— A HOW-TO GUIDE TO —
GLOBAL CITIZENSHIP
EDUCATION

Irish Aid
An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

WorldWise Global Schools

This guide should be used in conjunction with other WWGS resources.

www.worldwiseschools.ie

CHANGING ATTITUDES
DEVELOPING SKILLS
GROWING KNOWLEDGE

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 involved with the WorldWise Global Schools (WWGS) Programme.

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 to 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 team.

> " *All the staff have been nothing but helpful. As a newly emerging school, we felt supported at every point with warmth, humour and great insight. The hands-on nature of the CPD days and symposium made it some of the best training I've had.*
>
> - Simon Glynn, CUS, Dublin "

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WHAT IS GLOBAL CITIZENSHIP EDUCATION (GCE)?

Global Citizenship 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.

Global Citizenship Education is

- ✓ Listening, learning and reflecting through a global justice view of the world

- ✓ Using participative learning methods to enrich the learning experience and cultivate Global Citizenship skills such as critical thinking, analysing perspectives, distilling information and organising for change

- ✓ Fostering a practice of deep reflection and shared learning in understanding the complexities of injustice and inequality

- ✓ Working with colleagues and students to identify areas for collaboration across subjects, departments, local environments and global networks

- ✓ Investigating the root causes and history of global justice issues, rather than only examining the effects

- ✓ Supporting students in finding and raising their voices to take ownership of their learning and to take action for meaningful change

FOUNDATIONS OF GCE

There are many theories and studies on GCE which have informed the WWGS programme such as Paulo Freire's 'Pedagogy of the Oppressed'. This educational philosophy takes a 'problem posing' approach to education and is centered on dialogue, reciprocity, critical awareness, connection to reality, as well as social and personal transformation.[1] The Six-Step Programme in this handbook, outlines in more detail our approach to GCE and provides guidance on how to critically engage this work.

Our website has a number of resources that can guide you on specific themes and areas of focus. One starting point schools often choose is using the UN Sustainable Development Goals.

The Sustainable Development Goals or Global Goals were devised by civil society and governments in 2015. These 17 goals are aimed at working towards a sustainable and fair planet by 2030.

While we agree that this is a good starting point for schools to explore global issues, please be aware that the goals do not all have an explicit global justice focus. We can analyse the goals themselves and reflect as a group or school on which area we will focus on, to ensure the issue(s) of focus are rooted in human rights and justice. For example, if investigating Goal 12 - Responsible Consumption and Production, it's imperative to look at the human rights and global justice issues within this goal and not only the environmental issues. If we look at the life cycle of a phone, we're not only looking at the finite minerals needed, we are also investigating the entire exploitation of countries and communties for those minerals, the human labour involved in extraction, the health risks for those living near extraction sites and the people displaced by these industries. GCE delves deeper into global justice issues. This allows us to have a fuller understanding of how the world works, and uses that understanding to inform the actions we take, and the solutions we devise.

1. Freire, Paulo. Pedagogy of the Oppressed. New York: Herder and Herder, 1972.

WHERE TO BEGIN WITH GCE

✓ Planning is an essential component of your GCE programme. The GCE planning process is best carried out through consultation and collaboration with other school staff, students, your assigned Education Officer, etc.

✓ 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 motivate students to engage with the issues and take meaningful action

✓ Your school is assigned a regional Education Officer to guide and support you and your colleagues with your GCE programme of work. WWGS recommend you maintain contact with your assigned Education Officer on an ongoing basis throughout the school year.

✓ Choose a **range of active learning methodologies** to foster participative learning through dialogue, discussion, and debate of multiple perspectives and questions relative to global justice issues

✓ The project focus might move in a different direction when students identify interrelated topics or themes of interest to themselves. Allowing this natural process to evolve will further motivate students to take ownership of your school's GCE programme.

GUIDING PRINCIPLES OF GCE

A Critical Approach to GCE

Taking a critical and analytical approach to global issues involves a process of examining our role in the problems of the world. We must not treat any one issue as having a simple solution, but instead look at these global issues as complex, multi-faceted, multi-layered and with multiple perspectives. The 'Digging Deeper' model © provides a framework for effectively implementing this critical approach to GCE.

Complexity of Global Justice Issues

Global injustices are highly complex and therefore cannot be resolved using simplistic solutions. It is vital that colonisation, historical systems of oppression and capitalism be examined when looking at the root causes of issues. We must also listen to and seek out the voices of people with lived-experience of these issues.

Following this, key practices such as dialogue, reflection, debates and uncomfortable conversations help in the exploration and understanding of these global justice issues.

The Role of a Global citizen

It is essential that learners develop a sense of solidarity and empathy with people globally. Empower learners to be active in raising awareness and creating meaningful change to address their implicit role in the inequalities and injustices present in our world.

A Solid Human Rights Base

Human rights are fundamental to exploring GCE themes. For example, when exploring issues such as the biodiversity crisis, it is important to look at the impact on humans rather than look at the impact on plant and animal species in isolation. Therefore, it is essential that we always focus on the human rights implications of any issue.

Unlearning and Reconstructing

Taking a critical literacy approach to exploring GCE allows students to unlearn dominant streams of thought learned in their own environment. Well-informed global citizens take the time to explore mainstream media, alternative discourse, potential bias, stereotypes, and voices from their own environment. Allowing learners the space to reflect on their own viewpoints and that of others enables them to seek out the truth at the core of the issue, and reconstruct their own perspectives.

Scaffold with Teaching and Learning

It is essential to build teaching and learning around events and activities to deepen understanding. For example, running a Fairtrade day at school has the potential to deepen learning when the topic is explored prior to the event and followed by a more critical investigation of ethical consumer frameworks and global supply chains. This consistent approach consolidates learning and actively moves students towards an in-depth understanding of global justice issues.

Local to Global Links

Explain to learners that today's world is highly interconnected and interdependent. Learners need to be aware and understand that their decisions and actions have consequences for people all over the world. The exploration of GCE themes should connect local issues with global issues, rather than looking at local issues in isolation.

The role and accountability of systems, structures, corporations and power dynamics should be thoroughly investigated, as well as our own complicit actions and decisions.

Solidarity Approach

Critically exploring GCE calls for a solidarity approach, rather than a charity approach when tackling justice issues. Not all charity approaches are negative. However, some can serve to disempower communities who are capable of resolving their own issues, and some also perpetuate stereotypes and false narratives. While fundraising activities are well-intentioned, they can create an 'us and them' mindset and distance us from the issue and exacerbate the problem further.

Taking a solidarity approach to GCE delves deeper into justice issues by looking at the root causes (both historical and current) to make links between power relations, systems and structures. Solidarity takes a systems change outlook and empowers communities to apply their own solutions with the support of the global community. Informed by these solutions, this critical approach to GCE allows learners to become well-informed citizens keen to take meaningful action alongside their global community.

Meaningful action begins with solidarity!

The Dóchas Code of Conduct on Images and Messages

CODE OF CONDUCT ON IMAGES & MESSAGES

Images and messages can tell a story that's not true. They are open to interpretation and can sometimes reinforce stereotypes and perceive people as helpless and powerless.

Images and messages should be carefully selected so as not to reinforce harmful narratives and misinterpretations. The Dochas Code encourages NGOs and educators to follow their guidelines, so that a simplified understanding of global justice issues does not do more harm than good.

TEACHER TRAINING AND EVENTS

Symposium for School Management

School principals and deputy principals attend our Symposium to learn more about the WWGS programme. This event gives management the opportunity to network with other participating schools and hear about the successful results achieved from the implementation of the GCE programme in schools nationwide. In addition, this is a chance for management to learn how best to support staff and students in implementing their GCE plans of action.

