between the global goals and teacher's curriculum. Teachers participated in a card game which they were invited to use with their students to challenge preconceived ideas about how the contemporary world looks and to stimulate an interest in using statistics to understand the world – Linking math's and DE.



They were split into groups and each were provided with a set of country cards which they needed to order according to their understanding of the development level of the countries. Finally, they were introduced to the "Gapminder World Map" tool, which plots each of the counties as a bubble (with income on one axis and life expectancy on the other). They then explored the differences in their view as apposed to the reality– providing an opportunity for teachers to critically explore where their perceptions come from. They then explored the Global Goals through creative methodologies and utilizing a wall grid looked at ways they can incorporate each of the goals into each taught subject.

Workshop 5: Global Passport Clinic: Exploring the GP guide to DE

Laura Cahill, WorldWide Global Schools

The session began by reflecting on Global Passport workshop earlier in the day. Participants were then invited into an open space where Laura went around and asked individual participants to briefly outline: their level of DE, where their school is and what their DE plans are for the coming year. The other participants were asked to move close to the speaker if they felt there were similarities (geography, theme of project, level of DE) or further away if they felt they were less related.



Eventually clusters were naturally formed and these groups were then asked to sit together to do a short Global Passport quiz. During this they assessed and reflected on what level they were in each of the stamp areas. They were then given a Global Passport action plan where they identified the stamps they would work on in the coming year and specify actions they would take to achieve these. Participants were given a hand-out with examples for each stamp and invited to take each other's details and to link in and support one another in their DE activities throughout the year. The session finished with a quick feedback from each group outlining one action they will take to achieve the Global Passport this year.

Afternoon Presentation: Where to now when I go back to my school?

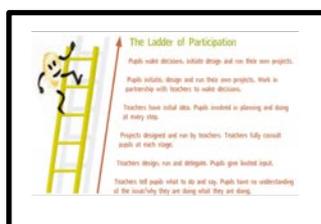
Aishling McGrath WWGS

Aishling, WWGS Project Officer for the West of Ireland, provided an overview of the next steps for participants. Provoking thought, Aishling started by asking the room to reflect on what DE based on three images – a blanket, an umbrella and a lense. Suggestions included a patchwork of themes, under an umbrella of different names with a global lense were shared.



Aishling went on to explore what constitutes a Global Teacher and Global Student. The teacher was cited as needing to prepare students, promote creative and critical thinking, keep up to date in current affairs and seek opportunities for students to engage in meaningful action (among others). A global student was seen to be critical, self aware, globally aware and open minded. That they feel connected and are willing to engage in global challenges and take action for a better world.

In terms of next steps for teachers, Aishling suggested that teachers create a shared space to include their WWGS budget, DE action plan, their Global Passport application and all their DE teaching and learning material. These were also identified as tools for planning along with the global goals. The WWGS DE supports were outlined including the website, support visits and teacher training. In addition the various external organisations providing DE were presented and participants were asked to refer to the WWGS list of DE facilitators that they were sent in their welcome pack.



Aishling briefly talked through her slide which outlined a 'Guide to taking action'. This offered ideas for relevant actions – highlighting their role in student empowerment and citing the 'Ladder of Participation' as a great guide to ensure you do this. Other practical tips included ideas for: places to go on DE field trips; ways to communicate your DE work and progress (within school and outside); where you can access DE teaching and learning material; and ways to integrate learning through the new Junior Cycle.

The presentation closed with suggestions for how to deal with any upcoming difficulties and a note that we all have a role to play in ensuring we give students relevant and accurate information. That it is our role to challenge perceptions and that we must work together to ensure we move away from any idea that there are 'us' and 'them' in this world, rather we are part of a global community with commonality and solidarity.

Afternoon Presentation: Self Assessment Tool and Evaluation

Laura Cahill, WorldWise Global Schools

Laura brought the conference to a close by facilitating participants to undertake the newly re-designed Self Assessment Tool (SAT). This tool, which evaluates the change in DE knowledge, skills, attitudes & values, and action as a result of participating in DE projects was explained. The value of which emphasised as being able to measure the success of your DE projects, provide guidance for changes if necessary and really gage the level of learning from your students. Participants were asked to engage in some experiential learning by filling out a SAT for the day's training – so we at WorldWise Global Schools can see what learning occurred and get feedback from the day.

