Strengthening your GCE programme

Sinéad Hayes - Education Officer
Lizzy Noone - Education Officer
Eleftheria Papamichali - Programme Administrator

Irish Aid
Department of Foreign Affairs and Trade
WorldWise Global Schools

Today's Learning objectives

TO STRENGTHEN OUR GCE PROGRAMMES
TO PROGRESS OUR GCE KNOWLEDGE
TO HAVE THE TOOLS TO DO THIS
TO SHARE WITH ONE ANOTHER

Today's Agenda

1. INTRO
2. THE BUS
3. LET'S TALK SDGS
4. SCAFFOLDING
5. DIGGING DEEPER
6. QUESTIONS

• **Name**
• **School**
• **Subject**
• **Theme** *you are interested in exploring*
?

WWGS Six-Step Programme

GUIDING PRINCIPLES

Building a Group Agreement

Consider these questions:

What do I need to engage in this action?

What do I need to take part in and feel comfortable in group meetings and reflections?

What role is most suitable for me in this process?

How do I need to behave for the group to work well?

What do I need for this action to be a success?

DEVELOPING A SUPPORTIVE SPACE: Creating a Human Rights class charter

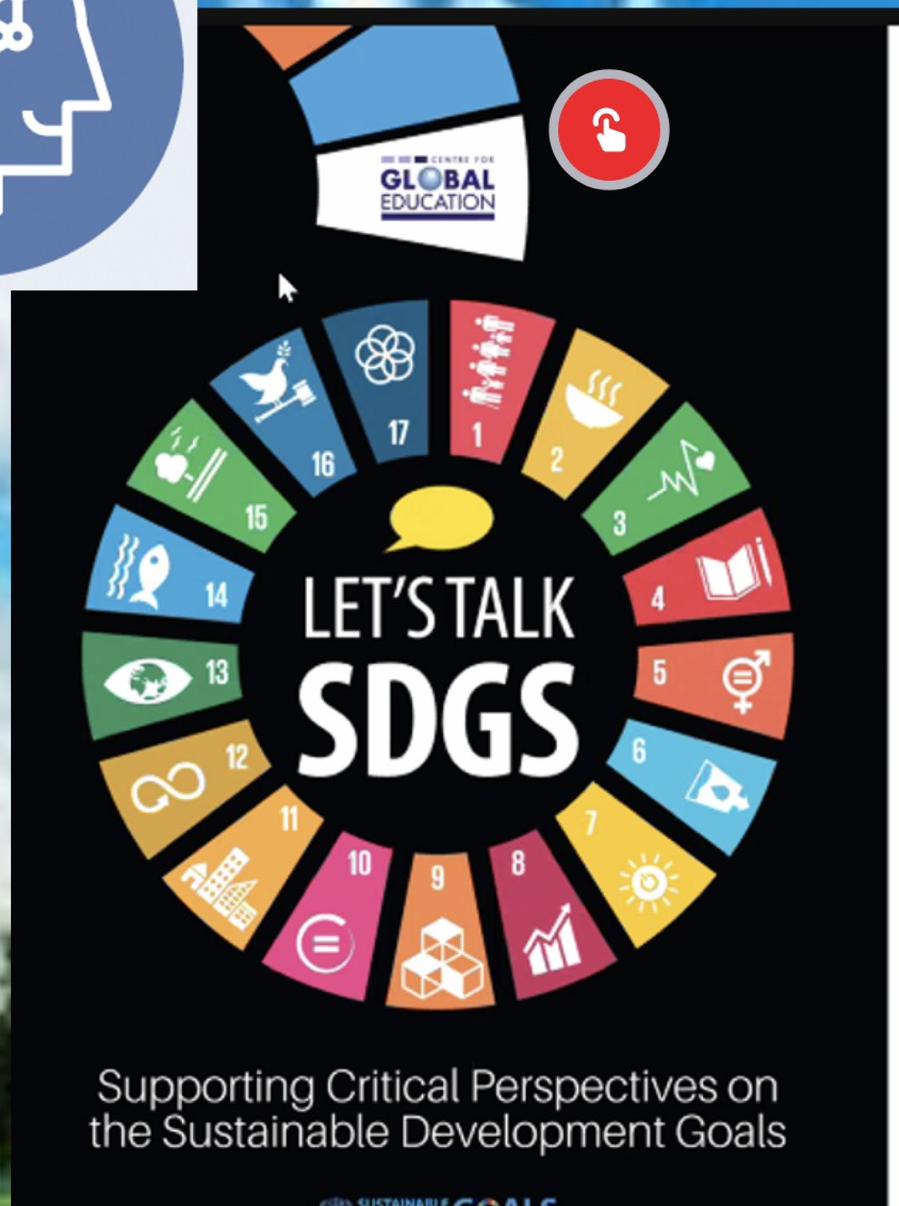
Activity: Creating a Human Rights Charter for the Class

This plan was developed by secondary school teacher and poet, Elaine Feeney provide a foundation for work on the issues addressed in this pack.

THE BUS

WHAT ARE THE STUDENTS SAYING?

1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS
14 LIFE BELOW WATER



Do the SDGs support an Effective Development Education?

