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

www.worldwiseschools.ie
ABOUT THE GUIDE

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

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

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

I think that the students understanding of their Global Citizenship role has improved and developed hugely over the last three years. The bigger leap was seen this year as more teachers and students got involved in a variety of activities - bringing the ideology to the core of the hidden curriculum of the school. There is a sense of pride in their knowledge and eagerness to engage and offer opinions on world events.

- Maria Fitzgerald, Coláiste na Ríochta, Kerry

The WWGS programme is excellent, the support of the regional coordinator (Education Officer) was always at hand for queries and very helpful.

- Joe Monaghan, Deputy Principal, Clarin College, Galway
REFERENCES
WWGS GLOBAL PLANNER

KEY DATES FOR YOUR DIARY 2019-2020

The dates below are the key dates of the WWGS calendar.

Please pencil these into your diaries so you don't forget!

Please use our Global Planner which features International days of celebration and WWGS conferences & events, to assist in planning and implementing your GCE project(s) for this academic year.

### 2019

<table>
<thead>
<tr>
<th>September</th>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>2</td>
<td>Mon</td>
<td>Don’t forget to register for upcoming WWGS CPD (happening around the country)</td>
</tr>
<tr>
<td>5</td>
<td>Thur</td>
<td>Welcome to WWGS Webinar - 7pm</td>
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<tr>
<td>11</td>
<td>Wed</td>
<td>WWGS Regional Teacher Training: Cool Planet Experience Co. Wicklow</td>
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<tr>
<td>13</td>
<td>Fri</td>
<td>WWGS Regional Teacher Training: Cloughjordan Co. Tipperary</td>
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<tr>
<td>17</td>
<td>Tue</td>
<td>WWGS Regional Teacher Training: Bridigt's Garden, Co. Galway</td>
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<tr>
<td>19</td>
<td>Thur</td>
<td>WWGS Regional Teacher Training: GROW HQ, Co. Waterford</td>
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<tr>
<td>20</td>
<td>Fri</td>
<td>WWGS Regional Teacher Training: CIT Crawford College of Art and Design, Co. Cork</td>
</tr>
<tr>
<td>24</td>
<td>Tues</td>
<td>WWGS Regional Teacher Training: The Organic Centre Co. Leitrim</td>
</tr>
<tr>
<td>26</td>
<td>Thu</td>
<td>WWGS Regional Teacher Training: Rediscovery Centre Ballymun Co. Dublin</td>
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<tbody>
<tr>
<td>8</td>
<td>Tue</td>
<td>WWGS Regional Teacher Training: Óstán an Galmont, Gaillimh (Comhdháil Réigiúnach trí Ghaeilge)</td>
</tr>
<tr>
<td>22</td>
<td>Tue</td>
<td>Global Passport Webinar</td>
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<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>14</td>
<td>Thur</td>
<td>WWGS School Management Symposium (for Principals and Deputy Principals): Iveagh House Dublin</td>
</tr>
<tr>
<td>27</td>
<td>Wed</td>
<td>WWGS Training on Global School Partnerships: Wynns Hotel, Dublin City</td>
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### 2020

<table>
<thead>
<tr>
<th>January</th>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>30</td>
<td>Thur</td>
<td>WWGS National Teacher Training Event (Killashee House Hotel, Co. Kildare)</td>
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<thead>
<tr>
<th>February</th>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>11</td>
<td>Tue</td>
<td>Global Passport Webinar - 4.30pm</td>
</tr>
<tr>
<td>25</td>
<td>Tue</td>
<td>Global Passport Webinar - 4.30pm</td>
</tr>
<tr>
<td>28</td>
<td>Fri</td>
<td>WWGS Global Passport Award Application Deadline</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>March</th>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>2</td>
<td>Mon</td>
<td>Check-in on your WWGS budget and get in touch if you need any advice</td>
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<tr>
<th>April</th>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>2</td>
<td>Thur</td>
<td>WWGS Annual Student Conference &amp; Global Passport Award Ceremony (Cork)</td>
</tr>
<tr>
<td>20</td>
<td>Mon</td>
<td>Launch of WWGS Grant Call 2020-2021 (Apply online now! Closing date May 15th)</td>
</tr>
<tr>
<td>23</td>
<td>Thur</td>
<td>Grant Application Webinar - 4.30pm</td>
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<table>
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<tr>
<th>May</th>
<th>Date</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>8</td>
<td>Wed</td>
<td>End of year Reporting Webinar</td>
</tr>
<tr>
<td>11</td>
<td>Mon</td>
<td>Grant Application Webinar 4.30pm</td>
</tr>
<tr>
<td>15</td>
<td>Fri</td>
<td>Two Deadlines: WWGS Final School Reports Due (for 2019-2020) and all Grant Applications Due (for 2020-2021)</td>
</tr>
</tbody>
</table>
**WWGS ONLINE SUPPORTS AND TOOLS**

**WWGS Teacher Zone**

The WWGS Teacher Zone is the access point for you as teachers to log-in to your online account. It is also home to the "Resource Library" where you can download teaching and learning materials.

**WWGS Online Account**

Schools who have received a grant with WWGS for the academic year 2019/2020 have their own online account. Your school account will have been set up under the name of the lead teacher (usually the teacher who completed the Grant Application).

However lead teachers may share their log-in details with their colleagues so multiple teachers in a school can have access to the online account.

**How do I access my school's online account?**

1- Go to the "Teacher Zone" of the WWGS website to access the online portal:
   --> http://www.worldwiseschools.ie/already-involved/

2- Click on the link to log-in.

3- Log-in using your username (email address) and password. You can retrieve your password by pressing the RESET button, if you can't remember it. We advise you to record these details below for future logins.

http://www.worldwiseschools.ie/already-involved/  
http://sha-wwgs.force.com/application/login
What is available on the online account?

Your school’s online account allows teachers to access:

- **Grant Application form** – All applications completed by your school, seeking funding from WWGS, are available to view on your online account.
- **End of year Report** – Schools who have received funding from WWGS are required to complete an End of Year Grantee Report on completion of their GCE funded project. This report is known as the ‘Narrative Report’ and is located below the completed Grant Application (for that particular school year).
- **Online Self-Assessment Tools (SAT)** – Teachers and students surveys to reflect on GCE progress throughout the school year. The SAT surveys are completed at the beginning and at the end of the academic year. The overall results of these surveys are recorded and stored under the SAT tab.
- **Expense claim forms** – The WWGS Expense Forms allow teachers to claim travel and substitution expenses following their attendance at WWGS training conferences and events.
- **The Global Passport Award Application** – An Award which recognises and rewards quality GCE in schools.

*For more information on SATs and Reporting see page 22 & 23*

How do I navigate my school's online WWGS Account?