Regional Teacher Training

WWGS Regional Teacher Training is grounded in the methods and theory of GCE. These sessions provide an opportunity for teachers to share ideas with other teachers in their regions and generate new ideas for planning. This training is essential for new schools and teachers and is highly recommended for those already involved.

National Teacher Training

This event is attended by WWGS teachers nationwide and helps to deepen their engagement in GCE and provides a space to share ideas, methodologies and useful toolkits from their own learning experiences. Teachers also have the opportunity to take part in bespoke training and link with non-governmental organisations who can offer in-school and online workshops and resources.

WWGS Annual Student Conference

The WWGS Annual Student Conference is a celebration of schools' GCE work giving students and teachers the opportunity to share their experiences from that academic year. Schools who receive their 'WWGS Global Passport Award' are celebrated throughout the conference. The conference is a learning event and hopes to start conversations, spark ideas for collective action and inspire students and teachers to continue their GCE journey.

THE SIX-STEP PROGRAMME AT A GLANCE

1. Involve students and the whole school community
2. Choose a global justice theme
3. Critically explore the global justice theme
4. Raise awareness
5. Take Action
6. Reflect

The WWGS Six-Step Programme is designed to help your school move towards a whole-school approach to GCE. These steps provide general and practical advice for you to continually refer back to as well as share among your colleagues. If you would like a more tailored approach for your school, please start with contacting your Education Officer.

STEP 1

INVOLVE STUDENTS AND THE WHOLE SCHOOL COMMUNITY

Where do I start?

✓ Familiarise yourself with the definition of GCE and the Guiding Principles of GCE
✓ Attend our training sessions (in-person or online)
✓ Explore the list of GCE themes and subject resources available on the WorldWise Global Schools website
✓ Identify opportunities to examine global justice issues in your subject area(s)
✓ Once you have done this, engage your student group(s) and support network

WWGS GCE Resource Guides

INVOLVE STUDENTS

New to WWGS	Established Schools
Identify your starting point - is this through your your subject area, GCE module or JC Course? What GCE themes are relevant? Discuss the list of GCE themes with your students and encourage them to select the topic(s) they would like to explore If students pick one topic to focus on - try to reflect on what other GCE themes are linked or relate to your topic Use active participatory methodologies when exploring GCE themes. Build students' skills through dialogue, debate, reflection and analysis	Establish a student GCE committee. Allow students to take ownership of the committee and run their own campaigns for action and awareness raising Encourage peer-to-peer learning amongst learners, class groups and year groups. Allow your students and GCE committee the opportunity to inform school staff, BOM, Parents Association and wider community of their GCE work.

Involve staff members:

✓ Do a school audit to find out what GCE themes teachers are already working on (this can involve email, a poll, noticeboard, staff meetings)
✓ Encourage staff to attend WWGS teacher training events and conferences
✓ Request an in-school staff GCE training for a subject department or for the whole staff from your regional assigned Education Officer
✓ Establish cross-curricular links, both in subject departments and with other subjects
✓ Establish a staff GCE committee
✓ Foster a culture of shared learning - collaboration and peer learning are effective professional development practices

See our calendar of events online and register through our website!

Involve Management:

Consider meeting with school management to get more support with your GCE programme. Here are some suggestions:
✓ Allocate time for GCE planning or request facilitations from your school's regional assigned Education Officer
✓ Promote the distribution and use of GCE resources
✓ Encourage them to attend the WWGS annual Management Symposium
✓ Consider the designation of your school's GCE coordinator as an AP1 or AP2 post holder
✓ Encourage the establishment of a GCE junior cycle course or GCE module for transition years
✓ Communicate GCE initiatives and awareness-raising events via the school intercom, staff correspondence, social media, BOM meetings, etc.

CHOOSE A GLOBAL JUSTICE THEME

Where do I start?

There are many GCE themes to investigate. You may choose to focus on one, or explore a number of thematic areas over the year. Where possible, it is advised that students choose the themes they would like to critically analyse. The below list is not exhaustive.

How do we support students in choosing a theme?

There are various ways to begin discussions on GCE themes and engage students' interest. Please ensure that learners are aware that they must take a Human Rights and Justice approach to their chosen GCE theme. Global Justice themes are rooted in human rights, therefore, they must look at the human consequences of actions when determining their focus.

Remember: The exploration of GCE themes should connect local issues with global issues, rather than looking at local issues in isolation.

Suggested practice:

1. Use a mind map with your students to identify the different GCE themes that can be examined in your subject

2. Show students the image of the various GCE themes to identify any global justice issues they are not familiar with

3. Encourage students to research any themes they are less familiar with for homework, to allow them more time to consider their chosen theme(s)

4. Organise a class discussion to come to an agreement on the group's desired topic of focus, informed by the GCE checklist

Checklist for Global Citizenship Education - The Do's and Don'ts of Quality GCE

Refer back to this checklist throughout your project to ensure you are on track to delivering a quality GCE programme of work. It's essential to review this when choosing your theme.

Do's	Don'ts
Understand global justice issues as **rooted in Human Rights**	Only focussed on the impacts for animals, insects or plants
View the global justice issues as **mutli-faceted, interconnected and complex**	Look at one issue in isolation, highlight one aspect of this issue or ignore this issues links with other global justice concerns.
Critically explore the **root causes** of global justice issues	Explore an issue with **no context** or focus only on the **effects** of the issue
See how **global justice issues interlink with our everyday life** (how might our actions/ inactions or that of our representatives impact others?)	Focus on a local issue and **local implications** of our actions without making any links to **global implications**
Build independent and **critical thinking** skills by looking at **multiple perspectives** and sources of information on the issue	Provide students one narrative or focus on one stream of thought or dominant view
Challenge **stereotypes, negative assumptions & prejudices** - Ask why do these stereotypes and prejudices exist and what in history, communications and our own environments contribute to this	Use harmful images and messages that perpetuate stereotypes and negative perceptions particularly in the global south or with marginalised communities and groups
Commit to investigate an issue and form an action which gets to the **root of the problem**, even if that approach is more complicated or difficult	Focus on the 'feel-good' factor. The primary goal our research and informed action needs to be **positive long-term impact** Our students taking action is taking an active role in the problems they see themselves in as opposed to acting as 'outside-helpers' or 'saviours'
Identify **power and inequality** in your chosen issue	Only focus on those affected by the issue. It's vital to scrutinise the actors who are benefiting from the issue or maintaining the status quo
Inspire **solidarity** - stand with, and ensure voices are heard from the communities affected by the issues/ leading action for change	Feel sorry for people and/or engage in charity activities
Seek out authentic voice on the issue - search for views from people with **lived experience**	Assume a person or a group's feelings

CRITICALLY EXPLORE THE GLOBAL JUSTICE THEME

Global Citizenship Education (GCE) allows students to analyse complex global justice issues.

The 5 components of GCE

Global Citizenship Education has 5 key components: Knowledge, Skills, Values & Attitudes, and Action. The first four components should be cultivated and nurtured in students before taking action, and the action chosen should be informed by this process. This process can be supported by the ongoing use of The Guiding Principles of GCE (pg 6).

Teachers take on a facilitation role using active participatory methodologies to support students' learning. Therefore, students are empowered to play an active role in shaping their learning, and teachers learn alongside them rather than needing to be an 'expert' on any of the issues.

