



**Final Evaluation of the Irish Aid
WorldWise Global Schools Programme**

Summary Report

Acknowledgements

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The use of WWGS and The Programme throughout the report is taken to mean the Irish Aid WorldWise Global Schools Programme.

Abbreviations

BTYTE	British Telecom Young Scientist & Technology Exhibition
CPD	Continuing Professional Development
CS	Community/comprehensive school
CSPE	Civic, Social and Political Education
DE	Development Education
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
ESD	Education for Sustainable Development
ETB	Education and Training Board
MUN	Model United Nations
NGO	Non-Governmental Organisation
PE	Physical Education
RE	Religious Education
SAT	Self-Assessment Tool
SPHE	Social, Personal and Health Education
TY	Transition Year
WWGS	WorldWise Global Schools
YSI	Young Social Innovators

Introduction

Irish Aid's WorldWide Global Schools Programme (WWGS) is an initiative that is being implemented within the framework of a four-year strategy (2013-2016). WWGS is the key channel through which Irish Aid support for post-primary development education (DE) is being coordinated. It is being implemented through a consortium comprising Gorta Self Help Africa, Concern Worldwide and the Curriculum Development Unit of the City of Dublin Education and Training Board.

This evaluation has been carried out at the end of WWGS' four-year programme framework. Its purpose was to establish the degree to which the Programme had been effective in meeting its three key programme outcomes, namely:

- Outcome 1:** Increased engagement of post-primary schools in DE through the promotion of a coordinated approach nationwide
- Outcome 2:** Implementation of quality standards and good practice for DE in post-primary schools
- Outcome 3:** Implementation of the whole-school approach to DE in post-primary schools.

Annual and interim reports that are submitted to Irish Aid by the WWGS Programme Director, as well as the 2014 Midterm Review, have been mostly quantitative in nature. As the outcomes of Development Education (DE) are generally qualitative in nature, the evaluation was designed to produce qualitative rather than quantitative data and analysis. The inclusion of the student voice was considered central to the evaluation in order to be able to explore the impact of the programme on its ultimate target group, young people in post-primary schools and centres.

1. Background, Scope and Methodology

This evaluation takes as its basis the definition of DE used by Irish Aid.

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

Development Education has been carried out in Irish post-primary schools for over thirty years, often initiated by teachers who had worked in the global south and then returned to Ireland. Irish Aid has played a significant role in funding and supporting DE since the 1980s. In 2013, it established WorldWise Global Schools to provide co-ordinated and strategic support to DE in the post-primary school sector.

1.1 Vision and Aim of WWGS

WWGS' vision for 2016, as outlined in the programme strategy document, is of:

- A **post-primary sector** with an increased proportion of schools engaging with development education, with a shared understanding of the role of development education within their communities
- **Teachers** with increased confidence and capacity as development educators in their own schools, who recognise the relevance of DE in their every-day work
- **Post-primary Students** with an increased capacity to think critically and creatively to articulate their role as global citizens.

The strategic aim of WWGS is **to bring about an increased spread, number and mix of post-primary schools engaging in and availing of quality development education** and it achieves this aim through three key outcomes:

- Outcome 1:** Increased engagement of post-primary schools in DE through the promotion of a coordinated approach nationwide
- Outcome 2:** Implementation of quality standards and good practice for DE in post-primary schools
- Outcome 3:** Implementation of the whole-school approach to DE in post-primary schools.

WWGS interventions designed to achieve these three outcomes are:

Outcome 1

An annual grants call that provides annual grants for DE to individual schools, school clusters, school networks, and DE NGOs working with schools

Outcome 2

Development of teacher capacity through national Continuous Professional Development (CPD) and resources/guides

Outcome 3

Development of a whole-school approach through the Global Passport award

Additionally WWGs provides on-going support to schools in relation to all three outcomes through the work of its two project officers.

1.2 Summary of WWGS Achievements 2013-2016

1.2.1 Funding

Between 2013-2016 WWGS has run four annual grant call cycles, and funded schools, school networks and NGOs, as illustrated in the table below.

Table 1

Grant Call	Academic Year	WWGS Year	School Grantees	Network Grantees	NGO Grantees
Grant Call 2013 (February)	2012-2013	Year 1	5	1	2
Grant Call 2013 (May/Sept)	2013-2014	Year 2	56	7	13
Grant Call 2014 (April)	2014-2015	Year 3	57	9	16
Grant Call 2015 (April)	2015-2016	Year 4	106	8	15

1.2.2 Teacher Capacity Building

National CPD events have been run in 2014 and 2015, with 194 teachers participating in them. Annual conferences for teachers and students were held in 2014 and 2015 and attended by 146 teachers and 845 students. Additional CPD has been provided to schools through whole-staff and small group workshops. Support and advice on planning and implementing DE programmes has been provided on an individual school basis.