When you log-in to your online account, the following will appear. Each tab has a different function, as outlined below:

**Online Account Tabs:**

1. **"WWGS Grant Applications" Tab**
   
   You can view your Grant Application & Narrative and Expenditure Reports (end of year report). The Grant Application and Narrative & Expenditure Report must be submitted by the **15 May 2020**.
   
   - **Grant Application**
     
     Access your Grant Application for the 2019/20 school year to see what activities you applied to do and to access your budget.

   **How to:**
   
   - Click "GO!"
   - Click on the AP application number (e.g AP-XXXX) for the 2019/20 school year.

- Grant Reports
You may fill out your end of year report throughout the year (Narrative and Expenditure).

**How to:**
- Click "GO!".
- Then click on the AP number for the 2019/20 school year.
- Scroll down to Narrative and Expenditure report.


2. "WWGS Global Passport" Tab

Apply for a Global Passport Award using our online application form.

**How to:**
- Click "WWGS Global Passports" in the top tabs.
- Click "GO!".
- Click on the GP number to access the Global Passport Award Application.

*If you do not find a GP record here, make sure you contact your Education Officer who will set you up with an online application form.*

*Further Instructions: Embedded in the form.*

3. "WWGS Expense Claims" Tab

Online forms to claim for travel and substitution costs for attending WWGS events can be found here.

**How to:**
- Click "WWGS Expense Claim" in the top tabs.
- Click "GO!".
- Click "New WWGS Expense Claim" and follow the prompts.

4. "WWGS Self-Assessment Tools" Tab

Once students have completed the "before section" for their online SATs, return to this portal to retrieve their usernames so that they can complete their "after score" on the same template.

*For more information on how to complete the SATS please go to page 32.*

**How to:**
- Click "WWGS Self-Assessment Tools" in the top tabs.
- Click to view the dropdown and select "Teachers View" then click "GO!".

GLOBAL PASSPORT AWARD - Resources

What is the Global Passport Award?

It is an EU validated quality mark, which recognises and rewards quality Global Citizenship Education in post-primary schools in Ireland.

How does it work?

Using an online application, schools assess and document their engagement with GCE in 6 key areas of school life (called “Stamps”). WorldWise Global Schools then externally appraise the application and if successful, your school could achieve one of the following rewards:

For more information and to register your school’s interest in the GP Award, go to: --> http://www.worldwiseschools.ie/global-passport/

Useful Global Passport Resources

The Global Passport Award is an entirely optional for schools and has a portal of invaluable resources to support schools implement GCE into each aspect of school life.

These toolkits and resources provide an array of ideas and initiatives, clearly arranged according to each Global Passport category (stamp).

TOOLS:

Passport Resources:

Each “Stamp” has its own set of resources including:

- Videos,
- Templates
- Case studies
- Information sheets

--> www.worldwiseschools.ie/passport-resources
WHAT IS GLOBAL CITIZENSHIP EDUCATION (GCE)?

Global Citizenship Education:

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

Definitions of Global Citizenship Education:

Global Citizenship Education (also known as Development Education) is...

An education process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live.

By challenging stereotypes and encouraging independent thinking, GCE helps students critically explore the root causes of global justice issues and how they interlink with their everyday lives.

GCE inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens, in order to take meaningful action for a just and sustainable world.

Student friendly definition of Global Citizenship Education

Learning about, and taking action on, global justice issues to make the world a fairer and more sustainable place.
PLANNING FOR QUALITY GCE:
THE 6-STEP PROGRAMME

WorldWise Global Schools offers a 6-step planning tool to guide you through developing a quality GCE programme for your school.

Each step will signpost you to more resources and supports.

→ All tools are downloadable directly from the Teacher Zone on our Website.

Top tips for planning:

• Keep it simple


• Encourage student leadership and ownership. Your role will be to facilitate students to engage with the issues and take meaningful action.

• Make use of WWGS supports. The staff team are on hand to support you and your school will be assigned a dedicated Education Officer to support your work. There is no such thing as a silly question!

• Choose a range of active learning methodologies and activities to explore GCE.

• The direction may change along the way! You may need to respond to student interests or group needs. Students will be exploring issues and may want to change direction as they learn more!

Moving through the WWGS 6-step process:

While the WWGS 6-step starts with Step 1 and ends with Step 6, they do not necessarily need to be linear and we encourage you to move up and down the steps if necessary.

For example, if students come up with an action first (step 5) you may need to support students through the other steps to scaffold the learning necessary for them to undertake a meaningful action. Students may then revisit their ideas or a plan of action and adapt them based on their learning.

Students 6-Step Process: See Annex 3 for a student friendly guide to planning for their GCE.
THE 6-STEP PROGRAMME

1 - IDENTIFY TARGET GROUP & NETWORK

2 - PICK A GLOBAL JUSTICE THEME

3 - EXPLORE THEME

CONSIDER:

HOW?

WHAT ACTIVITIES & METHODOLOGIES WILL I USE?

TOOLS:

INFORMATION RESOURCE SHEETS

SCAFFOLDING GCE GUIDE

LEADING CHANGE FROM THE CLASSROOM

CHECKLIST FOR GCE

THEME IMAGES

THEME POSTERS

THEME RESOURCE SHEET

Global Citizenship Education Themes

These are a sample of global justice themes you can explore within the Global Goals.
4 - STUDENTS SHARE LEARNING

**TOOLS:**
- Global Awareness Raising Day
- Peer Education Session
- Assemblies
- Global Justice Themed Displays
- Creative Engagement
- Films
- Media

**GLOBAL THEMED AWARENESS RISING DAY**

**WHAT'S NEXT?**

**REPORT:**
- Narrative
- Expenditure
- SATs
- Online Account

**REFLECT:**

**OPTIONS:** Consider where change can happen:

- **Your School**
  - Behaviour Change
  - Policy Change

- **Your Community**
  - Engage Existing Campaigns
  - Invite Your Community

- **The Government**
  - Lobbying
  - Messaging Politicians

- **Corporations**
  - Reach Out
  - Boycott

**IDEAS:**

**ACTIVITY PLANNING TEMPLATE**

**MEANINGFUL ACTION CHECKLIST**

**STUDENT CAPACITY**

**EXTRA CURRICULAR**

**STUDENTS IDEAS FOR SHARING LEARNING**

**5 - CREATE CHANGE**

**6 - REFLECT, REPORT & WHAT'S NEXT?**

**REPORT:**
- Narrative
- Expenditure
- SATs
- Online Account

**WHAT'S NEXT?**
STEP 1 - IDENTIFY TARGET GROUP & SUPPORT NETWORK

Identifying and engaging the student group and your colleagues is the first step on your journey to developing Global Citizenship Education (GCE) in your school.

