



WorldWise Global Schools

NEW GLOBAL PASSPORT GUIDE

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WORLDWISE GLOBAL SCHOOLS (WWGS)

Irish Aid's WorldWise Global Schools (WWGS) is Ireland's national Global Citizenship Education (GCE) programme for post-primary settings.

WHAT IS GLOBAL CITIZENSHIP EDUCATION (GCE)?

GCE is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, GCE helps students critically explore the root causes of global justice issues and how they interlink with our everyday lives.

GCE inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens in order to take meaningful action for a just and sustainable world. [More on the definition of Global Citizenship Education.](#)

WWGS have developed **5 Guiding Principles** to support GCE teaching and learning on the ground. They are:

1. *Unlearning and Reconstructing*
2. *Finding Root Causes*
3. *Prioritising Human Rights*
4. *Making Local to Global Links*
5. *Acting in Solidarity*

Further details on each Guiding Principle can be found [here](#).

WORLDWISE GLOBAL SCHOOLS GLOBAL PASSPORT

The Global Passport is a Global Citizenship Education (GCE) EU accredited, quality mark, which offers post-primary settings (schools, youthreach centres and other), a framework to integrate GCE into all aspects of student life. It is a self-assessed and externally audited accreditation for GCE that is open to all post-primary settings in Ireland. The Global Passport supports, strengthens, and sustains effective whole-school planning around GCE.

"We are not citizens of just our hometowns or nations, but of the world." – *Socrates*

Feedback from Educators involved with WWGS:

"Students' attitudes have changed in the way they think about refugees. They realise that they are 'not here to cause trouble' but have come from very difficult circumstances and many have been forced to leave. Students have learned not to judge others so quickly. Their attitude towards waste has changed too – they are learning to recycle products at home properly and are more conscious of food waste."

Diving into the issues allowed the students to inform themselves. According to one student:

“When our teacher suggested doing a project on water, I wasn’t very enthusiastic. However, I soon realised the major problems with water around the world. I found out I wasn’t unenthusiastic, I just took water for granted.”

Student voice is huge; the more autonomy the students have, the more engaged they are.

WWGS GLOBAL PASSPORT STAMPS

There are five different Global Passports that can be awarded depending on the level of engagement with GCE.

Passports	Description	Points
Global Passport Applicant	For settings with emerging engagement with GCE.	0-29
Citizen’s Passport	For settings who are building their GCE capacity.	30-59
Diplomatic Passport	For settings with established engagement with GCE.	60-89
Higher Diplomatic Passport	For settings with highly established engagement with GCE.	90-119
Special Passport	For settings with exceptional engagement with GCE.	120-150

You are required to rate your setting's level of GCE activity under six Stamps, providing examples for what you are doing in each category. This will be reviewed by WWGS and the total score (adding up all the stamps) will be calculated.

Stamp 1	Stamp 2	Stamp 3	Stamp 4	Stamp 5	Stamp 6
Curricular	Extra- Curricular	Teacher Capacity and Engagement	Student Capacity and Engagement	Leadership	Community Engagement
1. Curricular Junior (10)	Displays (5)	Staff GCE Committee (5)	Student GCE Committee (5)	Senior Leadership Engagement (5)	Communications (5)
2. Curricular Senior (10)	Assemblies and Announcements (5)	Resources and Activities (5)	Peer Education for GCE learning (5)	BOM Engagement (5)	GCE Trips and Visits (5)
3. Curricular Planning (5)	GCE Themed Events (5)	CPD Opportunities (5)	Global Citizenship Skills Development (5)	Policies and Practices that support GCE (10)	Engagement with other schools (5)
	Post-Primary GCE Programmes (5)	Staff Engagement (10)	Student Led Action (10)	Parent/ Guardian Involvement (5)	Sustainability Systems and Practices (5)
	GCE Workshops (5)				Engagement with WWGS (5)
25	25	25	25	25	25

The level of engagement is self-assessed by using the framework below. There are 6 stamps to complete:

