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.worldwischools.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.

ABOUT WORLDWISE GLOBAL SCHOOLS

Irish Aid’s WorldWise Global Schools is Ireland’s national Global Citizenship Education (GCE) programme for post-primary schools. WorldWise Global Schools (WWGS) aims to support schools integrate GCE into all aspects of teaching and learning.

We do this by providing a comprehensive range of supports and interventions for schools — including grant funding, training, events, resources and personalised support from our staff team.

“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
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# KEY DATES FOR YOUR DIARY

2020-2021

The dates below are the key dates of the WWGS calendar. You can register online at: http://www.worldwiseschools.ie/training-and-events/
Pencil these into your diaries so you don’t forget!

## SEPT 2020  | Introduction Webinars - for New Schools/ Teachers by Region

### Details
- Register for upcoming WWGS webinars!

<table>
<thead>
<tr>
<th>Date</th>
<th>For Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 22nd</td>
<td>All schools</td>
</tr>
<tr>
<td>Tues 22nd</td>
<td>For New Schools/ Teachers with the Education Officer: Laura Cahill  Cork, Kerry, Limerick, Wexford, Waterford, Laois, Carlow, Kilkenny, Tipperary</td>
</tr>
<tr>
<td>Wed 23rd</td>
<td>For New Schools/ Teachers with the Education Officer: Lizzy Noone  Dublin (North), Louth, Meath, Cavan, Monaghan</td>
</tr>
<tr>
<td>Thur 24th</td>
<td>For New Schools/ Teachers with the Education Officer: Aoife Rankin  Galway, Mayo, Sligo, Leitrim, Donegal, Roscommon, Longford, Of ally, Westmeath, Clare</td>
</tr>
<tr>
<td>Fri 25th</td>
<td>For New Schools/ Teachers with the Education Officer: Sinéad Hayes  Dublin (South), Kildare, Wicklow</td>
</tr>
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</table>

## OCT 2020  | WWGS Approach - connecting Covid-19 (Online Webinars) - Region specific for Schools/ Teachers

### Details
- The WWGS Critical and Analytical Approach to GCE - theory and practice in the context of Covid-19
  - For new Schools and especially established teachers to WWGS

<table>
<thead>
<tr>
<th>Date</th>
<th>For Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 9th</td>
<td>For ALL teachers with the Education Officer: Lizzy Noone  Dublin (North), Louth, Meath, Cavan, Monaghan</td>
</tr>
<tr>
<td>Tue 13th</td>
<td>For ALL teachers with the Education Officer: Laura Cahill  Cork, Kerry, Limerick, Wexford, Waterford, Laois, Carlow, Kilkenny, Tipperary</td>
</tr>
<tr>
<td>Thur 15th</td>
<td>For ALL teachers with the Education Officer: Aoife Rankin  Galway, Mayo, Sligo, Leitrim, Donegal, Roscommon, Longford, Of ally, Westmeath, Clare</td>
</tr>
<tr>
<td>Mon 19th</td>
<td>For ALL teachers with the Education Officer: Sinéad Hayes  Dublin (South), Kildare, Wicklow</td>
</tr>
<tr>
<td>Wed 21st</td>
<td>For ALL teachers from any county who wish to participate in the training: As gaeilge</td>
</tr>
</tbody>
</table>

## NOV & DEC 2020  | Thematic Online Workshops - Region specific for New Schools/ Teachers by Region

### Details

<table>
<thead>
<tr>
<th>November</th>
<th>For Who?</th>
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</thead>
<tbody>
<tr>
<td>Nov 2nd</td>
<td>For any schools interested in applying for, or renewing their Global Passport Award</td>
</tr>
<tr>
<td>Nov 5th</td>
<td>Teachers who wish to explore the justice theme of Migration/ Diversity/ Racism with their students</td>
</tr>
<tr>
<td>Nov 9th</td>
<td>Teachers who wish to explore the justice theme of fast fashion with their students</td>
</tr>
<tr>
<td>Nov 11th</td>
<td>All schools</td>
</tr>
</tbody>
</table>