Resources have been produced to support schools in key DE activities. These take the form of guides to Doing Development Education. Guides produced in the series to date are:

Doing Development Education in Junior Cycle English

Doing Development Education as a School Network

Doing Development Education for Practitioners and Organisations
Doing Development Education through a Global School Partnership
Doing Development Education in Digital Media (in final draft stage)
Doing DE in Junior Cycle Business Studies (in draft stage)

These resources are available on the WWGS website www.worldwiseschools.ie, which also provides schools with information and guidance on getting started with DE, applying for grants, and developing a whole-school approach to DE.

1.2.3 The Whole-School Approach

The whole-school approach is supported through the Global Passport award. This provides schools with a comprehensive framework for developing a whole-school approach to DE and is awarded at three levels, Citizen, Diplomatic and Special. 97 Global Passport Awards have been awarded to schools in Ireland to date (35 schools in Year 1, and 62 in Year 2).

1.3 Scope of the Evaluation

The purpose of the evaluation was to evaluate the effectiveness of the WWGS strategy in bringing about an increased spread, number and mix of post primary schools engaging in and availing of quality development education. In particular, the evaluation aimed to analyse various WWGS interventions used across each of the three key programme outcomes, using a number of key questions as given below.

Outcome 1: Increased engagement of post-primary schools in DE through the promotion of a co-ordinated approach nationwide

Key Question 1: To what degree has the coordinating function of WWGS created an enabling environment for increased post-primary engagement with DE?

Key Question 2: To what degree has WWGS' grant administration function led to increased DE engagement by post-primary schools?

Outcome 2: Implementation of quality standards and good practice for DE in post-primary schools

Key Question: What has been the respective impact of each of the WWGS interventions in building the capacity of schools to engage in good practice DE?

Outcome 3: Implementation of the whole-school approach to DE in post-primary schools.

Key question: What is the value of the Global Passport Framework as an overarching mechanism for whole-school DE engagement at post-primary level?

1.4 Methodology

In order to answer the key questions, and in keeping with the requirements of the Terms of Reference (ToR), consultation was carried out with relevant stakeholders and programme participants. These were:

- WWGS consortium member, WWGS staff and Irish Aid as funder
- Schools and School Networks
- DE NGOs.

1.4.1 WWGS Consortium, Staff and Funder (Stakeholders)

An initial consultation was carried out with members of the WWGS Consortium and staff, as the people responsible for managing and running the programme. These interviews provided an understanding of the context within which WWGS operates, and the achievements and challenges associated with the various WWGS interventions.

WWGS is fully funded by Irish Aid and an interview was carried out with a representative of Irish Aid to establish Irish Aid's views on the effectiveness of WWGS interventions.

1.4.2 Established Schools

Schools are the core target group for WWGS interventions. Schools funded by WWGS fall into two categories, those who have had at least two years' experience of implementing DE (established schools) and those which are new to DE or new to WWGS (emerging schools).

A key element in the evaluation of the effectiveness of WWGS in engaging schools in quality development education (DE), was carrying out evaluation visits to eleven established schools. These schools were selected to reflect the range of schools which have been grant-aided by WWGS and were selected in consultation with WWGS staff. Considerations in the choice included type of school, DEIS status, gender, geographical area, participation in the Global Passport scheme, and participation in the WWGS conference and teacher CPD.

The breakdown of schools was as follows:

School Code	Type	DEIS status	Gender	Location	Global Passport	CPD/ Conference Attendance	Global Partnerships (funded by WWGS)
A	CS	Deis	Coed	Dublin	Yes Diplomatic	Yes	
B	CS		Coed	Dublin	Yes Diplomatic	Yes	Yes
C	ETB	Deis	Coed	Donegal	Yes Diplomatic	Yes	In planning
D	ETB	Deis	Coed	Cork	Yes Diplomatic	Yes	
E	ETB		Coed	Meath	Yes Citizen	Yes	
F	ETB	Deis	Coed	Sligo	Yes Citizen	Yes	
G	Sec	Deis	Coed	Limerick	Yes Diplomatic	Yes	Yes
H	Sec		Coed	Westmeath	No	Yes	Yes
J	Sec		Girls	Dublin	Yes Citizen	Yes	Yes
K	Sec		Coed	Mayo	Yes Citizen	Yes	
L	Sec		Boys	Monaghan	No	Yes	

Within each school the evaluator met teachers, principals and students. Teachers and principals were questioned about:

- The extent to which WWGS funding enabled them to carry out DE
- The impact of the capacity building interventions of WWGS on their work in DE
- The integration of DE into the curriculum
- The impact on students of DE
- The value of the Global Passport as a framework for a whole-school approach to DE.

Students are the litmus test of the effectiveness of the WWGS programme so the students were asked to describe how they understood global citizenship, what they had done in DE, to identify their learning and the impact DE had had on them, and to provide suggestions for the expansion of DE within their school. Guide questions for each group were drawn up in consultation with the WWGS staff.