Students:

We have given you a few examples below of routes you may take to explore GCE. It may be in your subject area(s), with Transition Year (TY) or with a student GCE committee. Remember every school is different so you may also decide to focus on a particular year group or school programme e.g. LCA, JCSP.

Consider your year ahead and ask the following questions:

- What GCE are you already doing - How can you build upon it?
- Where can you naturally build in GCE to your plans?
- Is Transition Year (TY) available to students in your school?
- Are there existing student groups/committees in the school who might like to be involved?

Subject Areas

GCE Student Committee

Transition Year

TOOLS:

- GCE Subject Specific Guides - Support teaching and learning through a global justice lens:
  --> www.worldwiseschools.ie/tools

TOOLS:

- How to Set Up a GCE Committee - Access supports and templates to support students setting up a GCE Committee in the Global Passport online resource bank:
  --> www.worldwiseschools.ie/passportresources/student-gce-committee/

TOOLS:

- Resources for integrating GCE into TY - You will find resources and ideas to support you integrate GCE into TY in the Global Passport online resource bank:
  --> www.worldwisemanager.ie/passport-resources/TY
Colleagues:

Consider the academic year ahead and ask the following questions:

• What members of staff are already implementing GCE? (but perhaps they are not calling it GCE)
• What members of staff might already be passionate about global justice issues?
• Would your school consider establishing a school Staff GCE Committee?
• Are school management and leaders aware of GCE values and initiatives in the school?
• How can school management support GCE related activities?

Top Tips:

• Set up a GCE Staff Committee of interested teachers who can help coordinate GCE in the school.
• Share GCE resources with teachers.
• Invite your assigned WWGS Education Officer to the school to provide a support meeting for yourself and/or other members of staff.
• Invite your assigned WWGS Education Officer to provide free in-service CPD for interested teachers or whole staff.
• Offer school leaders and management free whole school CPD by WWGS.
• Invite school leaders and management to the WWGS Symposium for School Management (November 14th 2019).

TOOLS:

• Global Passport Resources and Supports -
  Access the following through the Global Passport Resource Bank:
  - Establishing a GCE Staff Committee
  - GCE Teaching and Learning Resources
  - CPD Opportunities
  - Building Entire Staff Engagement

--> www.worldwiseschools.ie/passport-resources/teacher-capacity
STEP 2- PICK A GLOBAL JUSTICE THEME

Where to start?

There are many GCE themes to explore. You may choose to focus on one, or explore a number of thematic areas over the year. Where possible, it is ideal if the students choose the themes they would like to explore.

See page 18 for examples of themes they could explore.

What are the "Sustainable Development Goals" (also known as Global Goals)?

In 2015, world leaders committed to 17 goals to make the world a better place by 2030. In order to achieve these goals, governments, businesses, civil society and the general public are working together to build a better future for everyone.

For more informations see: http://www.globalgoals.org and http://worldslargestlesson.globalgoals.org

Why the Global Goals?

It makes sense to frame GCE in the context of the Global Goals as we become part of a Global network of people actively working to make the world a better place.

There are many global justice themes that are not explicitly mentioned in the Global Goals. As GCE is about exploring different viewpoints, it would be a good exercise to inspect the Global Goals - do they tackle the root causes of injustice and inequality?

TOOLS:

Information Resource Sheets have been developed on each of the Global Goals themes. They include:

- Introduction - Why is it a Global Justice issue?
- Global indicator it relates to
- Suggested areas of focus
- Suggested curriculum links
- Teaching and learning materials (e.g TY modules, simulation activities, video clips, documentaries)
- Information websites
- Campaigns/Organisations to link in with
- Ideas for actions to create change

Go to our website to download the information sheets:
---> http://www.worldwiseschools.ie/resource-library/
STEP 2: CHOOSE A GLOBAL JUSTICE THEME

17
Global Citizenship Education Themes

There are a myriad of global justice themes you can explore within the Global Goals:

1. **Poverty & Climate Justice**
   - 1.1-3 Root Causes of Poverty
   - 1.4 Land Grabs
   - 1.5 Poverty & Climate Justice

2. **Good Health and Well-Being**
   - 2.4 Global Food System
   - 2.5 Food Genetic Diversity
   - 3.3 Root Causes of Diseases
   - 3.1-2 Life Expectancy

3. **Sustainable Economic Models**
   - 8.4 Sustainable Economic Models
   - 8.7 Working Conditions / Fairtrade
   - 8.7 Child Labour & Slavery
   - 8.8 Workers Rights

4. **Industry Innovation and Infrastructure**
   - 9.4 Companies Sustainable Practices
   - 9.3 Access to Markets
   - 9.1 Sustainable Infrastructure

5. **Responsible Consumption & Production**
   - 12.4 Responsible Consumption & Production
   - 12.5 Sustainable Waste Practices

6. **Climate Action**
   - 14.1 Marine Pollution
   - 14.4 Sustainable Fishing
   - 14.2 Deforestation & Resource Extraction

7. **Clean Energy**
   - 7 Affordable and Clean Energy
   - Fossil Fuels & human rights

8. **Climate Change Policy and Planning**
   - 11.6 Global Waste Systems
   - 11. B Climate Change Policy and Planning

9. **Global Wealth Equality**
   - 10.2 Trade Justice
   - 10.1 Global Wealth Equality
   - 10.3 Racism & Discrimination
   - 10.5 Migration & Seeking Asylum
   - 10.7 Financial Justice

10. **Sustainable Waste Practices**
    - 13.A.B Climate Justice
    - Protect Ocean Life (Seismic Surveys)
    - 15.9 Ecosystem & Biodiversity
Global Citizenship Education Themes

1. **Root Causes of Poverty**
2. **Land Grabs**
3. **Poverty & Climate Justice**
4. **Global Food System**
5. **Access to Medicines/Healthcare**
6. **Violence and Exploitation**
7. **Women in Decision Making**
8. **Access to Education**
9. **Skills for Global Citizenship**
10. **Global Wealth Equality**
11. **Sustainable Cities and Communities**
12. **Responsible Consumption and Production**
13. **Climate Justice**
14. **Sustainable Fishing**
15. **Ecosystem & Biodiversity**
16. **Peace, Justice and Strong Institutions**
17. **Partnerships for the Goals**

**Step 2: Pick a Global Justice Theme**

- **4.7. Skills for Global Citizenship**
- **5.5. Women in Decision Making**
- **6.5. Water Wars**
- **6.5. Water Pollution & Dumping**
- **10.1. Global Wealth Equality**
- **12.5. Sustainable Waste Practices**
- **12.4. Responsible Consumption & Production**
- **17.1. Tax Justice**
- **17.2. Trade Deals**
- **17.4. Debt**
STEP 3- EXPLORE THE THEME

Where to start?

