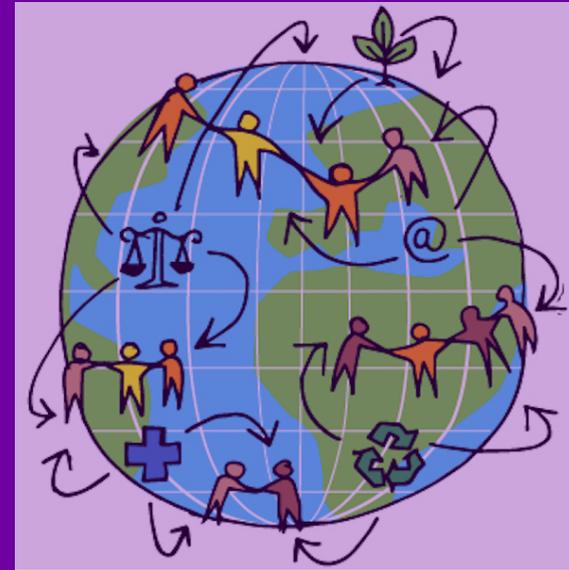


# BUILDING YOUR GCE PROGRAMME

*WorldWise Global Schools*



*Sinéad Hayes & Lizzy Noone – Education Officers*

# WELCOME!

## *Today's Agenda*

- WWGS and Six-Step Programme
- Recap on Last Years Session
- WWGS Guiding Principles of GCE
- Digging Deeper Activity
- Scaffolding Guide
- Resources and Useful Links



# WORLDWISE GLOBAL SCHOOLS

## What we do

- Capacity Building for Quality GCE
- Create Communities of Practice
- Head, Heart and Hands
- Connecting Local to Global
- Engage Whole-School Community

**+ INFO**

## What we offer

- Teacher CPD - Thematic and Subject Specific
- Whole-staff Training
- One-to-One support  
Planning meetings
- Support developing modules
- Linking with other schools/teachers/NGOs
- Guidance on GCE Policy

**+ INFO**



# What is GCE?

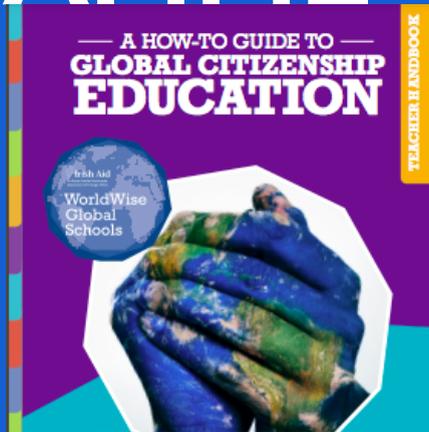
*"Global Citizenship Education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live"*

*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*

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# SIX-STEP PROGRAMME



### STEP 2

#### 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 <b>rooted in Human Rights</b>	Only focussed on the impacts for animals, insects or plants
View the global justice issues as <b>multi-faceted, interconnected and complex</b>	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 <b>root causes</b> of global justice issues.	Explore an issue with <b>no context</b> or focus only on the <b>effects</b> of the issue
See how <b>global justice issues interlink</b> with our <b>everyday life</b> (how might our actions/inactions or that of our representatives impact others?)	Focus on a local issue and <b>local implications</b> of our actions without making any links to <b>global implications</b>
Build independent and <b>critical thinking</b> skills by looking at <b>multiple perspectives</b> and sources of information on the issue	Provide students one narrative or focus on one stream of thought or dominant view
Challenge <b>stereotypes, negative assumptions &amp; prejudices</b> - 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 <b>root of the problem</b> , 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 <b>positive long-term impact</b>

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 responsibility for?
5. What is our time frame? Try to divide your targets and work into stages or a timeframe.\*
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?)
7. What are our key messages based on our learning?

\*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. ....

#### 5.3. Digging Deeper - Critically Engaging with a Global Justice Issue

**Objectives:**  
**5.3.1. Digging Deeper:** Provide students an insight and/or tool (e.g. newspaper article, social media campaign, advertisement, website) related to a global justice issue (e.g. migration & working rights, climate change, unfair trade, accessibility in smart) groups. Answer the questions as best you can.

**1. Search and challenge**  
 Closely study about the situation/ issue by using the questions below. Outline the reasons behind your answer.  
 -What messages do you hear you need about this issue/subject? (from media, from school, from friends, from family, your own direct experiences, just what do you think?)  
 -What views seem to have been? (commented) and were harmful at the time?  
 -Who were affected from the environment or even worse, that you would expect?  
 -How is this situation issue over amplified by the media, by public opinion, by leaders, etc.?

Review of the message that you have been given and now:  
 -Identify the main action (people, people organisations) involved in the issue? (You may already see them here or they may be absent)  
 -Who is leading this story? Whose voice perspective do you hear?  
 -Can you identify an or whose perspective is being the story, and a firm when the story is done?  
 -How are people in this situation portrayed? Are they connected from an accident perspective?

**2. Power**  
 -Who is in control in this issue/situation? Who are the key power players at the core of this issue?  
 -Is there any balance of power between the action groups/people involved?  
 -Who are dominating and who are being? Add to what do you want?  
 -What sources of organisation or leadership do you see? How effective are they?

**3. Perspectives**  
 -What are the perspectives of each of the action (people/groups) involved?  
 -Whose perspectives do you think would have the most impact on this issue?  
 -Who decides which concerns are heard or not?  
 -How are the perspectives being or equally effective for this issue and on other affected people?

**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 are the root causes of this issue? (What are the root causes of this issue? What are the root causes of this issue? What are the root causes of this issue?)  
 -What are the factors or those of our political representatives in the issue?

**5. Skills**  
 -What skills do you need to address this issue?  
 -What skills do you have?  
 -What skills do you need to learn?

**6. Future**  
 -Will the world/region in the future?  
 -If you were asked, what would you do?  
 -What would the future look like to you?  
 -What would need to happen for that?

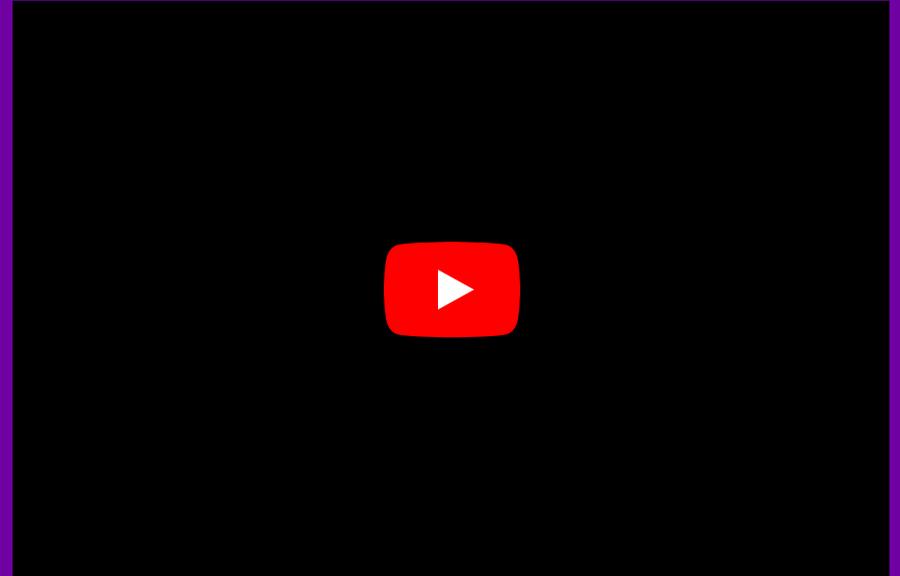
**7. Responses**  
 -What are possible responses and/or actions to improve this issue? Who benefits from each response?  
 -To what extent do the solutions address the complexity of factors in the issue and/or are all stakeholders being taken into account?  
 -What options are there as that (European/ Global Citizens or others)?  
 -To what extent are the solutions proposed sustainable?