Active for a fairer world for everyone

ACTION

VALUES & ATTITUDES

SKILLS

KNOWLEDGE
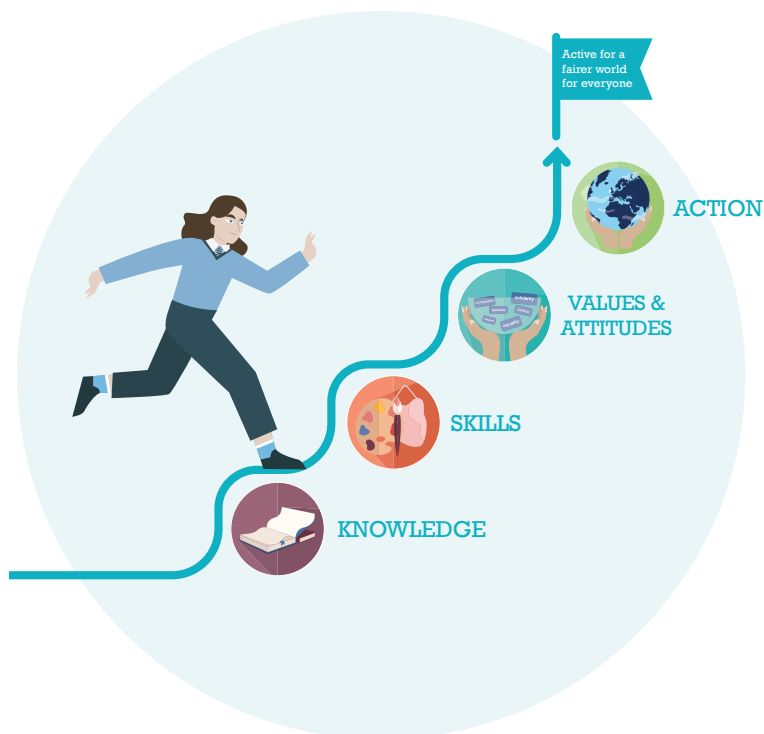
Critical and Analytical Approach

As stated in our guiding principles, a critical and analytical approach to global issues is a process of examining our role in the problems of the world. We must not treat any one issue as having one simple solution, but instead look at these global issues as complex, multi-faceted, multi-layered and with multiple perspectives.

Well-informed, curious and critically competent citizens take the time to analyse, investigate and confidently engage in conversations about global justice issues. Schools should give students the time to reflect on their viewpoints and that of others, to enable them to understand the crux of the issue in order to form their own opinions.
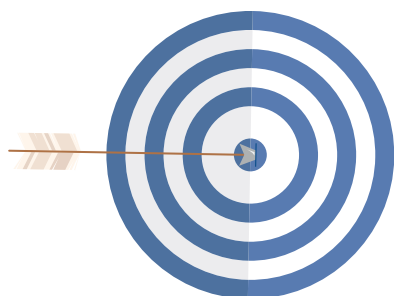
TOP TIPS

✓ Download the WWGS thematic resource sheet appropriate to your GCE theme from the WWGS online resource library. Each sheet has an array of suggested educational toolkits, articles, weblinks, reading lists, videos, podcasts, etc. You will find these on the WWGS website!

✓ Look for opportunities to establish cross-curricular links by collaborating with other subjects when exploring GCE themes

✓ Promote dialogue, discourse, and debate to encourage and empower students to voice their opinions and listen and analyse different viewpoints in a respectful way.

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?
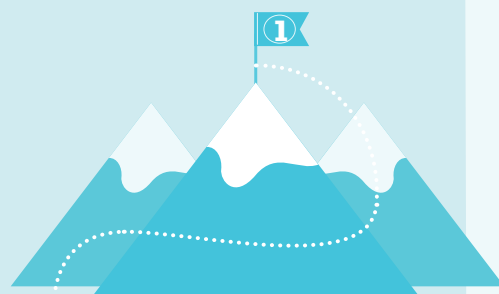
2. Power

- Who is in control in this issue/ 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'.

RAISE AWARENESS

Why is raising awareness important?

Creating awareness around global justice issues in schools, and in the local and global community, is essential to cultivating a proactive, participative and socially responsible student (or global citizen). Fostering an environment of solidarity and empathy inspires students to raise awareness about issues they are passionate about, and to take informed action on those issues which leads to a greater sense of autonomy and responsibility. Sharing and communicating their learning helps to consolidate the process and build essential GCE skills in order to become effective agents of change.

Examples of how students can create awareness

PEER-TO-PEER LEARNING

Peer learning is a two-way reciprocal learning system that can greatly enhance your GCE learning programme. Planning activities and working collaboratively with peers, gives learners opportunities to engage in richer debate, discussion and reflection around GCE issues. Peer learning also has the potential to expand the scope of the learning to a broader network.

CREATIVE ENGAGEMENT

Consider using creative methods as an alternative to standard and frequently used practices. The use of art, video, music, drama and other creative expression can attract all types of learners and generate a deeper way of thinking. Essentially, creativity gives learners the invaluable opportunity to approach problems in innovative and visionary ways.

GLOBAL JUSTICE THEMED DISPLAYS

Displays are effective tools that can stimulate conversations, trigger ideas and mobilise action. It is crucial that these displays are highly visible and that they effectively communicate the reality of the global justice issue in focus. This can be more than a display in your classroom or corridor - consider exposing your message in popular locations, communal routes, on digital displays and online. Challenge students to evoke critical thought through their global justice display.

MEDIA COMMUNICATION

With the vast array and popularity of media communication, schools need to utilise all available forms of media to amplify their message. The use of multiple types of media including websites, blogs, newsletters, radio, newspapers, social media, etc., will help students broadcast their message beyond the school community.

ASSEMBLIES

Give students a voice by allowing students to have a role in school assemblies as a platform to unify, empower, and mobilize students and staff to collectively participate in global justice issues. Using assemblies to raise awareness can inspire a sense of community and solidarity within the school and beyond. The School intercom can be used if assemblies aren't possible in your school.

Please ensure that all awareness raising initiatives complies with the Dóchas Code of Conduct on Images and Messages.
This can be found on **www.dochas.ie**
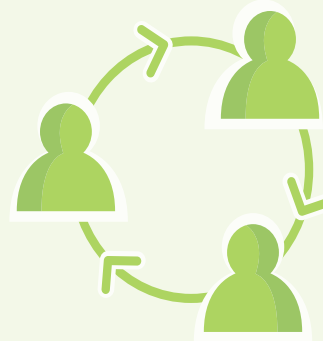
TAKE ACTION

Why is taking action important?

Throughout the GCE journey, learners are encouraged to take a worldly, responsible, accountable and informed approach to analysing global justice issues. The same approach applies to taking action, which doesn't just happen in the short-term, but ideally becomes inherent in learners' daily decisions, behaviours and choices.

Action is an opportunity to bring about change to systems, structures and society to resolve injustices, inequalities and unfair power dynamics. The action phase of the GCE process allows learners to pursue solutions and actively initiate and participate in meaningful change.

For change to be **meaningful**, it must be purposeful and impactful. Purposeful action involves building and committing to an agenda derived from students' GCE learning. Impactful action in GCE means the scope and influence of your action has positive implications for the global community. It's not about the feel-good factor because the primary goal needs to be a positive long-term impact. Without meaningful action, beneficial change cannot occur.

Examples of how students can create change

Who does this issue affect? Is this a global issue? What are the human implications of this issue? Does this action have a positive impact for the global community? Who has the power to change it?

CREATING REAL CHANGE!

WHERE CAN CHANGE HAPPEN?

Anywhere! Change can happen anywhere from our households and school community to our local and global community. Change that occurs on a local level can have a global impact.