Education of Social Change rooted in Critical Pedagogy of Paulo Freire (1973)

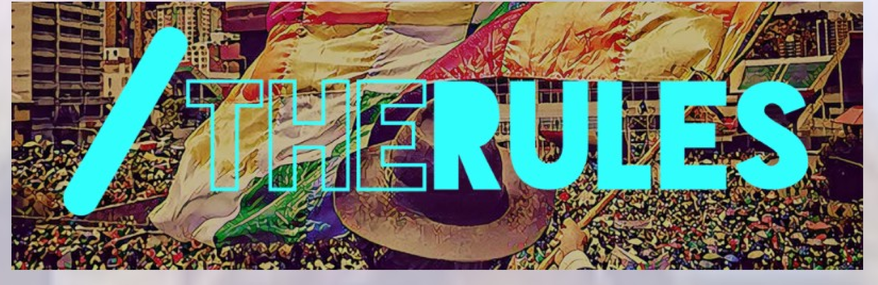
- Overtly Political and Radical - making visible the legacy of colonialism and how this continues to shape global power structures
- Through Critical Literacy – an investigation of power structures, identity and perspectives
- Proactive Citizenship rather than Reactive Citizenship

GET BACK ON THE BUS!

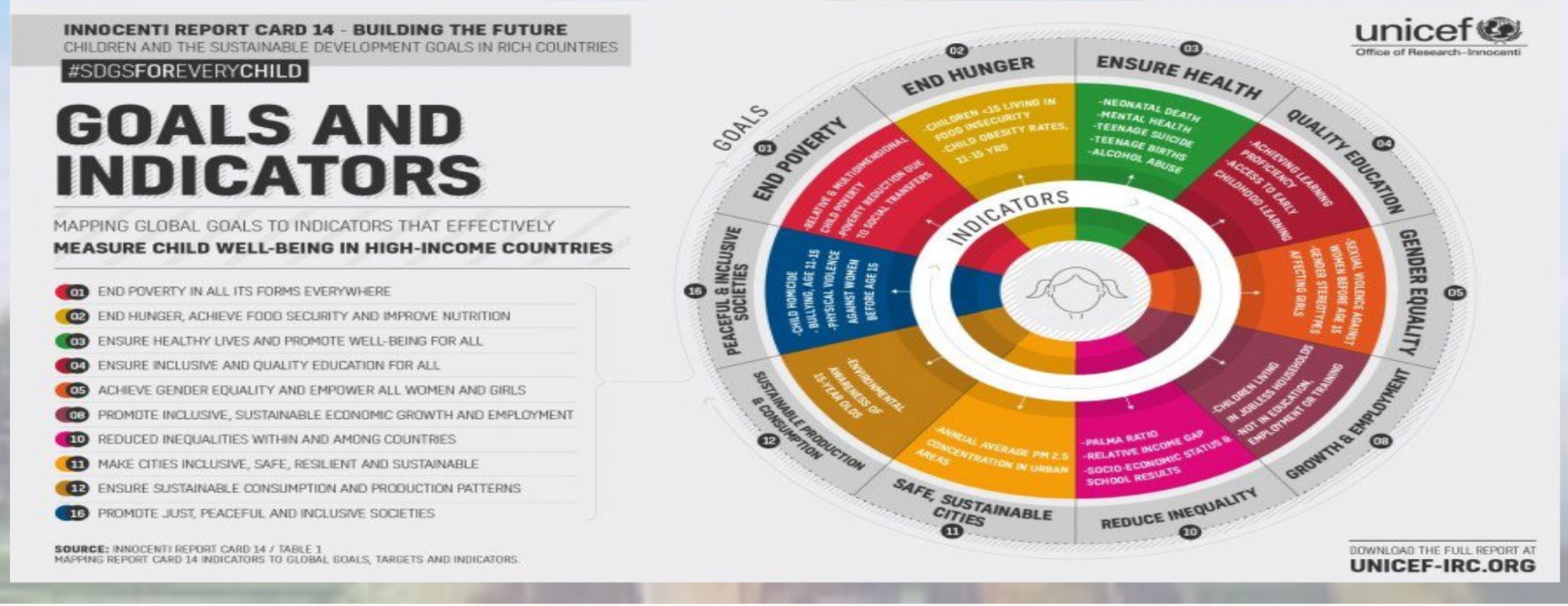
“Basically, the SDGs want to reduce inequality by ratcheting the poor up
....but while leaving the wealth and power of the global 1 percent intact.

They want the best of both worlds.