**YOUR GLOBAL JUSTICE THEME IS:**

+ INFO

# LAST YEAR

*Focus on Degrowth*

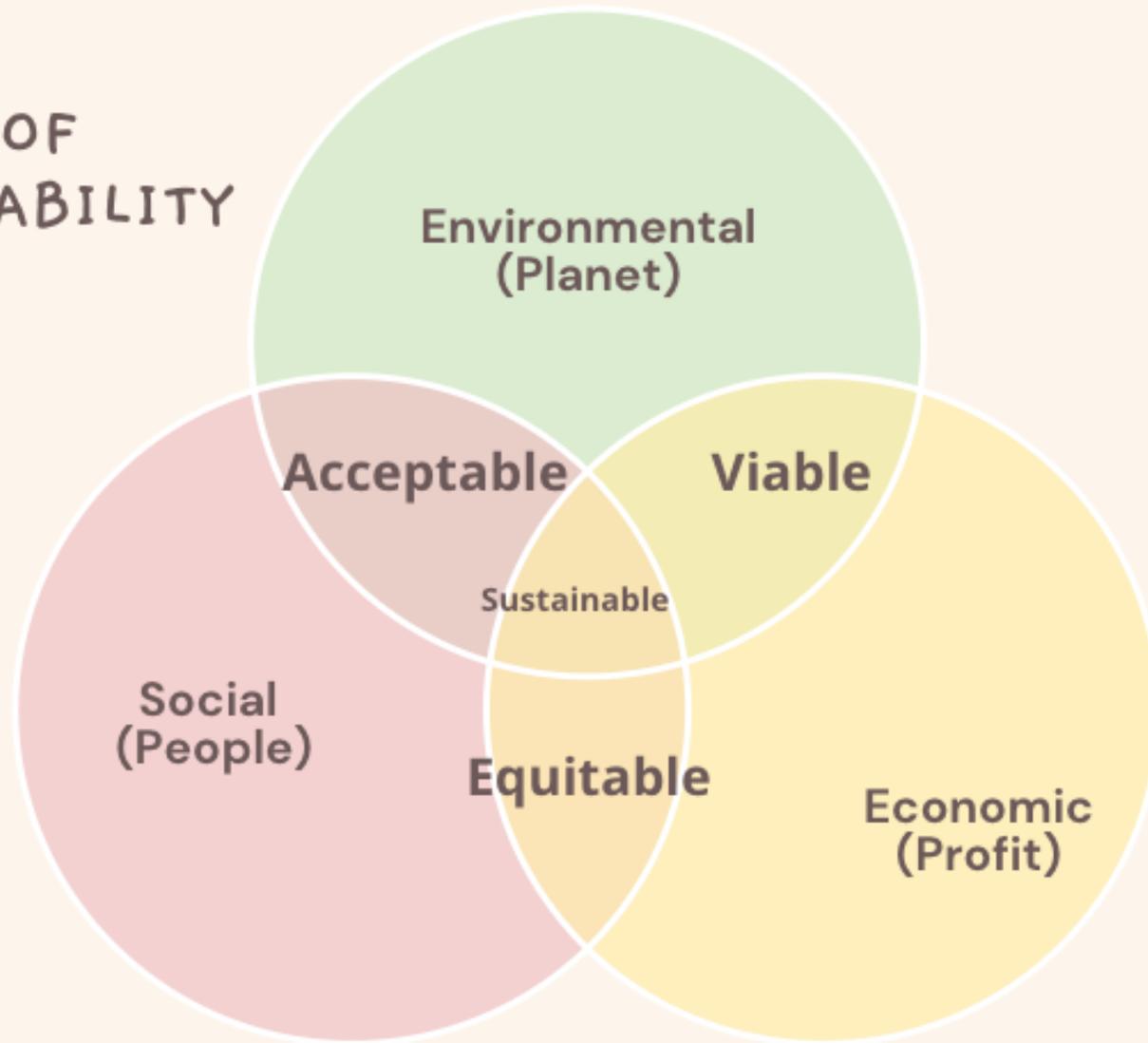


*A planned downscaling of energy and resource use to bring the economy back into balance with the living world in a safe, just and equitable way*