1.4.3 Emerging Schools

The sixty schools who had received a starter grant in the 2015/2016 grants year were surveyed using a Survey Monkey questionnaire. Of the sixty schools, replies were received from twenty-one, giving a 35% response rate. While the response rate might appear to be low, it would be regarded as a very good return rate from teachers.¹ The survey asked teachers about their experience of the WWGS grants system and key interventions and how likely they were to further expand the DE programme within their school in 2016/2017.

1.4.4 Schools outside the WWGS Programme

One element of the evaluation was the comparison of WWGS funded schools with those which undertake DE but are not funded or supported by WWGS. Three schools were selected from the 138 schools which participate in the Concern debates or do DE with support from Concern, but do not receive funding or support from WWGS. Two of the schools were suggested by Concern as having a high involvement in DE and the third was randomly selected from the total list of Concern debates schools. Telephone interviews were carried out with the co-ordinating teachers in these three schools. The school types were:

School 1	Co-ed Community College	Ulster
School 2	Girls secondary school	Munster
School 3	Boys secondary school	Leinster

1.4.5 School Networks

Of the four funded school networks, one was chosen for interview on the basis of experience of DE and WWGS. A non-funded school network was also identified and their coordinator interviewed.

¹ 'For web surveys, a 30-40% response rate is common, even with populations that are young and have easy access to the web.' (University of Wisconsin , *Survey Fundamentals A Guide To Designing And Implementing Surveys* . Downloaded from https://oqi.wisc.edu/resourcelibrary/uploads/resources/Survey_Guide.pdf)

1.4.6 DE NGOs

The DE NGO co-ordinators were a self-selecting group of eight NGOs, or half of all of the NGOs funded by WWGS. They participated in a focus group at the end of a day of training for NGOs and school network co-ordinators run by WWGS.

1.4.7 Collection and Analysis of Data

Initial consultation with WWGS staff, steering group and funder were carried out in September 2015. The school visits took place between October 23rd and November 26th 2015. The survey of emerging schools was carried out in January 2016 and the interviews with the NGOs, school networks and non-funded schools took place in February 2016.

Interviewees were very forthcoming about their experiences and opinions and in all, the interviews produced almost thirty hours of taped data. The interviews were analysed and key points and quotations transcribed. The twenty-one surveys from the emerging schools were analysed.

1.5 Limitations of the Evaluation

The evaluation included analysis of the effectiveness of the key WWGS interventions, grants, capacity building events, school visits, resources/guidelines, and the Global Passport framework in relation to schools, school networks and NGOs. WWGS also works in strategic partnership with Young Social Innovators (YSI) and the BT Young Scientists and Technology Exhibition (BTYSTE) through its sponsorship of the Science for Development Award. The effectiveness of these partnerships was not investigated as it was outside of the ToR, but reference to the partnerships is made where relevant.

2. Key Findings and Implications

This evaluation examined the work of WWGS in relation to three key outcomes:

Outcome 1: Increased engagement of post-primary schools in DE through the promotion of a coordinated approach nationwide

Outcome 2: Implementation of quality standards and good practice for DE in post-primary schools

Outcome 3: Implementation of the whole-school approach to DE in post-primary schools.

The findings are based on:

- Interviews with teachers students and principals in eleven schools (25% of WWGS funded established schools)
- Surveys returned by twenty-one emerging schools (35% of WWGS funded emerging schools)
- Interviews with two school network coordinators (one WWGS funded and one non-funded)
- A focus group with eight DE NGOs (50% of those funded)
- Interviews with three teachers in non-WWGS funded schools.

There are a number of reasons for believing that the findings are fairly representative of the schools and NGOs involved in the WWGS programme:

- The sample size is relatively high for a study of this type
- There is a high level of homogeneity within the sample groups e.g. teachers in post-primary schools teaching DE
- There is a high level of agreement between members of each sample group
- Findings from the different sample groups validate each other, notably the level of agreement between the teachers and the students

The key findings in relation to the three outcomes and their implications are presented below.

2.1 Increased Engagement of post-primary schools with DE

Finding 1: To effectively engage post-primary schools with quality DE, schools require access to all of the current WWGS interventions - grants, capacity building, school visits and the Global Passport.

It was clear from the findings that DE requires both funding and support to enable it to flourish. The funding which schools receive through the grants is an enabler of DE, a necessary support in the context of DE being an optional extra which schools can choose to engage with, but which can not necessarily be funded through limited school budgets. Almost none of the consulted schools would be in a position to meaningfully continue DE

without the WWGS funding. However, alongside funding, the key support that teachers and schools require is that of an on-going supportive relationship between WWGS and the school community, including the DE teachers, the principal and general staff, especially at the early stages of its introduction.

- Individual teachers, especially in the initial stages of introducing DE, need outside support and recognition, particularly where this is not forthcoming within the school
- Principals, in general, need to be reminded of the importance of DE. Often the status for the school that partnership with WWGS can bring is needed to persuade them to support DE teachers in the early stages of its introduction into the school
- Whole-staff groups in schools need at the very least to be aware of and understand what DE is, even if they are not actively involved.