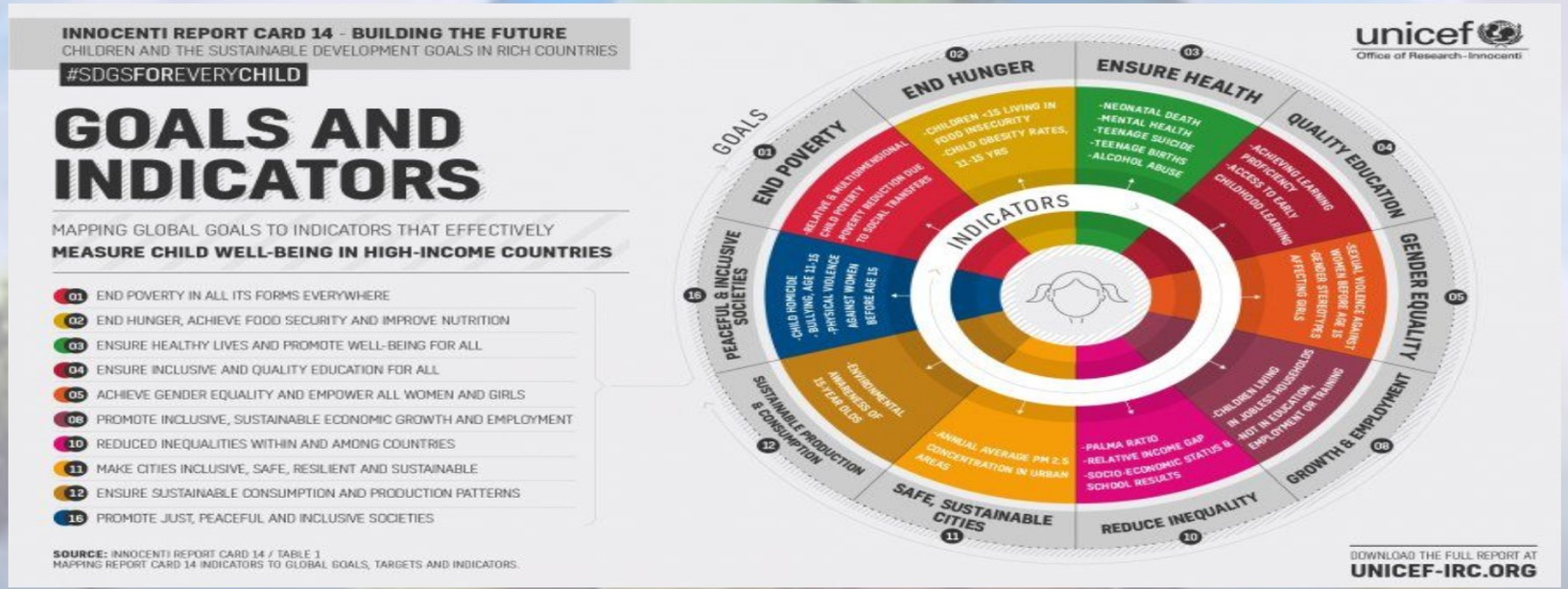
They fail to accept that mass impoverishment is the product of extreme wealth accumulation and overconsumption by a few, which entails processes of enclosure, extraction, and exploitation along the way”



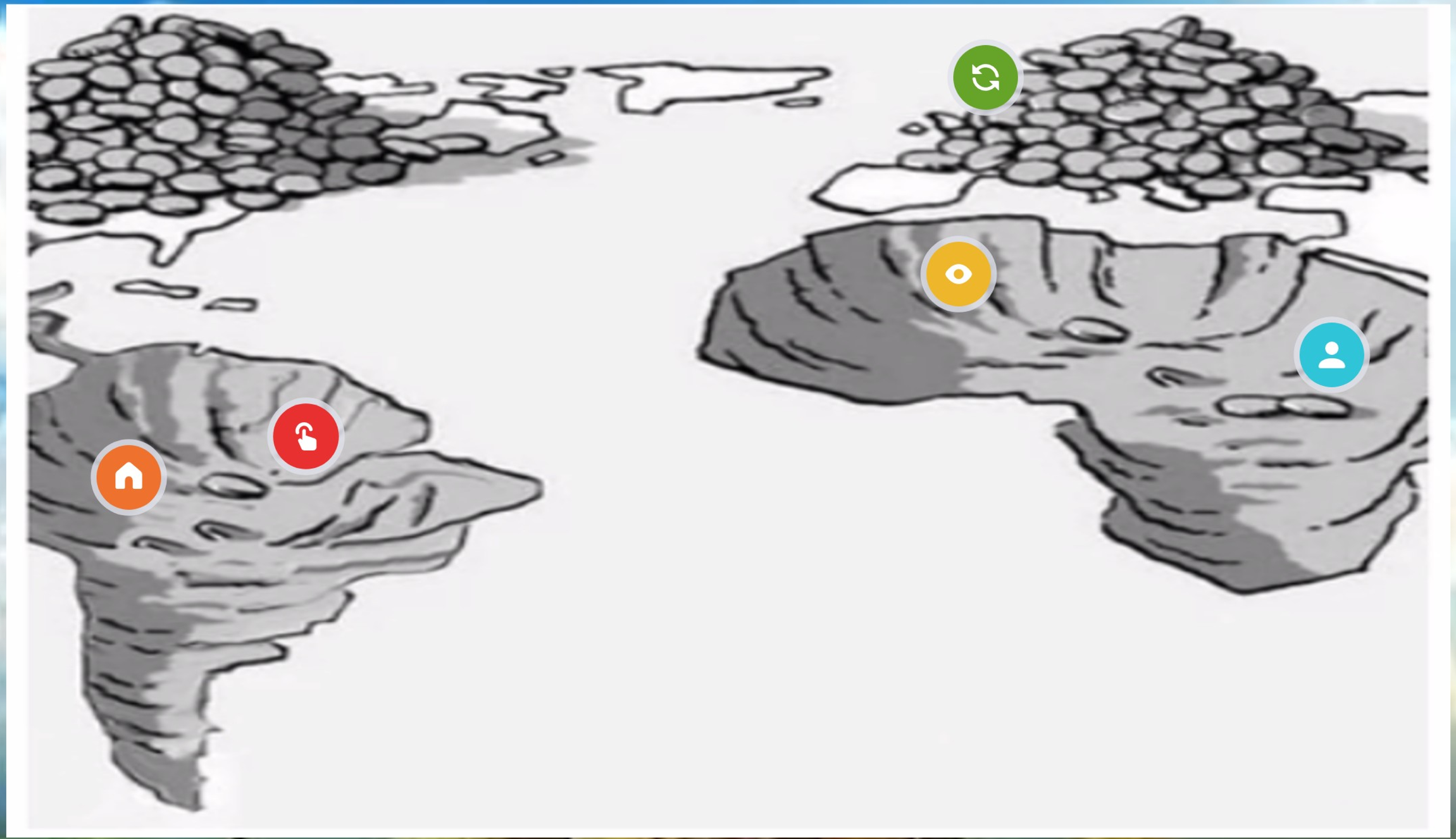
- 1 person in the room-Click on The Global Indicator Framework and open the document.
- Hit Ctrl and F to open the word search box (download if this doesn't work).
- The other person calls out the words and phrases associated with global injustice to put in the search box.