**Please see our website to register for our trainings**
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Security and Biodiversity</td>
<td>Fri 13th</td>
<td>Teachers who wish to explore the justice theme of food security and biodiversity</td>
</tr>
<tr>
<td>Wellbeing and Health</td>
<td>Tue 17th</td>
<td>Teachers who wish to explore the justice theme of Wellbeing and Health</td>
</tr>
<tr>
<td>Poverty</td>
<td>Thur 19th</td>
<td>Teachers who wish to explore the justice theme of Poverty</td>
</tr>
<tr>
<td>Recycling and Waste</td>
<td>Mon 23rd</td>
<td>Teachers who wish to explore the justice theme of Recycling and Waste</td>
</tr>
<tr>
<td>Sustainability/ Degrowth/beyond consumerism</td>
<td>Wed 25th</td>
<td>Teachers who wish to explore the justice theme of Sustainability/Degrowth/beyond consumerism</td>
</tr>
<tr>
<td>Global School Partnerships</td>
<td>Fri 27th</td>
<td>For schools interested in, or already taking part in a Global School Partnership (a partnership project/trip with a school in the Global South)</td>
</tr>
<tr>
<td>Migration</td>
<td>Tue 1st</td>
<td>Teachers who wish to explore the justice theme of migration</td>
</tr>
<tr>
<td>Tax and Trade</td>
<td>Thur 3rd</td>
<td>Teachers who wish to explore the justice theme of tax and trade</td>
</tr>
<tr>
<td>Energy</td>
<td>Mon 7th</td>
<td>Teachers who wish to explore the justice theme of Energy</td>
</tr>
<tr>
<td>Life under water</td>
<td>Wed 9th</td>
<td>Teachers who wish to explore the justice theme of 'life under water'</td>
</tr>
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**JAN, FEB, MARCH 2021 | Subject Specific Online Workshops**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Tues 12th</td>
<td>JC Home Economics Teachers</td>
</tr>
<tr>
<td>Global Passport Webinar</td>
<td>Mon 18th</td>
<td>Teachers who wish to apply for a Global Passport Award</td>
</tr>
<tr>
<td>Science</td>
<td>Thur 21st</td>
<td>JC Science Teachers</td>
</tr>
<tr>
<td>Teacher Training Event</td>
<td>Thur 28th</td>
<td>All Teachers</td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>Mon 8th</td>
<td>JC Modern Foreign Languages Teachers</td>
</tr>
<tr>
<td>Geography</td>
<td>Thur 11th</td>
<td>JC Geography Teachers</td>
</tr>
<tr>
<td>Global Passport Webinar</td>
<td>Mon 22nd</td>
<td>Teachers who wish to apply for a Global Passport Award</td>
</tr>
<tr>
<td>Global Passport Application Deadline</td>
<td>Fri 26th</td>
<td>Teachers who wish to apply for a Global Passport Award</td>
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<tr>
<td>Check your WWGS budget and get in touch with your Education Officer if you need advice</td>
<td>Mon 1st</td>
<td>All Teachers</td>
</tr>
<tr>
<td>Business</td>
<td>Tues 9th</td>
<td>JC Business Teachers</td>
</tr>
<tr>
<td>Art</td>
<td>Mon 15th</td>
<td>JC Art Teachers</td>
</tr>
<tr>
<td>Maths</td>
<td>Wed 24th</td>
<td>JC Maths Teachers</td>
</tr>
</tbody>
</table>
Teacher Training and Events - *in pictures*

**Symposium for School Management**

Each year, post-primary school management are invited to participate in this symposium which explores opportunities for Global Citizenship Education in schools. It will take place online this year on the 11th of November.

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch of WWGS Grant Call 2021/2022</strong>&lt;br&gt;&lt;small&gt;Apply online now! Closing 14th May&lt;/small&gt;</td>
<td><strong>Mon</strong> 12th</td>
</tr>
<tr>
<td><strong>Annual Student Conference (Cork)</strong></td>
<td><strong>Thur</strong> 22nd</td>
</tr>
<tr>
<td><strong>Grant Application Webinar</strong></td>
<td><strong>Tue</strong> 27th</td>
</tr>
<tr>
<td><strong>End-of-Year Report Webinar</strong></td>
<td><strong>Thur</strong> 29th</td>
</tr>
<tr>
<td><strong>Grant Application Webinar</strong></td>
<td><strong>Thur</strong> 6th</td>
</tr>
<tr>
<td><strong>End-of-Year Report Webinar</strong></td>
<td><strong>Fri</strong> 7th</td>
</tr>
<tr>
<td><strong>Two Deadlines:</strong>&lt;br&gt;- End-of-Year Report (for 2020/21)&lt;br&gt;- Grant applications (for 2021/22)</td>
<td><strong>Fri</strong> 14th</td>
</tr>
</tbody>
</table>

APRIL & MAY 2021 | Grant Application & End-of-Year Webinars and Deadlines

**Details**

**For Who?**

**Launch of WWGS Grant Call 2021/2022**
Apply online now! Closing 14th May.

**Symposium for School Management**
Each year, post-primary school management are invited to participate in this symposium which explores opportunities for Global Citizenship Education in schools. It will take place online this year on the 11th of November.
Regional Teacher Training

Early each year, WWGS run Regional Teacher Trainings. These explore the foundation blocks of GCE, provide an opportunity for teachers to share ideas with other teachers in their regions and get new ideas for planning. Online this year (September & October).

National Teacher Training

An annual event which brings together teachers involved in WWGS, from all across Ireland to deepen their engagement in a GCE theme, share experiences and meet NGO’s who can offer in-school and online programmes and resources. It will take place this year on the 28th of January.
**WWGS ONLINE SUPPORTS AND TOOLS**

**WWGS School Zone**

The WorldWise Global Schools (WWGS) School Zone is the access point for you as teachers to log-in to your online account. You will find downloadable versions for all of the 'WWGS Tools' referred to throughout this guide. It is also home to the "Resource Library" where you can download teaching and learning materials by theme and subject.

**WWGS Online Account**

Schools who have received a grant with WWGS for the academic year 2020/21 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. Click on the "School Zone" tab on the WWGS website:  
   --> http://www.worldwiseschools.ie/school-zone/

2. Then, click on "Online Account" within the drop down menu.

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.

Your e-mail address: ............................................................
Password: .................................................................
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 pages 36-41*

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

When you log-in to your online account, and click the 'WWGS Grant Applications' tab, 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 **14 May 2021**.
   
   - **Grant Application**
     
     Access your Grant Application for the 2020/21 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 2020/21 school year.

   *Further Instructions: [http://www.worldwiseschools.ie/grant-supports/](http://www.worldwiseschools.ie/grant-supports/)
**- 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 2020/21 school year.
- Scroll down to Narrative and Expenditure report.

*Further Instructions: [http://www.worldwiseschools.ie/grant-supports/](http://www.worldwiseschools.ie/grant-supports/)*

**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, contact your Education Officer who will set you up with an online application form.*

*Further Instruction are embedded in the online 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.
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 Global Passport Award, go to:

Useful Global Passport Online Resources

The Global Passport Award is optional for schools to engage in. The Global Passport Award tab on our website 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).