A background for the changes in the SAT was provided, and it was explained that now it can be undertaken either before and after (as previously), or just at the end. Teacher will receive a template SAT including sample indicators which they can edit to suit the specifics of their project. Students also don't need to do averages and can instead just total the columns leaving much less of a margin for error. Participants were requested to undertake SATS with a minimum of 10% of the students and teachers who participate in their project. The new simplified final report calculation tool was also presented – outlining that averages will be automatically calculated once you add in how many indicators you are using in each of the four areas (Knowledge, skills, attitudes and values).

Training Thank you and Close

Lizzy Noone, WorldWise Global Schools

Lizzy closed the conference by thanking everyone for their active participation and engagement in the day, and letting all know that information from throughout the day will be forwarded on to them.

Training Evaluation Results

Laura Cahill, WWGS

Teacher SAT Feedback and Evaluation of the Training

Feedback from the day was overwhelmingly positive. The analysis has been broken down into quantitate and qualitative. The former measures the change in knowledge, skills attitudes and values as a result in participating in the days training. These results were as follows:

Average scores (including starter and established teachers):

	Baseline	Final	% Growth
Knowledge	2.27	4.34	41%
Skills	4.05	4.81	15%
Values & Attitudes	2.27	3.83	31%
Action	2.10	3.35	25%

We further broke down these statistics based on whether the participant was a from a starter school (new to development education this year) or established (has had previous grants with WWGS).

Starter:

	Baseline	Final	% Growth
Knowledge	1.62	4.25	53%
Skills	3.74	4.78	21%
Values & Attitudes	1.81	3.61	36%
Action	1.55	3.11	31%

Established:

	Baseline	Final	% Growth
Knowledge	2.94	4.42	30%
Skills	4.39	4.86	9%
Values & Attitudes	2.81	4.07	25%
Action	2.81	3.64	17%

This highlights the stark growth in the learning of teachers who are starting new to development education. While the growth in learning is less for those teachers who have been engaging with WWGS in previous years, to note is the much higher baseline. This indicates a stronger DE capacity has been built with these teachers through WWGS engagement. Particularly evident is the very high baseline for skills which shows a strong confidence in their ability to implement DE projects given they have been doing so for a minimum of one year.

Qualitative Feedback From Teachers'

In order to garner more qualitative information from the feedback, participants were asked to reflect on the training and respond to each of the 4 questions posed:

1. What they enjoyed most?
2. What key learning they will take away?
3. What suggestions they have for improvement?
4. What actions they will take as a result of the training?

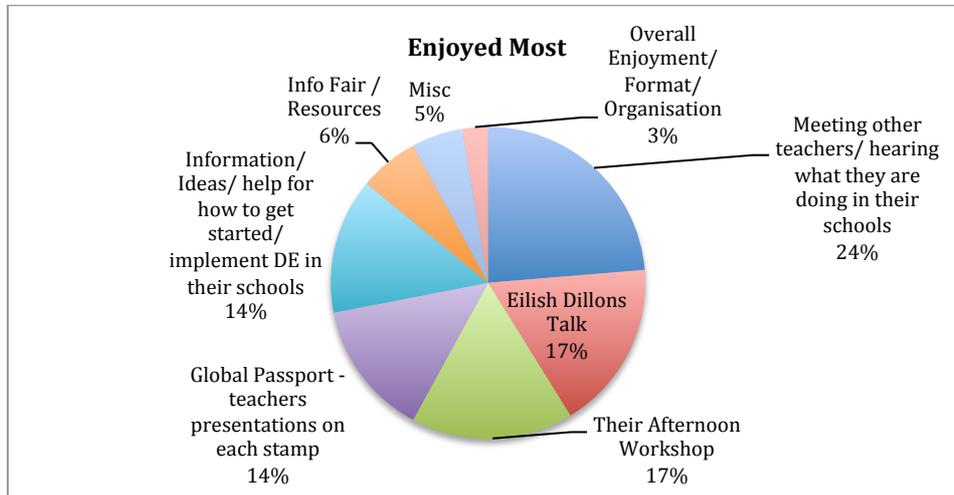
The answers were collated and then categorized based on common emerging themes. This included separating comments, which related to a number of themes. Where something was only said once or twice it was categorised as 'other'.