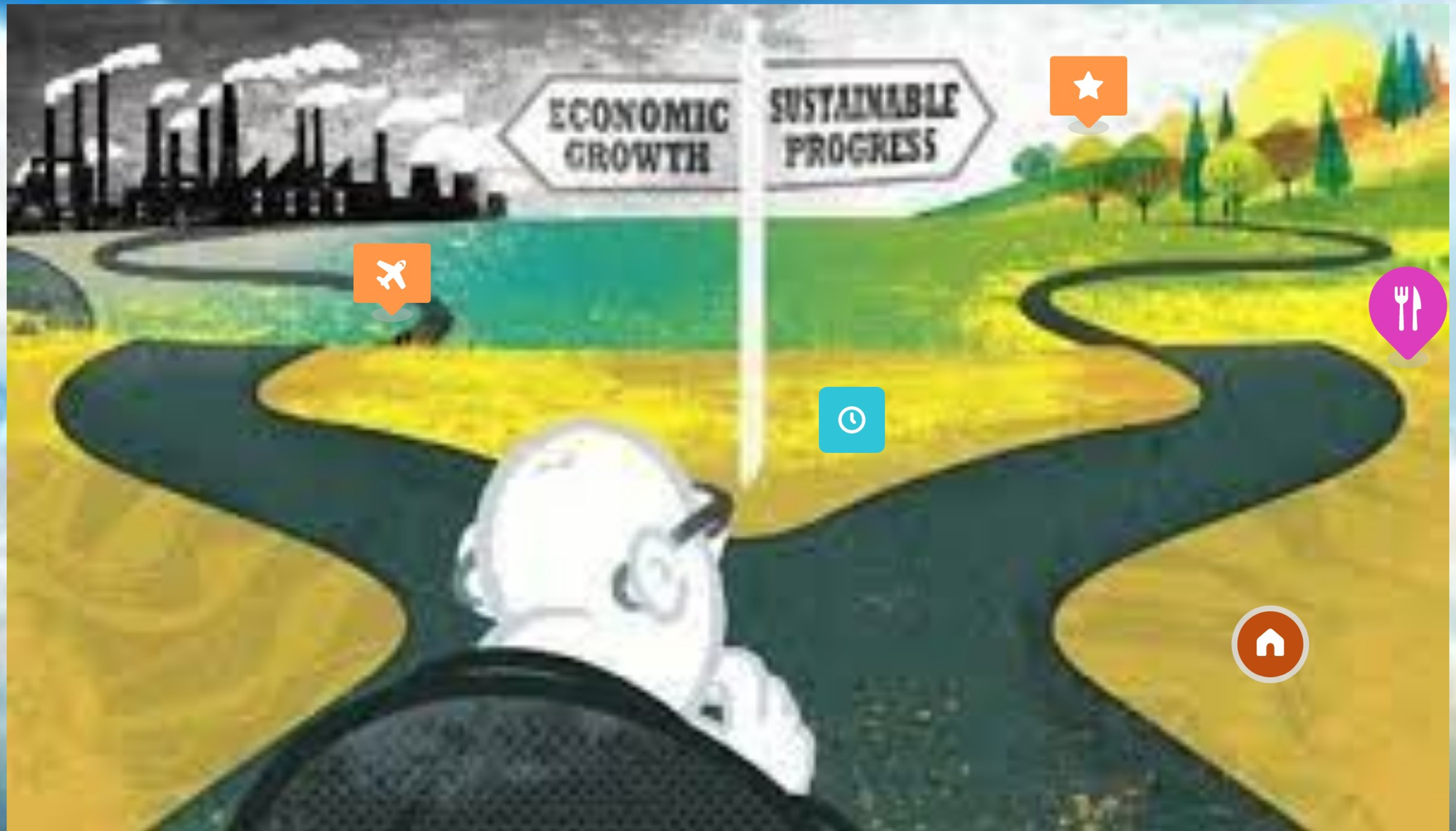


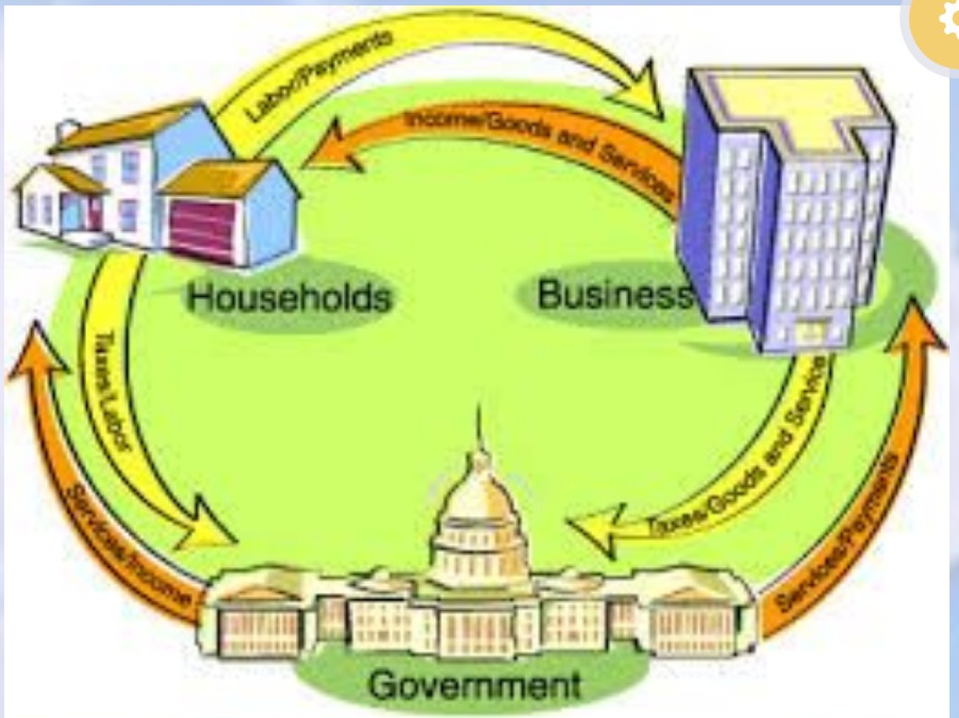
1. **Do your typed words or phrases appear in the Framework?**
2. **If so, what goals, targets and indicators are they connected to?**
3. **If not, why do you think this might be the case?**



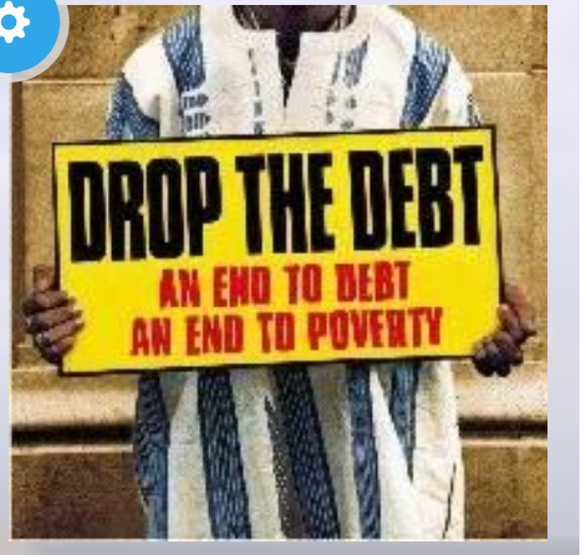
Patriarchy	Mass Consumption	Injustice	White Supremacy	Western
Colonialism	Activism	Structural Causes of Poverty	Privatisation	Tax Havens
Extraction	Asylum Seekers	Vulture Funds	Corporate Tax	Tax Evasion
Wealth Distribution	Corporate	Power	Arms Trade	Land Grabbing
Military	Neoliberalism	Off-Shore Tax	Climate Justice	Resource Depletion
Campaigning	Nuclear Weapons	Genetically Modified	Water Rights	Global Markets