WWGSTOOLS:

Passport Resources:

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

- Videos,
- Templates
- Case studies
- Information sheets

--> www.worldwiseschools.ie/global-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 change/ 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 for all.
PLANNING FOR QUALITY GCE: THE 6-STEP PROGRAMME

WorldWise Global Schools (WWGS) offers a 6-step planning framework to guide and support you through developing a quality Global Citizenship Education (GCE) programme for your school.

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

Top tips for planning:

- Keep it simple
- Decide on a timeframe: Will it be a year long, a half-term or full-term project?
- 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. You have an Education Officer assigned to your school to help support you with your GCE programme of work. Get in touch - there is no such thing as a silly question!
- Choose a range of active learning methodologies and activities to foster participative learning through dialogue, discussion, and debate of multiple perspectives and questions relative to global justice issues.
- 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.
1- IDENTIFY TARGET GROUP AND SUPPORT NETWORK

- Subject Areas
- GCE committee
- Transition Year

STUDENTS

- Teachers
- School leadership & Management

NETWORK

WWWG TOOLS

- GCE Subject Guides
- Downloadable Resources, Tips, Examples

WHO?

WWWG TOOLS

- Already doing GCE
- Teacher GCE committee

P.16/17

2- CHOOSE A GLOBAL JUSTICE THEME

HOW? Which global goal and theme?

WWWG TOOLS

- Theme Images
- Theme Poster

P.18/21

3- EXPLORE THE THEME

HOW? Which activities for raising awareness?

WWWG TOOLS

- Checklist for GCE
- Scadding GCE Guide

P.22/26
4- STUDENTS RAISE AWARENESS

- Media Communication
- Formalised Student Peer Learning
- Creative Engagement
- Global Justice Themed Displays
- Engage with other schools
- Assemblies
- Globally Themed Events

5- CREATE MEANINGFUL CHANGE

- WWGS TOOLS
  - Media Communication
  - Formalised Student Peer Learning
  - Creative Engagement
  - Global Justice Themed Displays
  - Engage with other schools
  - Assemblies
  - Globally Themed Events

Consider where change can happen:

- School Community
- Local & National Community
- European & Global Community

- Inf & hold political representatives, organisations or companies to account.
- Mobilise to tackle global justice issues.

- IDEAS:

6- REFLECT, REPORT & WHAT’S NEXT

- WWGS TOOLS
  - Self Assessment Tool
  - Online Narrative Report
  - Online Expenditure Report

- Access these through your WWGS Online Account
STEP 1- IDENTIFY TARGET GROUP & SUPPORT NETWORK

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

Students:

All students will benefit from GCE, but you will need to decide which group(s) you will work with in order to start planning. GCE is suitable for any year group, any subject area or programme (e.g. TY, JCSP, LCS) and any extra-curricular group(s) or student council. Or you may decide to start your own student GCE committee.

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?
• Is there space in the timetable that GCE could fit in?

WWGS TOOLS:

Download these tools from our website: http://www.worldwiseschools.ie/6-step-programme/
Support Network:

Consider the existing support network for GCE in your school:

**Teachers**
Consider which members of staff are already implementing GCE (and perhaps not calling it GCE)? Are there members of staff who are naturally interested and passionate about global justice issues? Could you bring interested staff together as a GCE committee who can help coordinate GCE activities within the school?

**School Leadership and Management**
GCE is valuable for the whole school community. Consider, are school leadership and management aware of GCE initiatives in the school? If not, how could you engage them? How might they value and support GCE related activities?

Collaboration:

Collaboration can be a powerful professional development activity and can foster a culture of shared learning.

**Within your school’s support network:**
- Create a GCE committee to coordinate GCE activities within the school and foster a cross-curricular approach
- Subject departments work together to integrate GCE into subject department plans
- Work together to identify opportunities for GCE in subject areas in JC, LC, LCVP, LCA, and JCSP

**Among the WWGS network of GCE schools:**
Through WWGS training and events, teachers, school leadership and management, and students can meet other schools locally and nationally to share their knowledge, ideas, practices, resources and experience in embedding GCE into all aspects of teaching and learning.

See our calendar of events on page 4, and register through our website!

**WWGS TOOLS:**

**NETWORK**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School leadership &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Already doing GCE</td>
<td>Teacher GCE committee</td>
</tr>
<tr>
<td></td>
<td>Principal / Deputy</td>
</tr>
<tr>
<td></td>
<td>Parents / Association</td>
</tr>
<tr>
<td></td>
<td>Board of management</td>
</tr>
<tr>
<td></td>
<td>Post Holders</td>
</tr>
</tbody>
</table>

Download these tools from our website:
http://www.worldwischools.ie/6-step-programme/
STEP 2- CHOOSE 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.