STAMP 1: CURRICULAR	
<p>Category 1 and 2: Curricular for Junior* and Senior** Years</p> <p><i>*Junior Years – First to Third Year including JCSP, Key Stage 3 and 4(NI) QQI Levels 1-3 or young people aged 13-15 in a formal education setting.</i> <i>**Senior Years - TY, 5th and 6th Year, Key Stage 5 (Northern Ireland), Youthreach, Pathways (Northern Ireland), 16+ years.</i></p>	
Explanation: How is GCE embedded in the Junior and/ or Senior Years Curriculum?	Prompts:
<p>Note: <i>We expect a balance of Junior and Senior Examples (where possible) to reflect a whole school approach. And for those settings that do not have both junior and senior, they will be marked on their evidence accordingly.</i></p> <p>Educators critically explore GCE themes, challenging learners to question the world's systems and structures which are unjust and unequal.</p> <p>GCE explores ways in which young people can make the world more just, equitable and sustainable.</p> <p>GCE is integrated into core subjects and/ or has modules designed to explore GCE themes more deeply.</p>	<p>The examples should demonstrate:</p> <ol style="list-style-type: none"> 1. how one or more subjects/ modules/ courses explored a GCE theme in depth; 2. how the theme links across the curriculum; 3. Which Guiding Principle(s) do the example follow? <p>Make sure to name the resources used e.g. the 'Digging Deeper Model'.</p> <p><i>Tip: Remember, it is not the number of subjects that is rewarded but the depth of GCE in each example.</i></p>
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Choose which Guiding Principle the GCE example(s) most align with. 2. Select which subjects/ courses/ modules this was explored in. 3. Describe the top 5 examples of your work in the boxes provided. 	
<p>Rate your achievements against the criteria on a scale of 0-10:</p>	
<p>0 – No examples/ evidence provided; 1-2 Evidence of emerging engagement with GCE across a limited number of subjects/ modules/ courses with some links to the Guiding Principles; 3-4 Evidence of building engagement with GCE across a growing number of subjects/ modules/ courses with links to the Guiding Principles; 5-6 Evidence of established engagement with GCE across subjects/ modules/ courses with clear links to the Guiding Principles; 7-8 Evidence of highly established engagement with GCE across many subjects/ modules/ courses with strong links to the Guiding Principles;</p>	

9-10 Evidence of exceptional engagement with GCE across the majority of subjects/ modules/ courses with very strong links to the Guiding Principles.

Category 3. Curricular Planning

Explanation: GCE is clearly integrated into subject department plans and schemes or units of work.	Prompts:	Supporting Evidence
<p>GCE topics and methodologies are used to reach learning outcomes/ statements of learning in subjects.</p> <p>Curricular Planning can take a themed approach, where one theme is applied to a scheme of work.</p> <p>Curricular Planning can be for single subjects and cross curricular.</p>	<p>Reflect on how GCE was incorporated into subject planning.</p> <p>Consider what GCE themes were explored, what methods were used and how students will be supported to understand and examine the Guiding Principles.</p>	<p>Attach screenshots/ plans with GCE highlighted – Make sure your photographs are clearly labelled.</p> <p><i>Tip: Remember, it is not the number of subjects or plans that is rewarded but the depth of GCE in each example.</i></p>

Instructions:

1. Choose which Guiding Principle the example(s) most aligned with.
2. Select which subjects in the plan or scheme of work this was explored in.
3. Describe the top 3 examples of your work in the boxes provided.
4. Provide supplementary evidence to support these examples.

Rate your achievements against the criteria on a scale of 0-5:

- 0** – No examples provided;
- 1** Evidence of engagement with GCE emerging within subject/ cross-curricular planning and some links to the Guiding Principles;
- 2** Evidence of building engagement with GCE within subject/ cross-curricular planning and growing links to the Guiding Principles;
- 3** Evidence of established engagement with GCE within subject/ cross-curricular planning and clear links to the Guiding Principles;
- 4** Evidence of highly established engagement with GCE within subject/ cross-curricular/ whole-school planning and strong links to the Guiding Principles;
- 5** Evidence of exceptional engagement with GCE within subject/ cross-curricular/ whole-school planning and very strong links to the Guiding Principles.