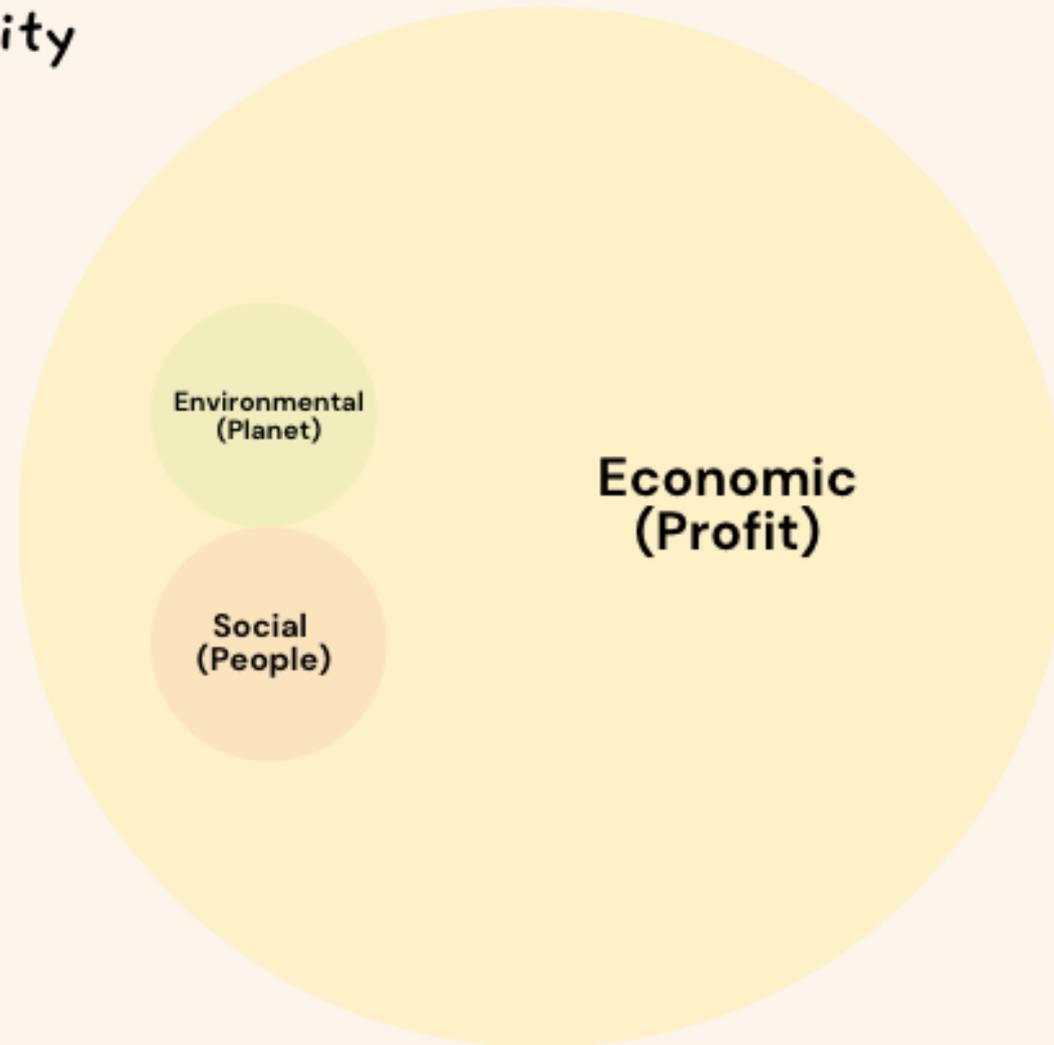
*Jason Hickel*

**+ INFO**

# PILLARS OF SUSTAINABILITY



Reality



Environmental  
(Planet)

Social  
(People)

Economic  
(Profit)

Reality

Environmental  
(Planet)

Devaluing of nature  
and human rights

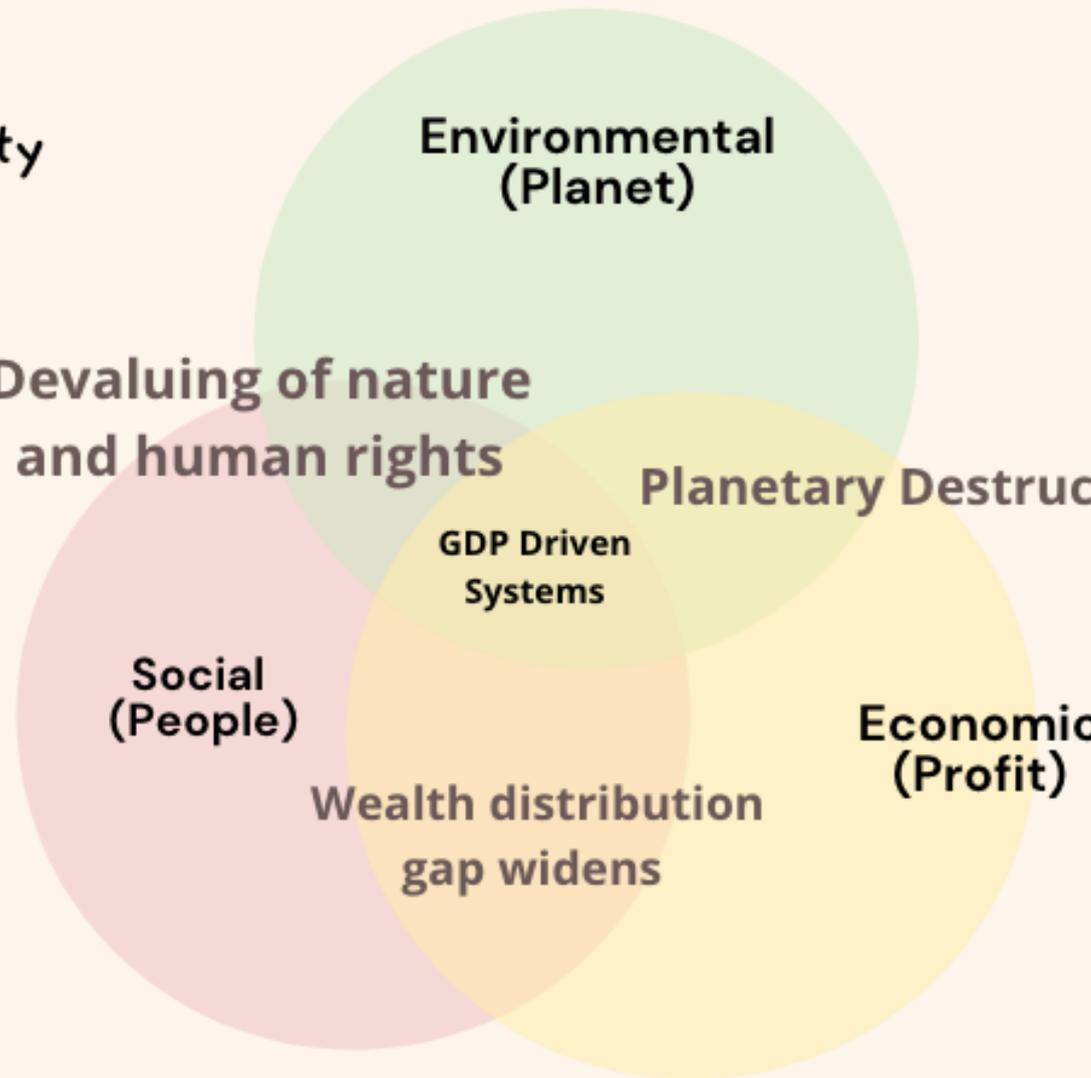
Planetary Destruction

GDP Driven  
Systems

Social  
(People)

Economic  
(Profit)

Wealth distribution  
gap widens



# GDP is not a good measure of wellbeing - it's too materialistic

*Joseph Stiglitz*



Why focus on production of goods, rather than on health, education and environment?

Harvard Business Review

Economics | GDP Is Not a Measure of Hu



**HORIZON**  
The EU Research & Innovation Magazine

Home Views Topics

SCIENCE IN SOCIETY AN ECONOMY THAT WORKS FOR PEOPLE

## Going beyond GDP to measure what really matters

14 March 2022

by *Andrew Dunne*

Republish



Economics

## GDP Is Not a Measure of Human Well-Being

by Amit Kapoor and Bibek Debroy

October 04, 2019

© CBS NEWS

## Why GDP fails as a measure of well-being

BY MARK THOMA

JANUARY 27, 2016 / 5:30 AM / MONEYWATCH



WORLD ECONOMIC FORUM

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Global Agenda Sustainable Development New Growth Models Economic Progress

## GDP is no longer an accurate measure of economic progress. Here's why



Forbes

Oct 15, 2018, 08:36am EDT

## Measuring Well-Being: It's More Than GDP



Joshua Cohen Contributor

Healthcare

I write about prescription drug value, market access, healthcare systems, and ethics of distribution of healthcare resources

Follow

Future?

**Environmental  
(Planet)**

Living within the  
planet's limits,  
connection to nature  
and one another,  
shared commons...