ECONOMIC GROWTH
SUSTAINABLE PROGRESS



1. Universal Public Services
2. Food sovereignty
3. Energy sovereignty
4. Public Jobs Guarantee & Living Wages

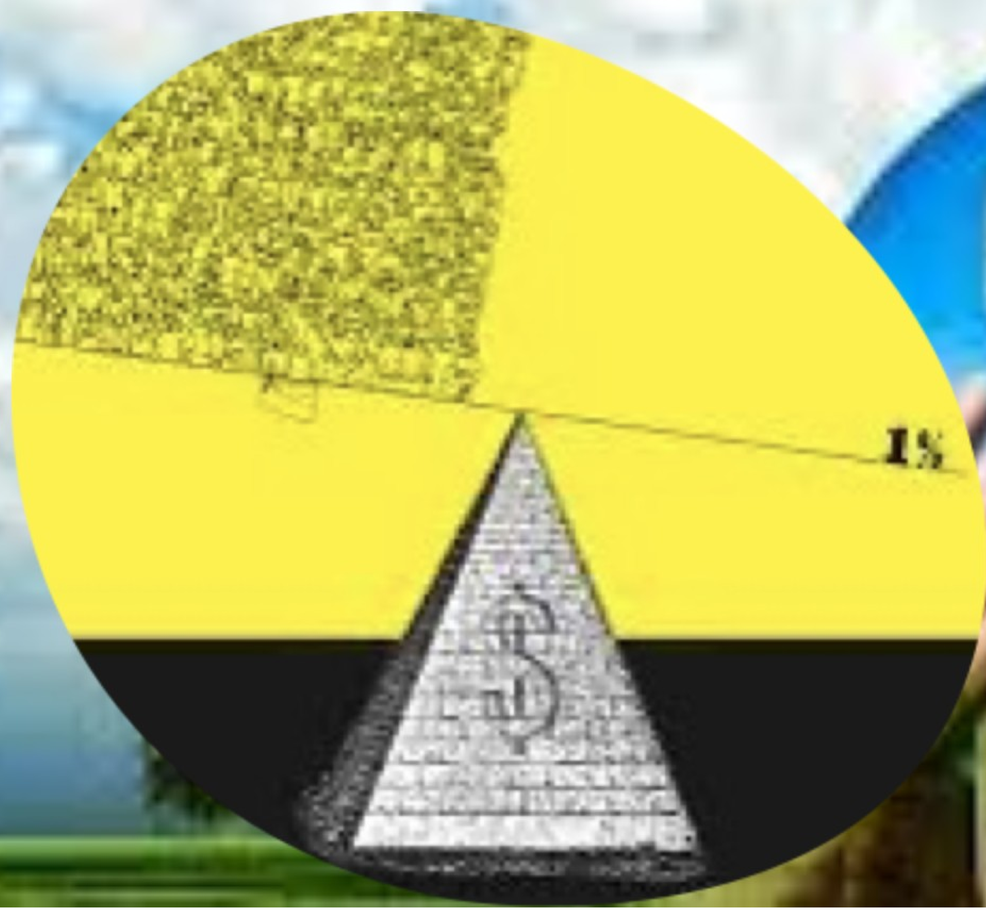


Christian Brothers High School, Clonmel

- Senior Cycle SPHE/Education for Life - 5th Year
- Six week cycle
- Six 40 minute classes
- Approx 120 students in year
- Less is more, incremental approach
- Quality Education
- 4.1. Ensure that children complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Play (k)

BREAKTIME!



Scaffolding Guide

Activity Type	Before	After
Excursion - School Tour (Visiting)	✓ Question the relevance - is the trip connected to GCE and your issue of focus? ✓ Explore the GCE themes connected to this trip with your students	✓ Reflect on the trip with your students- what was missing/what would you include if you were running the trip? ✓ How does this link in with what you've already learned?
Excursion - School Workshop/Trip (Interactive/ Participatory)	✓ Do a research project on the theme of your workshop/trip (students can work in groups to research and share/present their findings) ✓ Ask students to prepare questions ✓ Inform school staff of the event - does the workshop link with any other subjects/themes they are exploring?	✓ Adjust research project to include new information given on the trip ✓ Present learning or create a workshop on their visit and share with other year groups ✓ Reflect on how this will inform your next steps to take meaningful action? ✓ Tell other teachers about it!
Guest Speaker - Visiting groups in your school	✓ Explain in advance who is coming in and why ✓ Highlight why this speaker/workshop is relevant to the theme your students are exploring with you	✓ Allow time for class discussion following the visit ✓ Revisit and reinforce the actions and suggestions made by the speaker, including further research or lesson plans
Event - Debate (Internal/external)	✓ Ensure you use the 'digging deeper' model so students engaging in debates can make considered arguments which are well-informed ✓ Explore as many viewpoints, sources and perspectives as possible (from both sides of argument)	✓ Try to bring the debate further; to other classes, schools and other platforms? ✓ Examine key arguments to inform awareness raising and meaningful action activities ✓ Use these key arguments, quotes or recordings in newsletters, on social media, radio, etc.

WHAT ACTIVITIES ARE YOU DOING?

Break Out Rooms!

Scaffolding your activities

Each group has a different scenario:
Visit to the Irish Aid Centre
School Fairtrade Event
Young Environmental Awards

Discuss what you need to do before and after these activities.

What would you like the students to know, feel and do following the activity?

WHAT THEMES CAME OUT IN YOUR DISCUSSIONS?

Global Arms Trade
Climate Justice
Quality Education
Sustainability & Regeneration
Racial Justice
Global Water Issues
Trade Justice
Global Inequality
Peace & Justice
Ethical Production & Consumption
Food Sovereignty
Global Waste Systems
Direct Provision
Resource Extraction
Sustainable Economic Models
Circular Economy
Tax Justice
Biodiversity Crisis
Degrowth
Migration & Refugees
Human Rights
Global Health
Fair Trade

STEP 3

Digging Deeper - Critically Engaging with a Global Justice Issue

Instructions:

Teacher: Give students an image and/or a 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 at the image/text you have been given:

- 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 'undeveloped', 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 issua/ situation? Who are the powerful key 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?

YOUR GLOBAL JUSTICE THEME IS:

---

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'.

Stretch and Challenge - What messages or ideas have you heard about this issue before? (from media, from school, from friends, from family, your own experience, just 'around')
Which ideas seem mainstream? Which are different from mainstream?

Power - Who has the power/control/makes decisions on this issue?