When thinking about how to approach Global Citizenship Education (GCE) with our students we must think about how we scaffold each of the 5 key elements of GCE:

- **Knowledge**
- **Attitudes & Values**
- **Skills**
- **Meaningful Action**
- **Methodologies**

Global Citizenship Education =

Top Tips:

- **Explore the theme thoroughly**: encourage your students to keep asking **WHY** to identify the root causes of the issue(s).
- **Encourage as many ideas and opinions to be expressed as possible**; GCE is about exploring perspectives.
- **Choose the creative methodologies that are suitable for reaching the learning intentions**: see suggestions in 3.1. next page.
- **Ensure the global to local foundation**: use the resource in 3.2. to ensure you scaffold the learning to make global issues relevant to students at a local level.
- **Double check you are on the right track**: use the checklist for GCE to ensure you keep on track for meaningful GCE.
- **Check if there are relevant GCE trips for students on their chosen theme**: refer to list of trips for ideas to inspire and engage students. Link in tools below.
- **See what inputs are available from external facilitators**: refer to the facilitators list for a list of people in your area.
- **Look for synergies**: could your students submit their action project into an existing post-primary initiative such as YSI or ECO-UNESCO?

**TOOLS:**

The WorldWise Global Schools (WWGS) website provides a number of sections with resources and supports to assist you exploring GCE themes with your students:

- **"Tools" tab including:**
  - Subject Guides (linked to the curriculum)
  - School Case Studies
  - List of GCE Facilitators

- **Resource Library tab including:**
  - Information Resource Sheets on a Global Justice theme
  - Resource library organised by age and subject

- **"Global Passport Resources" tab including:**
  - Curricular
  - Extra-Curricular
  - Teacher Capacity
  - Student Capacity
  - School Leadership & Policies
  - Community Engagement
  --> [http://www.worldwiseglobalschools.ie/passport-resources/](http://www.worldwiseglobalschools.ie/passport-resources/)
# 3.1 Scaffolding Global Citizenship Education - 5 Components

<table>
<thead>
<tr>
<th>GCE component</th>
<th>Questions we must answer</th>
<th>What methodologies might help us to achieve it?</th>
</tr>
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</table>
| **Knowledge**                  | What do my students need to understand about this Global Justice issue?                   | - Root cause ranking activities  
- Ask why 5 times  
- Cause and effect sorting  
- Problem Tree  
- String web activities |
|                               | What are the root causes of the issue?                                                   |                                                                                                               |
|                               | What structures and systems exist to allow the issue to continue?                         |                                                                                                               |
| **Attitudes and Values**       | How can you activate learners from the heart?                                             | - Videos  
- Quizzes  
- Photos  
- Stories  
- Role Play  
- Simulation Games  
- Case Studies |
|                               | • How can you engage their values of fairness and justice?                                 |                                                                                                               |
|                               | • How can you encourage learners to care about this issue and empower them to bring about change? |                                                                                                               |
|                               | • Who are the key actors (benefiting and losing from this issue)?                          |                                                                                                               |
|                               | What are the different perspectives on this issue?                                        |                                                                                                               |
|                               | How does this issue connect with their life (encourage students to draw connections between these issues and their own lives)? |                                                                                                               |
| **Skills**                     | What skills do students need in order to feel confident to take meaningful action for change? | - Debating  
- Media Review  
- Event Planning  
- Peer Education  
- Public Speaking  
- Art/Dram/Music  
- Letter/ Petition Writing  
- Online and Offline Communication (website, social media, presentations, newsletters) |
|                               | Have they critically explored the issue and ranked possible actions based on effectiveness? |                                                                                                               |
|                               | What skills do they already have?                                                        |                                                                                                               |
|                               | What skills would they like to develop?                                                   |                                                                                                               |
|                               | What skills do they need in order to reach their target audience?                         |                                                                                                               |
| **Taking Meaningful Action**   | How can I inspire and support students to take action for meaningful change?              | - Experiential: learn by doing!  
- Planning Tools  
- Stakeholder Mapping  
- Schedule of Activities  
- Meaningful Action Ranking |
|                               | What organisations are running interesting campaigns they can learn from /join?           |                                                                                                               |
|                               | What examples exist of other students taking action that can help to inspire them?         |                                                                                                               |

Check out PDST resource for more active learning methodologies at:  
--> https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills.pdf
3.2 Leading Change from the Classroom

EXPLORING GLOBAL JUSTICE ISSUES AND TAKING ACTION LOCALLY

What are the root causes of this issue?
Keep asking why: "okay, but why?"

What are the systems and structures that allow this to continue to be an issue?
Are there laws, structures to govern this?
Are they being followed? If not, why?
Who is responsible?

What is the different perspectives and opinions on this?
Identify your actors: What do they care about?
What is their priority?
Who is winning and who is losing in the situation?

Who has the power within these systems to make change happen?
Who is responsible?
Who has a duty of care?
Who’s role is it?

What is our role as a school, as students in influencing change happening?
What is our power as Irish-European/Global Citizens, as consumers, as members of our community, as future voters?
How are we benefiting from this system?
What is our duty?

Inform others about what you have learned, raise awareness

Act locally - Start creating change
(as individuals, as school, as a community)
### 3.3 Checklist for Global Citizenship Education

Before completing your GCE planning, take five minutes to consider the following questions to make sure you are on track:

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Does this GCE programme of work help our students to....</th>
<th>Rather than...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand how the world works <em>(how it’s rapidly changing, interdependent and unequal)</em>?</td>
<td>Look at one particularly issue in isolation.</td>
</tr>
<tr>
<td></td>
<td>Critically explore the root causes of a global justice issue?</td>
<td>Focus on the effects of the issue.</td>
</tr>
<tr>
<td></td>
<td>Explore how justice issues interlink with our everyday lives <em>(how might our actions /inactions or that of our representatives impact others in another part of the world)</em>?</td>
<td>Focus on a local issue without any global context.</td>
</tr>
<tr>
<td></td>
<td>Encourage independent thinking?</td>
<td>Tell students what is right /wrong.</td>
</tr>
<tr>
<td></td>
<td>Meaningfully challenge stereotypes, negative assumptions and prejudices of people in the Global South <em>(Developing World)</em>?</td>
<td>Simply celebrating diversity /culture.</td>
</tr>
<tr>
<td></td>
<td>Inspire solidarity <em>(focus on our commonality as people - standing with and not for people)</em>?</td>
<td>Feel sorry for people and/or engage in charity activities.</td>
</tr>
<tr>
<td></td>
<td>Realise their own personal rights, responsibilities and potential as global citizens?</td>
<td>Donating to organisations /charities to do the work they do.</td>
</tr>
<tr>
<td></td>
<td>Take meaningful action for a just and sustainable world?</td>
<td>Projects which raise awareness but have no ask /demand for change.</td>
</tr>
</tbody>
</table>
STEP 4- STUDENTS SHARE LEARNING

There is a huge value in the students sharing their learning:

- It raises further awareness of the issue.
- It recognises the work of teachers and students.
- It contributes to a culture of awareness on Global Justice issues in the school and beyond.
- It validates and enhances their own learning on the Global issue.
- Students gain skills and confidence in talking about Global Justice issues.