Teachers and supportive principals who were interviewed highly valued the relationship the school had with WWGS through the staff, particularly the project officers, and also through the structures provided by the Global Passport.

Finding 2: The question of quality versus quantity and the potential of WWGS to reach the highly ambitious targets of 50% of all post-primary schools needs to be re-examined.

Education and the transformation of schools is a long-term process, and in order to impact on the educational system, depth rather than breadth is required. Although it is integrated into many curricular areas, DE is not a discrete subject within the current curriculum. It is highly unlikely that all post-primary schools, or even a substantial majority, will engage with DE. In the light of the multitudinous demands placed on schools at present, it would seem eminently sensible, and more effective, for WWGS to concentrate on supporting the development of quality DE and a whole-school approach in the existing cohort of funded schools, while at the same time, slowly increasing the number of schools engaging with DE, as the capacity and resourcing of WWGS allows.

As schools become more confident in the integration of DE in the curriculum and progress to the Special Global Passport level, it would also be reasonable for WWGS to reduce the level of support provided to them as individual schools and to focus primarily on emerging schools. It may be helpful for WWGS to develop a 4-5 year plan of support based on average progress by schools in establishing DE. This would assist in forward planning and assessment of the number of schools they can reasonably support.

Finding 3: The starter grant has been a successful strategy for WWGS in engaging more schools in DE.

The starter grant had enabled the initiation or renewal of DE in schools and over 90% of the survey respondents (representing 35% of the total starter grant schools) planned to continue to develop their DE programmes in the next academic year.

The challenge for WWGS in relation to emerging schools, especially if equal numbers apply for starter grants this year, is to support those schools in developing a quality DE programme. This will have resource implications for the programme, which will need to be looked at and may also necessitate capping the number of starter grants awarded in any given year.

Finding 4: School Networks and DE NGOs have the potential to reach schools and provide an additional layer of support to that provided by WWGS. They support WWGS by engaging schools and in providing capacity building for teachers.

School Networks and DE NGOs have been funded by WWGS as structures which provide additional connection to schools, although largely indirectly. Consultations with a school network and a diverse group of NGOs have shown the value to schools of their work. If WWGS is to continue working indirectly with schools through school networks and NGOs (which is recommended), these need to be sufficiently funded to carry out this work and, in particular, NGOs should be able to access multi-annual funding in order to plan effectively and to build up an on-going relationship with their schools.

Strategic Partnerships with Other DE Organisations

The total number of individual schools funded by WWGS in 2015/2016 was 105. Additionally four cluster groups of schools and four school networks were funded. Concern, who have been running a Debates programme for over thirty years, currently have a group of 138 schools participating in the debates programme and an additional 60 schools engaged in non-debate DE projects. Of these, only thirteen schools are also engaged with DE through WWGS. Two of the three teachers from the Concern network who were interviewed for the evaluation had neither heard of WWGS or knew that funding to schools for DE was available. Concern offers support to schools, but not funding. An ongoing relationship between Concern and WWGS in terms of further publicising the work of each organisation to their respective networks could be mutually beneficial. It would provide access for WWGS to schools which are already engaged with DE to some extent and would provide Concern schools with avenues for expanding DE in ways other than the debates or advocacy programmes. Many of the Concern schools may be interested in applying for starter grants to support their expansion of DE to activities other than the debates or campaigns.

There may additionally be scope for WWGS to explore similar relationships with other NGOs or organisations². While WWGS is not contractually obliged to work with larger NGOs in receipt of multiannual programme funding from Irish Aid there could be merit in exploring possibilities for cooperation with them.

² Strategic partnerships already exist between WWGS and YSI and BTYSE. Exploring the effectiveness of these partnerships was outside the scope of the evaluation, but some recommendations for strengthening DE through them are included under appropriate headings.

2.2 Implementation of good practice and quality DE in schools

Finding 5: All of the students consulted were interested and engaged in DE themes and issues, with many of them demonstrating a remarkable level of passion and commitment to taking action for a better world.

Finding 6: Students in the majority of the schools visited had developed critical thinking skills in relation to DE, some to a very impressive level.

Students are the litmus test of how well DE is working in schools. Consultations with the students clearly showed the benefits of DE in terms of their learning, increased awareness and commitment to global justice. They demonstrated that they fulfilled the WWGS vision of 'students with an increased capacity to think critically and creatively to articulate their role as global citizens'. They were, in the main, very capable of reflecting on and articulating their learning, providing a voice that is currently missing in the reporting on WWGS. It would be very worthwhile for WWGS to explore ways of allowing that voice to be heard by facilitating students' contribution to the Global Passport and to annual reports.

While all of the students were engaged in some form of action in relation to DE issues, it appeared that the action component was not as strong or developed as it could be. TY students could reasonably be expected to have progressed from the types of action undertaken for CSPE to a level that is more challenging and more political, for example, in lobbying TDs in relation to climate change before the COP21. WWGS could usefully explore the area of action with teachers at CPD events.