Putting planet before  
profit, regeneration  
of land, transition to  
low carbon...

**Wellbeing**

**Social  
(People)**

Fair work, fair pay,  
safety nets,  
community  
development,  
affordable housing,  
healthcare,  
education...

**Economic  
(Profit)**



## Green Growth

+ INFO

VS



## DeGrowth

+ INFO

# DEGROWTH QUOTE



*You have to ask yourself: if our economic system actively destroys the biosphere and fails to meet most people's basic needs, then what is actually the point?*

*Jason Hickel*



**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?*

18

# LAST YEARS SESSION

*(What we won't cover today!)*

# wags 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

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 Dóchas 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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# GUIDING PRINCIPLES OF GCE



**A SOLID HUMAN RIGHTS BASE**

**+ INFO**



**LOCAL TO GLOBAL LINKS**

**+ INFO**



**SOLIDARITY APPROACH**

**+ INFO**

# SOLIDARITY QUOTE



*I don't believe in charity. I believe in solidarity.*

*Charity is so vertical. It goes from top to bottom. Solidarity is horizontal. It respects the other person. I have a lot to learn from other people.*

*Eduardo Galeano*

	<b>NEOLIBERAL GCE</b>	<b>SOFT GCE</b>	<b>CRITICAL GCE</b>	<b>GCE Other-wise</b>
Key problem	UNDERDEVELOPMENT	POVERTY	INJUSTICE	(delusions of) SEPARATION
Nature of the problem	Lack of adaptability, skills, technology, motivation	Lack of: education, democratic institutions, progressive thinking	Exploitation, enforced disempowerment, unfair systems	Immaturity, irresponsibility, denial of relations and accountability
Basis for caring	Common economic interests Responsibility to GROWTH	Common humanity Responsibility <i>FOR</i> the other	Complicity in harm Accountability <i>TOWARDS</i> the other	Radical interdependence There is no "Other", if we harm the earth/each other we harm ourselves
Grounds for acting	Economic (based on social/human capital return)	Humanitarian/moral (based on normative principles for thought and action)	Political/moral (based on normative principles for justice)	Existential (based on "commoning", losing arrogance of separations and superiorities)
Understanding of interdependence	We are all self-interested rational individuals in pursuit of capital accumulation	We have common understandings, goals and aspirations	We are part of unfair, violent and unsustainable systems	We are all part of a wider EARTH metabolism that we are now harming (we are nature)
What needs to change	People need to adapt to the changing economy	People need to participate in democratic and charitable processes	People need to take back power from the elites	We all need a different way to exist in the planet without separations
What for	More comfort and pleasure, advancements of science, fusion of technology and humans	More dialogue, consensus, cohesion, peace and tolerance	More justice, equality, autonomy, fairer distribution of resources	Accountability beyond single life spans (to past, present and future)
How does change happen	Through ambition	Through good will	Through struggle	Through 'growing up', becoming disillusioned with individualism, consumerism and competition
Goal of GCE	To inspire consumers to expand opportunities for social mobility and leadership	To support individuals to help those less fortunate to catch up with the modern world	To empower individuals to fight for justice in solidarity with the oppressed	To de-center, disarm, discern, remember, and disinvest in harmful dispositions
Slogan	BUILD CV	MAKE a DIFFERENCE (and FEEL GOOD)	BE an ALLY (and FEEL GOOD)	DIG DEEPER and RELATE WIDER

## 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:

#### 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 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'.*

# DIGGING DEEPER

## Activity

**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? Is there a fair balance of power between the actors (groups/people) involved?

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

**Background and root causes** - 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, societal response?)

**Equity and Fairness** - What inequalities or unfairness can you see in this issue/situation? Why are they unfair?

## 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 post, TEDTalk) related to a global justice issue (e.g. migration & seeking asylum, climate change).  
**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 or 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, agency)?
- Are outsider-helpers seen as saviours? (there to 'save the day' or fix others issues) How?
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#### 2. Power

- Who is in control in this issue/ situation? Who are the powerful key players?
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- Who decides which opinions are heard or valued?
- Are there perspectives that are usually difficult to find on this issue? If so, how can they be seen but that would be important to understanding this issue? If so, how can they be seen?

# DIGGING DEEPER *Video*



[+ INFO](#)

# DIGGING DEEPER

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- What sources of organization or leadership can you see? How effective are they?



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

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- 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 1 year, 5 years, 20 years, 100 years?
- What would need to happen for the positive futures to be achieved?



#### 7. Responses

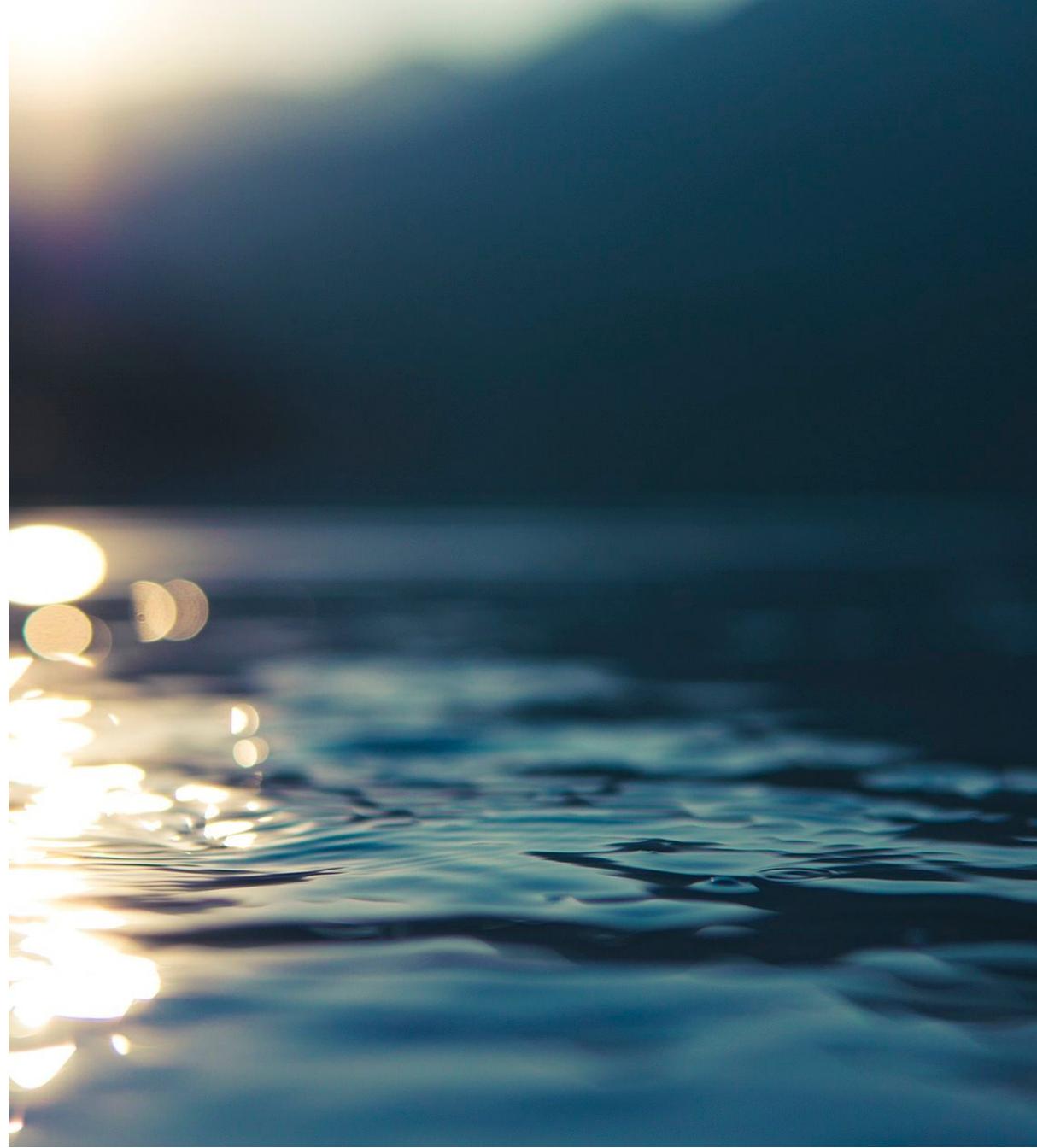
- What are possible responses and/or solutions to improve this issue?
- Who benefits from each response?
- To what extent do the solutions address the complex set of factors involved in the issue?
- Is there a solution or set of solutions that have the strongest potential for positive change?
- What 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'.*