Ideas for how students can share their learning?

Peer to Peer Learning

Students facilitating students to learn about Global Justice issues can be a really valuable learning experience for all involved. Students deepen their engagement with the issue(s) and gain valuable skills through facilitating other students. This exchange of knowledge consolidates learning and motivates students to become agents of change and take action on Global Justice issues.

TOOLS:

- Global Passport online resources for the "Peer Education for GCE Learning" category: --> http://www.worldwiseschools.ie/passport-resources/peer-education/
  Includes: Tips for supporting students and a template workshop planning tool.

Globally Themed Events

Globally themed events are a great way of engaging the student population and the wider community in GCE issues that have momentum around the world. Examples such as Fairtrade Fortnight, World Food Day are good examples of GCE themed events.

TOOLS:

- Global Passport online resources and examples for the "GCE Themed Events" category: --> http://www.worldwiseschools.ie/passport-resources/global-development-themed-events/
- WWGS Global School Calendar - Printed for your wall, it includes GCE themed dates. Ask your Education Officer for a copy.

Assemblies

Assemblies can be a great opportunity to share learning regarding GCE issues with the whole school community. If you do not have assemblies in your school, the intercom is a great way for students to communicate information.

TOOLS:

- Global Passport online resources for the "Assemblies" category: --> http://www.worldwiseschools.ie/passport-resources/assemblies/
- WWGS Global School Calendar - Offers ideas for assemblies on official GCE themed days.
Global Justice Themed Displays

A visual space where learners and teachers can engage in learning about Global Justice issues can be very powerful within a school setting. Ideally schools would have a permanent space to display information about DE issues and the projects being undertaken in the school. This communication would comply with Dóchas Code of Conduct on Images and Messages and be as visible as possible to the school community and visitors.

**TOOLS:**

- Global Passport Online Resources for the "GCE Displays" category:
  --> http://www.worldwiseschools.ie/passport-resources/gce-displays/

Communication (School newsletter, website/blog, social media and local media)

Students can share their learning to a broader audience than their school community using social and local media. They are also a brilliant medium for deepening students engagement in an issue as they must reflect and synthesise their learning before developing a means to share it.

**TOOLS:**

- Global Passport Online Resources for the "Communications" category:
  --> http://www.worldwiseschools.ie/passport-resources/communications

Creative Engagement (Creating magazines, school plays, writing, letter writing, creative writing, public speaking, art, music, film, media)

These are strong global citizenship skills and are a very constructive way to engage others in learning about a global justice issue.

**TOOLS:**

- Global Passport Online Resources for the "Global Citizenship Skills" category:
  --> http://www.worldwiseschools.ie/passport-resources/global-citizenship-skills-development

Engage with Other Schools

Establish contact with another school in Ireland to share learning. This can be a great way for students to engage a broader cohort of students in learning on Global Justice issues, build confidence and learn from others.

**TOOLS:**

- Global Passport Online Resources for the "Engagement with Other Schools" category:
  --> http://www.worldwiseschools.ie/passport-resources/engagement-schools/
**STEP 5- CREATE CHANGE!**

Creating meaningful change is the ultimate goal of Global Citizenship Education. To facilitate students to explore the various types of actions they can take and use the tools below to help them plan a meaningful action project.

There are plenty of existing campaigns on global issues that you can join and they can offer advice on your school’s role in the campaign.

**Remember:** Awareness raising is the building block for action so try not to skip Step 4! Ensure that all actions are scaffolded with awareness of WHY this issue is important and WHY we need change!

**Where can change happen?**

Depending on what you want to achieve with your action, you may chose to focus your attention on one of these:

1) In your school
2) In your community
3) In your state (influence Government)
4) Globally / Internationally

### YOUR SCHOOL:

Building on from Step 4 (Raising Awareness), students can campaign to create actual behaviour change of students within the school.

#### Influencing Behaviour Change

Students peers are often the most relevant target audience to engage for behaviour change. Choices around what we consume on can have a strong impact.

**Top Tip:** Directly telling people as individuals to stop 'doing, buying or eating' does not tend to be effective in creating change. Shaming people isn’t nice or effective. So try to engage people as "we" as apposed to "you". Perhaps highlight positive alternatives and promote a positive culture around sustainable lifestyles.

**More info:** Global Passport - "Student-Led Actions":

--> http://www.worldwiseschools.ie/passport-resources/student-led-actions/

#### Creating Policy Change

Education does not always equal long term behaviour change. Often it needs to be coupled with a change in policy to support systematic change. It is often only when we change policy that the behaviour changes follow. For example, the government tax on plastic bags impacted people’s behaviour in regards to buying and using single use plastic bags.

**Top Tip:** Ensure you engage with all stakeholders in the school to develop the policy to ensure buy-in. e.g. Teachers, students, parents, management, caretakers, canteen staff, etc.

**More info:** Global Passport - "Student-Led Actions":

--> http://www.worldwiseschools.ie/passport-resources/student-led-actions/
YOUR COMMUNITY:

Can you involve the wider community in your school’s GCE action project? This would mean inviting the community to an event or activity developed by the students—developing a project in collaboration with a wider community group, or joining/contributing to an existing community campaign. There are lots of options!

Engage in an Existing Campaign

See if there are any active groups in your community who are already working on the issue you wish to focus on. There could be some interesting opportunities for you to contribute to an existing campaign or they may be able to give you some good ideas and advice based on their knowledge.

**Top Tip:** If you are joining an existing campaign, consider what you can bring that is different? What ideas and skills do you have that an existing campaign might value? Ask how you can help but make sure you don't end up holding banners for someone else! See the ladder of participation to make sure of your contribution:


Invite Your Community into Your School

You may be working on an issue that you believe would be valuable to share with the wider community or may already affect some community members. Is there an opportunity to create an evening for parents and community members? This can be to share information or create dialogue.

**Top Tip:** If you wish to engage with community groups on issues such as migration or direct provision, link in with organisations who work directly with those affected to get advice and ideas for developing a project. Before you decide what might help a group, ask them what they would like!

**More Info:** See our resource sheets on a range of global justice issues for more ideas.


THE GOVERNMENT AND THE EUROPEAN UNION:

Engaging with political representatives is a powerful tool for influencing policies and legislation and holding people in power to account. It is also a fantastic way for students to build their confidence and citizenship skills.