STAMP 2: EXTRA CURRICULAR

Category 1: Displays

Explanation: GCE Displays	Prompts:	Supporting Evidence
A display board, mural or exhibition that showcases information on GCE themes and/ or GCE projects taking place in the school.	<p>Who led the initiative to change (learners or educators)?</p> <p>Reflect on the different displays that were used over the last year.</p> <p>Explain how the ideas were chosen, what resources were used.</p> <p>Explain how the WWGS Ethical Communications Guide was used.</p>	<p>Photographs of the display(s).</p> <p>A testimonial from students involved to explain their roles and experiences.</p> <p><i>Tip: Remember, it is not the number of displays that is rewarded but the depth of GCE in each example.</i></p>

- Instructions:
1. Select your top GCE display(s).
 2. For each one:
 - a. Identify the theme and the Guiding Principle it most aligns with.
 - b. Outline the planning process.
 3. Provide supporting evidence of the end product/ work in progress.

Rate your achievements against the criteria on a scale of 0-5:

- 0** - No display
- 1** Basic display(s) that relates somewhat to GCE e.g. an SDG poster in a classroom.
- 2** Display(s) showcasing GCE, e.g. Guiding Principles poster in some classrooms.
- 3** Clear display(s) showcasing GCE, e.g. GCE work evident in busy areas of the setting.
- 4** Very clear display(s) showcasing GCE, e.g. designated displays of GCE projects across the setting. Adheres to the WWGS [Ethical Communications Guide](#).
- 5** Outstanding display(s) showcasing GCE, e.g. Call to action, art/ poetry/ writing, public reach, updated at least once a year, managed by students, e.g. Adheres to the WWGS Ethical Communications Guide.

Category 2. Assemblies and Announcements

Explanation:	Prompts:	Supporting Evidence
Assemblies or announcements (Setting Wide/ Year group / Class Groups) that address different GCE themes.	Reflect on who led the initiatives and how this contributed to the development of GCE in the setting and community.	<p>PowerPoints</p> <p>Text used in the announcements.</p>

		<p>Recording of the announcements.</p> <p>Photographs/video</p> <p>Written piece by students involved about their part attached as a document.</p> <p><i>Tip: Remember, it is not the number of assemblies/ announcements that is rewarded but the depth of GCE in each example.</i></p>
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Select your top 3 examples 2. For each example: <ol style="list-style-type: none"> a. Choose which Guiding Principle they most align with. b. Outline who was involved and in what way. c. Describe how this deepened GCE knowledge. 3. Provide supporting evidence. 		
<p>Rate your achievements against the criteria on a scale of 0-5.</p>		
<p>0 - No examples provided.</p> <p>1 Brief summary of how assemblies/ announcements contributed to awareness of GCE.</p> <p>2 Outline of content used in assemblies/ announcements that raised awareness of GCE.</p> <p>3 Clear description of how assemblies/ announcements raised awareness of GCE, e.g. audio/ script;</p> <p>4 Detailed description of how assemblies/ announcements contributed to GCE, e.g. script/ audio, links to the Guiding Principles identified, brief description of actions taken or behavioural changes as a result etc.</p> <p>5 Outstanding description of how assemblies or announcements contributed to GCE, e.g. a detailed description, how these were linked to the Guiding Principles and scaffolded as well as how this inspired meaningful action and behaviour in the setting and wider community.</p>		
<p>Category 3. GCE-themed Events</p>		
Explanation:	Prompts:	Supporting Evidence
<p>Events* where young people learn about and are mobilised to take action on a GCE theme.</p> <p><i>*Charity fundraising events do not count as evidence.</i></p>	<p>Reflect on which Guiding Principle the GCE event most aligned with.</p> <p>Explain who organised and led the event. Which groups in the setting and community were invited/ involved?</p> <p>What scaffolding exercises were completed before or</p>	<p>Photographs from the events.</p> <p>A photo/ attachment of the WWGS Checklist for Scaffolding Events.</p> <p><i>Tip: Remember, it is not the number of events that is rewarded but the depth of GCE in each of your examples, in particular the scaffolding that takes place before and after the event.</i></p>