What are the "Sustainable Development Goals" (also known as The 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](http://www.globalgoals.org) and [http://worldslargestlesson.globalgoals.org](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?*

**WWGS TOOLS:**

Download these tools from our website: [http://www.worldwiseschools.ie/6-step-programme/](http://www.worldwiseschools.ie/6-step-programme/)
STEP 2: PICK A GLOBAL JUSTICE THEME
Global Citizenship Education Themes

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

1. **No Poverty**
   - Land Grabs

2. **Zero Hunger**
   - Food & Growing

3. **Good Health and Wellbeing**
   - Access to Medicines/Healthcare

4. **Sustainable Economic Models**
   - Fossil Fuels & Human Rights

5. **Decent Work and Economic Growth**
   - Slavery & Child Labour

6. **Workers Rights**

7. **Affordable and Clean Energy**
   - The Circular Economy

8. **Industry, Innovation and Infrastructure**
   - Access to Markets & Industry

9. **Responsible Consumption and Production**
   - Fast Fashion

10. **Climate Justice**

11. **Sustainable Tourism**

12. **Climate Action**

13. **Life Below Water**
   - Sustainable Fishing
STEP 2: PICK A GLOBAL JUSTICE THEME

- Access to Education
- Global Gender Equality
- Water Conflict
- Access to Housing
- Global Wealth Inequality
- Inclusion - Direct Provision
- Migration & Seeking Asylum
- Anti-Racism / Diversity
- Global Waste - Tackling Plastics
- Poaching & Trafficking
- Conflict & Global Arms Trade
- Tax Justice
- Resource Extraction
- Peace Justice and Strong Institutions
- Trade Justice
- Global Biodiversity
- Debt Justice
- Peace Keeping
STEP 3- EXPLORE THE THEME

Global Citizenship Education (GCE) allows students to unpack complex global justice issues. Students begin to connect with and understand these issues, build confidence in their knowledge and become inspired to take action to tackle the issues.

Components of GCE:

Global Citizenship Education has 5 key components: Knowledge, Skills, Attitudes & Values, Action and Methodologies.

GCE Approach:

With GCE teachers take on a facilitation role – using methodologies to support students learning, rather than them being the central port of information and answers. Students are therefore enabled to play an active role in shaping their learning, and teachers learn alongside them (rather then needing to be an ‘expert’ on any of the issues).

Top Tips:

- It is important to be very clear on what GCE is (and what it isn’t) when planning your programme of work. Use the checklist for GCE (WWGS Tool 3.1. page 23) to ensure you are on track.
- Ensure each of the key components of GCE (above) are considered in planning. Use relevant Active Learning Methodologies (WWGS Tool 3.3. page 26) to scaffold each component.
- Support students to critically engage with the justice issue - exploring root causes, multiple perspectives, assumptions, and viewpoints (Use tool 3.2. page. 24-25).
- Download the WWGS thematic resource sheet appropriate to your GCE theme from the WWGS online resource library. Each sheet provides information on the issue, activities, tools, and suggested campaigns/actions.
- Look for opportunities to develop cross-curricular links with GCE topics and issues
- Promote dialogue, discourse, and debate to encourage and empower students to voice their opinions and viewpoints in a respectful way. GCE is about exploring perspectives.

WWGS TOOLS:

Download these tools from our website: http://www.worldwiseschools.ie/6-step-programme/
### 3.1. Checklist for Global Citizenship Education

Use this as a planning tool but also throughout your project to ensure you are on track to delivering a quality GCE programme of work:

<table>
<thead>
<tr>
<th>Yes</th>
<th>Does this GCE programme of work help our students to...</th>
<th>Rather than...</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Understand global justice issues as <strong>rooted in Human Rights</strong></td>
<td>Only focussed on the <strong>impacts for animals</strong>, insects or plants</td>
</tr>
<tr>
<td></td>
<td>Make sense of how the <strong>world</strong> works? (Rapidly changing, <strong>interdependent and unequal</strong>).</td>
<td>Look at one <strong>issue in isolation or oversimplify</strong> the issue</td>
</tr>
<tr>
<td></td>
<td>Critically explore the <strong>root causes</strong> of global a justice issue</td>
<td>Explore an issue with <strong>no context</strong> or focus only on the effects of the issue</td>
</tr>
<tr>
<td></td>
<td>See how <strong>global justice issues interlink with our everyday life</strong> (how might our actions/ inactions or that of our representatives impact others)</td>
<td>Focus on a <strong>local issue without any global context</strong></td>
</tr>
<tr>
<td></td>
<td>Build independent and <strong>critical thinking</strong> skills</td>
<td>Tell students what is <strong>right/wrong</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Meaningly challenge stereotypes, negative assumptions &amp; prejudices</strong> of people who are facing injustice in the Majority World (Developing World)</td>
<td><strong>Reaffirm ideas of people as passive recipients and our students as ‘outside-helpers’ or ‘saviours’</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Explore multiple perspectives</strong></td>
<td><strong>Reiterate one dominant or mainstream view</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Identify power and inequality</strong></td>
<td><strong>Focusing on only on those affected but ignoring the actors who are benefiting from, or maintaining, status quo</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Inspire solidarity</strong> (stand with, and ensure voices are heard from the communities effected by the issues/leading action for change)</td>
<td><strong>Feel sorry for people</strong> and/or engage in <strong>charity activities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Realise their own personal rights, responsibilities and potential as global citizens</strong></td>
<td><strong>Donate to organisations/ charities to support the work they do</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Take meaningful action</strong> for a just and sustainable world for all</td>
<td><strong>Projects which raise awareness but have no ask / demand for change</strong></td>
</tr>
</tbody>
</table>
3.2. Digging Deeper - Critically Engaging with a Global Justice Issue

Instructions:
Teacher: Provide students an image and/or text (e.g. newspaper article, social media campaign, advertisement, TedTalk) related to a global justice issue (e.g. migration & seeking asylum, climate change, unfair trade).
Students: In small groups: Answer the questions as best you can.

1. Stretch and challenge

Critically think about the situation/issue by using the questions below. Outline the reasons behind your answer:

- What messages or ideas have you heard about this issue before? (from media, from school, from friends, from family, your own direct experience, just ‘around’)?
- Which ideas seem ‘mainstream’? (commonly held and seem ‘normal’ at this time)
- Which ideas seem different from the ‘mainstream’ or seem not to fit what you would expect?
- How is this situation/issue over-simplified by the media, by public opinion, by leaders, etc.?