Here are some ideas:

Face-To-Face Lobbying

Invite your local representative to the school so you can discuss an issue. Alternatively organise to visit them in their constituency office.

**Top Tip:** Ensure that you are well prepared with researched questions.

**More info:** *Young Friends on the Earth - Young Activist Handbook* (2012) have a section on page 33 to guide meeting with officials.

CORPORATIONS:

As the expectations of citizens shift, corporations are having to look hard at how they can maximise their social impact while minimising their environmental footprint. Think about corporations who you would like to reach out to and create change. Can you offer solutions for these corporations to do better and have more sustainable practices? How can you do this?

Reach out!

- Do some research on the various corporations you would like to target.
- Plan how you will communicate with these corporations.

**Top Tip:** Get some advice on this from businesses in your local area. Is there anyone who can offer you advice or mentor you through this process?

Boycotts

A boycott is a type of campaign that asks consumers to stop buying specific products or brands because of ethical concerns. The aim is to negatively impact the reputation, sales and brand of a company that has been found to be unethical in order to encourage them to change their policies and practices. Students can create their own, or join an existing boycott.

**Top Tip:** Ensure you pair this boycott with a letter or email to the company in question.

More info: "Ethical Consumer" provide a list of active boycotts of companies on various grounds such as human rights, tax avoidance and politics:

--> http://www.ethicalconsumer.org/ethicalcampaigns/boycotts/

Message to Politicians

Writing emails, sending letters and engaging on social media are all ways to contact politicians.

**Top Tip:** Ensure students do their research. Outline the issues, why they are important and what your task is. See ‘Tools’ at the end of this section for resources and guidance.

Online campaigns which lobby for change

Online campaigns raise awareness of a brand unethical behaviour and through petitions and other actions, they request the corporation to change their policies and practices.

**Top Tip:** There are a number of organisations already working to create change. Link in with them and discuss how your school could contribute to the campaign.

More info:

- [change.org](http://www.change.org) helps you to develop your own online petition:
  --> [http://www.change.org](http://www.change.org)
- [WWGS Information Resource sheets](http://www.ethicalconsumer.org/) provide a list of organisations working on specific GCE themes.
- [sumofus.org](http://www.sumofus.org/campaigns/) have a range of online campaigns that students can learn about. They provide information on each campaign and students over 16 years can sign the petitions:
1. Global Goals
Which Global Goal will you explore?

2. Aim
What change do you ultimately want to make?

3. Target
Who are the people you want to change?

4. Communication
Who do you need to have on board?

5. How
How will you get each of them on board?

6. Leadership
Who will be the core team to steer the project?

7. Obstacles
What could throw you off course?

8. Tasks
What are you going to do?

9. Resources
When does each task need to be achieved by?

10. Deadline/Timeframe
When does each task need to be done by?

11. Information
What do your target audiences need to know about this goal/issue?

12. Conclusion
What is the most suitable method to communicate this information to your target audience(s)?
TOOLS:
Meaningful Action Checklist
This checklist will help students consider their actions carefully.

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

FURTHER SOURCES:

• Young Friends of the Earth - Young Activist Handbook
This is a very youth friendly resource. It will not all be relevant to your students but there are some really good sections including: "Campaign map", "How to Lobby an Official", "List of Political Documentaries", "Film Production and Editing - the basics". You will find more resources on their website.


• Global Agreements, Grassroots Advocacy: Youth and governance in a post-2015 world
A toolkit designed for young people to have their voice heard. A simple seven steps plan with templates to engage with decisionmakers to advocate for change. Focus is on increasing the youth voice generally but activities can be adapted to focus on using their youth voice to advocate on a specific Global Justice theme.


• Comhlámh - Be the Change: A toolkit for taking action against poverty and Injustice
Lots of tips on campaigning, communicating your message, getting the most out of media. Not all student friendly but some good tools can be taken from here.

--> http://developmenteducation.ie/media/documents/bethechangeWEB.pdf

• The Info - Activism How-To Guide
While seemingly aimed for campaign groups, there are lots of useful tools here (in the “Just the Essentials” element) for students who wish to build a campaign from scratch and need to consider their targeting and messaging.

--> https://howto.informationactivism.org
STEP 6- REFLECT, REPORT AND WHAT'S NEXT?!

Each year is a learning curve! Reflection is a central component to undertaking GCE in your school. It provides an opportunity for both students and teachers to step back from the learning experience, process and cement learning and plan for continued and deeper GCE engagement.

Reflect - Self Assessment Tool:

The Self Assessment Tool (SAT) is designed to measure whether there has been any change or impact as a result of the Global Citizenship Education work they have been undertaking that year.

Teachers and Students must fill out the SAT before they start the GCE programme of work and then again after. Please see the sample SATs on page 34.

WWGS require 30% of all students engaged with the GCE activities complete the SATs and all teachers.

TOOLS:

Both online and paper SATs are available, however WorldWise Global Schools recommend that the SAT is completed online. Why Online? No printing, no processing results, no paperwork!

Online SAT

Students will need their phone or access to a computer to complete these. You will find instructions for how to access the online SATs on the Teacher Zone of the WWGS Website:

--> http://www.worldwiseschools.ie/already-involved/

Paper SAT

Ensure that the students write their names on the SATs and keep them in a safe place until the end of the GCE programme of Work. Ensure you fill out the SAT Reporting template with the students results. The benefit of the paper SATs is you can adapt the indicators to specifically relate to your GCE thematic area for more specific results.

Download both the online and paper SATs and instructions at this link here:

--> http://www.worldwiseschools.ie/tools/

Watch the video on our website: "How to Complete SATs"
Report

WorldWise Global Schools require that all schools in receipt of funding, report on their activities and expenditure. This includes:

- **Narrative Report** - An outline of the activities undertaken throughout the year and supports received
- **Expenditure Report** - Of moneys spent on GCE activities throughout the year (see page 38 for more information on your budget and items eligible for funding)
- **SAT Results** - To see the impact of the project on teachers and students

**Why report?**

- Reflection and celebration of the GCE activities undertaken
- Inputting feedback from students and teachers to inform next years GCE planning
- Accountability of government funds
- Provide feedback to WWGS on how to improve the programme to meet your needs

See the Teacher Zone on the WWGS website to access your online account and find more details on how to report online:


**What's next ?!**

Apply for WWGS funding for the next school year! With each year there is new learning. As you apply for the next years grant here are a few questions to ask yourself:

- How might we deepen student leadership?
- How could we get more colleagues on board?
- How could we engage students in more meaningful projects?
- How can we keep the current students involved while engaging a new cohort?
- Are there any particular steps we could strengthen next year?
- What supports from WWGS might we need to do this?
- How can I deepen my knowledge and engagement?
- What CPD’s, resources, etc might I value?