In making change happen, consider the types of change we are aiming for - Is it behaviour change? Systems change? Policy change? All of the above?

WHY IS PLANNING YOUR ACTION ESSENTIAL?

Making a plan allows for a focused and structured approach to your intended meaningful change. It is important to critically and creatively develop your plan in order to measure the potential success and impact of your action. Thoroughly planning your action(s) can turn your vision into a reality!

The Action Planning Toolkit will guide you through this process (overleaf).

The Action Planning Toolkit

We often think of an action related to an issue, perhaps without delving deeper into the topic to really understand if our action is tackling the root cause of the problem.

Issue or theme of focus:

The following questions will guide you in deciding on the best action to bring about meaningful change in relation to this justice issue:

✓ What have we done to learn about this issue?

✓ Where have we gathered information from? Is it from a reliable source?

✓ Who does this issue affect? Who are we talking to about this issue? Is this a global Justice issue?

✓ Have we used the digging deeper exercise?

It's important when exploring global Justice issues for action, that we also use debate, discussion and reflection in this process

✓ With all we have learned, what change do we want to see?

✓ Who has the power to make the change that we can influence?

✓ What are the actions we need to take to work towards the change you want to see?

✓ What does successful action look like?

Visualise what your success will look like - this can help you to form a timeline or course of actions to aim towards

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?

In activist spaces, group agreements or contracts are common for collaborative working and essential for agreeing on action, communication and consensus. In a group, take some scraps of paper, post-it notes or use an online tool like Jamboard. Write each of the questions on a large sheet/board/online document.

Let each person take a few minutes to think about and answer each question, then add their contribution to the question. Take turns to read aloud each question and some of the common or similar responses to the questions. This helps to form a consensus.

Gather the key points, then ask the group if any essential points are missing. Once everything is gathered, agree either verbally or each sign your consensus/group agreement on how you will move forward with your action.[1]

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1 Adapted from Amel Yacef's 'Building a community agreement through three questions', (Resource: Engagement and Activism of Young People - How to support & develop collective actions, IC4LOP, 2018.) https://action4inclusion.eu/media/ic4lop-manual-en.pdf

1 What is our goal?

2 What agreements have we reached as a group?

3 Who are we targeting with our action?

7 What are our key messages based on our learning?

4 What are we asking/demanding? What are we taking responsibility for?

6 What do we need to support this action plan? Planning time, resources, people support, skills training, funding? (Can you use any of your WWGS grant funding?)

5 What is our time frame? Try to divide your targets and work into stages or a timeframe.*

* It's important that you pilot your presentation or approach with a small group before the action or event takes place – Practice your pitch! You could try this out with another class, friends or family members.

What are some of the key messages you would like to share?

1. ……………………………………………………………………………………………………..

2. ……………………………………………………………………………………………………..

3. ……………………………………………………………………………………………………..

4. ……………………………………………………………………………………………………..

Reflection of Action

During: Meeting Regularly and Checking Progress	After: Celebration and Reflection
Plan to meet and reflect throughout this process. Review your plan regularly and agree when you are next meeting before finishing meetings. Consider these questions when meeting and reflecting: ✓ Where are we with our plans? What have we achieved since we last met? ✓ What did we not achieve? What stopped us and why? Is this something we can work on going forward? Take some time to reflect on how you're feeling about the project and it's direction	Action doesn't end with action - it's important to celebrate your success and reflect on the action as a whole. Consider the following: ✓ What changes have we observed as a result of our action? What achievements are we celebrating? What are we proud of? ✓ What further steps or action would we like to instigate in the future? ✓ How can we continue to work on the issues we are passionate about?

STEP 5

Awareness v Action

Below are some ideas to consider when raising awareness and taking action. Raising awareness can move to action when our awareness raising also asks our audience to participate in a particular action, and then follows up with the participants on how their involvement is going.

| Raising Awareness	Taking Action
✓ Create visual displays - posters, street art, murals, etc around the school and outdoors in the local community	✓ Do an awareness raising campaign to galvanise as much support as possible
✓ Deliver talks and workshops to other classes in your school and in other schools. Develop a series of lessons/workshops for classes in your school on the issue	✓ Develop an action plan on your chosen theme(s) and present it to teachers and school management
✓ Make a video, audio or photograph presentation to stimulate discussion about the issue, and get people to debate it	✓ Find out which organisations can help you, and join their local, national or global campaigns. Can you work alongside people who are affected by the issue? (in person or virtually)
✓ Organise assemblies in school or ask that your issue be a part of the assembly agenda	✓ Empower others to sign petitions and to create their own petitions and circulate them online
✓ Make announcements on the school intercom and ask to present your plan to a teacher meeting or your school principal	✓ Organise live action such as marches, vigils, campaigns, protests, etc
✓ Engage with other schools on joint learning GCE project(s). Students can work collaboratively with their peers to explore root causes of global justice issues and raise awareness and create change on Global Justice issues.	✓ Begin contacting people in positions of influence or power by writing a letter or an email, sending a petition or an opinion survey. Consider demanding change from local and national politicians, multilateral bodies (EU, UN, etc), companies and corporations.
✓ Use photography and video to create awareness. Host exhibitions and film screenings	✓ Publicise your contact or communication with these people/companies. Sharing this action far and wide can help others to join your action and give further support
✓ Amplify your awareness raising to local media - newspapers, radio, TV, social media, etc. Create a website or social media page to raise awareness of the issue	✓ Your contact could include an Invite to your school or request for a meeting to discuss the issue and the change you would like to see
✓ Host debates and public speaking events to build awareness and attention of your issue/theme	✓ Write letters of support to those you are taking action in solidarity with such as prisoners of conscience or to people experiencing human rights violations globally
✓ Host events in school and locally linked to your theme or other celebratory days highlighted on the WWGS calendar (example: A Human Rights Day to highlight the global justice issues explored by the whole school community). Remember to invite media and political representatives, parents and other community members to an event you are organising	✓ Find out what policies or practices your school has in place (or has not) that might affect the issue you're working on. For example, if you are learning about deforestation, can your school reduce the overall amount of paper it is using, and choose sustainable paper sources
✓ Hosting events can help foster and celebrate a culture of activism in your school. Try to include mentions of actions people can take so you can move from awareness raising to action	✓ Celebrating and taking part in GCE themed events is a powerful way to create awareness. If we are also asking people to mobilize in some way, we are taking collective action in solidarity with people all over the world

STEP 6

REFLECT

It is important to note that your GCE journey does not end with action, because a central component of your GCE journey is reflection. Reflection provides an opportunity for both students and teachers to engage in consistent and thoughtful consideration of their GCE programme. This thought process enhances and consolidates the learning process, encourages learners to take ownership of their learning and is a vital skill in becoming a critical thinker.