	after the event? Which resources were used?	
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Select your top 3 examples. 2. For each example: <ol style="list-style-type: none"> a. State which Guiding Principles it aligns with. b. Describe the methods used to scaffold e.g. using the “Digging deeper Model”. c. Outline how the event increased GCE awareness and led to behavioural changes. 3. Provide supporting evidence. 		
Rate your achievements against the criteria on a scale of 0-5:		
<p>0 - No examples provided.</p> <p>1 Brief summary of an event and how it links to GCE.</p> <p>2 Brief description of GCE event(s), e.g. Fairtrade fortnight and how it was run.</p> <p>3 Clear description of GCE event(s) and how it contributed to GCE across the setting, e.g. methods used, how they link to Guiding Principles, what scaffolding took place, photo(s).</p> <p>4 Detailed description of GCE event(s) and how it contributed to GCE across the setting, e.g. how they link to the Guiding Principles, image(s), link(s), testimonials as well as an account of the scaffolding that took place before and after.</p> <p>5 Outstanding description of GCE event(s) and how it contributed to GCE across the setting, e.g. how they link to the Guiding Principles, image(s)/ video(s), link(s), testimonials as well as a detailed account of the scaffolding that took place before and after, and how these events led to behavioural change across the setting and wider community.</p>		
Category 4. Post-Primary GCE-themed Programmes		
Explanation:	Prompts:	Supporting Evidence
<p>Post-primary programmes that bring a GCE focus.</p> <p>These programmes could include debating, YSI, ECO-UNESCO, BTYSE, writing competitions etc.</p>	<p>How were students supported in exploring the human rights connection in this programme?</p> <p>How were local to global connections made?</p> <p>Which methods were used to scaffold the programmes?</p>	<p>Photos from the events/ screenshots from the social media pages showing the event.</p> <p>Testimonials from students about their experiences and how it deepened their knowledge of GCE.</p> <p><i>Tip: Remember, it is not the number of programmes participated in that is rewarded but the depth of GCE in each example.</i></p>
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Select your top 3 examples. 2. For each example describe: <ol style="list-style-type: none"> a. Links to GCE and the WWGS Guiding Principles. 		

- b. How learning was supported.
 - c. How knowledge was shared and scaffolded.
3. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5.

0 - No examples provided.

1 Brief summary of the GCE-themed programme(s) the setting participated in.

2 Brief description of which GCE-themed programme(s) the setting participated in and how it/ they link(s) to the Guiding Principles.

3 Clear description of how the GCE programme(s) was scaffolded e.g. evidence of a completed WWGS [Scaffolding Checklist](#) with clear links to the Guiding Principles.

4 Detailed description of how the GCE programme(s) was scaffolded e.g. using the Digging Deeper Model and/or the completed WWGS Scaffolding Checklist; examples of how behaviour changed or meaningful action was taken along with strong links to the Guiding Principles.

5 Outstanding description of how the GCE programme(s) was scaffolded e.g. using the Digging Deeper Model and the completed WWGS Scaffolding Checklist; examples of how behaviour changed and meaningful action was taken; strong links to the Guiding Principles.

Category 5. GCE Engagements with Non-WWGS Organisations or Facilitators

Explanation: GCE Engagement

Prompts:

Supporting Evidence

A GCE workshop with an organisation or Facilitator* other than WWGS that deepens the GCE understanding and skills of students and educators.

*Contact WWGS for a [list of Facilitators](#).

Consider how the engagement(s) deepened understanding of GCE.

Was this activity student or educator led? What was the main purpose?

How was the engagement scaffolded before and after the event?

After the engagement, who was the learning shared with?

How did the engagement influence behavioural change?

Photographs of the engagement(s).

Testimonial from student/ educator about how the activity deepened GCE knowledge/ inspired action or behavioural change.

Tip: Remember, it is not the number of engagements that is rewarded but the depth of GCE in each example.

Instructions:

1. Select your top 3 examples.
2. Name the providers/ facilitators.
3. For each one describe:
 - a. The event and identify the links to GCE.
 - b. The 'pre- and post' scaffolding that took place.
4. Which Guiding Principle do you think the input helped with?
5. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5.

0 - No examples provided.

1 Brief summary of how the GCE engagement(s) deepened understanding of GCE.

2 Brief description of how the GCE engagement(s) was initiated and what the main purpose was.

3 Clear description of how the GCE engagement(s) links to the Guiding Principles; details on the purpose of the engagement and whether it was student-led.

4 Detailed description of how the GCE engagement(s) links to the Guiding Principles; how it was scaffolded and how it has changed behaviour.