Enjoyed Most

The feedback was extremely positive, with nearly a quarter of the teachers highlighting the opportunity to meet other teachers and hear about what DE they are doing in their school as the most enjoyable aspect of the training: "I enjoyed exchanging ideas with other teachers, hearing about what other schools are doing". This closely tied in with 14% of participants who felt that the Global Passport presentations, which shared ideas and information on each of the Global Passport stamps were extremely useful: "Hearing from teachers in other schools who have attained Global Passport awards. It is invaluable to hear of practical on the ground ways DE can work in schools".

17% or 20 participants specifically identified Eilish Dillon's workshop as a highlight of the day. Words such as 'excellent', 'inspiring', 'engaging', 'brilliant' and 'passionate' were used. Including one participant who stated: "Eilish Dillon was a real breath of fresh air! Made DE very accessible and clearly was passionate about the world we inhabit".

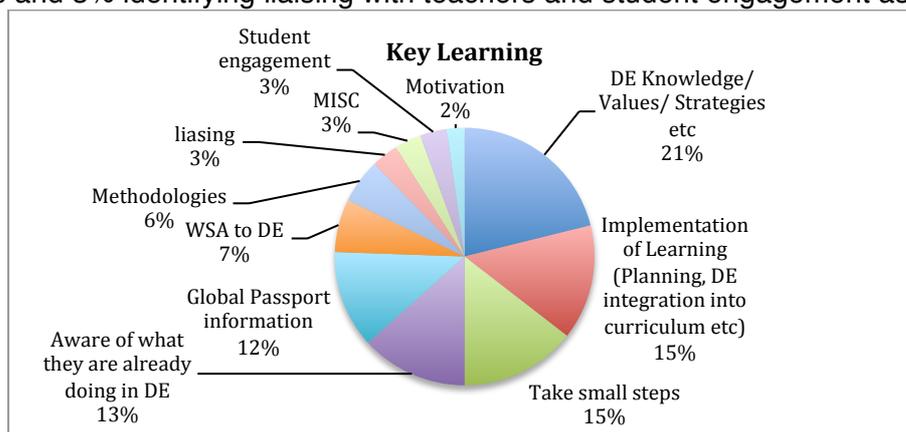
The afternoon workshops, which explored various DE themes such as: methodologies, curriculum links, student action and the Global Passport, were well received with 17% of participants mentioning them as the most enjoyable aspect. 14% identified gaining ideas, information and advice on how to get started as the most enjoyable: "Understanding what development education is. Feeling informed by stories, activities and workshop to integrate DE across the curriculum in my school." Less mentioned highlights included the resources (7 participants mentioned), overall a great day (3 participants) and 6 miscellaneous comments such as the top tips from Aishling at the end.



Key Learning

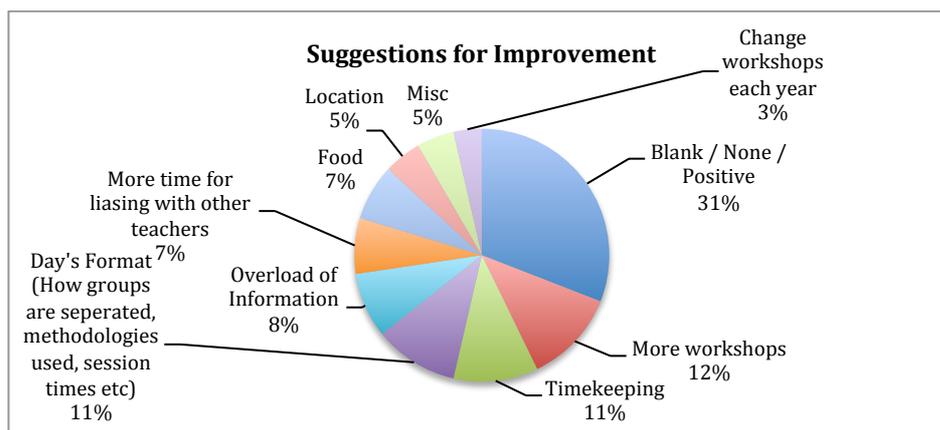
A great indicator of the training successfully meeting its objectives was that participants most commonly identified their key learning as being in relation to gaining DE knowledge, values, strategies and action. Quotes exemplifying this include gaining a 'Global Lense' or learning that there is "Too much emphasis on awareness raising. Time for action!". There was also an acknowledgment that "I don't need to be the 'teacher', I need to be the facilitator, the leader in critical thinking and analysis with students (that's a real life, as I don't feel like an expert in DE)".