Review the image/text you have been given. Answer the following:

- Identify the main actors (groups/people/organisations) involved in this issue? (You may directly see them here or they may be indirect)
- Who is telling this story? Whose voice/perspective do you hear?
- Can you identify an ‘us’ whose perspective is driving the story, and a ‘them’ whom the story is about?
- How are people in the situation portrayed? Are they viewed from an outsiders’ perspective (e.g. as ‘underdeveloped’, victims, passive) or are their voices heard (e.g. stories of resilience, strength, care, hope)?
- Are outsider-helpers seen as saviours? (there to ‘save the day’ or fix others issues) How?
- Are outsiders benefiting from this situation and/or helping this situation? How?

2- Power

- Who is in control in this issue/situation? Who are the key power players at the core of this issue?
- Is there a fair balance of power between the actors (groups/people) involved?
- Which people/group are winning and who are losing? And to what degree?
- What sources of organization or leadership can you see? How effective are they?

3- Perspectives

- What are the perspectives of each of the actors (people/groups) involved?
- Whose perspectives do we usually hear most from on this issue?
- Who decides which opinions are heard or valued?
- Are there perspectives that are usually difficult to find on this issue and are often not heard or seen but that would be important to understanding this issue? If so, whose?
4- Background and root causes
- What are the main factors that contributed to this situation/issue?
- What local and global issues does this particular justice issue link to?
- What systems and structures allow this to continue to be an issue (local or international laws, policies, agreements?)
- What actions/ inactions, or those of our political representatives (in Ireland or EU) might impact this issue?
- In what ways does this issue link with our everyday lives in Ireland?

5- Equity / Fairness
- What inequalities or unfairness can you see in this issue/situation?
- Why are they unfair?
- Whose voices are loudest?
- Who/what group would you like to hear more from?
- What can be done to ensure that those who are marginalized have more of a voice and power?

6- Future
- Will the issue(s) reduce in the future?
- If it were reduced, what would the possible futures look like for the people involved?
- What would the futures look like in in 1 year, 5 years, 20 years, 100 years?
- What would need to happen for the positive futures to be achieved?

7- Responses
- What are possible responses and/or solutions to improve this issue?
- Who benefits from each response?
- To what extent do the solutions address the complex set of factors involved in the issue?
- Is there a solution or set of solutions that have the strongest potential for positive change?
- What options do we have as Irish/European/Global Citizens to effect change on this issue?
- To what extent are the solution(s) proposed sustainable?

This series of questions have been adapted from a Manchester Metropolitan University resource ‘Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers’.
### 3.3. Scaffolding Global Citizenship Education - 4 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>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Explore issue as complex and interconnected with other justice issues.</td>
<td>- String connection web</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Cause and effect sorting</td>
</tr>
<tr>
<td></td>
<td>Critically explore root causes of issue.</td>
<td>- Root causes ranking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Creating timelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Diamond ranking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Problem Tree</td>
</tr>
<tr>
<td>Attitudes and Values</td>
<td>Challenge stereotypes, negative assumptions &amp; prejudices</td>
<td>- Critical review of text/images</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The Socratic Questioning Technique</td>
</tr>
<tr>
<td></td>
<td>Explore multiple perspectives</td>
<td>- Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Simulation games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Argument mapping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hot seating</td>
</tr>
<tr>
<td></td>
<td>Inspire solidarity</td>
<td>- Stories of resistance (videos, campaigns)</td>
</tr>
<tr>
<td></td>
<td>Connect issue with our everyday lives</td>
<td>- Case studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Organising lifecycle cards</td>
</tr>
<tr>
<td>Skills</td>
<td>Build independent and critical thinking skills</td>
<td>- Moving debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Text/ image reviews</td>
</tr>
<tr>
<td></td>
<td>Identify power and inequality</td>
<td>- Media review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Stakeholder mapping</td>
</tr>
<tr>
<td></td>
<td>Increase confidence and skills to take action</td>
<td>- Skills audit</td>
</tr>
<tr>
<td></td>
<td>Inspire/engage others to learn and take action</td>
<td>- See step 4: Students Raise Awareness</td>
</tr>
<tr>
<td>Taking Meaningful Action</td>
<td>Identify possible solutions to improve the issue</td>
<td>- Global Café</td>
</tr>
<tr>
<td></td>
<td>Select relevant meaningful action</td>
<td>- Idea storm</td>
</tr>
<tr>
<td></td>
<td>Take action to create meaningful change</td>
<td>- Diamond ranking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Experiential: Learning by doing!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Planning Templates and tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Large schedule &amp; timeline for activities</td>
</tr>
</tbody>
</table>

Contact your Education Officer for advice on the most appropriate active learning methodologies for your project.
STEP 3: EXPLORE THEME
Formalised Student Peer Learning

Formalised student peer learning can be a really valuable experience for all students involved. Students leading can reinforce their own learning on the issue and gain valuable skills and confidence through facilitating their peers. Students engaging can be inspired and motivated by the student leaders. When facilitated using active learning methodologies, it creates dialogue and becomes a two-way reciprocal learning activity.

Creative Engagement

Art, music, film, media, magazines, drama, creative writing etc are all effective ways of engaging others in creative, inspiring and moving ways on global justice issues.