**DEADLINE FOR REPORTING FOR THE 2019/2020 SCHOOL YEAR AND APPLYING FOR THE 2020/2021 SCHOOL YEAR IS 15TH MAY 2020.**
This activity is undertaken before and after you have completed a Global Citizenship Education (GCE) project/class/activity within your school. It aims to find out if there has been a change in your knowledge, skills, attitudes and actions as a result of taking part.

**Instructions:**
1. **Before the project:** Think about what you know about the statements in each of the boxes below. Score each of the statements on a scale between 0-5 depending on how much you agree with it (0 = I totally disagree and 5 = I completely agree)
2. **After the project:** Score your agreement now on the same statements.
3. Add up your scores in the ‘before’ and ‘after’ columns at the bottom.

### Before Score

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>After Score</th>
</tr>
</thead>
</table>
| I know what Global Citizenship Education is (formally known as Development Education) | I can confidently use active learning methodologies in the classroom to facilitate learning about Global Justice issues (e.g. role play, walking debate, diamond ranking...)
| I know where to access information and supports on GCE | I can source trustworthy information on global justice issues for my students
| I know where GCE can fit into various aspects of school life (curricular, extra-curricular, school policy etc) | I feel comfortable managing debates and discussions with my students on global justice issues in a respectful way
| I understand that people in the world are all connected and dependent on each other (trade, food, work, socially, environmentally) | I can facilitate students to build peer education skills (so they can share their global justice learning with each other/students)
| I am aware of the root causes of why the world is unequal – the history and forces that have made it so | I can facilitate students to consider lots of different actions that can be taken on a global justice issue and can pick which would be most achievable and create real change

**ADD UP YOUR BEFORE AND AFTER SCORES**

### After Score

<table>
<thead>
<tr>
<th>SKILLS</th>
</tr>
</thead>
</table>
| I can confidently use active learning methodologies in the classroom to facilitate learning about Global Justice issues (e.g. role play, walking debate, diamond ranking...)
| I can source trustworthy information on global justice issues for my students
| I feel comfortable managing debates and discussions with my students on global justice issues in a respectful way
| I can facilitate students to build peer education skills (so they can share their global justice learning with each other/students)
| I can facilitate students to consider lots of different actions that can be taken on a global justice issue and can pick which would be most achievable and create real change

**ADD UP YOUR BEFORE AND AFTER SCORES**

### Before Score

<table>
<thead>
<tr>
<th>ATTITUDES &amp; VALUES</th>
<th>After Score</th>
</tr>
</thead>
</table>
| I see the value of integrating GCE into the school | I question and challenge stereotypes (my own and the students I work with)
| I feel that students should be empowered to become active global citizens (know their rights and responsibilities, and can take action to make the world a better place) | I think about and change the way I live (i.e. the things I buy, use, eat) so that people are not negatively affected by my choices
| I feel solidarity with people who are being treated unfairly (I stand with them for change and not just feel sorry for them) | I take initiative to collaborate with other teachers to increase the scale and efficacy of GCE in our school
| I believe it is important for students to value diversity (their communities, Ireland and in the world) | I provide opportunities for students to get involved in, and lead on, global justice actions in my school
| I see the importance of taking a strong justice and action based approach to Global Citizenship Education (as apposed to charity and fundraising) | I myself participate in global justice campaigns/projects

**ADD UP YOUR BEFORE AND AFTER SCORES**

### After Score

<table>
<thead>
<tr>
<th>ACTION</th>
</tr>
</thead>
</table>
| I question and challenge stereotypes (my own and the students I work with)
| I think about and change the way I live (i.e. the things I buy, use, eat) so that people are not negatively affected by my choices
| I take initiative to collaborate with other teachers to increase the scale and efficacy of GCE in our school
| I provide opportunities for students to get involved in, and lead on, global justice actions in my school
| I myself participate in global justice campaigns/projects

**ADD UP YOUR BEFORE AND AFTER SCORES**
<table>
<thead>
<tr>
<th>What did you <strong>learn</strong> most from leading the Global Citizenship Education (GCE) project/ activity/ class in your school?</th>
<th>What did you find most <strong>challenging</strong> about running GCE in your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you see as the <strong>biggest impact of GCE</strong> in your school?</td>
<td>What specific <strong>GCE training or support</strong> would you like to have from WWGS?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This activity is undertaken before and after you have completed a global justice project/class/activity within your school. It aims to find out if there has been a change in your knowledge, skills, attitudes and actions as a result of taking part.

Instructions:
1. **Before the project:** Think about what you know about the statements in each of the boxes below. Score each of the statements on a scale between 0-5 depending on how much you agree with it. **(0 = I totally disagree and 5 = I completely agree)**
2. **After the project:** Score your agreement now on the same statements.
3. **Add up your scores** in the ‘before’ and ‘after’ columns at the bottom.

### Before Score

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware that we live in a fast changing unequal world</td>
<td></td>
</tr>
<tr>
<td>I am aware of the major environmental and justice issues in our world</td>
<td></td>
</tr>
<tr>
<td>I understand that people in the world are all connected and dependent on each other (trade, food, work, socially, environmentally etc.)</td>
<td></td>
</tr>
<tr>
<td>I am aware of the changes we need to make in our lives in order to make the world fairer and more sustainable for all</td>
<td></td>
</tr>
<tr>
<td>I am aware of the root causes of why the world is unequal – the history and forces that have made it so</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can share my opinions and debate with my classmates on global issues in a respectful way</td>
<td></td>
</tr>
<tr>
<td>I am confident sharing my learning about global justice issues with my peers and am open to learning from them</td>
<td></td>
</tr>
<tr>
<td>I can search for and identify trustworthy information on global justice issues by myself</td>
<td></td>
</tr>
<tr>
<td>I can consider different actions that can be taken on global justice issues and evaluate which one will create real change</td>
<td></td>
</tr>
<tr>
<td>I can confidently work as part of a team to take an action on a global justice issue</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**

