

# Pre-Conference Teacher Meeting



The poster features a purple background with a white tree root system graphic. At the top right is the Irish Aid logo and 'WorldWise Global Schools'. The main title is 'NATIONAL STUDENT CONFERENCE 2023'. Below this, the theme is 'UNDER THE SURFACE' with a small green square icon, and the subtitle is 'ENCOURAGING A CRITICAL EXPLORATION OF GLOBAL JUSTICE THEMES'. At the bottom, it lists the date '28 MARCH', time '9:30 AM', and location 'ONLINE'.

Irish Aid  
WorldWise  
Global  
Schools

**NATIONAL STUDENT CONFERENCE 2023**

**UNDER THE SURFACE**

ENCOURAGING A CRITICAL EXPLORATION OF GLOBAL JUSTICE THEMES

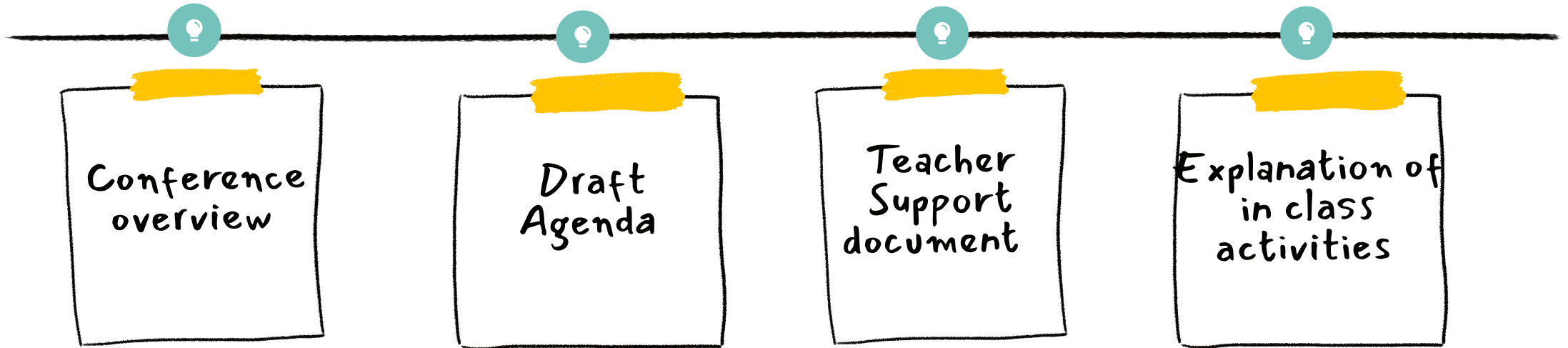
28 MARCH 9:30 AM ONLINE

Welcome!!



Educating for an equal world

# What we will cover Today:



+ Answer any further questions you may have

Tue March 28th  
2023 online

# WWGS STUDENT CONFERENCE



## Accessed through:

- Zoom Webinar
- Youtube Link
- **NB** Teachers need to be registered to receive these links

## Time:

- 9.30am *sharp* - 1.00pm





## TO DO

- **Identify a group of students to attend**
- **Book a room(s) with access to sound and a screen**
- **Receive permission for students in attendance to have phone/ipad/laptop for interactive quizzes**
- **Receive access to schools social media accounts, where possible**
- **OPTIONAL Choose in class student reporter/s**



# CONFERENCE SET UP

The conference will be a 'magazine show' style set up to help frame the day.

There will be panel discussions, opportunities for questions, interactive quizzes, in-class activities, and time to evaluate our next steps.

Guest Contributors and panellists will include changemakers from their respective fields in media, advocacy, fast fashion, circular economy, human rights, and community activism.

The conference will be student-led. As well as our student participants engaging in interactive sessions, we will also have student panellists, reporters and facilitators.

The conference has been planned and designed based on feedback from last year's conference, and consultation from our acting Student Advisory group.



**Spot prizes  
on the day!**

Make sure to  
use the  
hashtag!!

**#WWGSSC23**

**INSTAGRAM** 

**TWITTER** 



# NATIONAL STUDENT CONFERENCE 2023

## UNDER THE SURFACE

ENCOURAGING A CRITICAL EXPLORATION OF GLOBAL JUSTICE THEMES



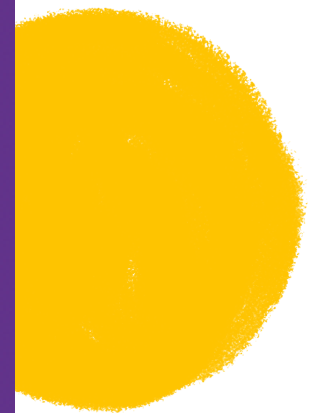
28 MARCH



9:30 AM



ONLINE



The theme 'Under the Surface' is interconnected within all our Guiding principles.

They all feed into why it is important to not jump into an action, and recognise the importance of having space to critically think, for a more impactful approach.

WWGS

## 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.

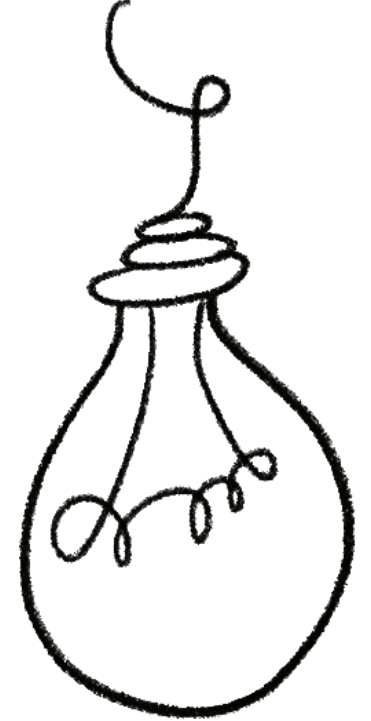
Images and messages should be carefully selected so as not to reinforce harmful narratives and misinterpretations. The Dóchas Code encourages NGOs and educators to follow their guidelines, so that a simplified understanding of global justice issues does not do more harm than good.