Global Justice Themed Displays

Global Justice themed displays, located in a visible space for all members of the school community, create an awareness of the GCE issues explored by students. They reinforce and celebrate the learning of students and are a starting point on a journey to mobilise others in the school and global community to take action. This permanent shared learning too must comply with Dóchas Code of Conduct on Images and Messages.

STEP 4- STUDENTS RAISE AWARENESS

There is huge value in students collaborating and raising awareness on the Global Justice issue(s) they are exploring:

- Students gain skills and confidence in engaging others in discussion on important Global Justice issues
- It motivates and empowers students on their journey to become agents of change
- Learning is consolidated in the process
- Valuable GCE learning extends to students beyond their class
- It contributes to a culture of awareness and action on Global Justice issues in the school and beyond
Media Communication
Students can use their writing and design skills to share their learning through school newsletters and the local media. ICT provides further opportunities to use collaborative digital learning tools and online platforms such as blogs, social media etc, to effectively share Global Justice learning beyond their school community.

Assemblies
Assemblies are fantastic shared learning platforms that can serve to unify, empower and mobilize students to collectively engage in Global Justice issues. These gatherings are a great opportunity to ignite the spirit of empathy and instil a sense of community and solidarity within the school. If you do not have assemblies in your school, the intercom is a great way for students to communicate learning.

Globally Themed Events
Celebrating and taking part in GCE themed events (e.g. World Day for International Justice, Zero Discrimination Day, Fair Trade day, World Day Against Child Labour) is a powerful way to create awareness and mobilize people to take collective action, in a shared capacity, in solidarity and cooperation with people all over the world.

Engage with Other Schools
Engaging with others schools on joint learning GCE project(s) can be a strong two-way reciprocal learning activity - where students can work collaboratively with their peers to explore root causes of global justice issues. It can build confidence and a sense of community with young people acting together to raise awareness and create change on Global Justice issues.

Download these tools from our website:
http://www.worldwiseschools.ie/6-step-programme/
STEP 5- CREATE MEANINGFUL CHANGE!

Creating meaningful change is the ultimate goal of Global Citizenship Education. Creating meaningful change moves beyond raising awareness (step 4) and demands tackling global justice issue to create a difference.

This step will provide you with ideas and tools to help facilitate your students plan and undertake a meaningful action project. Remember, being both critical and creative will be central to the success of an action!

Where can change happen?

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

1) The School Community
2) The Local & National Community
3) The European and Global Community

Use the WWGS planning tools (on the next pages) to support students plan and undertake a meaningful Action Project.
STEP 5: CREATE MEANINGFUL CHANGE!

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SCHOOL COMMUNITY:

Successful behaviour change empowers, encourages and mobilizes people to take a collective approach to resolving global justice issues.

<table>
<thead>
<tr>
<th>Behaviour Change</th>
<th>Policy Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviour Change</strong> requires students to move beyond knowing to doing. This can be a change in consumption patterns or an increase in engagement.</td>
<td><strong>Policy Change</strong> supports systematic behaviour change. Policy change is often the leading factor in behaviour change i.e. government tax on plastic bags.</td>
</tr>
</tbody>
</table>

Tips:

- Include as many stakeholders as possible in your plans – people who feel included, get involved!
- Create ‘Ambassadors of change’ roles in every year group who can take a leadership role in influencing change in your school.
- Remember, it is always best to motivate rather than pressurise or coerce people to create change. Positive language and using ‘we’ as opposed to ‘you’ can be inclusive and motivating.
- Foster and celebrate a culture of activism in your school.
- Ensure a representative from all sections of the school community contribute to the school policy (including student GCE committee, Parents Association, caretaker, etc).
- Add ‘Policy Change’ as a standing item to the meeting agendas of staff and student GCE committees.
- Foster an environment where all school members are keen to be part of influencing policy change.
- Devise a list of principles (objectives) with a clear focus and sense of shared purpose to lead positive change in your school community - we need intergenerational change!
**LOCAL & NATIONAL COMMUNITY:**

This can be influencing your political representatives (or holding them to account) on important policies; engaging with community groups and campaigns already working to create change; or mobilising your community to take action!

<table>
<thead>
<tr>
<th>Local Community</th>
<th>Political Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas:</strong></td>
<td></td>
</tr>
<tr>
<td>- Identify and engage with local groups and nationwide campaigns who are taking action on Global Justice issues. Engage the community through:</td>
<td>- Invite political representatives to your school to answer pre-prepared questions on a key global justice issue important to the class. It can be part of a ‘day of action’, in-school or invite parents and the community.</td>
</tr>
<tr>
<td>- On-street actions</td>
<td>- Visit political representatives in their constituency office to advocate for a policy change.</td>
</tr>
<tr>
<td>- Protests + marches + vigils</td>
<td>- Organise a public debate between students and political representatives. Invite parents and the community.</td>
</tr>
<tr>
<td>- Exhibitions in local galleries</td>
<td>- Write emails and letters to local and political representatives (i.e. T.D.s farmers, CEOs etc) with questions and key ‘asks’/ demands. Request a response.</td>
</tr>
<tr>
<td>- Street-art</td>
<td></td>
</tr>
<tr>
<td>- Liaise with businesses/organizations to influence their practices.</td>
<td></td>
</tr>
<tr>
<td>- Use the school or local hall to host meetings/workshops with parents/community members.</td>
<td></td>
</tr>
<tr>
<td>- Link with the media (newspaper, radio station, or tv stations) to mobilise action in your local community.</td>
<td></td>
</tr>
</tbody>
</table>

--> Ensure you have an ‘ask’ (petition or action people can take) or else this has not moved beyond raising awareness

---

*Students from Cork & Stepaside Educate Together Secondary Schools presenting their climate justice actions at the WWGS Student Conference 2019. Students shared their experience of participating in the Student Climate Action Network (SCAN) which involved organising regional protests, engaging politicians and shaping the narrative away from behaviour change to systems and structures change.*
STEP 5: CREATE MEANINGFUL EUROPEAN & GLOBAL COMMUNITY:

There are an array of invaluable methods and tools available to influence and hold people in power, organisations or companies, at a European and Global level, to account.