Finding 7: Teachers' understanding of the concept of development education was in harmony with the official Irish Aid definition and founded on values of social justice and equality.

Quality DE requires that it is underpinned by the principles of human rights, social justice and equality. While there were hints of a more charity orientated approach from a small number of teachers, overall the teachers were working from these principles and showed they had a similar understanding of DE as in the definition used by Irish Aid.

Finding 8: The WWGS interventions played a significant role in supporting teachers to implement and expand quality DE in their schools.

The WWGS interventions of CPD, support, and the Global Passport framework were all shown to support teachers in implementing and expanding quality DE within their schools. It is therefore necessary for WWGS to continue to provide these. The only WWGS intervention which was seen by some teachers as less helpful was the SAT. This is difficult for teachers in some schools to administer, it takes from teaching time and many of the teachers would only use it because they are obliged to. It is important to have a reliable

tool to assess the level of effectiveness of DE programmes, but WWGS should consider reviewing the SAT at the end of two years' use in schools. It may be possible to retain the SAT as it is, while offering the option of a more accessible version to schools which find the current version difficult to use

Finding 9: Teachers hugely valued and benefited greatly from the CPD offered by WWGS in terms of quality DE, which was also greatly appreciated by principals.

CPD is offered through national events twice a year, and was universally praised by the teachers in both established and emerging schools. It was clearly resulting in changed practice within the classroom. However, given that schools are working in relative isolation from each other, the provision of additional CPD organised on a regional basis could be of great benefit to teachers and schools. It could facilitate the participation in CPD by a greater number of teachers from any one school and help maintain the motivation of teachers, as well as leading to higher quality DE. Regional CPD would also contribute to the maintaining of relationships between WWGS and teachers, without the time demands of visits to individual schools. The regional CPD could be facilitated either directly by WWGS or by NGOs working on specific themes of relevance to the schools in a particular area.

Finding 10: Payment of substitution costs for teachers attending CPD is necessary to permit schools to release teachers.

Teachers believed that substitution cover was essential to allow attendance at CPD events. For principals, it didn't necessarily solve all their problems as it could be difficult to find substitute teachers in smaller towns, but it made a significant difference to them releasing teachers to attend. While it is expensive to provide, it would appear that it will be essential for WWGS to continue to offer cover into the future. As the administration of the cover is onerous for both WWGS and schools, it would be useful for WWGS to explore ways of simplifying the payments system, and thus the administrative burden.

Finding 11: One of the challenges for WWGS is to encourage and support schools to expand DE from a TY module to integration into a broad range of curricular areas.

Schools which have begun to expand DE out from TY and to engage in cross-curricular work have found it exciting and rewarding. This is in sharp contrast with the situation where one teacher is teaching one TY module without any support or interest from colleagues.

The curricular steps of the Global Passport can support this expansion, as could the establishment of DE teams in schools, supported by substitution cover for in-school planning meetings. The *Doing DE* series can play a key role in helping teachers new to DE to recognise the possibilities within the curriculum. The series resources produced to date have been welcomed by teachers, who have found them very helpful. It is crucial to develop additional resources in this series so that busy teachers have an instant route into DE in their own subject area. In relation to Science, resources developed in this area could

be a stimulus for science teachers to encourage their students to submit projects related to the Science for Development Award as part of BTYSTE. It could also be of benefit to produce a resource which maps DE onto each curricular area, so that teachers new to DE have an overview of how it relates to their own subject area.

Finding 12: In schools where DE is limited to the work of one or two teachers who receive little in-school support, there is a need for greater support from WWGS to help DE grow within the school.

Teachers in these circumstances can feel isolated and can easily become de-energised and de-motivated. WWGS could help in this situation through working with principals, both at national CPD events or on an in-school basis, and through providing in-school CPD to small groups of teachers. This, rather than a whole staff event, could support the formation of a DE team of teachers, with time for planning facilitated through the provision of substitution cover.

2.3 Implementation of a Whole-School Approach to DE – the Global Passport

Finding 13: The Global Passport provides an effective framework for the promotion of a whole-school approach to DE.

Thirty-five schools, including two from non- WWGS schools, were awarded a Global Passport in 2015, its first year. An additional sixty-four have applied for it in 2016, including eighteen non-WWGS schools, with sixty two Global Passports subsequently awarded. It has been welcomed by teachers, who find it a very helpful framework, providing them with ideas and clear steps that they can follow as they develop a whole-school approach to DE. Outside of the award aspect of the Passport, teachers universally found it a very helpful tool for forward planning of their DE activities and used it to inform their grant applications. The number of non-WWGS funded schools applying for the Passport, eighteen in the first year and thirty-five in the current year, is significant. While it is not possible to determine the motivation of these schools in applying, the numbers could be taken as an indication that the framework is found helpful by schools and that a whole-school approach to DE is eminently feasible.

