Building your GCE programme

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Todays Learning Objectives

- Who are WWGS and what is the six-step programme
- Using reflective methodology
- Making a group agreement
- WWGS Guiding Principles of GCE
- GCE Themes
- Building teacher capacity
- Analytical tool - Digging Deeper
- Scaffolding guide
- Where to find resources and WWGS material

What is Global Citizenship Education (GCE)?

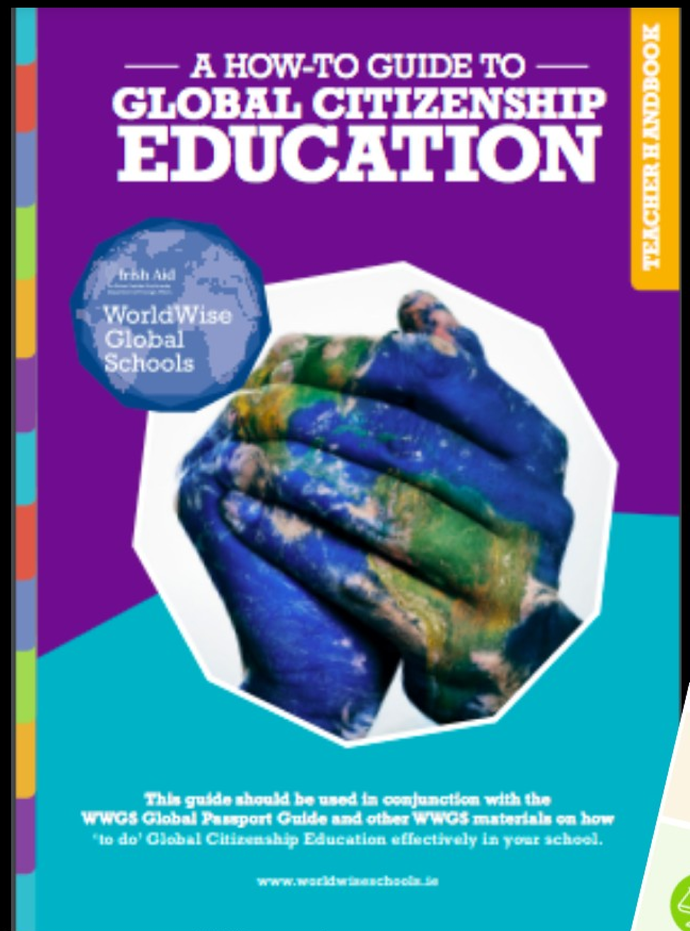
Global Citizenship Education is an **educational process** aimed at increasing awareness and understanding of the **rapidly changing**, **interdependent** and **unequal** world in which we live”

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

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

The Six-Step Programme

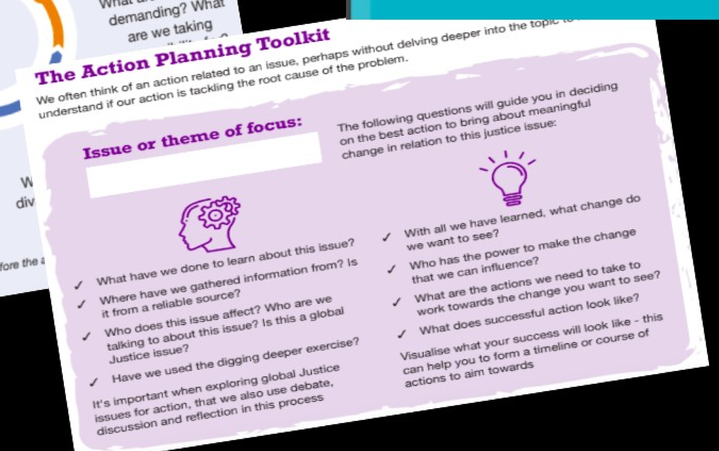
THE SIX-STEP PROGRAMME AT A GLANCE
1
Involve students and the whole school community
2
Choose a global justice theme
3
Critically explore the global justice theme
4
Raise awareness
5
Take Action
6
Reflect


A HOW-TO GUIDE TO
GLOBAL CITIZENSHIP EDUCATION
TEACHER HANDBOOK
Irish Aid
WorldWise Global Schools
This guide should be used in conjunction with the WWGS Global Passport Guide and other WWGS materials on how 'to do' Global Citizenship Education effectively in your school.
www.worldwiseschools.ie

Global Passport Stamps
STAMP ONE: CURRICULAR
Categories
Emerging Level of Activity
Established Level of Activity
Exceptional Level of Activity

STAMP FOUR: STUDENT CAPACITY & ENGAGEMENT
Categories
Emerging Level of Activity
Established Level of Activity
Exceptional Level of Activity

1
What is our goal?
2
What agreements have we reached as a group?
3
Who are we targeting with our action?
4
What are we asking/ demanding? What are we taking
7
What are our key messages based on our learning?
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?)
* It's important that you pilot your presentation or approach with a small group before the a
pitch! You could try this out with another class, friends or family members.


The Action Planning Toolkit
We often think of an action related to an issue, perhaps without delving deeper into the topic to 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

GUIDING PRINCIPLES OF GCE
A Critical Approach to GCE
Complexity of Global Justice Issues
The Role of a Global citizen
A Solid Human Rights Base
Unlearning and Reconstructing