Student and teacher continued reflective practice can be strengthened by further reflection on the process as a whole by using the sample questions below:
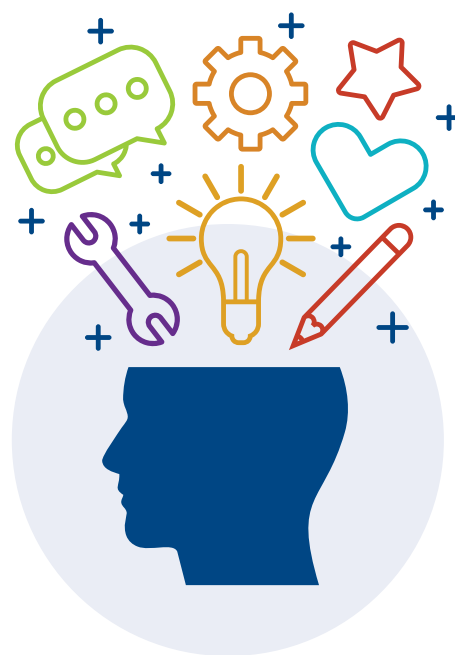
Students	School Staff
1. What did I learn from this experience?	1. What do I feel worked in this GCE project/ programme?
2. What would I change about the experience?	2. What do I feel did not work in this GCE project/ programme?
3. Did I overlook any aspects of the issue?	3. What would I do differently?
4. If I had more time, what would I do differently?	4. What advice would I give to other GCE teachers?
5. What unexpected conclusions did I come to?	5. What were the most valuable elements to the GCE programme?
6. What would I recommend to other students engaging in the same process?	6. What tools or resources would be useful to have going forward?
7. Describe the value of the skills developed in this experience?	7. What did I learn from the experience?
8. What did I most enjoy about the experience?	8. What did you most enjoy about the experience?

WWGS Self-Assessment Tool

WWGS has a formal reflective tool called the Self Assessment Tool (SAT) that was designed to measure any change or impact created as a result of the GCE programme.
Both online and paper SATs are available, however WorldWise Global Schools recommend the online option. You will find instructions for how to access the online SAT on the School Zone of the WWGS website.

Watch the video on our website:
"How to Complete SAT"

STEP 6

Scaffolding Guide for GCE

Scaffolding is what we refer to when we are building on and around learning, particularly with activities in our GCE programme. For example, school trips can be a really exciting experience for students and expose them to other methods of learning and new ways to relate to information. However, the trip itself is not necessarily the action or the key moment in our programme or project.

It's important to build learning and reflection into the time leading up to the activity to expand and consolidate the learning afterwards. There may also be key actions to take following an activity. The grid below gives some practical examples of this. As always, please get in touch with your Education Officer if you want to discuss how to build on your own ideas.

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.

Activity Type	Before	After
Event - Day of Awareness/Action	✓ Support students in taking the lead on Days of Awareness/Action. Also, ensure students have been given ample opportunity to become well informed on the issue ✓ Keep the global justice issues at the core of your focus ✓ Practice answering questions and presenting the topic ✓ Write a list of possible actions for people in attendance to engage in ✓ Encourage other teachers to cover the topic in the classroom	✓ Evaluate the event with your students ✓ Create reminders of key points using information channels available (social media, newsletters, blog, school website, etc) ✓ Follow up with event participants and the wider school community to promote ongoing meaningful action ✓ Engage students in lessons and activities on the subject to deepen their knowledge, interest and fervour even more
School Initiative - Mural/Art piece, Video, Podcast, Exhibition	✓ Explore the theme of your piece in at least two class sessions before you start to create ✓ Invite a guest speaker/expert for inspiration ✓ Research your theme and research similar initiatives from around the world ✓ Involve the Art, Technology and other relevant subject departments ✓ Consider the life cycle, time span, and sustainability of the materials used	✓ Use your piece as an educational tool for the school community and beyond ✓ Launch the piece and use this as an opportunity to share your message ✓ Publicise your piece to expand your audience to include people of influence such as TDs, local media, etc
School Initiative - Letter Writing Campaign	✓ Involve your English and languages departments ✓ Gather relevant information ✓ Debate and discuss the issues ✓ Double-check your information and facts ✓ Contact relevant experts to inform your campaign	✓ Keep the pressure on - continue to write and prepare for a response ✓ Share your letters on social media, newsletters, local media, etc ✓ Be patient - campaigning is a long journey
School Initiative - Policy Change	✓ Investigate with the students why policy change is needed ✓ Use what has been learned through the programme to identify this change ✓ Consult and work with as many stakeholders as possible (e.g. parents, students, teachers, etc) ✓ Have the students create the policy and be involved in the process	✓ Have an event to launch the policy with the whole school community and beyond ✓ Put the policy in the school journal, newsletters, website ✓ Workshop the policy with as many students and teachers as possible explaining why it's relevant
School Initiative - Global Garden	✓ Meet with interested teachers from various subject areas to plan to prepare students on the rationale for the garden as well as the practical skills needed ✓ Explore themes of biodiversity, food sovereignty, land change/land rights and sustainability with your students to make links to global justice issues ✓ Incorporate artistic pieces or something that represents the school's commitment to GCE	✓ Make sure the garden is maintained and responsibility is taken for its maintenance ✓ Encourage teachers to use the garden as a stimulus for conversation about global issues ✓ Use the garden as an educational tool for the school community and beyond ✓ Introduce the garden to the rest of the school community through awareness raising activity e.g. peer learning, a launch event

Global Passport Award

Whether your school intends to apply for the Global Passport Award, or not, the Global Passport Award framework can provide you with helpful ideas for your GCE programme to move towards an embedded approach to GCE.

Effective whole-school planning to deepen your school's engagement in GCE can be supported, strengthened and sustained using the Global Passport Framework and therefore, it is essential all school staff have access to a copy of this foundational tool.

WWGS GLOBAL PASSPORT

The Global Passport Award is a Global Citizenship Education (GCE) quality mark, which offers schools a framework to integrate GCE into their teaching and learning. It is a self-assessed and externally-audited accreditation for GCE that is open to all post-primary schools in Ireland.

AWARDS

There are three different types of Global Passport Award you can apply for depending on your school's level of engagement with GCE:

Citizens Passport
For emerging engagement with GCE

Diplomatic Passport
For established engagement with GCE

Special Passport
For exceptional engagement with GCE

GOOD PRACTICE AWARD

The 'Good Practice Award' are additional awards offered to schools for their exemplary practice under the categories of student, teacher and local community. You can nominate a student, teacher or your school for outstanding contributions in implementing GCE.

WHAT IS INVOLVED?

You review and rate your school's level of GCE activity in six categories (Passport 'Stamps') providing examples for what you are doing in each. The total score across all of these will determine which of the three Global Passport Award categories is awarded to your school.

Best Practice Award

GLOBAL PASSPORT STAMPS

Each Global Passport Stamp represents a different aspect of school life.
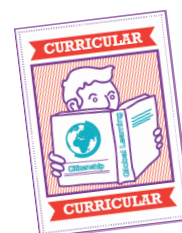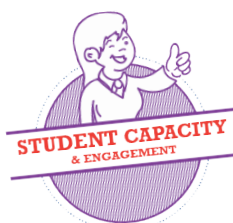
TOP TIPS FOR STARTING YOUR GLOBAL PASSPORT JOURNEY

1. Register your interest in applying for the Global Passport Award:
   http://www.worldwiseschools.ie/register-your-interest/

2. Contact your WWGS Education Officer for further support and guidance on completing the application form.

3. Conduct a Global Citizenship Education (GCE) audit: Map the GCE activity currently taking place in your school. Identify the wealth of GCE knowledge and resources that already exist. GCE is often happening in schools, but there may be a lack of awareness or it might not be referred to as GCE. Think about ways of addressing any GCE gaps identified as you carry out the audit. Consolidating all the GCE strands can strengthen and sustain how your school implements GCE.

4. Use democratic means to establish and nurture a GCE Committee in the school with representatives from the student body, staff, parents/guardians, and the local community.

5. Visit the 'Global Passport' tab on the WWGS website to access relevant supports for each of the Global Passport Stamps.

6. Facilitate peer education (between teachers and between students) where possible. Does a colleague have some expertise that would benefit other teachers? Can an older group of students teach a GCE-related issue to a younger group or vice versa?