<table>
<thead>
<tr>
<th>ATTITUDES &amp; VALUES</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think it is important to learn about global justice issues in the world</td>
<td></td>
</tr>
<tr>
<td>I believe that the needs and rights of others (in Ireland and around the world) are equal to my own</td>
<td></td>
</tr>
<tr>
<td>I think it is a good thing to have a mix of different values, beliefs and traditions in the communities and culture where I live</td>
<td></td>
</tr>
<tr>
<td>I feel solidarity with people who are being treated unfairly in the world (I don’t just feel sorry for them or grateful for my own life, I stand with them for change)</td>
<td></td>
</tr>
<tr>
<td>I feel I am an active global citizen (know my rights and responsibilities, and can take action to make the world a better place)</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I question and challenge stereotypes (my own and others)</td>
<td></td>
</tr>
<tr>
<td>I think about and change the way I live (i.e. the things I buy, use, eat) so that people and the planet are not negatively affected by my choices</td>
<td></td>
</tr>
<tr>
<td>I have developed a project from idea to action that addresses a global justice issue (by myself or with others)</td>
<td></td>
</tr>
<tr>
<td>I participate in global justice campaigns/projects within my school or outside my school</td>
<td></td>
</tr>
<tr>
<td>I actively try to inspire and engage others to learn about and take action on global justice issues</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**
<table>
<thead>
<tr>
<th>What did you <em>learn</em> most from participating in this Global Justice project/activity/class?</th>
<th>Have any of your <em>attitudes/opinions changed</em> as a result of participating? If so, <em>how</em>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What <em>actions, if any, will you take as a result</em> of what you have learned?</td>
<td>What <em>recommendations</em> do you have for how this project/activity/class <em>could be improved</em> to help you learn more?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2: ITEMS ELIGIBLE FOR FUNDING

Please check your school’s Approved Budget on your online application for details of what you applied for. If plans change during the year, you can do budget reallocation (request to move funds which you will not spend from one budget line to another) through your Education Officer.

Please note, you must get prior approval from your Education Officer before you make changes to your budget.

For guidance on the types of items you can use funding for please see below. Please note, more details are available in the grant call guidelines specifically on what is not fundable through the WWGS grants mechanism: 


<table>
<thead>
<tr>
<th>Items Eligible as per Application</th>
<th>Specific Items Eligible for Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Training</strong></td>
<td></td>
</tr>
<tr>
<td>Substitution cost to cover GCE planning meeting(s)</td>
<td>- Contact your Education Officer to schedule any of these free supports for your school.</td>
</tr>
<tr>
<td>GCE CPD for teachers (e.g. costs of facilitator(s), materials, etc)</td>
<td></td>
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<tr>
<td>GCE resources for teachers/library</td>
<td></td>
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<tr>
<td>GCE school policy development (e.g. meetings, substitution, materials etc)</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
</tr>
<tr>
<td>External GCE workshop facilitator(s)</td>
<td>- Facilitator and travel fees</td>
</tr>
</tbody>
</table>
| GCE field trip(s) | - Entrance fee  
|                     | - Travel costs |
| Student consultation meetings | - Budget for GCE student committee activities  
| | - Refreshments for meetings |
| Engagement with national DE programmes (e.g. YSI Making Our World One World challenge, BTYSTE Science for Development Award, Concern debates) | - Materials for Global Justice themed action projects submitted to these programmes  
| | - Travel to Awards  
| | - Costs to Apply |
| Sustaining of existing Global School Partnerships (e.g. communications and joint learning projects with partner school in the Global South) | - Materials for joint learning project  
| | - Communication costs  
<p>| | - Postal charges to exchange projects |</p>
<table>
<thead>
<tr>
<th>Items Eligible as per Application</th>
<th>Specific Items Eligible for Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taking Action</strong></td>
<td></td>
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<tr>
<td>Materials for student-led GCE action project(s)</td>
<td>- Material costs for student action projects</td>
</tr>
<tr>
<td>In-school GCE themed event(s)</td>
<td>- Materials for event</td>
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<tr>
<td></td>
<td>- Speakers</td>
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<td></td>
<td>- Contribution towards refreshments</td>
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<tr>
<td></td>
<td>- Awareness materials on theme</td>
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<td></td>
<td>- Activity cost e.g buying film, materials etc</td>
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<tr>
<td></td>
<td>- PA hire</td>
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<tr>
<td>Community GCE event(s)/action(s)</td>
<td>- Facilitators fees</td>
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<tr>
<td>(e.g. exhibitions, performances)</td>
<td>- Refreshments</td>
</tr>
<tr>
<td></td>
<td>- PA hire</td>
</tr>
<tr>
<td><strong>Communicating and Celebrating</strong></td>
<td></td>
</tr>
<tr>
<td>GCE-specific communications</td>
<td>- Outside facilitators to teach skills</td>
</tr>
<tr>
<td>(e.g. website, newsletter, newspaper, blogs)</td>
<td>- Printing costs</td>
</tr>
<tr>
<td></td>
<td>- Buying stock images</td>
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<tr>
<td>GCE display(s)</td>
<td>- Display board</td>
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<tr>
<td></td>
<td>- Materials for display</td>
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<tr>
<td></td>
<td>- Printing /laminating (ink, paper, pouches)</td>
</tr>
<tr>
<td>Development of awareness-raising materials</td>
<td>- Materials</td>
</tr>
<tr>
<td>(e.g. presentations, leaflets, videos)</td>
<td>- Printing /laminating (ink, paper, pouches)</td>
</tr>
</tbody>
</table>

Table 3: Items Eligible for Funding
APPENDIX 3: USEFUL LINKS

WorldWise Global Schools Website
--> http://www.worldwiseschools.ie
Please refer to the WWGS website where you will find additional resources to support you with your GCE work.

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

Links to Teaching and Learning Material:
--> www.developmenteducation.ie
You can find most of the teaching and learning materials you need here, including lesson plans, thematic and subject-specific resources as well as photos, cartoons, videos and other stimulus.

--> www.globaldimension.org.uk
This website is great for resources. It allows you to search by curriculum area, topic, age range and has resources for the whole school.

--> http://worldslargestlesson.globalgoals.org
The World’s Largest Lesson introduces the Sustainable Development Goals to young people and includes a range of teaching and learning material to support you in the classroom.

--> www.ubuntu.ie
The Ubuntu Network supports Development Education in Initial Teacher Education (ITE) in Ireland. Their site is also useful for subject-specific GCE resources.

--> https://www.irishaid.ie
Ireland’s official overseas development programme, working to reduce global poverty and hunger.

--> www.trocaire.org/education
Trocaire have curriculum and thematic resources available in Irish and English.

--> www.concern.net
Concern has a range of resources and extra-curricular activities available for post-primary schools.

--> www.youthdeved.ie
The National Youth Council of Ireland has easy to use resources on various GCE thematic areas.

Keep up-to-date! Newsletters to sign up for:
• Development Perspectives - The SDG Challenge: Sign up to the #SDGchallenge, a 17 month project which focuses on one goal per month - sending you online information packs and information on workshops & advocacy training to engage all learning styles.
  --> https://www.developmentperspectives.ie/SDGChallenge/resources.html
  --> stopclimatechaos.ie
• IDEA: The Irish Development Education Association (IDEA) is the national network for Development Education in Ireland and a leading voice for the sector.
  --> https://www.ideaonline.ie
For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Development Education - particularly how to apply for our school award, the Global Passport - visit our website www.worldwiseschools.ie

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

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

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