<table>
<thead>
<tr>
<th>Multi-National Corporations &amp; Organisations</th>
<th>Political Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas:</td>
<td></td>
</tr>
<tr>
<td>• Develop + distribute online campaigns + petitions that lobby for change:</td>
<td>• Lobby representatives of our government in the EU and globally through:</td>
</tr>
<tr>
<td>- <a href="http://www.change.org">www.change.org</a>, <a href="http://www.sumofus.org">www.sumofus.org</a>, etc</td>
<td>• Written + Verbal (emails, phone calls, virtual meetings, etc).</td>
</tr>
<tr>
<td>- Boycott unethical+unsustainable companies</td>
<td>• Online platforms – including social media, blogs, podcasts online petitions &amp; campaigns, etc.</td>
</tr>
<tr>
<td>- <a href="http://www.ethicalconsumer.org">www.ethicalconsumer.org</a></td>
<td></td>
</tr>
<tr>
<td>• Keep tweeting and posting on social media to influence change.</td>
<td>Ensure your students feel confident with well researched questions and responses!</td>
</tr>
<tr>
<td>• Contact multi-national corporations (email, letters, social media, etc.) to ask them questions/‘asks’ you have.</td>
<td></td>
</tr>
</tbody>
</table>

Student Conference

Each year, WWGS run a student conference, where post-primary students from across Ireland have the opportunity to meet their peers, share learning and showcase their action projects.
### WWGS 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 tackling a global justice issue?</td>
<td></td>
</tr>
<tr>
<td>Is your action based on researched facts from credible sources?</td>
<td></td>
</tr>
<tr>
<td>Have you included the voice of people affected by, and taking action on the issue?</td>
<td></td>
</tr>
<tr>
<td>Is the action engaging? Will it inspire others to get involved and take action too?</td>
<td></td>
</tr>
<tr>
<td>Do you clearly link the global to the local? i.e. make the issues relevant?</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.


- **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](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 38-41.

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

WWGS 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 School Zone of the WWGS Website: http://www.worldwiseschools.ie/6-step-programme/

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.

Watch the video on our website: "How to Complete SATs"
WorldWise Global Schools require that all Post-Primary schools, in receipt of funding, report on their GCE activities and expenditure throughout the academic year. The following documents must be completed by 14th May:

- **The Expenditure Report** - You complete details of how much spent grant funding you have spent on GCE activities throughout the year (against what you applied for).
- **The Narrative Report** - Here you outline the activities undertaken and the supports your school availed of.
- **The Self-Assessment Tools** - Completed by students and staff, they showcase the impact of your GCE action project.

**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:

--> [http://www.worldwiseschools.ie/grant-supports/](http://www.worldwiseschools.ie/grant-supports/)

**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 and ownership?
- 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 might we need from WWGS to do this?
- How can I deepen my knowledge and engagement?
- What CPD, resources, etc might I value?

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**DEADLINE FOR REPORTING FOR THE 2020/2021 SCHOOL YEAR AND APPLYING FOR THE 2021/2022 SCHOOL YEAR IS 14th MAY 2021**
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.

### KNOWLEDGE

<table>
<thead>
<tr>
<th>Before Score</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what Global Citizenship Education is (previously known as Development Education)</td>
<td></td>
</tr>
<tr>
<td>I know where to access information and supports on GCE</td>
<td></td>
</tr>
<tr>
<td>I know where GCE can fit into various aspects of school life (curricular, extra-curricular, school policy etc)</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)</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**

### SKILLS

<table>
<thead>
<tr>
<th>Before Score</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>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….)</td>
<td></td>
</tr>
<tr>
<td>I can source trustworthy information on global justice issues for my students</td>
<td></td>
</tr>
<tr>
<td>I feel comfortable managing debates and discussions with my students on global justice issues in a respectful way</td>
<td></td>
</tr>
<tr>
<td>I can facilitate students to build peer education skills (so they can share their global justice learning with each other/ other students)</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**

### ATTITUDES & VALUES

<table>
<thead>
<tr>
<th>Before Score</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see the value of integrating GCE into the school</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>I feel solidarity with people who are being treated unfairly (I stand with them for change and not just feel sorry for them)</td>
<td></td>
</tr>
<tr>
<td>I believe it is important for students to value diversity (their communities, Ireland and in the world)</td>
<td></td>
</tr>
<tr>
<td>I see the importance of taking a strong justice and action based approach to Global Citizenship Education (as opposed to charity and fundraising)</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**

### ACTION

<table>
<thead>
<tr>
<th>Before Score</th>
<th>After Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I question and challenge stereotypes (my own and the students I work with)</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 are not negatively affected by my choices</td>
<td></td>
</tr>
<tr>
<td>I take initiative to collaborate with other teachers to increase the scale and efficacy of GCE in our school</td>
<td></td>
</tr>
<tr>
<td>I provide opportunities for students to get involved in, and lead on, global justice actions in my school</td>
<td></td>
</tr>
<tr>
<td>I myself participate in global justice campaigns/projects</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**
**TEACHER REFLECTION**

<table>
<thead>
<tr>
<th>What did you <em>learn</em> most from leading the Global Citizenship Education (GCE) project/activity/class in your school?</th>
<th>What did you find most <em>challenging</em> about running GCE in your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you see as the *biggest impact of GCE* in your school?  
What additional GCE supports/resources/training would you like from WWGS?  
| |
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.