Closely in line with this, the second and third most popular response related to implementing the learning from the day and taking 'small steps'. It was also a very validating day for many of the participants who mentioned that they became aware of the DE work they were already doing. Comments such as "Being aware of what we are doing that is DE" and "A lot of this work is being carried out in school - need to co-ordinate in a meaningful way" represented 13% of respondents. 12% of participants identified the Global Passport as key learning with 7% referencing the whole school approach to DE, 6% DE methodologies and 3% identifying liaising with teachers and student engagement as key.



Suggestions for Improving the Teacher Training

While the feedback is vastly positive (31% saying they would change nothing, leaving it blank or saying something positive instead of providing a suggestion), the recommendations that were given were largely very practical relating to format, timing and logistics. These included increasing the number of workshops teachers could attend (12%), keeping more to time (11%), breaking up the sessions or groups differently and having more time for liaising (7%). 8% of participants did make reference to the amount of information provided suggesting to spread it over two days, make the day shorter or covering less. 7% mentioned that the food could have been better with 5% making suggestions for a more suitable location (e.g. more centrally linked to public transport or closer to Dublin).



What actions or 'next steps' participants will take after this training

Very encouragingly, the most common 'next step' participants cited was that they would go back and engage with their colleagues in school. This included sharing their learning, getting more of them involved in DE, integrating in into staff meetings, take meaningful action or to starting to build a stronger whole school approach. Ideas included:

"Setting up committee of people who will lead Dev Ed and embed a whole school approach. Create a Dev Ed resource for sharing.. "

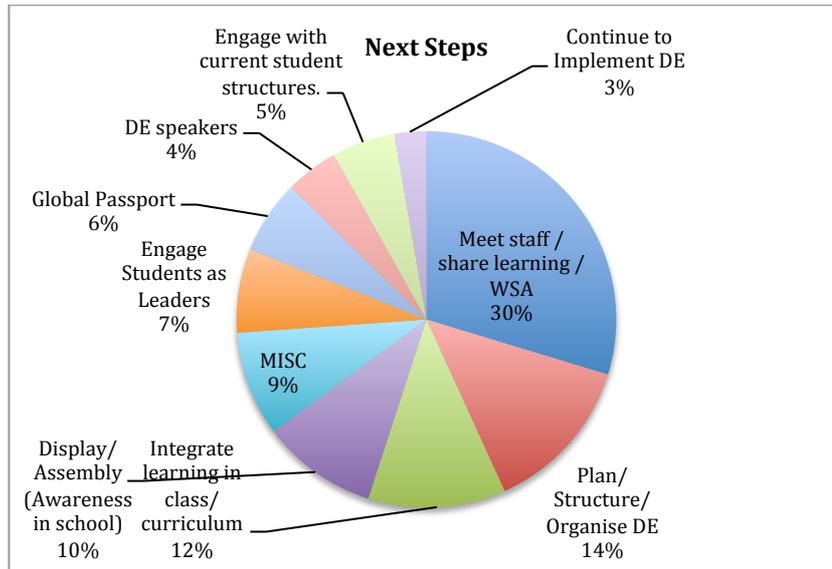
"Approach head of departments".

"Put DE on staff meeting agendas. Create a shared folder DE space. Collect info from all subject areas what DE is happening"

"Collaborate with teachers. Talk to principal about ceasing our 'immersion' project that focuses 100% on fundraising and suggest working with an NGO that does trips with a DE focus. Less Santa Clause type trips, more solidary."

"Start my teacher group - I feel more confident now approaching teachers. Make presentation to staff. Get Lizzy to present to staff."

Closely related to this, but not explicitly mentioning engaging with their colleagues, the next 14% of participants identified either planning, organizing or structuring DE in their schools as the next step. A further 12% stating they were going to start integrating DE into their classes and curriculum. Raising awareness of DE in the schools was a very strong element with 10% making comments relating to creating DE display boards and/ or running assemblies with DE themes. Engaging students as leaders in DE was also cited along with undertaking the Global Passport or inviting DE speakers (7%, 6% and 4% respectively). Miscellaneous comments accounted for 9% and included needing time to reflect, doing a survey to ascertain the current awareness of DE in the school and technical issues relating to their project like creating a budget or planning trips.



Thank you for attending the training residential training weekend. Please get in touch if you need any support at all with your DE project.