	<b>NEOLIBERAL GCE</b>	<b>SOFT GCE</b>	<b>CRITICAL GCE</b> <i>Where an 'under the surface' approach helps bring us</i>	<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 FOR the other	Complicity in harm Accountability TOWARDS 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

The Conference aims to highlight the need for students to go 'under the surface' by:

- looking at the root causes of themes to understand systemic issues
- using their voice and influence to raise awareness of these root causes
- listening to the lived experience and perspective of others
- working together to find solutions to issues informed by root causes
- taking meaningful action and addressing their role in the problem
- linking in with existing campaigns and actions
- having a solidarity approach towards taking action



UNDER  
THE  
SURFACE





Solidarity is not the same as support. To experience solidarity, we must have a community of interests, shared beliefs and goals around which to unite, to build Sisterhood. Support can be occasional. It can be given and just as easily withdrawn. Solidarity requires sustained, ongoing commitment.

— *Bell Hooks* —

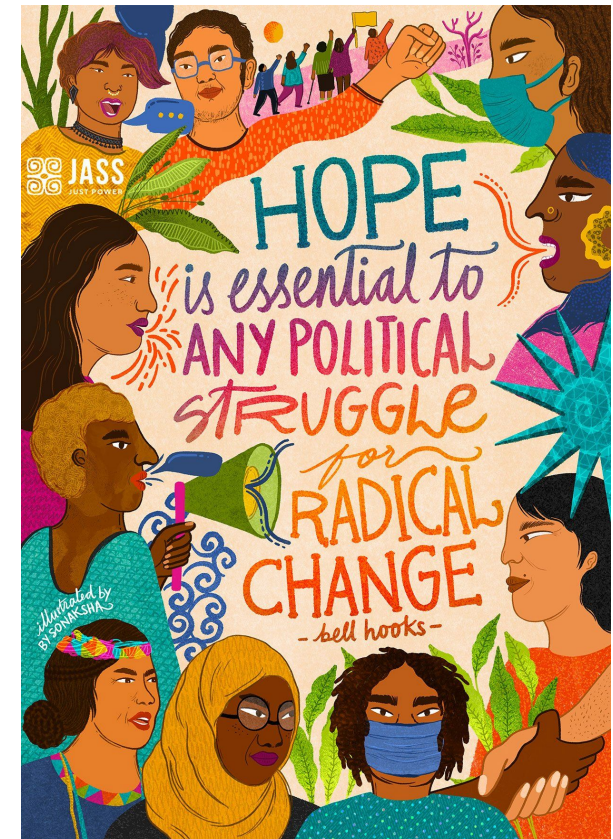
AZ QUOTES

UNDER  
THE  
SURFACE



Through this lens, Student's GCE work can...

- support students to find their voice and use it
- meet students where their passions lie and support them in finding real-life solutions to big global issues
- become part of global movements for change
- deepen empathy and compassion for experiences they will not have
- question the status-quo and mainstream narratives to build key GCE skills such as critical thinking and creative expression
- help students understand the complexity of GCE issues and themes
- find hope in solutions to problems that seem 'too big' or 'far away'



# Agenda and themes

## Theme 1: MEDIA LITERACY

Example topics for discussion:

- Fake news :misinformation, disinformation, malinformation
- Unconscious bias, confirmation bias: Pyramid of Hate
- Power of influencers: imitation of behaviour and language
- Importance of critical thinking

## Theme 2: THE STORY OF STUFF

Example topics for discussion:

- The systems we are working within: Globalisation, capitalism, GDP, post-colonial legacies
- Planned and perceived obsolescence: tech/fast fashion
- Circular economy

## Theme 3: ALLYSHIP AND ACTIVISM:

Example topics for discussion:

- What is surface level activism?
- Finding spaces to be active
- Radical imagination and hope

9.30am	Introduction to theme ' <i>Under the Surface: Encouraging a critical exploration of global justice issues</i> '
9:40 am	Global Citizenship and WorldWise Global Schools: Examples of GCE taking place in schools around Ireland.
9.45am	Panel discussion: 'Media literacy'
10.15am	In-class activity
10.45am	<i>Break</i>
11.00am	Debrief of in-class activity
11.05am	Panel discussion: 'Story of stuff'
11.40am	Quiz post panel discussion
11.45am	<i>10 min stretch break</i>
11.55am	Global Citizenship and WorldWise Global Schools: Examples of GCE taking place in schools around Ireland.
12.10pm	Panel discussion: 'Allyship and activism'
12.40pm	Close
12.50pm	SAT and feedback



## Grant spending!

If you have not spent all your grant money, and currently have an underspend:

- Graphic harvest: we have an illustrator who will capture the day as an illustration. Some schools have printed this on large canvas for their school reception, or outside the school
- Snacks and refreshments! Your grant can contribute to snacks and refreshments for your class during the conference
- Prizes: WWGS will have prizes as part of the conference, for example a book! However if your school wins something, and you currently have a grant underspend, we will provide you with the recommendation to purchase the prizes with your grant money

# In class activity

Support document shared  
seperately