3.2. Digging Deeper - Critically Engaging with a Global Justice Issue
YOUR GLOBAL JUSTICE THEME IS:

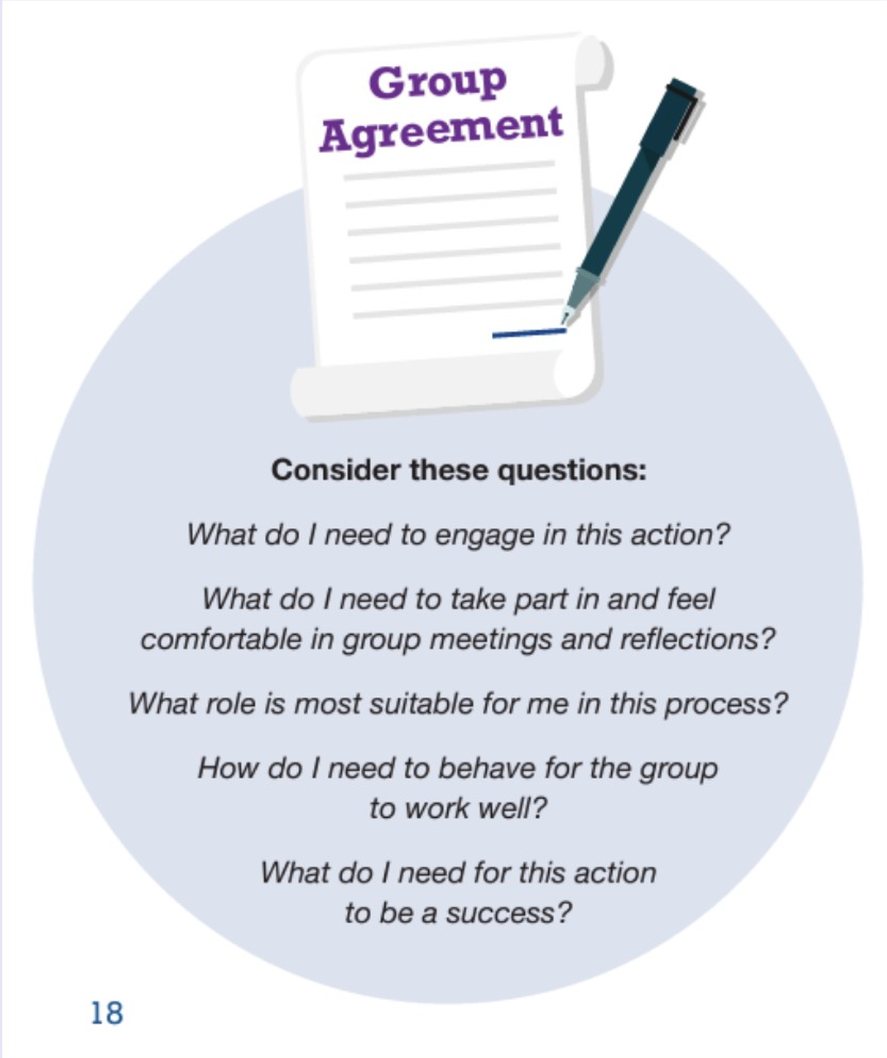
WWGS Six-Step Programme

Reflective Methodology

- The Bus Within Us -

Building a Group Agreement

Building a Group Agreement



www.menti.com

Voting code: 5829998

https://www.menti.com/9y7r7foxyt - link in chat box

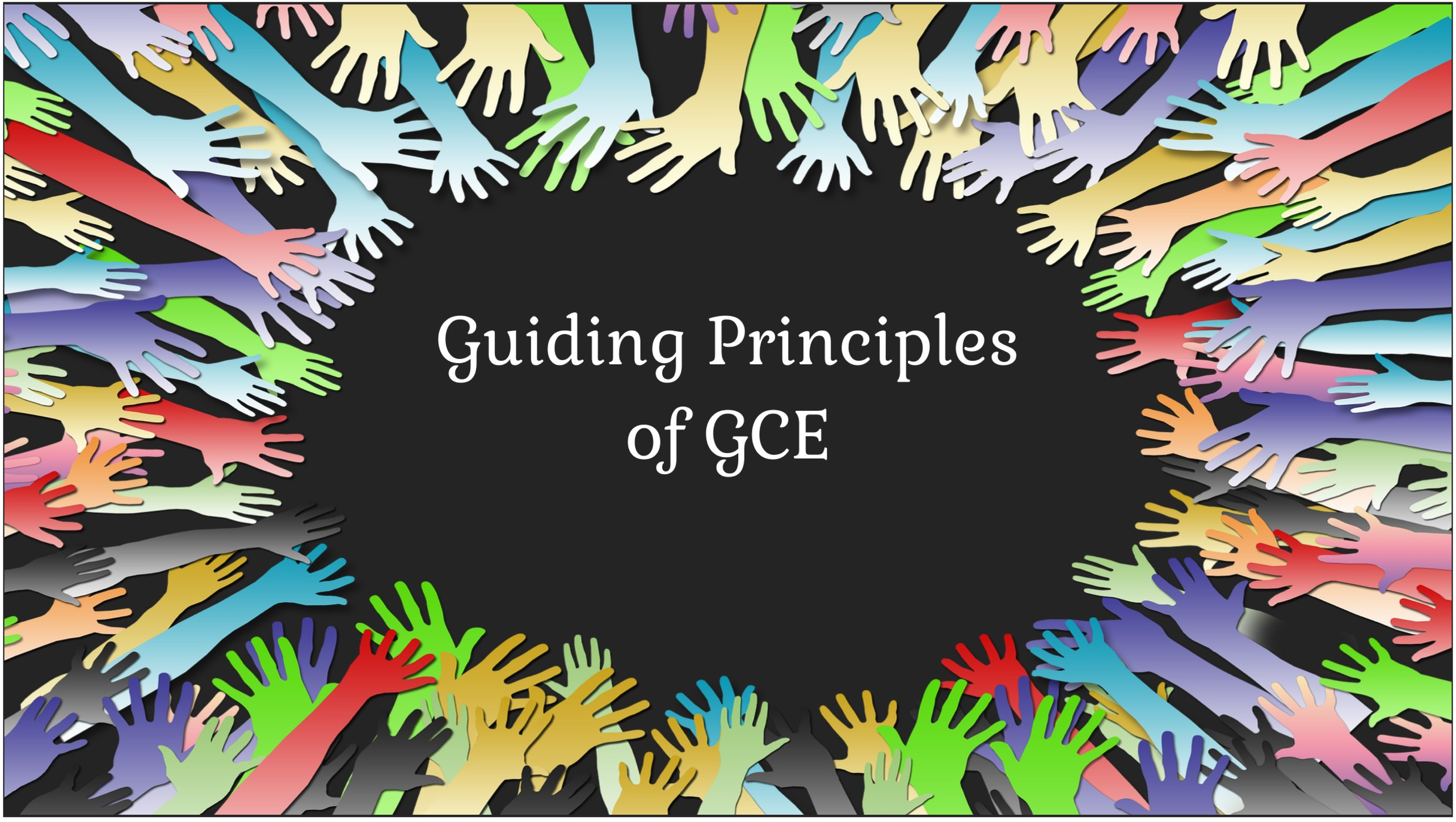
Our Group Agreement

We the 'Building your GCE' group agree:

- To actively listen to each other
- To be open and respectful in communication
- To give space to everyone to hear their voices
- Time for reflection
- To trust the space and keep an open mind

Menti Questions:

What do I need to engage in this training?
What do I need to take part in and feel comfortable in Breakout Rooms?
What do I need from others for good communication?



Guiding Principles of GCE

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.

