

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?

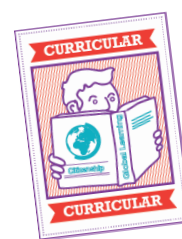
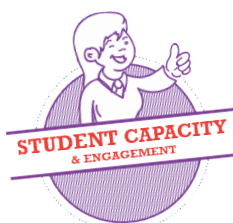
You review and rate your school's level of GCE activity in six categories (Passport 'Stamps') providing examples for what you are doing in each. The total score across all of these will determine which of the three Global Passport Award categories is awarded to your school.



Best Practice Award

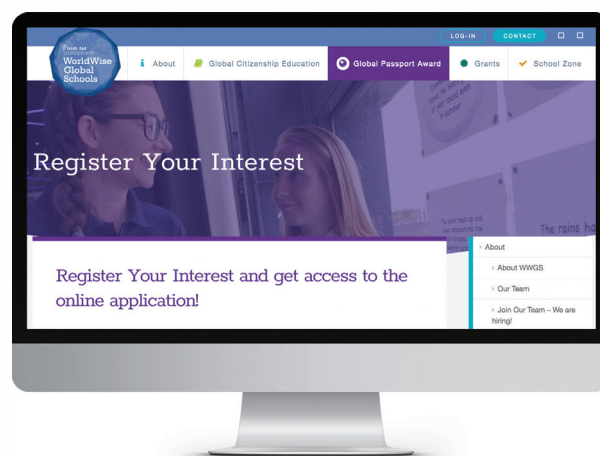
GLOBAL PASSPORT STAMPS

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/

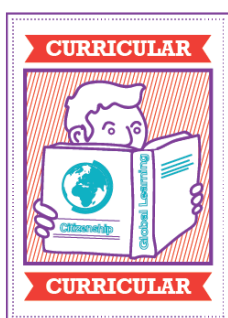
Email: **info@worldwiseglobalschools.ie**

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

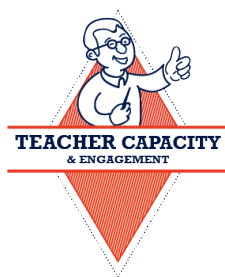


Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. GCE in Junior Cycle Curriculum Teachers explore GCE themes with students in their subject areas - challenging them to look at the world; and their role in making it more just, equitable & sustainable <i>*A joint approach to GCE adopted by at least 2 subject areas, or focuses on a joint GCE theme between at least two subject</i>	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



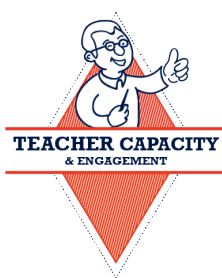
STAMP TWO: EXTRA-CURRICULAR

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 <i>*Contact WWGS for a list of facilitators</i>	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 <i>*Resources must explore GCE themes using a justice/solidarity (not charity) approach AND comply with the Dóchas Code of Conduct on Images and Messages</i>	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



STAMP FOUR: STUDENT CAPACITY & ENGAGEMENT

Categories	Emerging Level of Activity	Established Level of Activity	Exceptional Level of Activity
1. Student GCE Committee Students involved in a group that 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* <i>*Change in policy or activity at a school/ local/ national/ international level</i>	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	Frequency/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 <i>*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</i> <i>*Teacher travel optional, student travel not counted</i>	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

NOTES

NOTES

NOTES

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

Follow us:

-  WorldWiseGlobalSchools
-  @WorldWise_Irl
-  @global_citizenship_education
-  worldwiseschools.ie

Contact the WWGS team

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

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



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