7. Organise GCE awareness-raising activities or events to celebrate your school's GCE achievements. Involve as many people as possible in the event.
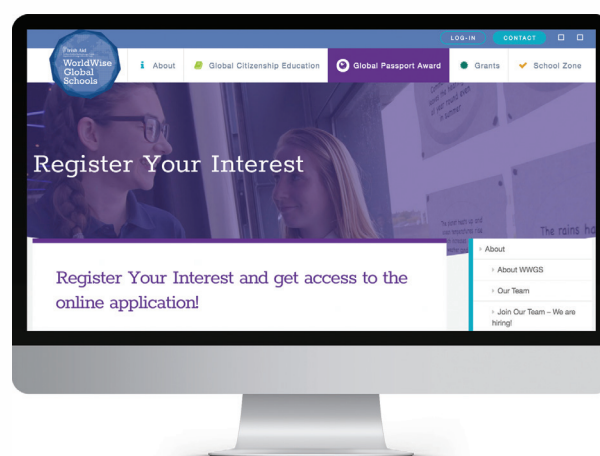
Register online

8. Make GCE visible in your school. Advertise the results of your GCE audit on noticeboards and keep the information flowing as new initiatives happen. Use artwork, school publications and assemblies to show the school's ongoing commitment to make the world a better place for all.

9. Look beyond a specific group of students. What is the potential to expand GCE to additional groups of students? Harness and expand the GCE knowledge that exists in your school e.g. involve a broad range of teachers, learners, schools leadership, management and parents.

10. Spread the news about GCE themes and your school's GCE activities. Encourage everyone in the school to become GCE advocates online (school website, social media platforms, etc) and in local media (school newsletter, local radio, local newspapers, etc).

11. Make sure you include time to reflect and evaluate your GCE activities in school. Apply for the WWGS Global Passport as a way of assessing what's already taking place and how you could build on this further.

Please refer to the WWGS website where you will find additional resources to support you with your GCE work. The WorldWise Global Schools team is available to provide guidance and training on how to effectively implement Global Citizenship Education in post-primary schools nationwide.

WorldWise Global Schools Website:
www.worldwiseschools.ie/global-passport/

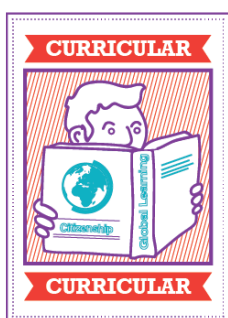Email: **info@worldwiseglobalschools.ie**

WWGS on Social Media:

 @WorldWiseGlobalSchools

 @WorldWise_Irl

 global_citizenship_education

Tel. 01 685 2078

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

STAMP ONE: CURRICULAR

Global Passport Stamps

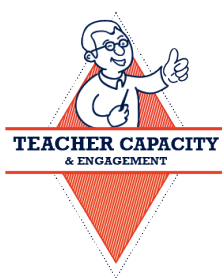| Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. GCE in Junior Cycle Curriculum Teachers explore GCE themes with students in their subject areas - challenging them to look at the world; and their role in making it more just, equitable & sustainable **A joint approach to GCE adopted by at least 2 subject areas, or focuses on a joint GCE theme between at least two subject*	**No. of subjects/ courses exploring GCE:** 1-2	**No. of subjects/courses exploring GCE:** 3-5 **Cross-curricular approach*:** Concrete efforts have been made to establish this	**No. of subjects/courses exploring GCE:** 5+ **Cross-curricular approach*:** Formally established collaboration with 3 or more subjects working together to explore a GCE theme
2. GCE in Transition Year Teachers explore GCE themes with students in subject areas/ modules The programme is integrated into core subjects and/or has modules designed to explore GCE themes more deeply	**No. of subjects exploring GCE:** 1-2	**No. of subjects exploring GCE:** 3-5 **GCE module or short course:** Minimum 6 weeks	**No. of subjects exploring GCE:** 5+ **GCE module or short course:** Year-long **Timetabling:** Minimum of double class per week **Cross-curricular approach:** At least 3 subject areas working together to explore GCE **Themes:** At least 1 key GCE theme explored in detail
3. GCE in Senior Cycle Curriculum Teachers explore GCE themes with students in their subject areas	**No. of subjects exploring GCE:** 1-2	**No. of subjects exploring GCE:** 3-5 **Cross-curricular approach:** Concrete efforts have been made to establish this	**No. of subjects exploring GCE:** 5+ **Cross-curricular approach:** Formally established collaboration with 3 or more subjects working together to explore a GCE theme
4. Leaving Certificate Vocational Programme (LCVP) & /or Leaving Cert. Applied (LCA) & /or Junior Certificate School Programme (JCSP) Teachers explore GCE themes with students in their subject areas	**No. of subjects/modules exploring GCE:** 1-2	**No. of subjects/modules exploring GCE:** 3-5 **Cross-curricular approach:** Efforts have been made to implement	**No. of subjects/modules exploring GCE:** 2 link modules or a GCE elective module
5. Curriculum Planning GCE is clearly integrated into subject department plans GCE topics and methodologies are employed to reach learning outcomes/statements of learning in subjects	**No. of subjects with GCE integrated into plans:** 1-2	**No. of subjects with GCE integrated into plans:** 3-5 **No. of subject department plans:** 1-2 **Cross-curricular approach:** Efforts made to implement, with a key GCE theme explored across at least 2 subjects	**No. of subjects with GCE integrated into plans:** All **No. of subject department plans:** 3+ **Cross-curricular approach:** Formally established and integrated into the plan, with a key GCE theme explored across at least 3 subjects

STAMP TWO: EXTRA-CURRICULAR

Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. GCE Displays Display board that showcases info on GCE themes and/ or GCE projects taking place in the school	**Type of display:** Temporary **Visible to:** Specific classroom(s)	**Type of display:** Permanent **Visibility:** Clearly visible to the whole school community **Compliance:** Dochas Code of Conduct on Images and Messages	**Type of displays:** Permanent **Visibility:** Clearly visible to the whole school community and visitors **Updated:** Regularly **Compliance:** Dóchas Code of Conduct on Images and Messages & this compliance is highlighted
2. Assemblies Assemblies that address different GCE themes	**Frequency:** 2 within one academic year **Leadership:** Teacher **Reach:** At least one year group	**Frequency:** At least 3 within one academic year **Leadership:** Students actively engaged in planning e.g. decide on a theme, suggest speakers, etc. **Reach:** 2-3 year groups	**Frequency:** 3 or more within one academic year **Leadership:** Students lead the planning and delivery e.g. coordinate, decide themes/ speakers, etc. **Reach:** The entire staff and student body
3. GCE Themed Events An event where students learn about and are mobilised to take action on a GCE theme* e.g. World Day Against Child Labour, International Migrants Day, World Day of Social Justice, World's Largest Lesson, Earth Day, Fairtrade Fortnight (see WWGS Wall Planner) *Not a charity or fundraising event	**Engagement:** More than one year group **Depth:** Awareness raising	**Engagement:** Approximately half of the year groups **Depth:** Mobilising to create behaviour change of the student population and/or influencing systems change **Scaffolding:** Some learners undertake preparation and learning pre-event	**Engagement:** All year groups and open to local community **Depth:** Definitive action which engages students in behaviour change and influences systems change **Scaffolding:** All learners undertake preparation and learning pre and post-event
4. National Post-Primary (PP) Initiatives with GCE focus PP initiatives which explore local to global GCE themes e.g. Concern Debates, YSI, ECO-UNESCO Young Scientist Awards, ECO-UNESCO Young Environmentalist Award	**Engagement:** At least 1 year group **Number of PP initiatives:** At least 1	**Engagement:** 3 year groups **Number of PP initiatives:** At least one **Shared learning:** Approximately half of the learners are aware of/ engaged in the project(s)	**Engagement:** Most learners and staff have opportunities to be involved **Number of PP initiatives:** More than one **Shared learning:** The whole school is aware of / engaged in the project(s)
5. Non-Governmental Organisation (NGO) Activities with a GCE Focus An NGO* delivers GCE activities that provide opportunities for learners and teachers to get involved *Contact WWGS for a list of facilitators*	**No. of NGO inputs:** 1 **Engagement:** 1-2 student classes. Teachers present and engaged **Focus/ Leadership:** Teacher invites NGO to introduce students to GCE	**No. of NGO inputs:** At least 1 **Engagement:** 3-5 student classes. Teachers actively engaged in leadership and their teachers **Focus/ Leadership:** Teacher(s) invite NGOs to provide input on a specific global justice theme **Scaffolding:** Some exploration of GCE theme in advance of the input	**No. of NGO inputs:** 2 or more **Engagement:** Entire school community are provided with an opportunity to engage in the NGO's activities **Focus/ Leadership:** Teacher(s) invite NGOs to provide specific input to complement existing GCE learning **Scaffolding:** Strong exploration of GCE theme pre and post input