5 Outstanding description of how the GCE engagement(s) links to the Guiding Principles; how it was scaffolded before and after, and how it has changed behaviour and led to meaningful action.

STAMP 3: EDUCATOR CAPACITY AND ENGAGEMENT

Category 1. Staff GCE Committee

Explanation:	Prompts:	Supporting Evidence
<p>Staff are involved in a GCE committee which supports and coordinates GCE within the setting.</p> <p>They share GCE learning within the committee and across the setting and community.</p>	<p>Describe the structure of the committee and how it operates.</p> <p>What is the committee responsible for?</p> <p>What resulting actions are you most proud of?</p> <p>How is the wider setting and community kept informed?</p>	<p>Photo of the group/ screenshots from social media.</p> <p>Minutes from the meeting.</p> <p>Dedicated space on the website for the GCE Committee to post about their work, shown by a screenshot.</p> <p><i>Tip: Remember, it is not the number of meetings that is rewarded but the depth of GCE in each example.</i></p>

Instructions:

1. Provide a description of:
 - a. Who is involved and how often meetings are held.
 - b. Achievements/ actions and how they reflect the Guiding Principles.
 - c. Awareness campaign.
2. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

0 - No GCE Committee meetings.

1 Brief summary of Committee meetings or plans to form a Committee such as a Sustainability Committee with a GCE focus.

2 Brief description of GCE Committee meetings e.g. frequency and main areas of discussion.

3 Clear description of GCE Committee meetings e.g. frequency, attendees, minutes, links to the Guiding Principles.

4 Detailed description of GCE Committee meetings e.g. frequency, attendees, minutes, links to the

Guiding Principles, social media posts and how these have changed behaviour.
5 Outstanding description of GCE Committee meetings e.g. frequency, attendees, minutes, links to the Guiding Principles, social media posts, website presence and how these have changed behaviour and led to meaningful action.

Category 2. Resources and Activities

Explanation:	Prompt	Supporting Evidence
Educators access and utilise quality GCE resources to support teaching and learning activities.	Reflect on how your chosen resources facilitated quality GCE which led to meaningful action and change.	<p>Photographs from using the resource/ activity.</p> <p>Work arising from the resource e.g. essays, graphs, displays, PowerPoints, video/ audio of lessons or presentations etc.</p> <p><i>Tip: Remember, it is not the number of resources that is rewarded but the depth of GCE in each example.</i></p>

Instructions:

1. Identify the top 3 resources/ activities.
2. For each one, describe:
 - a. How it was used - activities and timescale.
 - b. How it deepened students' knowledge of GCE themes.
 - c. How this changed behaviour.
 - d. Which Guiding Principles do you think the resources helped with?
3. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

0 - No use of GCE resources to support teaching and learning.

1 Brief summary of GCE-themed resources used to support teaching and learning e.g. reference to SDGs.

2 Brief description of GCE resources used and how.

3 Clear description of GCE resources used to support teaching and learning and how e.g. Guiding Principles, Digging Deeper Model and other resources from the WWGS Resource Library.

4 Detailed description of GCE resources were used to support teaching and learning and how e.g. Guiding Principles, Digging Deeper Model, resources from the WWGS Resource Library and other reputable sources e.g. Financial Justice Ireland (FJI) which led to meaningful action; Include at least one sample of work arising from these activities.

5. Outstanding description of how GCE resources were used to support teaching and learning e.g. Guiding Principles, Digging Deeper Model, resources from the WWGS Resource Library and other reputable sources e.g. FJI, Development Perspectives etc. which led to meaningful action and change; Include a range of work samples arising from these activities.

Category 3. CPD Opportunities

Explanation:	Prompts:	Supporting Evidence
Educators are receiving CPD on GCE themes and/ or methodologies externally.	Reflect on key learning from these and how this was shared with the wider setting and community.	Photos/CPD certificates can be added. <i>Tip: Remember, it is not the number of CPDs attended that is rewarded but the depth of GCE in each example and how the knowledge was used and shared to influence behavioural change.</i>

Instructions:

1. Identify the top 3 CPD Opportunities.
2. For each one, describe:
 - a. What was learned and how this learning was applied afterwards.
 - b. How this learning was shared.
 - c. How this CPD was promoted before and after.
3. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

0 - No CPD on GCE themes.