# SHORT REFLECTION

- *Reflecting on the process – how is this all feeling?*
  - *Familiar? Daunting? Exciting? Challenging?*
- *Level of Comfort?*
- *How would you begin to use what you've learned?*





# THE GLOBAL PASSPORT AWARD



The Global Passport Framework



30-49



**Citizens Passport**  
for emerging engagement with Global Citizenship Education

50-109

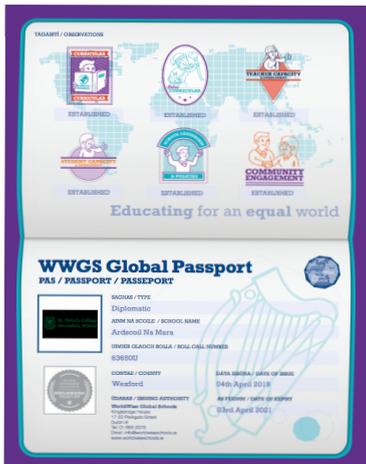


**Diplomatic Passport**  
for established engagement with Global Citizenship Education

110-150



**Special Passport**  
for exceptional engagement with Global Citizenship Education



Only Post Primary schools on the island of Ireland are eligible to apply for the Global Passport Award. The Award holds for 2 years.



# wjgs

## SCAFFOLDING GUIDE

Activity Type	Before	After
Excursion - School Tour (Visiting)	<ul style="list-style-type: none"> <li>✓ Question the relevance - is the trip connected to GCE and your issue of focus?</li> <li>✓ Explore the GCE themes connected to this trip with your students</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reflect on the trip with your students- what was missing/what would you include if you were running the trip?</li> <li>✓ How does this link in with what you've already learned?</li> </ul>
Excursion - School Workshop/Trip (Interactive/ Participatory)	<ul style="list-style-type: none"> <li>✓ Do a research project on the theme of your workshop/trip (students can work in groups to research and share/present their findings)</li> <li>✓ Ask students to prepare questions</li> <li>✓ Inform school staff of the event - does the workshop link with any other subjects/themes they are exploring?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adjust research project to include new information given on the trip</li> <li>✓ Present learning or create a workshop on their visit and share with other year groups</li> <li>✓ Reflect on how this will inform your next steps to take meaningful action?</li> <li>✓ Tell other teachers about it!</li> </ul>
Guest Speaker - Visiting groups in your school	<ul style="list-style-type: none"> <li>✓ Explain in advance who is coming in and why</li> <li>✓ Highlight why this speaker/workshop is relevant to the theme your students are exploring with you</li> </ul>	<ul style="list-style-type: none"> <li>✓ Allow time for class discussion following the visit</li> <li>✓ Revisit and reinforce the actions and suggestions made by the speaker, including further research or lesson plans</li> </ul>
Event - Debate (Internal/external)	<ul style="list-style-type: none"> <li>✓ Ensure you use the 'digging deeper' model so students engaging in debates can make considered arguments which are well-informed</li> <li>✓ Explore as many viewpoints, sources and perspectives as possible (from both sides of argument)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Try to bring the debate further; to other classes, schools and other platforms?</li> <li>✓ Examine key arguments to inform awareness raising and meaningful action activities</li> <li>✓ Use these key arguments, quotes or recordings in newsletters, on social media, radio, etc.</li> </ul>

Activity Type	Before	After
Event - Day of Awareness/Action	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Keep the global justice issues at the core of your focus</li> <li>✓ Practice answering questions and presenting the topic</li> <li>✓ Write a list of possible actions for people in attendance to engage in</li> <li>✓ Encourage other teachers to cover the topic in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluate the event with your students</li> <li>✓ Create reminders of key points using information channels available (social media, newsletters, blog, school website, etc)</li> <li>✓ Follow up with event participants and the wider school community to promote ongoing meaningful action</li> <li>✓ Engage students in lessons and activities on the subject to deepen their knowledge, interest and fervour even more</li> </ul>
School Initiative - Mural/Art piece, Video, Podcast, Exhibition	<ul style="list-style-type: none"> <li>✓ Explore the theme of your piece in at least two class sessions before you start to create</li> <li>✓ Invite a guest speaker/expert for inspiration</li> <li>✓ Research your theme and research similar initiatives from around the world</li> <li>✓ Involve the Art, Technology and other relevant subject departments</li> <li>✓ Consider the life cycle, time span, and sustainability of the materials used</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use your piece as an educational tool for the school community and beyond</li> <li>✓ Launch the piece and use this as an opportunity to share your message</li> <li>✓ Publicise your piece to expand your audience to include people of influence such as TDs, local media, etc</li> </ul>
School Initiative - Letter Writing Campaign	<ul style="list-style-type: none"> <li>✓ Involve your English and languages departments</li> <li>✓ Gather relevant information</li> <li>✓ Debate and discuss the issues</li> <li>✓ Double-check your information and facts</li> <li>✓ Contact relevant experts to inform your campaign</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep the pressure on - continue to write and prepare for a response</li> <li>✓ Share your letters on social media, newsletters, local media, etc</li> <li>✓ Be patient - campaigning is a long journey</li> </ul>
School Initiative - Policy Change	<ul style="list-style-type: none"> <li>✓ Investigate with the students why policy change is needed</li> <li>✓ Use what has been learned through the programme to identify this change</li> <li>✓ Consult and work with as many stakeholders as possible (e.g. parents, students, teachers, etc)</li> <li>✓ Have the students create the policy and be involved in the process</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have an event to launch the policy with the whole school community and beyond</li> <li>✓ Put the policy in the school journal, newsletters, website</li> <li>✓ Workshop the policy with as many students and teachers as possible explaining why it's relevant</li> </ul>
School Initiative - Global Garden	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Explore themes of biodiversity, food sovereignty, land change/land rights and sustainability with your students to make links to global justice issues</li> <li>✓ Incorporate artistic pieces or something that represents the school's commitment to GCE</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make sure the garden is maintained and responsibility is taken for its maintenance</li> <li>✓ Encourage teachers to use the garden as a stimulus for conversation about global issues</li> <li>✓ Use the garden as an educational tool for the school community and beyond</li> <li>✓ Introduce the garden to the rest of the school community through awareness raising activity e.g. peer learning, a launch event</li> </ul>

# wags 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

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 Dóchas 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.