### KNOWLEDGE

<table>
<thead>
<tr>
<th>Before Score</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 reasons why the world is unequal – the history and current systems that have made it so</td>
<td></td>
</tr>
</tbody>
</table>

**ADD UP YOUR BEFORE AND AFTER SCORES**

### SKILLS

<table>
<thead>
<tr>
<th>Before Score</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**

### ATTITUDES & VALUES

<table>
<thead>
<tr>
<th>Before Score</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**

### ACTION

<table>
<thead>
<tr>
<th>Before Score</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 share my learning and encourage others to 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>
This table provides you with some suggestions as to how WWGS grant funding can be used. This is not an exhaustive list and you may have other ideas as to how funding can support GCE in your school.

Please remember to check our grant guidelines for items that are not eligible for funding (available on our website) and link in with your Education Officer before you make changes to your approved budget.

<table>
<thead>
<tr>
<th>STAMP:</th>
<th>SUGGESTED ACTIVITIES:</th>
<th>WHAT YOU CAN SPEND YOUR MONEY ON:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRICULAR</td>
<td>Series of GCE planning meetings for staff</td>
<td>- €40 per hour contribution for teacher substitution to cover planning time for teachers involved in GCE</td>
</tr>
<tr>
<td></td>
<td>WWGS provided Subject Specific Teacher Training</td>
<td>- Contact WWGS for free in-school trainings</td>
</tr>
<tr>
<td></td>
<td>GCE resources for teachers/library</td>
<td>- Books, toolkits, subscriptions WWGS Recommended Reading List: <a href="https://docs.google.com/document/d/1N7uhy1XxMphl8t-jH6uwde5jgEoKZwxacXycj43SEk/edit?usp=sharing">https://docs.google.com/document/d/1N7uhy1XxMphl8t-jH6uwde5jgEoKZwxacXycj43SEk/edit?usp=sharing</a></td>
</tr>
</tbody>
</table>
| EXTRA-CURRICULAR | In-School GCE themed event(s) | - Materials for event  
- Speakers  
- Contribution towards refreshments  
- Awareness materials on theme  
- Activity cost e.g buying film, materials etc  
- PA hire |
| | GCE Displays | - Purchase a permanent display board  
- Materials for display  
- Printing /laminating (ink, paper, pouches) |
| | Engagement with National GCE Programmes (e.g. YSI Global Citizen Award / BTYSTE Science for Development Award, Concern Debates, etc) | - Contribution towards application fees  
- Travel to Awards  
- Materials to create a Global Justice themed action project |
| | External GCE Workshop Facilitator(s) | - Facilitator and Travel Fees List of NGO's and independent facilitators: http://www.worldwiseschools.ie/grant-supports/ |
| TEACHER CAPACITY & ENGAGEMENT | WWGS provided Teacher CPD Sessions | - Free from your WWGS Education Officer (Available also in Irish) |
| | GCE CPD for Teachers | - Facilitator and Travel Fees (Facilitators List: http://www.worldwiseschools.ie/grant-supports/  
- Contribution towards relevant external CPD |
| | GCE Planning & Coordination Time for Teachers | - €40 per hour contribution for teacher substitution to cover GCE planning and coordination time |
| | WWGS Global Passport Training / Support | - Free from your WWGS Education Officer |
| **STUDENT CAPACITY & ENGAGEMENT** | **Materials for Student-led action** | - Materials costs  
- Printing  
- Skill based workshops for students *e.g.* making videos, developing apps/ website, art, drama, poetry etc  
- See pages 28-33 for ideas for action projects.  
- See our thematic resource sheets  
See KleePaper to order eco-friendly stationary:www.ecoland.com |
| **GCE Field Trip(s)** | - Contribution to entrance rees  
- Travel costs  
*Contact your Education Officer for ideas for trips in your area!* |
| **Student Consultation Meetings** | - Budget for GCE student committee activities  
- Refreshments/ snacks for meetings |
| **SCHOOL LEADERSHIP & POLICIES** | **WWGS-provided Support Meeting with School Management** | - **Free** from your WWGS Education Officer |
| | **GCE School Policy Development(e.g. meetings, substitution, materials, etc.)** | - Refreshments/ snacks  
- Materials  
- €40 per hour contribution to teacher planning time to coordinate |
| | **WWGS provided GCE Policy Support** | - **Free** from your WWGS Education Officer |
| **COMMUNITY ENGAGEMENT** | **Community GCE event(s)/Action(s) (e.g. exhibitions, performances, etc)** | - Materials for event  
- Speakers  
- Contribution towards refreshments  
- Awareness materials on theme  
- Activity cost *e.g.* buying film, materials etc  
- PA hire |
| | **GCE-specific Communications (e.g. website, newsletter, etc)** | - Fees for outside facilitators who provide specific skills training *e.g.* film/ animation, app development, art, drama  
- Printing costs  
- Buying stock images  
- Printing costs  
- Buying stock images |
| | **Development of awareness-raising materials (e.g. presentations, leaflets, videos)** | - Materials  
- Printing /laminating (ink, paper, pouches) |
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

• Stop Climate Chaos - A coalition of civil society organizations campaigning to ensure Ireland does its fair share to tackle the causes and consequences of climate change.
  ---> 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 Global Citizenship 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 Global Citizenship 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 Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.