Finding 14: The lack of active support from principals in some schools is a barrier to developing a whole-school approach to DE.

Of the schools consulted, the schools which were most successful in developing a whole-school approach were those whose principals were personally convinced of the benefits of DE for their students and had a real commitment to global citizenship. In some of the sample schools, the lack of active support from principals or senior management created difficulties for the development of DE across the school. Principals in some cases were happy to have DE in the school and to apply for the Global Passport, as long as it was the responsibility of certain teachers, but did not require input or active engagement from

them. None of the Principals had been involved in the application process for the Global Passport. A surprising number of them had not read the Global Passport framework, even though they were happy that the school had got the award.

There are a number of actions that WWGS could take to engage more principals in the process. Representatives of the NAPD and the three school management bodies already sit on the Education Panel and are supportive of the work of WWGS. WWGS could usefully explore with these bodies how best to better engage principals in DE. Presentations at national or regional meetings of these bodies could be fruitful, as could general promotion of the Global Passport. Inviting principals to the annual conference to talk about the work happening in their schools, at a special session for principals, could also be helpful. However, it must be recognised that in some instances a whole-school approach to DE will never happen and, in the context of ever-increasing demands on school management, WWGS must be realistic about the probability that not all funded schools will apply for the Global Passport or will progress to a level higher than the Citizen Passport, if even that.

Finding 15: The Global Passport could benefit from greater levels of promotion and publicity in order to interest more schools in adopting its framework.

As a new award, the Global Passport is not yet well known among schools, although awareness is gradually growing. 93% of Irish schools have been awarded the Green Flag and it is an award that is instantly recognisable and is seen by schools as desirable to have. A smaller award programme, the Yellow Flag³, which is awarded for work in interculturalism and equality, is now beginning to achieve recognition. (Notably, the schools which have received the Yellow Flag to date have all had a high level of support and engagement by their principals.) The Global Passport is still at the early stages of development as an award scheme and could benefit from additional promotion, a task which will require time and money, but which would produce positive results in the longer term. WWGS could consider looking for sponsorship⁴ outside of Irish Aid funding, to give the Global Passport a higher profile in educational arenas. In the short term, schools who have received a Global Passport should be required to display a symbol representing this on the homepage of their websites and include information about it in the body of the site.

Finding 16: Some schools were awarded the Citizen Passport (Emerging level) but without obvious engagement of the whole staff.

In two of the schools consulted, the teachers felt isolated and lacking in support from other staff members. These schools had been awarded a Citizen's Global Passport. However, it appeared as if there was very little awareness among the rest of the staff about DE or the Passport. As the Global Passport is awarded for a whole-school approach to DE, this would indicate a need for WWGS to consider providing schools with additional guidance on when

³ See www.yellowflag.ie

was an appropriate point to apply for it, for example, in terms of length of engagement or minimum number of teachers actively engaged with DE.

2.4 Organisational Issues

Finding 17: The combination of grants administration and support to schools places a heavy workload on WWGS staff and this has implications for the future development of the programme which need to be considered.

WWGS is a unique programme in that it combines grant administration with support to schools. This is a strength in that it can support schools in both planning and implementation and help them to develop quality DE programmes. However, it also results in very heavy workloads for the small programme staff. Administration of the Annual Grant Call process places a heavy burden on the WWGS team, as does the administration of substitute cover for CPD, and the organisation of national events. It is recommended therefore, that the addition of at least a part-time administrative assistant be considered to cover some of this work.

Support to Schools and the Work of the Project Officers

Demand for support will increase as new schools continue to engage with DE through WWGS, and as the number of schools work towards implementing a whole-school approach and applying for the Global Passport increases. A particular area of concern in relation to workload is the high number of schools and the large geographical areas covered by the two project officers. As the number of schools continues to increase, this workload will become unsustainable and provision will have to be made for at least one, if not two additional project officers. While this may seem to be a costly intervention, it is the aspect of the programme most guaranteed to result in quality DE and teacher capacity building, and so would be an effective use of Irish Aid money.

2.5 Looking to the Future - Opportunities and Challenges for WWGS and DE

The current phase of the WWGS programme will end in May 2016 and will be followed by an interim phase (June 2016 –September 2017) and then, it is anticipated, a longer four-year phase (2017-2021). In this context there are a number of opportunities and challenges which need to be considered – in addition to those discussed above.

2.5.1 Opportunities

The opportunities relate to the curriculum, and capacity building of teachers, and to engagement by a broader group of schools than merely those funded by WWGS.

Curriculum

In terms of strategic planning for the future, there are opportunities for WWGS to support the integration of DE into the curriculum through the new Junior Cycle and through developments at Senior Cycle as they occur. Ireland's National Strategy on Education for

Sustainable Development (published by the DES in 2014) offers opportunities for engagement with the DES and mainstreaming of DE.