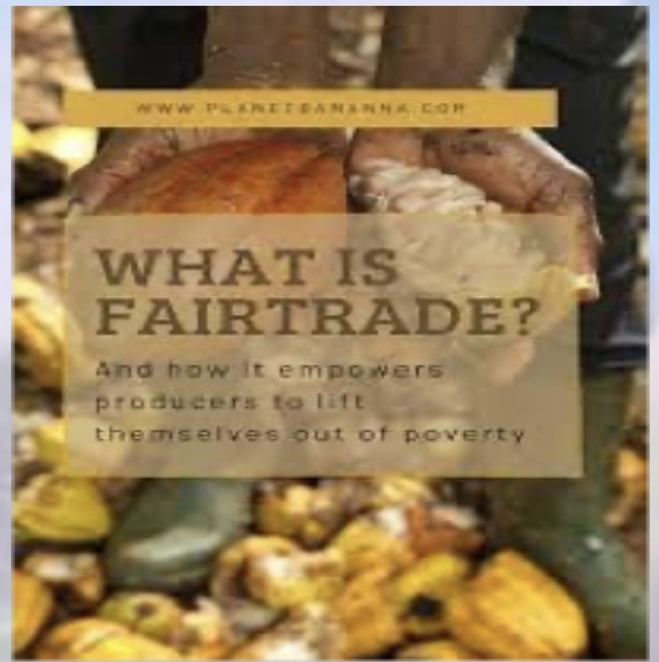
Perspectives - Whose perspectives do we usually hear from on this issue? Who decides which opinions are heard or valued?

Background and root causes
What systems and structures allow this to continue to be an issue (local or international laws, policies, agreements, societal response?)

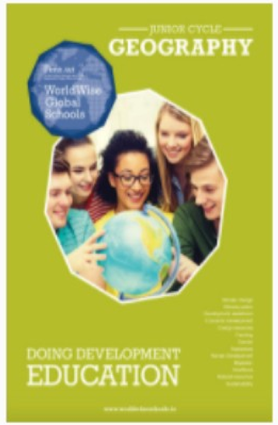
Response-is there solutions that have stronger potential for positive change?

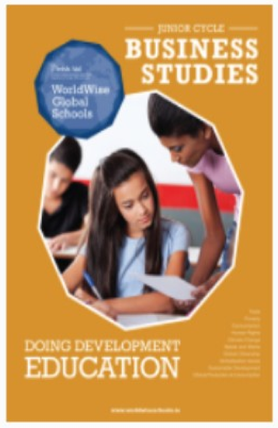
Five-year-old Elsa has a drink problem
£3 could give a child like her safe water today
Text PURE to 70099 to give £3
care

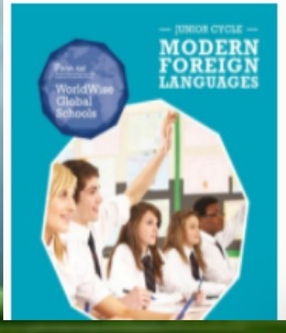
YOU CONTROL CLIMATE CHANGE.
TURN DOWN. SWITCH OFF. RECYCLE. WALK. CHANGE

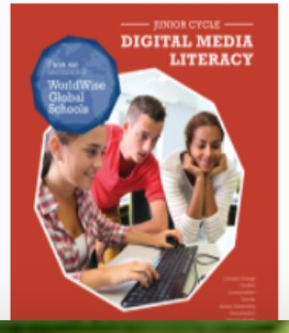

WHAT IS FAIRTRADE?
And how it empowers producers to lift themselves out of poverty

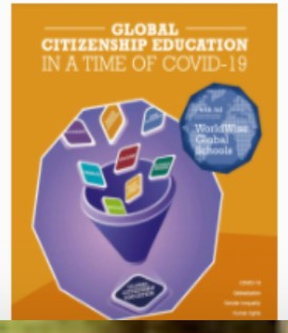
THE BUS

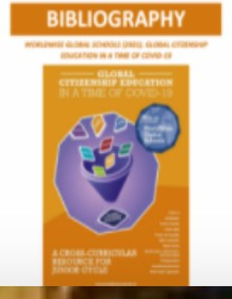




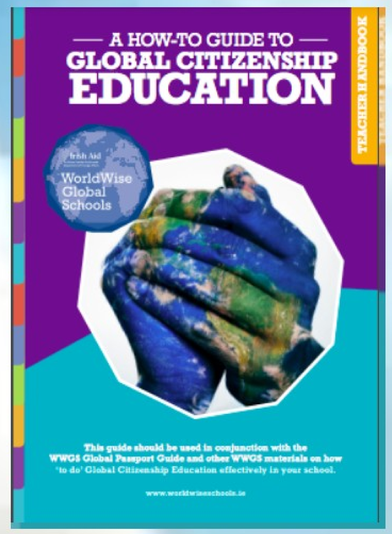




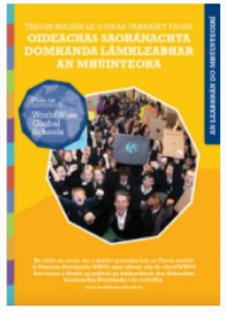


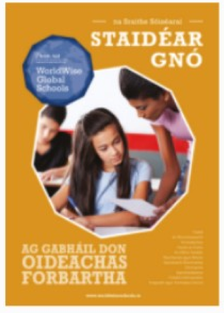


WorldWise Global Schools guidebooks & resource sheets are available to download from our website (under the Resource Library): https://www.worldwiseschools.ie/resource-library2/



Irish Language Subject Guidelines:





SCHOOL LOG-IN | CHAT FORUM LOG-IN | CONTACT

About | Global Citizenship Education | Global Passport Award | Grant Funding | School Zone

- What We Offer
- 6 Step Programme
- Resource Library
- Training & Events
- Grant Supports
- In-school-workshops
- Case Studies
- Self Assessment Tool
- Online Account
- Instructional Videos