STAMP THREE: TEACHER CAPACITY & ENGAGEMENT

Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. Staff GCE Committee Teachers are involved in a GCE committee that supports and coordinates GCE within the school They share GCE learning within the committee and among the broader staff community	**Frequency of meetings:** At least 2 times per year **Representation:** 3+ teachers **Leadership:** One key teacher	**Frequency of meetings:** At least 4 times per year **Representation:** At least 5+ teachers across 3+ subjects **Leadership:** 2 teachers with students input welcomed	**Frequency of meetings:** Regularly (at least 1 per month) **Representation:** A teacher from all subject areas **Leadership:** Teacher(s) and management working with student committee
2. Resources Teachers are accessing and utilising quality* GCE resources to support teaching and learning e.g. WWGS Subject guides, the World's Largest Lesson website *Resources must explore GCE themes using a justice/solidarity (not charity) approach AND comply with the Dóchas Code of Conduct on Images and Messages*	**No. of teachers utilizing GCE resources:** 1-3 **No of resources:** 1-2 per teacher	**No. of teachers utilizing GCE resources:** Approximately half **No of resources:** 3-5 per teacher	**No. of teachers using GCE resources:** All teachers **No of resources:** 5+ per teacher
3. CPD Opportunities Teachers are receiving CPD on GCE themes either by way of peer learning or by external facilitators e.g. WWGS	**No. of teachers attending CPD:** 5-20% **Time:** Minimum of 5 hours	**No. of teachers attending CPD:** 20- 50% Time: Minimum of 3 hours	**No. of teachers attending CPD:** All staff (all teachers with school management represented) **Time:** Minimum of 2 hours
4. Entire Staff Engagement Staff are engaged in delivering GCE in either in a curricular or extra-curricular capacity	**Engagement:** 5-20% of staff	**Engagement:** 20-50% of staff	**Engagement:** 50-100%
5. Reflection Teachers who are engaging in GCE take the time to reflect, evaluate and feedback as part of the GCE learning within the school. Ideally, this data is collected and informs planning for GCE activities next year	**No. of teachers:** 5-20% **Approach:** Informal self-reflection **Utility:** Reflection and consolidation of GCE learning	**No. of teachers:** 20-50% **Approach:** Formalised self-reflection **Data Collection:** WWGS Self-Assessment (SAT) Tool **Utility:** Reflection and consolidation of GCE learning for teachers, and to inform their GCE planning next year	**No. of teachers:** All teachers and school management **Approach:** Formalised review **Data Collection:** WWGS Self-Assessment (SAT) Tool or schools own mechanism **Utility:** Reflection and consolidation of GCE learning for teachers; to inform teacher planning for GCE activities next year; and to feed into school planning processes

Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. Student GCE Committee Students involved in a groupthath group who meet to explore GCE themes within the school e.g. GCE committee, peace and justice group, global issues group, human rights group	**Frequency of meetings:** At least 4 times per year **Representation:** Consists of learners from the same class/year **Leadership:** Coordinated by a teacher	**Frequency of meetings:** At least 8 times per year **Representation:** Consists of learners from both junior and senior cycle **Leadership:** Coordinated by students but involves at least two members of staff **Depth:** Undertakes awareness-raising activities to inform school population about GCE issues	**Frequency of meetings:** Approximately twice a month **Representation:** Consists of learners from all year groups **Leadership:** Coordinated by students but has full support of teachers and management **Depth:** Undertakes activities to inform all of the school population about GCE issues and mobilises them to take action
2. Peer Education for GCE Learning Learners from one subject/class are directly engaged with learners from other subject(s)/class(s) (e.g. Class 2A Geography works with class 2C English and/or 3D Maths). This can include working on a shared GCE project to facilitating structured peer education	**Engagement:** At least 1 classwork with at least 1 other class **Skill:** Students can confidently engage in group work to explore GCE themes with their peers **Task:** Shared GCE activity	**Engagement:** At least 1 classwork with at least 2 other classes (potentially different year groups) **Skill:** Students can confidently communicate and share GCE learning with their peers **Task:** Shared GCE project and/or peer education	**Engagement:** At least 2 classes work with at least 2 other classes (potentially different year groups) **Skill:** Students can confidently plan and facilitate GCE learning with their peers **Task:** Students facilitate sessions to share learning with their peers using creative methodologies
3. Global Citizenship Skills Development Students are provided with specific training to build the skills required for planning and undertaking an appropriate action based response to a global justice issue	**Engagement:** At least 1 class **Leadership:** Teacher identifies relevant skills which need to be built **Implementation:** Opportunities designed for students to improve their GCE skills	**Engagement:** At least 1 year group **Leadership:** Teacher(s) work with students to identify the GCE skills needed to take action **Implementation:** Opportunities designed with students to build / practice GCE skills	**Engagement:** At least 2 year groups **Leadership:** Teachers work with students to identify the GCE skills needed to take action. **Implementation:** Opportunities designed with students to build / practice GCE skills
4. Student-Led Action Students undertake meaningful actions which address a root cause of a global justice based issue including behaviour change and/or influencing systems change* *Change in policy or activity at a school/ local/ national/ international level*	**Leadership:** Coordinated by teachers and implemented by students **Engagement:** 1+ year group **Depth:** Awareness raising	**Leadership:** Coordinated by students and implemented by both teachers & students **Engagement:** Approximately half of the year groups **Depth:** Behaviour change of student population and /or systems change **Reach:** School community / local community	**Leadership:** Coordinated and implemented by students and supported by teachers and management **Engagement:** Whole school **Depth:** Behaviour change of student population and /or systems change **Reach:** School community/ local community groups/local business/local government / council/TDs/national government
5. Reflection Learners have the opportunity to reflect, evaluate and feedback as part of the GCE learning within the school	**Frequency/ approach: Verbally within class** Utility: Reflection and consolidation of GCE learning for students	F**requency/approach:** Formally at the beginning and end of year **Data collection:** WWGS Self-Assessment Tool (SAT) tool **Utility:** Reflection and consolidation of GCE learning for students and to inform teacher planning for GCE activities next year	**Frequency/ approach:** Formally at the beginning and end of year and between each GCE activity **Data collection:** WWGS Self-Assessment Tool (SAT) tool **Utility:** Reflection and consolidation of GCE learning for students; to inform teacher planning for GCE activities next year; and to feed into school planning processes