The new *Politics and Society* course, to be piloted in the 2016/2017 academic year, will offer an opportunity for WWGS to support Strand 4 of the course, which focusses on globalisation and sustainable development. This could be done through the annual WWGS CPD events or through specific CPD targeted at teachers teaching this course.

Currently only nine of the schools being funded by WWGS are among the pilot group, but the level of interest in taking *Politics and Society* expressed by students consulted during the evaluation would indicate that in the future many of the WWGS schools may opt to introduce *Politics and Society*. WWGS could therefore explore how they can play a role in supporting this subject within WWGS schools.

Continuing Professional Development and Support to Teachers

The CPD and on-going support offered by WWGS is highly compatible with the model for teachers' learning outlined in *Cosán. Framework for Teachers' Learning*⁵, published by the Teaching Council in March 2016. As the consultation on the implementation of this framework is carried out, WWGS can continue to contribute to its development and to ensure that their CPD will secure recognition by *Cosán*. It will be essential for any CPD offered by WWGS to comply with the criteria set by *Cosán* by the date of its implementation in 2020.

Engagement by Schools other than through the Grants

As increasing numbers of schools begin to engage with WWGS through the Global Passport, it is likely that this engagement will also begin to include requests to attend CPD events, as well as the annual conference. There will be opportunities for WWGS to broaden its range of relationships with schools, but this, in turn will put increased pressure on staff and resources, so will need to be carefully managed.

2.5.2 Challenges

In terms of challenges, the main external challenge to the programme is that of the difficult industrial relations climate between teachers and the DES, and the resulting delays in the reform of the Junior Cycle. As industrial action looks set to escalate over the next academic year, this may impact on the implementation of the WWGS programme, particularly in relation to teachers attending CPD and schools applying for the Global Passport.

Terminology of Development Education

An additional challenge (which could also be seen as an opportunity) is that of the terminology of DE. There has been a longstanding discussion of the continued use of the term Development Education as opposed to Global Citizenship Education, which is more

⁵ See <http://www.teachingcouncil.ie/en/Teacher-Education/Continuing-Professional-Development/Cosan-Framework-for-Teachers-Learning.pdf> Section 9.

common in other countries. UNESCO uses the term Global Citizenship Education and has named it as one of the strategic areas of work for their Education Programme 2014-2017. Within DE circles In Ireland, there are opposing views on the terminology, but there are valid reasons for considering changing it in relation to work in schools.

- Development Education is not easily understood by teachers or principals who have not encountered it before and it can lead to a misperception that it is purely about development in the global south, rather than about issues of interconnectedness, interdependency, human rights and global justice
- During the evaluation consultations, principals were much more likely to talk about their students becoming global citizens than about development education. Global Citizenship is an accessible concept and fits better with today's world
- For teachers, global citizenship is a much more understandable term, and can be more easily related to the curriculum, thus facilitating the development of a whole-school approach. It corresponds to the language used in the Junior Cycle statements of learning
- It additionally incorporates the notion of taking action, which is not immediately evident in development education.

While the GENE report on Ireland acknowledged the long history and current understanding of development education among practitioners such as NGOs and others, this history is not relevant to most schools or teachers. A change to Global Citizenship Education is ultimately more likely to lead to increased engagement by schools and so should be seriously considered by both WWGS and Irish Aid.⁶

⁶ As recommended at the WWGS Education Panel meeting on Feb 11th 2015.

3. Recommendations

Key Programme Recommendations

1. WWGS should continue to provide all of its current interventions – grants, capacity building, support and the Global Passport within a further multi-annual phase of the programme in 2017-2021.
2. The question of quality versus quantity in terms of the number of schools targeted to engage with DE should be re-examined by WWGS and Irish Aid so that a realistic balance is found between the two.
3. Engagement of schools with WWGS should be redefined to include all forms of engagement by all schools and not be confined to those schools which receive grants.
4. WWGS should focus on supporting the development of quality DE and a whole-school approach in the existing cohort of WWGS schools and only slowly increase the numbers of new schools engaging.
5. WWGS should only take on the number of new schools which it can reasonably expect to have the capacity to support over a certain number of years, as the schools introduce and gradually develop their DE programme.
6. WWGS should consider devising a 4-5 year plan of support to schools based on assumed growth of DE within schools. After this period, support to schools should be reduced, although with access to national CPD events remaining available to all schools.
7. WWGS and Irish Aid should seriously consider changing the terminology and replace Development Education with Global Citizenship Education.

Recommendations on Grants

8. WWGS should provide schools with a reason for partial non-approval of funding where this occurs, so that they can work to rectify the underlying issues.
9. WWGS should consider providing a Word version of the grant application and reporting forms to make it easier for applicants to complete.
10. Information about grants and how to apply for them should be available on the WWGS website throughout the year, so that interested teachers can access it when they begin to consider applying for a grant.