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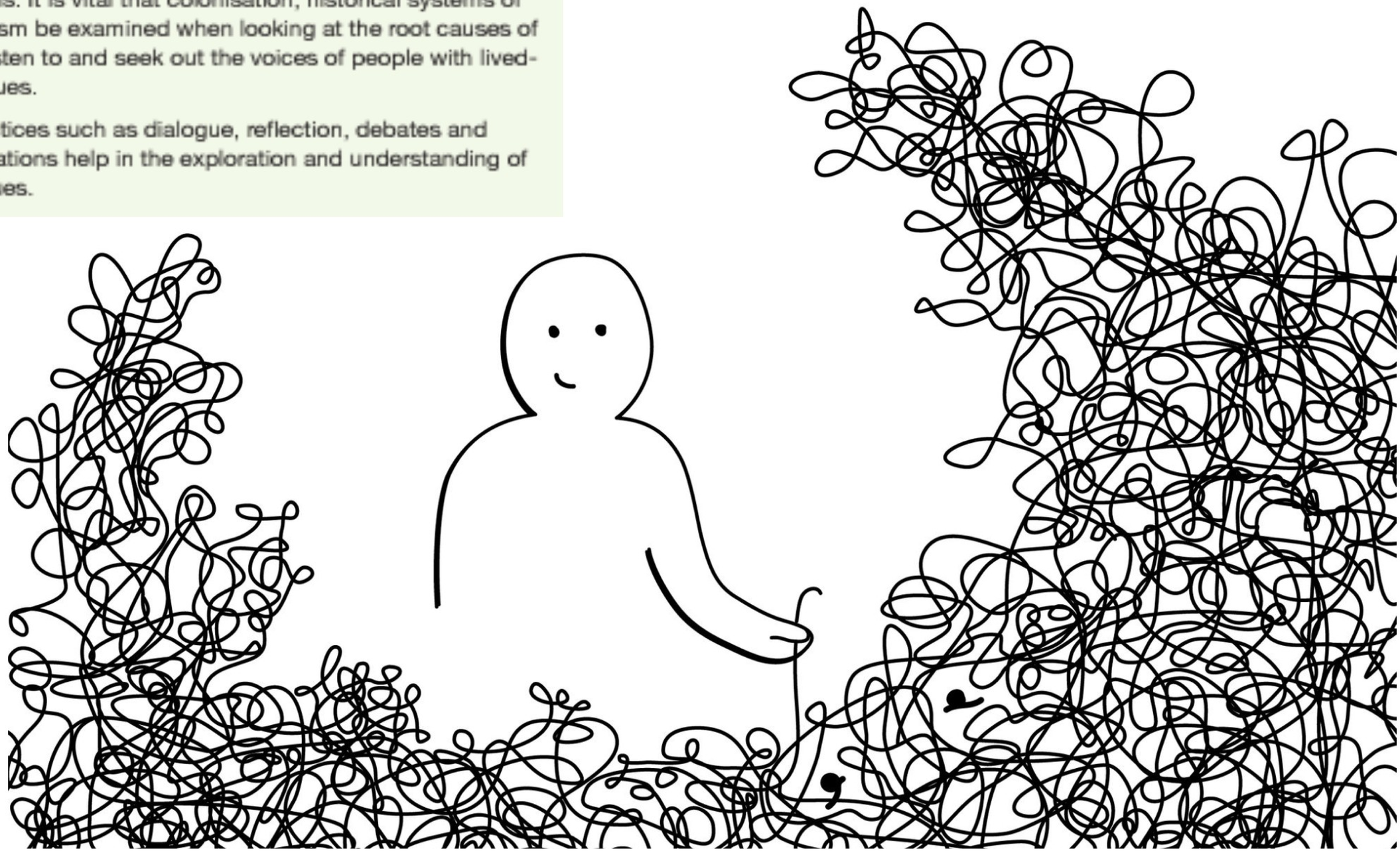

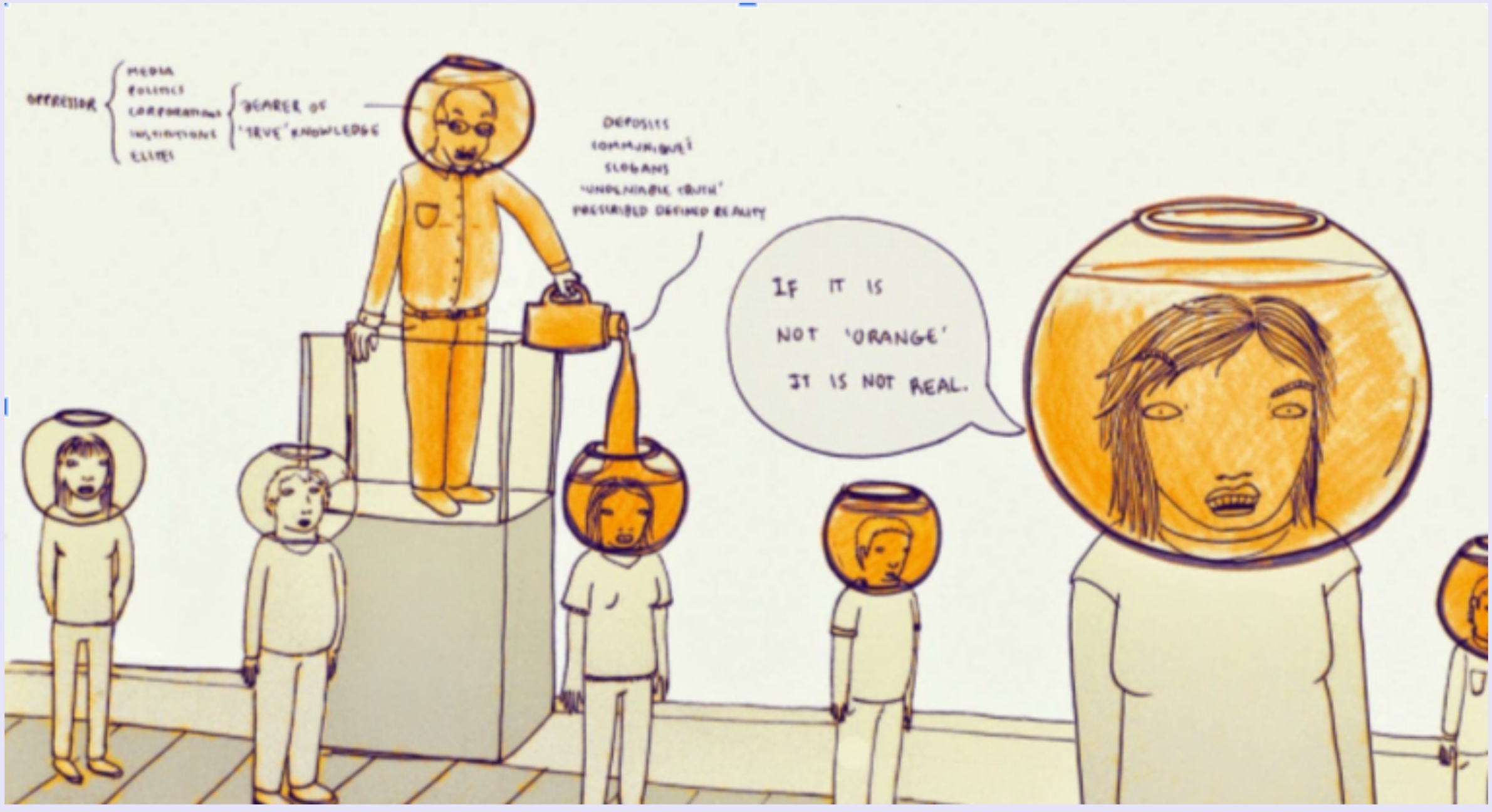
OPPRESSOR
MEDIA
POLITICS
CORPORATIONS
INSTITUTIONS
ELITES
DEGREE OF
'TRUE' KNOWLEDGE
DEPOSITS
COMMUNIQUÉ
SLOGANS
'UNPLEASABLE TRUTH'
PRESCRIBED DEFINED REALITY
IF IT IS
NOT 'ORANGE'
IT IS NOT REAL.