# SCAFFOLDING ACTIVITY

## *Global Passport Quotes*



**FAIRTRADE  
FORTNIGHT**

+ INFO



**PLASTICS**

+ INFO



**SCHOOL  
GARDEN**

+ INFO



**WORLD WATER  
DAY**

+ INFO

# SCAFFOLDING ACTIVITY

## *Global Passport Quotes*



**FAIRTRADE  
FORTNIGHT**

- Create opportunities for examining the root causes of this issue (Why was there a need for 'Fairtrade'? How can we tell if something is truly Fairtrade? How is this connected with other Global issues?)
- Using a Human rights approach from the beginning to investigate these. Think from a justice perspective - is it right that farmers are not being paid fairly? Where do the profits of their work go? Where in the world is this happening? How does this impact their lives? How does this link with other global issues?
  - ◉ Six ways Fairtrade strengthens Human Rights
  - ◉ Fairtrade Foundation Flaws in Fairtrade Certification
  - ◉ Fair World Project Article The Guardian - Ethical Labels not fit for purpose' Article
  - ◉ Faulty Fair Trade: The hidden realities of fair trade chocolate
- Using dialogue, debate and activities to reflect and understand our views and some of the dominant narratives we hear on this
- Questioning our actions - are we using a solidarity approach? What themes are we connecting to this topic? A focus on fairtrade would include a focus on trade justice, tax justice, colonisation (and decolonisation) - See this ◉ article on 'Indirect suppliers'. Have you seen these practices linked to other global issues?
- Alternatives to Fairtrade - Fairchain coffee ◉ Tonys Chocolonely ◉
- What are we noticing about this issue using a Degrowth Lens? What actions can we take to aim towards power to change?
- How much reflection is built in? What follow-on activities can we do to reflect and solidify what we have learned and what we might do next.

# SCAFFOLDING ACTIVITY

## *Global Passport Quotes*

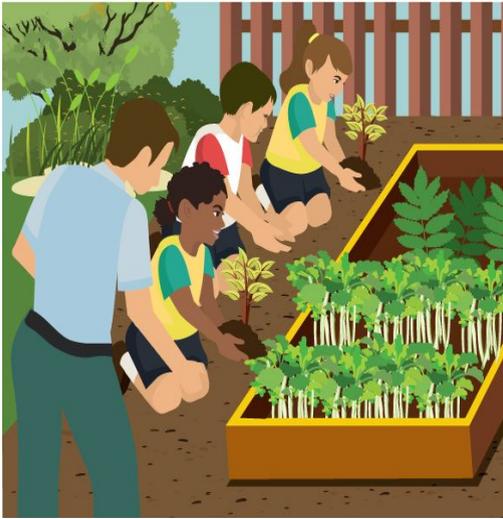


### PLASTICS

- Create opportunities for examining the root causes of this issue (When and why did we start using so much plastic? Who can slow and stop the flow of it? How is this connected with other Global issues?)
- Using a Human rights approach from the beginning to investigate these:
  - Human Rights Impact of E-Waste - Report
  - The plastic problem - Plastic and Human Rights (Landfills and Health)
  - Human Rights watch - Global Plastic Treaty
  - Plastic is a human rights issue - Brendan Terry TedTalk
  - Plastic Recycling Harms Health - Human Rights Watch Article
- Using dialogue, debate and activities to reflect and understand our views and some of the dominant narratives we hear on this
- Questioning our actions - are we using a solidarity approach? (for example, although well-meaning, are we taking a recyclable item and turning it into a non-recyclable in order to raise awareness? (glueing plastic or mixing it with other materials means it's destined for landfill))
- What are we noticing about this issue using a Degrowth Lens?
- What actions can we take to aim towards power to change?
- How much reflection is built in? What follow-on activities can we do to reflect and solidify what we have learned and what we might do next.

# SCAFFOLDING ACTIVITY

## Global Passport Quotes



### SCHOOL GARDEN

- Create opportunities for examining the root causes of this issue (What is causing biodiversity loss? Who can slow this? Perhaps start by looking at why this is a big issue - not only for animals but for wider nature and for humans.)
- Using a Human rights approach from the beginning to investigate these. Think about connection to land and place - some of the world's greatest custodians of biodiversity and nature protectors are indigenous communities:
  - The World's Indigenous Communities Infographic
  - Indigenous-led Conservation - Amazon
  - Indigenous communities campaign for the rights of rivers article
- Using dialogue, debate and activities to reflect and understand our views and some of the dominant narratives we hear on this
- Questioning our actions - are we using a solidarity approach? (We can continue to focus on pollinators and bug diversity but we must also include links to human rights - for example, focussing on using native trees and seeds in the same tradition as peasant farmers and indigenous communities.
- Hearing from other perspectives (both local and global) on this issue and how it links with other global issues
- Global Seed Industry Changes since 2013 Infographic
- Sustainable Farming in Ireland - Video case study by Foodture (From 3.50 - seed saving)
- Kiss the Ground Documentary: Soil Health Resources ◦ Regenerative Agriculture Practices ◦
- Above documentary and other films for impact - stream free here ◦
- What are we noticing about this issue using a Degrowth Lens?
- What actions can we take to aim towards power to change?
- How much reflection is built in? What follow-on activities can we do to reflect and solidify what we have learned and what we might do next.