Recommendations on Support to DE in Schools

Curriculum

11. WWGS should continue their series of *Doing DE* and include as many subjects as possible. A general overview of where DE fits into the curriculum, with links to relevant resources, could provide a good starting point for schools planning to expand DE throughout the curriculum. Guides to specific subjects would be helpful in embedding DE in these subjects for teachers new to the area. Specifically, a guide to Science could be directed towards encouraging students to submit projects related to the global south to the BTYSTE.
12. WWGS should continue to encourage and support schools to develop DE in curriculum areas outside of TY and to engage in cross-curricular work.
13. Given the difficulties and issues with using the SATS raised by the teachers, it is recommended that WWGS continue to monitor its use and to consider simplifying it.

CPD and In-School Support

14. WWGS should use some of their resources to work directly with principals and other school management to help them to develop their understanding of DE and to motivate and support them to actively promote DE within the wider school.
15. WWGS support to emerging schools should be designed to encourage them to develop and expand their engagement, so that they become established schools by their third year of funding.
16. As some teachers who have become involved with DE have not had the opportunity to experience active learning methodologies, this is an area which could usefully be focussed on in the annual conferences and in regional CPD sessions to ensure that all teachers have had an introduction to active learning methodologies.
17. WWGS could consider providing workshops to provide guidance to teachers on moving from raising awareness to students undertaking more political action.
18. As time goes on, need for differentiation in workshops provided to cater for different levels of experience among teachers.
19. WWGS could usefully develop a menu of flexible CPD options for schools to be offered to small groups of interested teachers.

20. WWGS should consider running a number of regional workshop/networking meetings for teachers in between the annual national meeting. This would facilitate attendance by additional teachers and promote informal cooperation between schools.
21. The payment of substitution cover for teachers to attend CPD events should be continued, but WWGS should explore ways of simplifying the payment system to mitigate the onerous levels of administration currently required.

The Global Passport Award

22. Guidance should be provided to teachers on how to assess their readiness to apply for the Global Passport to ensure that the application is not made on the basis of just one teacher's involvement in DE but that a school is genuinely moving towards whole-school engagement.
23. Engagement by the Principal is an important element of developing a whole school approach to DE. Endeavouring to increase engagement by Principals in the Global Passport award could usefully be addressed by WWGS, perhaps through bodies such as the NAPD, the ETBI, JMB and ACCS.
24. Schools awarded a passport should be asked to display an electronic icon or badge on their website and to include information about their DE activities on the site and/or Facebook page.
25. WWGS could consider looking for specific sponsorship, outside of Irish Aid, to support greater promotion of the Global Passport.
26. WWGS should consult with teachers and students to explore ways in which the student voice could be incorporated into the grant reporting and Global Passport application systems.

Recommendations on Networks, NGOs and other DE Organisations/Programmes

Networks

27. WWGS should continue to work indirectly with schools through school networks and ensure that they are sufficiently financed to effectively carry out their work.
28. WWGS should consult with other school networks, such as Ceist, to assess their interest in engaging with DE in partnership with WWGS.

29. WWGS should consider targeting schools from the non-funded network in relation to starter grants.
30. WWGS should, in the longer term, consider engaging with non-funded network co-ordinators to explore if and how WWGS might cooperate with them.

NGOs

31. WWGS should continue to provide networking days twice yearly for funded NGOs and networks.
32. WWGS should consider offer multi-annual funding to well-established NGOs with a good track record in delivering quality DE to schools to enable them to plan for a longer term than one year.
33. WWGS should explore jointly with the NGOs the possibilities of developing a more strategic partnership between them or at least better co-ordination of the work of the NGOs.

Other DE Organisations/Programmes

34. WWGS should hold discussions with Concern in relation to further mutual promotion of their services to their networks of schools in order to encourage Concern schools to engage with WWGS and WWGS schools to become involved with the Concern debates.
35. Given that most WWGS schools are also Green Schools, WWGS should reflect on the similarities and differences between the two approaches and consider how DE can ensure that a global justice perspective is incorporated into Green School activities.

Recommendations on Organisational Issues

36. WWGS should re-evaluate its workload and ensure that it has the resources needed to achieve their goals, including considering recruiting an administrative assistant and a communications person and, in the future, additional project officers.

4. Conclusion

In carrying out this evaluation, what was most notable was the interest and enthusiasm of the students for what they were learning and their commitment to acting for global justice. Their enthusiasm was being sparked by committed teachers who were passionate about issues of global justice and who for the most part were supported by interested principals.

The most valuable aspect of the work of WWGS was the support and the open relationship it provides to schools, school network and the NGOs. The schools required and expressed their great appreciation of the funding, but were particularly appreciative of the excellent support that WWGS provides.

While there may still be challenges to grapple with, it is clear that the work of the Irish Aid WWGS Programme is making a real difference in the awareness and understanding of young people in Irish schools and in helping develop in students the desire to make the world a better place for everyone in it. It is therefore of utmost importance that the work of WWGS continues and ensures that successive cohorts have access to education which helps them become truly global citizens.