Local to Global Links

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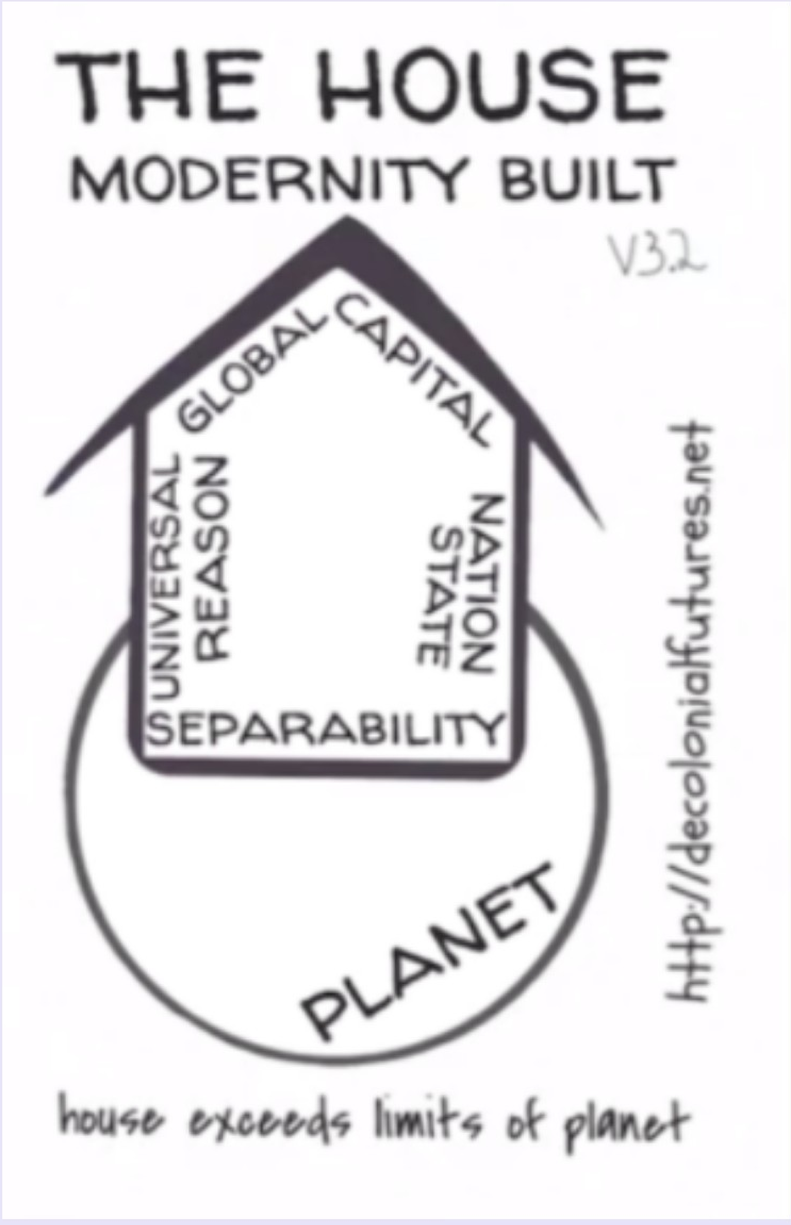
THE HOUSE
MODERNITY BUILT
V3.2
GLOBAL CAPITAL
UNIVERSAL REASON
NATION STATE
SEPARABILITY
PLANET
http://decolonialfutures.net
house exceeds limits of planet

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I don't believe in charity.

I believe in solidarity.

Charity is so vertical.

It goes from the top to the bottom.

Solidarity is horizontal.

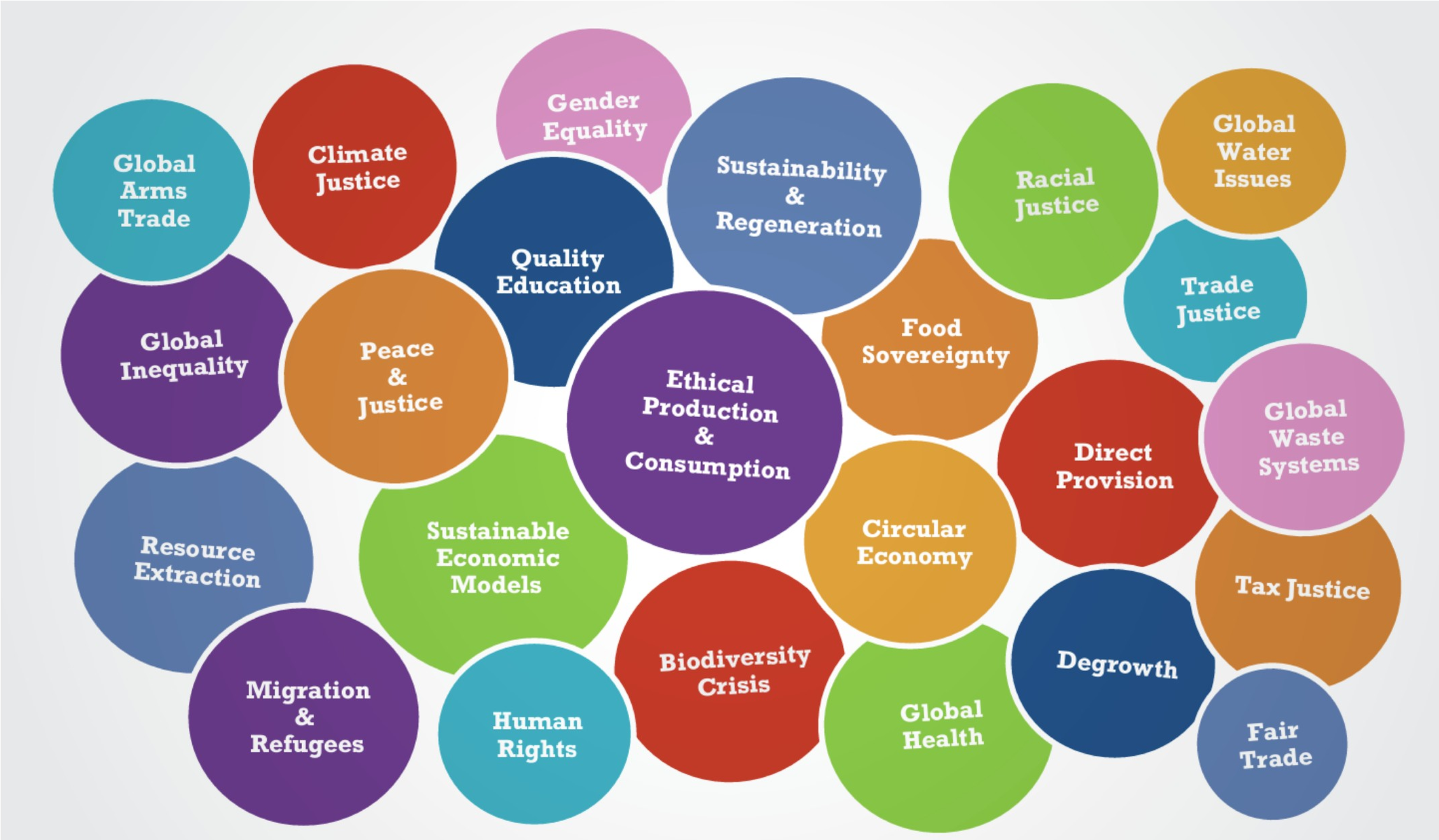
It respects the other person.