1

List o

WWGS Teacher I

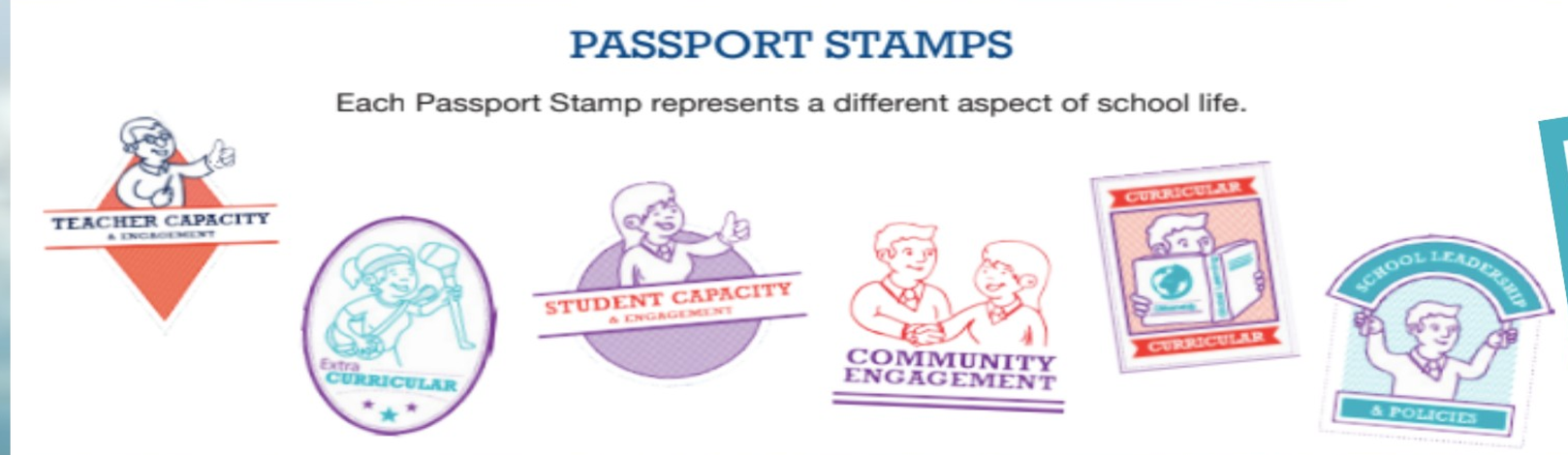
WWGS provide free tailored Global
offer:

- **Whole School Inputs** (such as
- **Planning workshops** with the
- **Subject specific** trainings (we

Just let us know what you need anc

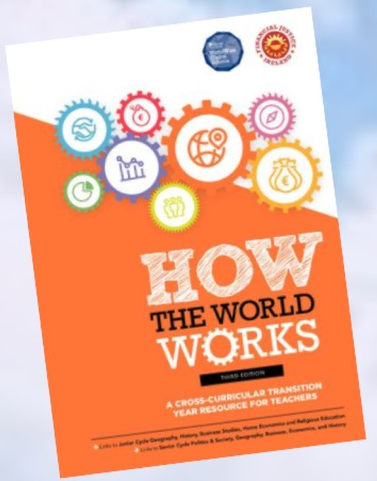
Student Workshop

WWGS generally do not provide stu
provide a list of NGOs and indepen
a range of global justice themes.

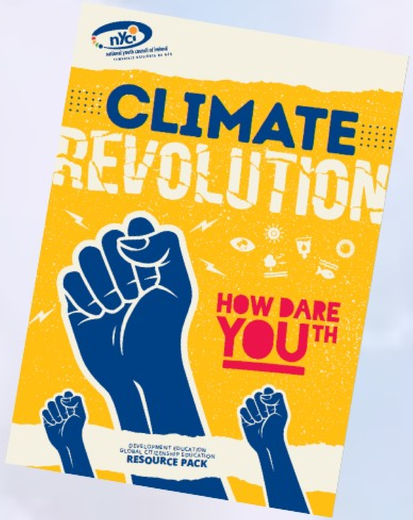


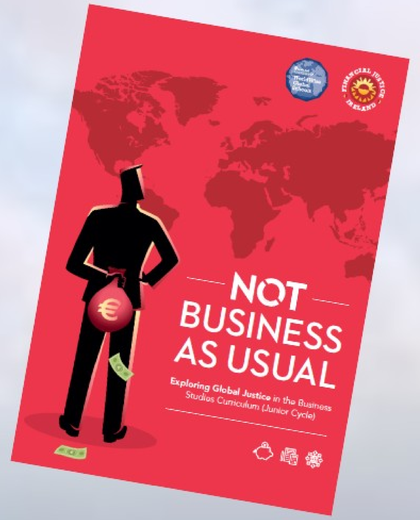
Deadline for applications: 24 February 2022

Useful websites



- www.developmenteducation.ie/
- https://www.financialjustice.ie/
- https://globaldimension.org.uk/
- www.un.org/sustainabledevelopment/
- www.youth.ie/ (NYCI)
- www.learningforjustice.org/
  https://globaldimension.org.uk/
- www.creativityandchange.ie/
- www.trocaire.org/our-work/educate/peaceandjustice/postprimary/
- https://worldslargestlesson.globalgoals.org/





THANKS A MILLION!

EVALUATION LINK IN THE CHAT