# SCAFFOLDING ACTIVITY

## Global Passport Quotes



**WORLD WATER  
DAY**

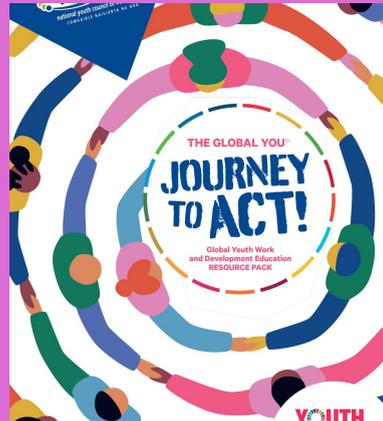
- Create opportunities for examining the root causes of this issue (What is causing water scarcity? Who can slow or stop this? How is this connected with other Global issues?)
- Using a Human rights approach from the beginning to investigate these. Think from a justice perspective - is it right that some people don't have access to water for drinking, sanitation or growing food?
  - ◉ UN Water Facts - Water as a Human Right
  - ◉ EU - Human Right to Drinking Water: Impact of Large-Scale Agriculture and Industry (Policy Paper - might not be suitable for students but has some stats/info inside like level of water stress around the world - page 6)
  - ◉ UN Infographic on Access to clean water and sanitation
  - ◉ Geography of Climate Justice Resource - You could look at the information on Page 5 and look specifically at water issues (how lack of access to water can lead to other insecurities and inequalities - loss of livelihood, food scarcity, displacement, increased conflict); Island Nations going under Water - Kiribati ◉, Water collection keeping Girls and Women from school and opportunity. ◉
  - ◉ Water being denied to local communities as companies divert water for cash crops (Think of examples of this - Avocados, cotton, rice, palm oil, grain and soy for animal feed etc): Video about Chile and Avocados - privatisation of water (Last minute of video shows stark reality) ◉ ; Article - Cotton production linked to dried up Aral Sea ◉
- Using dialogue, debate and activities to reflect and understand our views and some of the dominant narratives we hear on this
- Questioning our actions - are we using a solidarity approach? (We can continue to focus on our own water consumption but we must also look at the root cause of some of these issues and see where we can aim our influence towards positions of power - for example boycotting products, creating collective action, raising awareness etc)
- Hearing from other perspectives (both local and global) on this issue and how it links with other global issues

# TAKING MEANINGFUL ACTION



*New Internationalist*

*Every themed edition has a list of organisations taking action*



*NYCJ*

*Looking at Individual vs Collective Action*



*Uplift*

*Start your own Campaign!*



## Mapping Our Roles in a Social Change Ecosystem



Created by Deepa Iyer (Solidarity IIs and Building Movement Project) Available for individual and organisational use attribution.

# TAKING ACTION

*What's your role?*

## THE ROLES



**Weavers:** I see the through-lines of connectivity between people, places, organizations, ideas, and movements.



**Experimenters:** I innovate, pioneer, and invent. I take risks and course-correct as needed.



**Frontline responders:** I address community crises by gathering and organizing resources, networks, and messages.



**Visionaries:** I imagine and generate our boldest possibilities, hopes and dreams, and remind us of our direction.



**Builders:** I develop, organise, and implement ideas, practices, people, and resources in service of a collective vision.



**Caregivers:** I nurture and nourish the people around me by creating and sustaining a community of care, joy, and connection.



**Disruptors:** I take uncomfortable and risky actions to shake up the status quo, to raise awareness, and to build power.



**Healers:** I recognize and tend to the generational and current traumas caused by oppressive systems, institutions, policies, and practices.



**Storytellers:** I craft and share our community stories, cultures, experiences, histories, and possibilities through art, music, media, and movement.



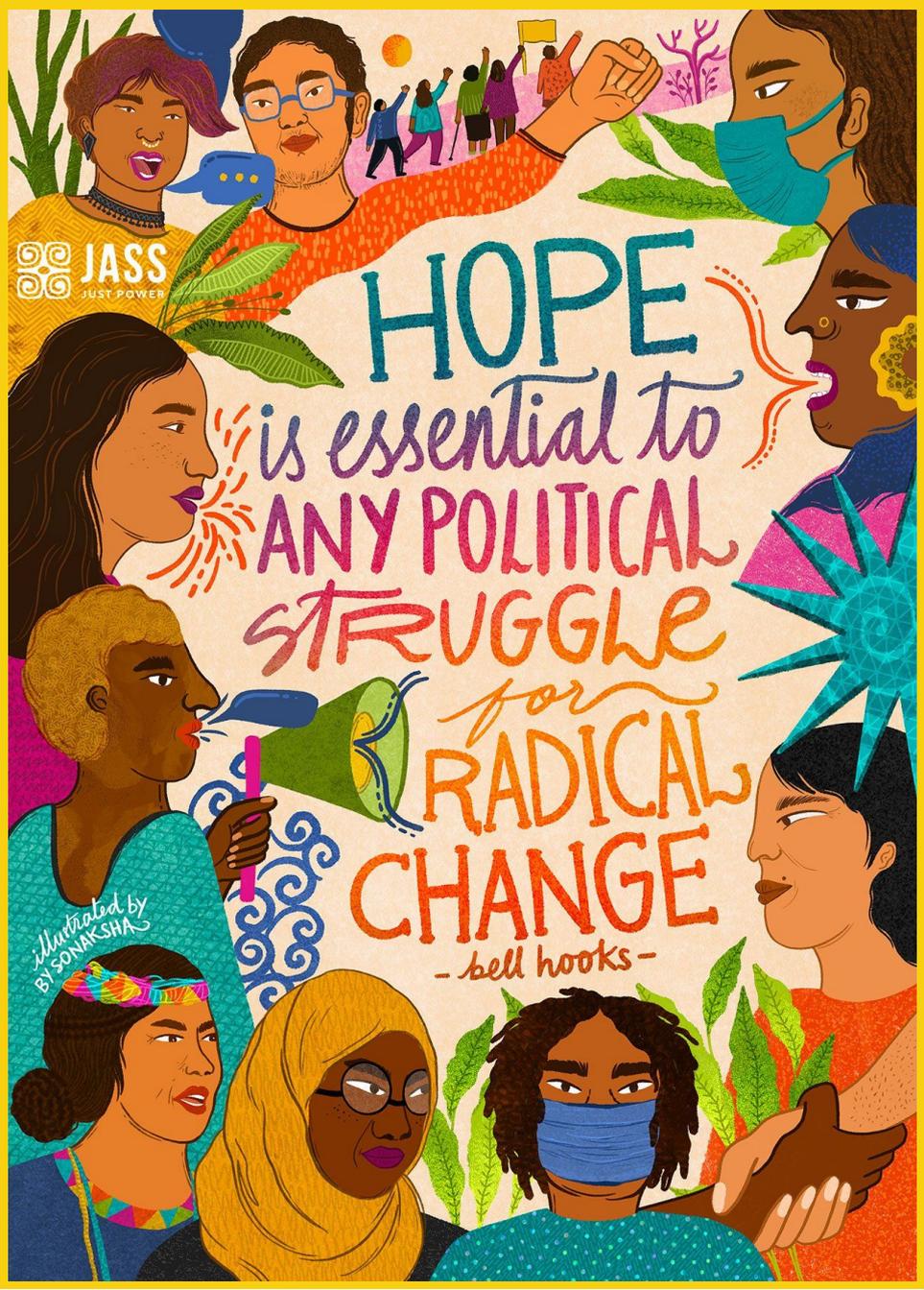
**Guides:** I teach, counsel, and advise, using my gifts of well-earned discernment and wisdom.