I have a lot to learn from other people.

Eduardo Galeano

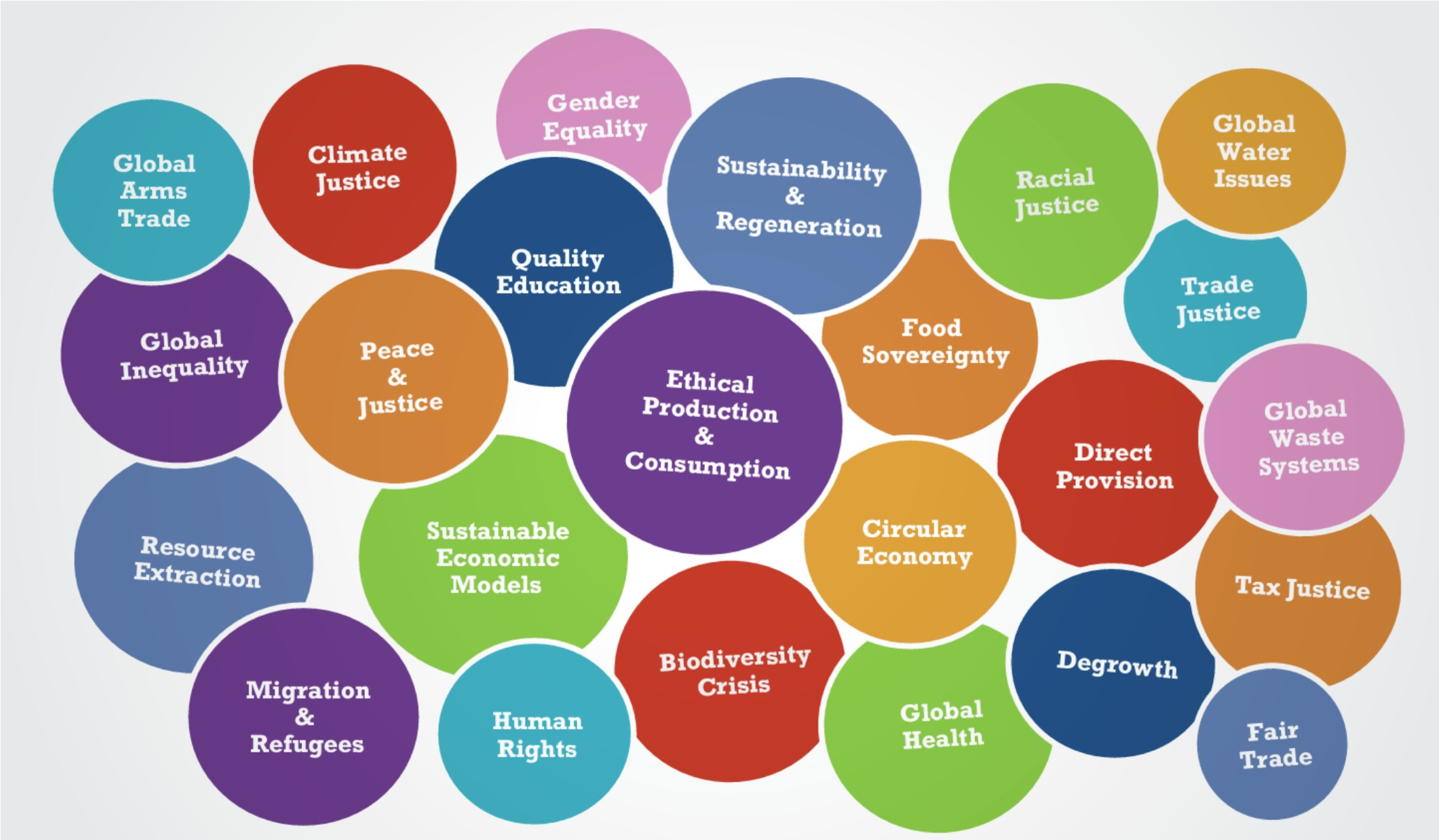
Themes and Building Teacher Capacity

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


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

In pairs/groups, discuss what theme is most obvious to explore in your subjects/subject departments?

In pairs/groups, discuss what theme is least obvious to explore in your subjects/subject departments?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Direct Provision
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Circular Economy
Tax Justice
Biodiversity Crisis
Degrowth
Migration & Refugees
Human Rights
Global Health
Fair Trade

Digging Deeper

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 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:

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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 are the powerful key players at the centre of the issue?
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Equity and Fairness - What inequalities or unfairness can you see in this issue/situation? Why are they unfair?