STAMP FIVE: SCHOOL LEADERSHIP & POLICIES

Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. Principal Engagement The Principal and /or Deputy Principal are aware of the GCE undertaken in the school, support and champion it They attend the WWGS Annual Symposium for School Leadership and Management	**Who:** Principal and / or Deputy **Knowledge:** Aware of what GCE is **Engagement:** Aware of GCE activities happening within the school **WWGS Annual Symposium:** Aware of, attended this year or has plans to attend next year	**Who:** Principal and Deputy Principal(s) **Knowledge:** Has a good understanding of what quality GCE is **Engagement:** Aware of GCE activities in the school, involved in planning of the GCE programme and champions it **WWGS Annual Symposium:** Attended this year or last	**Who:** At least 2 members of the management team **Knowledge:** Has a very strong understanding of what quality GCE is **Engagement:** Central in planning GCE activities, attends external/ internal trainings and champions it **WWGS Annual Symposium:** Attended this year or last and (ideally) provided input
2. Board of Management Involvement The board of management have an awareness of the GCE undertaken in the school and support and champion it	**Knowledge:** Aware of what GCE is **Engagement:** Aware of GCE activities happening within the school	**Knowledge:** Aware of what GCE is **Engagement:** Aware of GCE activities and has committed resources to GCE planning, promotion and professional development opportunities for staff	**Knowledge:** Has a very strong understanding of what quality GCE is **Engagement:** Central in planning GCE activities, attends external/ internal trainings **Formalisation:** GCE is standing item at BOM meetings
3. GCE Policies A formal policy on GCE developed and implemented within the school. A review of existing policies undertaken to identify opportunities for the integration of GCE and updated to reflect a commitment to GCE	**Existing school policies:** Review approved **Formal GCE policy:** Commitment and plan to develop **Engagement:** Interested staff	**Existing school policies:** A review conducted **Formal GCE policy:** Developed **Engagement:** Representation from each school stakeholder **Awareness:** Among staff and students	**Existing school policies:** GCE is mainstreamed in other school policies e.g. behaviour policy, plastic-free policy, etc. **Formal GCE policy:** Signed off by BOM and includes objectives, strategic priorities and evaluation **Engagement:** Strong representation from each school stakeholder in development
4. GCE Themes in Mission and Vision Statements Vision and Mission statement includes a commitment to GCE	**Stage:** A commitment/ plans have been made to review statements	**Stage:** A process to revise the mission statement has taken place **Engagement:** All key stakeholders (students, staff, parents, management, etc)	**Stage:** The schools' mission statement finalised and clearly demonstrates the school's commitment to GCE **Awareness:** The majority of the school community is aware
5. Parent/Guardian Involvement Parents and Guardians supportive & engaged of GCE within the school	**Who:** Parent's council **Engagement:** Aware of GCE in the school	**Who:** Parent's council and parents of children directly engaged in GCE **Knowledge:** Understanding what GCE is **Engagement:** Aware and involved in GCE within the school	**Who:** Parent's council and the majority of parents **Knowledge:** Good understanding of what GCE is **Engagement:** Parents of student population are aware of GCE activities in the school. Parent's council involved in the planning and implementation of GCE in the school

STAMP SIX: COMMUNITY ENGAGEMENT

Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. Communications Sharing information on GCE issues and/ or GCE projects taking place in the school	**Platforms:** School newsletter, website/ blog, and annual report **Frequency:** Once a year **Leadership:** Teachers	**Platforms:** School newsletter, website/ blog, annual report, local media, and social media (Facebook, Twitter, etc.) **Frequency:** More than twice a year **Leadership:** Teachers and students	**Platform:** School newsletter, website/ blog, annual report, local media, and social media (Facebook, Twitter, etc.) **Frequency:** More than three times a year **Leadership:** Content developed by students, supported by teachers
2. GCE Field Trips/ Visits Trips or visits outside of school that explore GCE themes e.g. Cool Planet, Rediscovery Centre, Irish Aid Centre, local Islamic centre, direct provision centre, community centre, etc.	**Engagement:** At least one class attended	**Engagement:** At least 1 class attended **Scaffolding:** Some exploration of GCE specific theme in advance of input **Follow up:** Learning shared with year group	**Engagement:** At least year group attended **Scaffolding:** Strong exploration of GCE theme pre and post input **Follow up:** Learning shared with school community
3. Engagement with Other Schools Established contact with a school in Ireland to engage in joint learning project(s) on GCE themes e.g. peer education workshops, joint learning projects, shared CPD	**Link with:** Local primary or post primary school(s) **Commitment:** Ad hoc **Target for learning:** Students **Activity:** Preliminary collaborative GCE activity/ peer learning **Purpose:** Build relationships	**Link with:** Post primary schools **Commitment:** Established link e.g. cluster/ network **Target for learning**: Students and teachers **Activity:** Effective collaborative GCE project &/ or peer learning **Purpose:** Build relationships & share learning	**Link with:** Post primary schools **Commitment:** Established link (cluster/ network) with structured staff interactions **Target for learning:** Teachers and students **Activity:** Effective collaborative GCE project &/ or peer learning **Review:** Monitored and evaluated **Purpose:** Build relationships & share learning
4. Global School Partnerships (optional) Partnership with a post-primary school in the Global South to engage in shared learning on GCE themes e.g. joint learning project, teacher exchange *Must be shared learning on an issue of mutual importance rather than one group 'teaching' the other. Ideally the issue will be chosen in unison* *Teacher travel optional, student travel not counted*	**Commitment:** Established contact **Partnership Agreement:** Discussed **Level:** Preliminary collaborative GCE activities **Purpose:** Build relationships Possible activities: Correspondence about daily lives, details of countries, education systems, aims of partnership and potential areas of collaboration **Impact:** Challenging of stereotypes	**Commitment:** Established Partnership **Partnership agreement:** Yes - signed **Level:** Established peer learning activity **Purpose:** Build relationships & share learning **Possible activities:** Joint learning project on a GCE theme / global goal, exploring it from each countries perspective **Teacher travel*:** Teachers from one school visit to the partner school **Impact:** Respectful equal relationships built, understanding of global interdependence	**Commitment:** Established Partnership **Partnership agreement:** Yes - signed, **Level:** Sustained peer learning projects **Purpose:** Build relationships & share learning **Possible activities:** Joint learning project on a GCE theme or global goal, exploring it from each countries perspective and undertaking action to address it **Travel*:** Teachers from both schools to exchange a visit **Impact:** Strong respectful equal relationships built, and deep understanding of global interdependence and root causes of GCE issues
5. Sustainability School has reviewed its sustainability in the context of global citizenship (exploring the local to global implications of their procurement, water/ waste/energy use or biodiversity impact of surrounding environment) and implemented change.	**Stage:** Carried out an audit/ assessment **Engagement:** One class/ group with teachers	**Stage:** Assessment/ audit and concrete action(s) taken **Engagement:** 1-3 year groups, supported by teachers and with management engagement Type of actions: Green flags; Fairtrade tea, coffee and snacks in school **Scaffolding:** Students explore local to global implications of sustainability and how we can live more sustainably	**Stage:** Assessment and concrete actions taken **Engagement:** Management, teachers and all students **Type of actions:** Global citizenship green flags, school purchasing policy (uniforms, sports equipment, tea/coffee/snacks), biodiverse areas in school created **Scaffolding:** Students explored local to global implications of sustainability and understand the concrete actions we can take in our lives to live more sustainably

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For more information about WorldWise Global Schools and the opportunities the programme offers students, teachers and schools to engage with Global Citizenship Education - visit our website **www.worldwiseschools.ie**

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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.

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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.

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