JASS  
JUST POWER

HOPE  
is essential to  
ANY POLITICAL  
STRUGGLE  
for  
RADICAL  
CHANGE

- bell hooks -

Illustrated by  
BY SONAKSHA

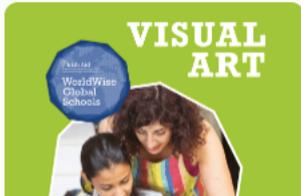
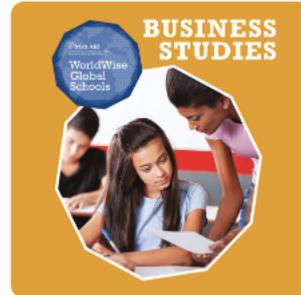
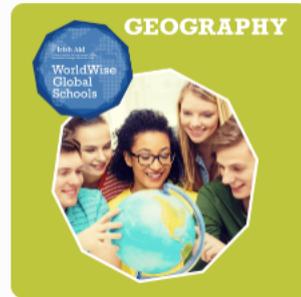
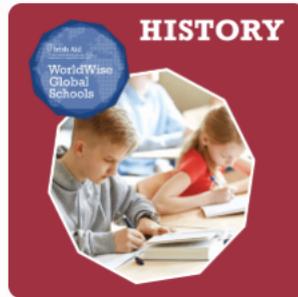
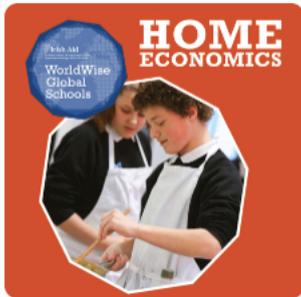


# HELPFUL RESOURCES

## WWGS Resource Library

### Subject Hubs

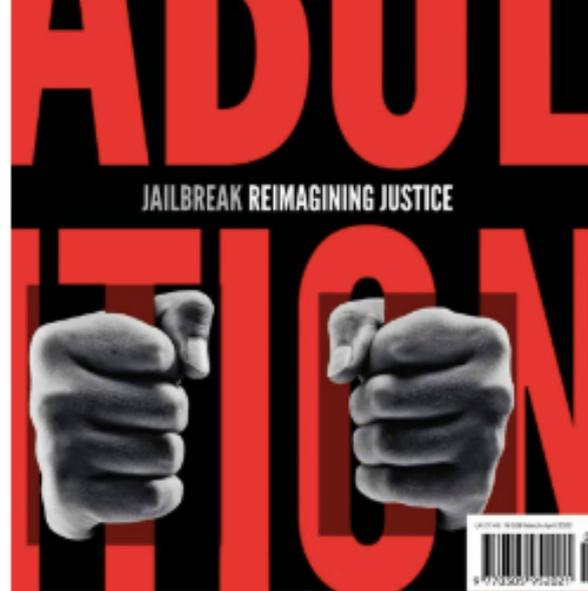
WWGS have developed a series of guidelines to help you approach GCE in the Curriculum and other aspects of school life. Access the relevant resources and training materials by clicking into any of the subject hubs below.



### Global Goals and GCE Themes

There are a myriad of global justice themes you can explore within the Global Goals. **Access our Global Goal resource and training hubs by clicking on the buttons below.**





Whose railway is it anyway? (Issue 539)

Rivers of life (Issue 538)

How we stop Big Oil (Issue 537)

Jailbreak: reimagining justice (Issue 536)

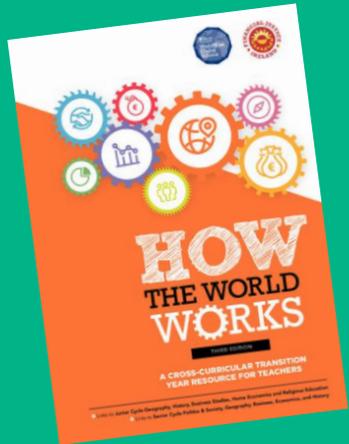
# HELPFUL RESOURCES

*New Internationalist* 

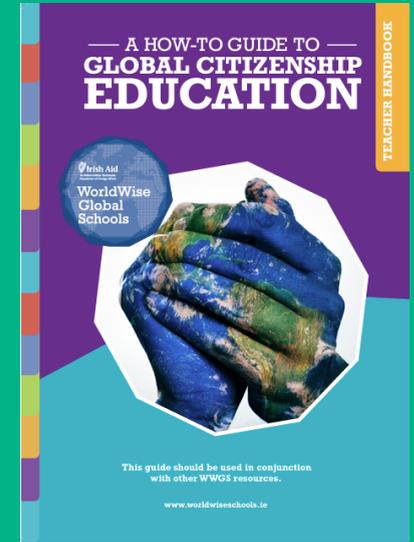
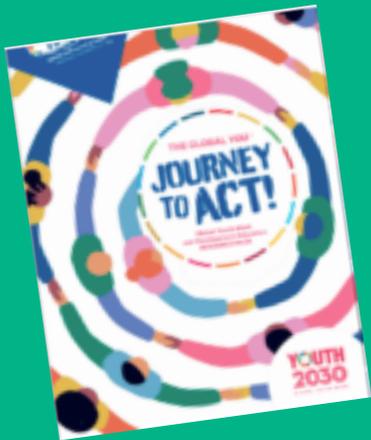


# HELPFUL RESOURCES

## Useful Websites



- [www.developmenteducation.ie/](http://www.developmenteducation.ie/)
- <https://www.financialjustice.ie/>
- <https://globaldimension.org.uk/>
- <https://www.centreforglobaleducation.com/>
- [www.youth.ie/](http://www.youth.ie/) (NYCI)
- <https://decolonialfutures.net/>
- [www.learningforjustice.org/](http://www.learningforjustice.org/)
- <https://globaldimension.org.uk/>
- [www.creativityandchange.ie/](http://www.creativityandchange.ie/)
- [www.trocaire.org/our-work/educate/peaceandjustice/postprimary/](http://www.trocaire.org/our-work/educate/peaceandjustice/postprimary/)
- <https://worldslargestlesson.globalgoals.org/>
- [www.un.org/sustainabledevelopment/](http://www.un.org/sustainabledevelopment/)



# WWGS GCE Events and Training Calendar



## September

- Return WWGS signed contract
- Starter Workshop
- Regional Teachmeet

## October

- Critical Approach Workshops
- Established schools (18th Oct)
  - New schools/teachers (25th & 26th Oct)

## November

- Peace + Justice Workshop (10th)
- Management Symposium Conference (16th)

## December

- An Chomhdháil Oilíúna/Irish Conference (6th)
- Human Rights Approach to Environmental Issues (9th)

## January

- Fairtrade + GCE workshop (Changed Date - 19th Feb)
- Revise your grant funding expenditure

## February

- National Teacher Training Conference (2nd)

## March

- Annual Student Conference online (28th)

## April

- Regional Teachmeets
- Prepare for grant application and report submission

## May

- Deadline for submission of School Report and Grant Application

## June

- School Grant Appraisals

## July

- Grant approval emails sent

## August

- Planning meetings and whole-school CPD

# RECAP!

## *Today's Agenda*

- WWGS and Six-Step Programme
- Last Years Session
- WWGS Guiding Principles of GCE
- Digging Deeper Activity
- Scaffolding Guide
- Resources and Useful Links



# SHORT REFLECTION

- *Reflecting on the process – how is this all feeling?*
  - *Familiar? Daunting? Exciting? Challenging?*
- *Level of Comfort?*
- *How would you begin to use what you've learned?*



**THANK  
YOU!**