Struggle for Life Indigenous Camp in Brazil
Watch later
Share

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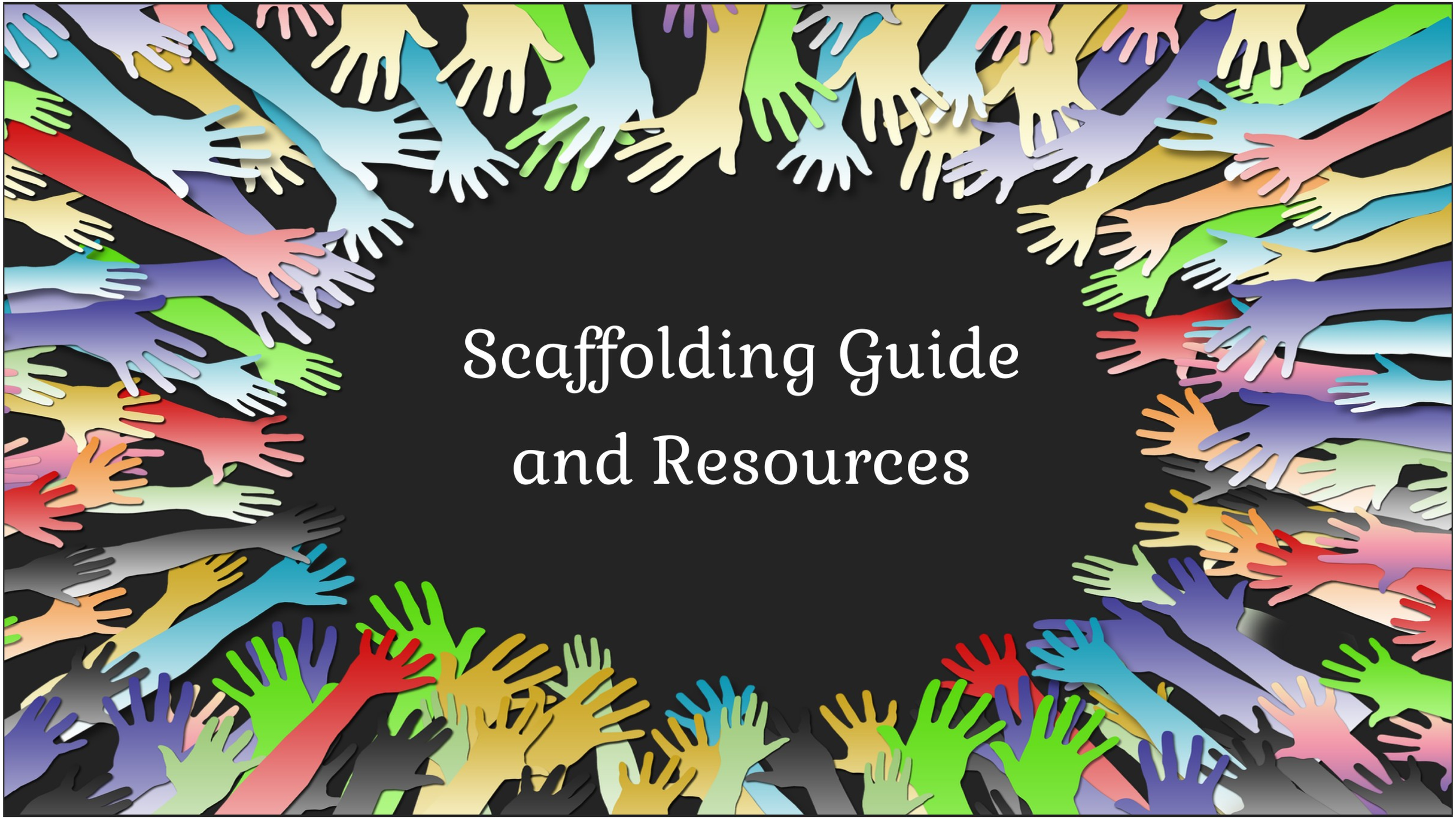


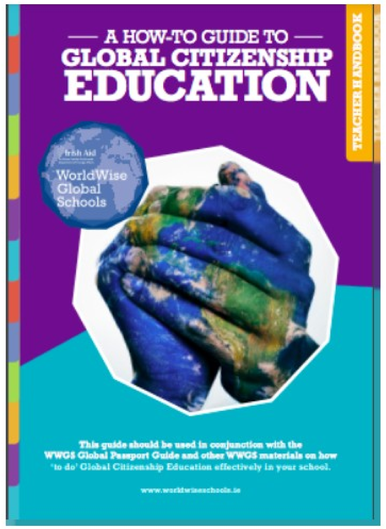
Scaffolding Guide and Resources

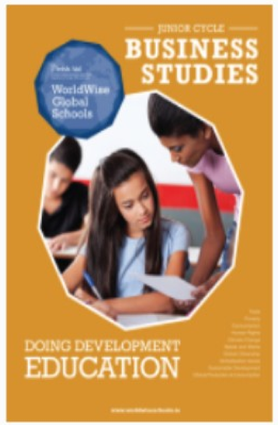
Scaffolding in GCE

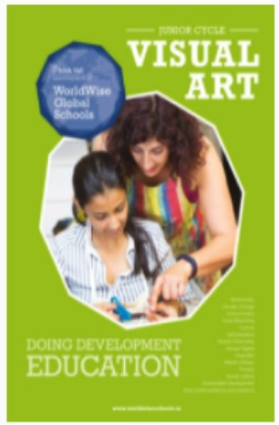
Activity Type	Before	After
Excursion - School Tour (Visiting)	✓ Question the relevance - is the trip connected to GCE and your issue of focus? ✓ Explore the GCE themes connected to this trip with your students	✓ Reflect on the trip with your students- what was missing/what would you include if you were 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

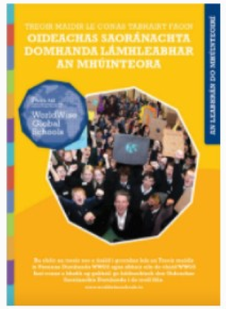
WorldWise Global Schools guidebooks & resource sheets are available to download from our website (under the Resource Library): https://www.worldwiseschools.ie/resource-library2/

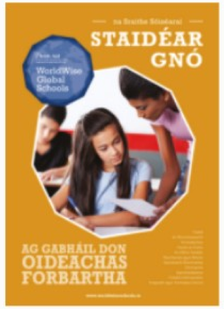


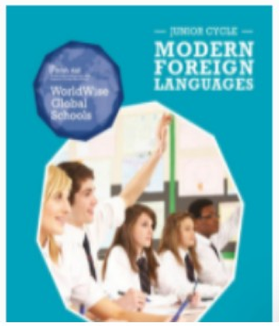


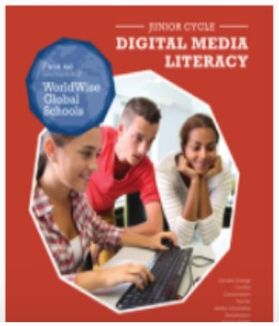


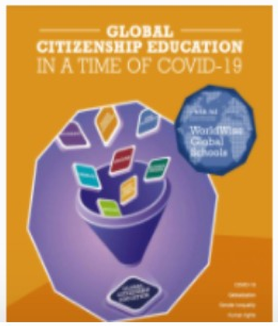
Irish Language Subject Guidelines:



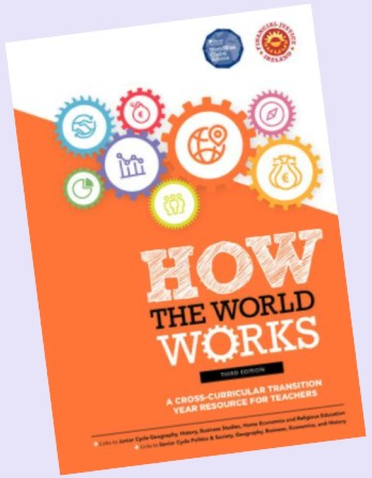


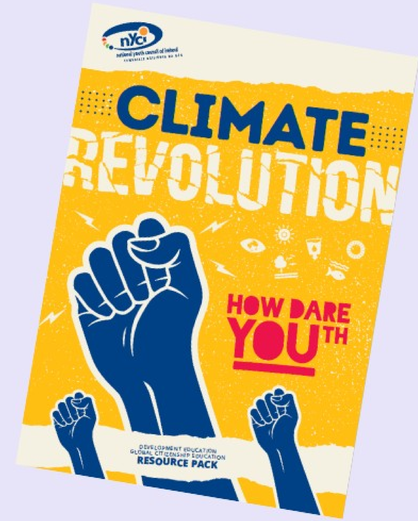




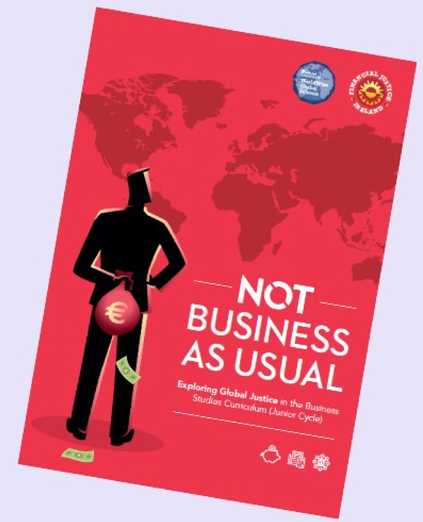


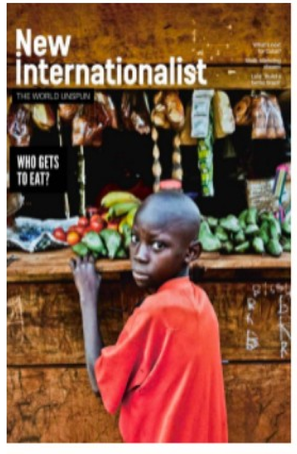
Useful websites





- Our website and social media!
- www.developmenteducation.ie/
- https://www.financialjustice.ie/
- https://globaldimension.org.uk/
- https://www.centreforglobaleducation.com/
- 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/





Who gets to eat? (Issue 533)

The world must do more (Issue 532)

Vaccine equality (Issue 531)

Democracy on the edge (Issue 530)

The biodiversity emergency (Issue 529)

A caring economy: What would it take? (Issue 528)

Covid-19: Lessons from the pandemic (Issue 527)

The Kurds: Betrayed again (Issue 526)

The New Internationalist

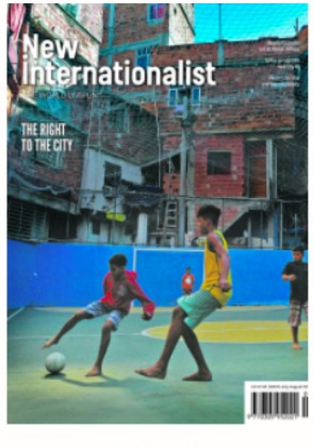
The fight for clean air (Issue 525)

How we make poverty (Issue 524)

Freedom to move – for everyone (Issue 523)

China in charge (Issue 522)

Who owns the sea? (Issue 521)

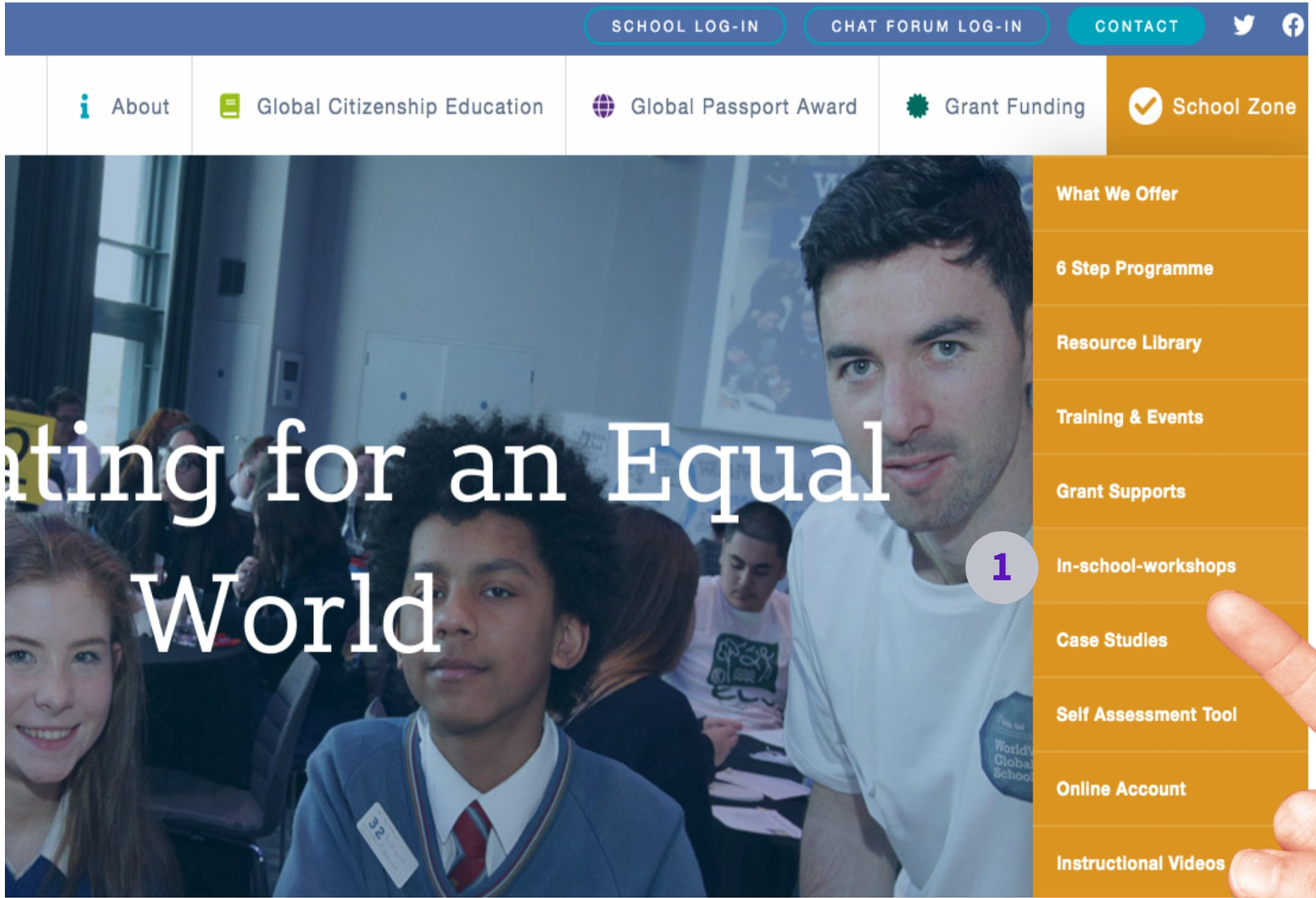


The right to the city (Issue 520)

How to avoid climate breakdown (Issue 519)

Building a new internationalism (Issue 518)

List of facilitators



WWGS Teacher Inputs

WWGS provide free tailored Global Citizenship Education trainings to schools. A few types of workshops we offer:

- **Whole School Inputs** (such as Croke Park hours)
- **Planning workshops** with the GCE teacher committee
- **Subject specific** trainings (we can do a number of subjects simultaneously)

Just let us know what you need and we can tailor the workshop to suit your specific context.

Student Workshops

WWGS generally do not provide student workshops, as we work directly with teachers instead. However, we provide a list of NGOs and independent facilitators who you can invite to deliver workshops with your students on a range of global justice themes.

Facilitators List

2

AWARDS

There are three different types of 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

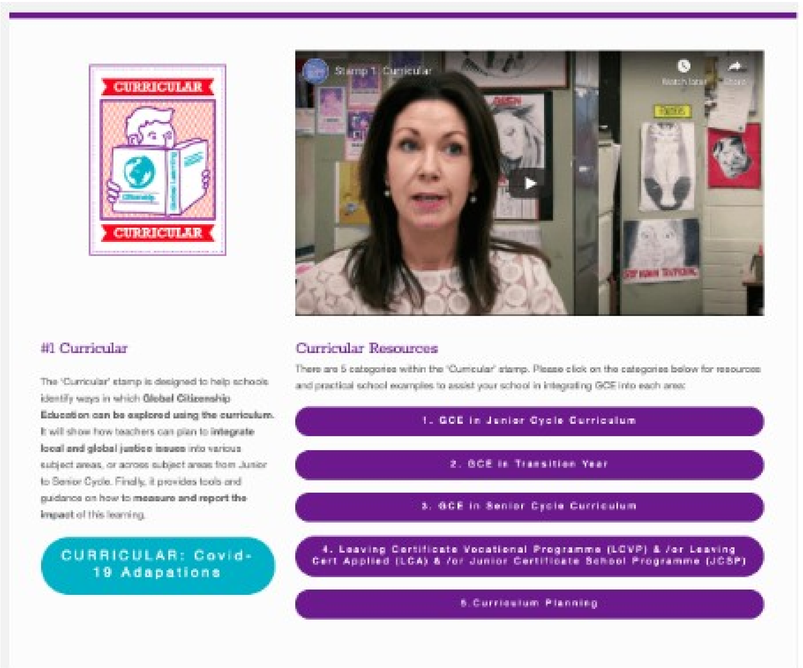
PASSPORT STAMPS

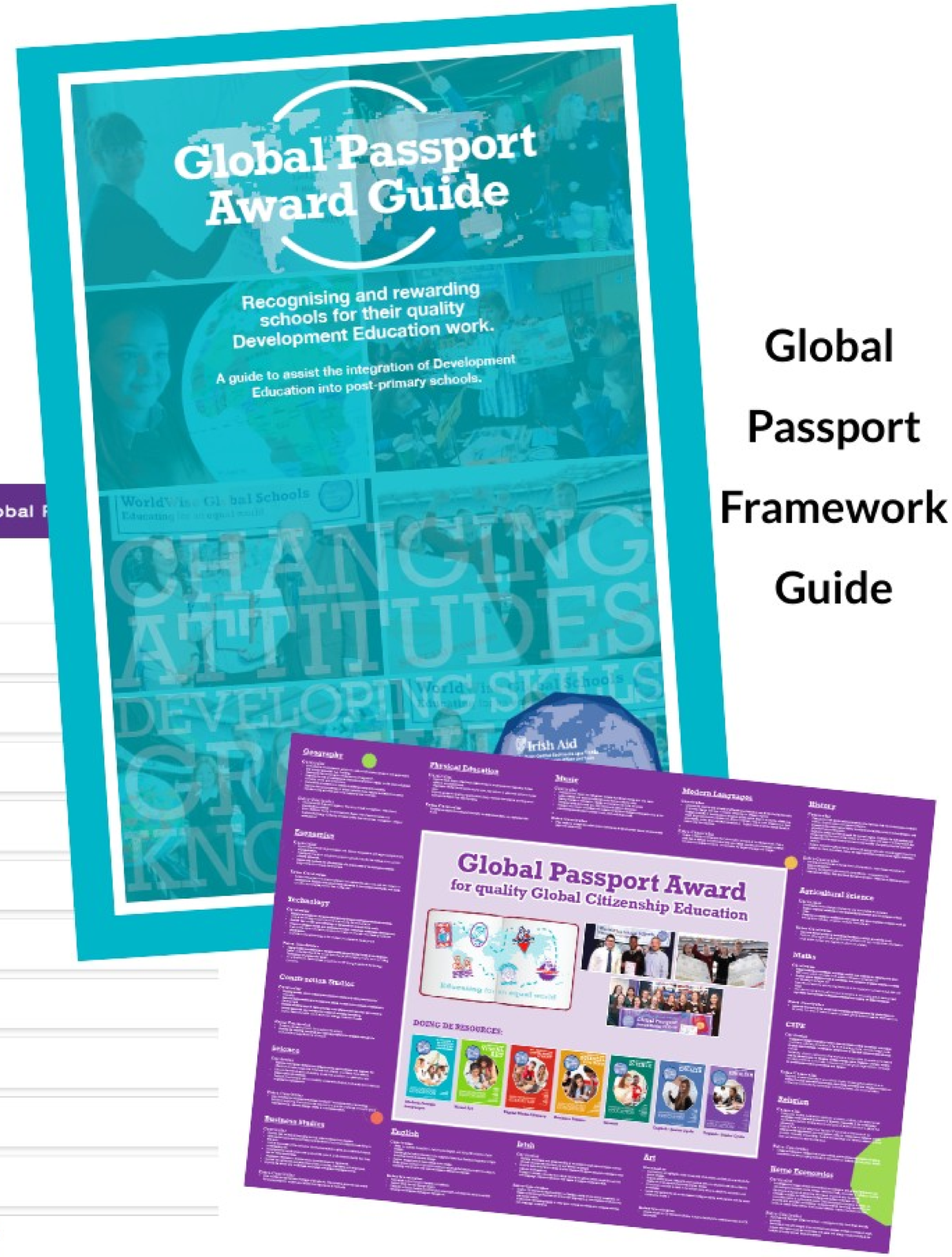
Each Passport Stamp represents a different aspect of school life.

Deadline for applications: ***24 February 2022***

Information + Supports

Website





Global Passport Framework Guide

Todays Learning Objectives

- Who are WWGS and what is the six-step programme
- Using reflective methodology
- Making a group agreement
- WWGS Guiding Principles of GCE
- GCE Themes
- Building teacher capacity
- Analytical tool - Digging Deeper
- Scaffolding guide
- Where to find resources and WWGS material

Irish Aid
WorldWise Global Schools

Educating for an equal world

Evaluation Form

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Educating for an equal world