- 1** Brief summary of CPD on GCE themes e.g. reference to WWGS online CPD with no explanation of how this supported GCE in the setting.
- 2** Brief description of CPD on GCE themes, e.g. details of facilitator, reference to WWGS CPD.
- 3** Clear description of CPD on GCE themes, e.g. details of facilitator; links to the Guiding Principles and outline of key learning.
- 4** Detailed description of CPD on GCE themes, e.g. details of facilitator; links to the Guiding Principles, scaffolding before and after, photo(s) and how learning was shared.
- 5** Outstanding description of CPD on GCE themes, e.g. details of the workshop, links to the Guiding Principles, scaffolding and key learning, photo, certificate; how this was shared and how it changed behaviour leading to meaningful action.

Category 4. Staff Engagement

Explanation: Staff Engagement	Prompts:	Supporting Evidence
Group staff engagement/ CPD in GCE internally in the setting or externally, either by way of peer learning or by external facilitators.	Reflect on one or more examples of this, focusing on key learning and how this led to meaningful action and/ or change.	Agenda/ minutes of staff meetings including GCE discussion/ planning, photos showing staff taking part in group events.

Instructions:

1. State % of staff involved.
2. Describe:
 - a. The event itself and who was involved.

- b. Which Guiding Principle it aligned with.
 - c. The 'pre- and post' scaffolding that took place.
 - d. How it led to behavioural change.
3. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-10:

0 - No Group staff engagement included.

1-2 Brief summary of Group staff engagement relating to GCE.

3-4 Brief description of Group staff engagement relating to GCE, e.g. outline of content and who was involved.

5-6 Clear description of Group staff GCE engagement, e.g. who was involved, links to the Guiding Principles, outline of content/ aims and resulting action.

7-8 Detailed description of Group staff GCE engagement, e.g. who was involved, links to the Guiding Principles, outline of content/ aims, resulting action/ progress, photos, agendas/ minutes.

9-10 Outstanding description of Group staff GCE engagement included, e.g. who was involved, links to the Guiding Principles, outline of content/ aims, resulting action/ progress, discussion arising from this at staff meetings leading to behavioural change, photos, agendas/ minutes.

STAMP 4: STUDENT CAPACITY AND ENGAGEMENT

Category 1. Student GCE Committee

Explanation:	Prompts:	Supporting Evidence
Students are involved in a group which meets to explore GCE themes e.g. GCE committee, peace and justice group, global issues group or human rights group.	Describe the structure of the committee and how it operates. What is the committee responsible for? What resulting actions are you most proud of? Consider what support was essential to the success of this group. Explain how others in the setting and community are made aware of the group's work.	Photo of the group. Link or screenshot to a space on the setting website that is dedicated to the student GCE Committee. Link or screenshot of social media posts. <i>Tip: Remember, it is not the number of meetings that is rewarded but the depth of GCE in each example.</i>

Instructions:

1. Provide details about the group itself.
2. Describe any actions taken and which Guiding Principles were aligned with.
3. Report on the level of engagement between the group and the whole community, and how this spread knowledge and awareness.
4. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

- 0** - No group meeting to explore GCE themes.
- 1** Brief summary of a group meeting to explore GCE themes.
- 2** Brief description of a group/ committee meeting to explore GCE themes with descriptions/ photo/ link showing work that has been undertaken.
- 3** Clear description of group/ committee meetings to explore GCE themes with photo/ link showcasing work that has been undertaken and how it links to the Guiding Principles leading to change/ action.
- 4** Detailed description of group/ committee meetings to explore GCE themes with agenda/ minutes and photo/ link showcasing work and how it links to the Guiding Principles; how this has been shared with others and evidence of how this led to behavioural change/action.
- 5** Outstanding description of group/ committee meetings exploring GCE themes with agenda/ minutes and photo/ link showcasing work and how it links to the Guiding Principles; how this has been shared with others, has changed behaviour and led to meaningful action.

Category 2. Peer Education for GCE Learning

Explanation:	Prompts:	Supporting Evidence
<p>Learners from one subject/ class are directly engaged with learners from other subject(s)/ class(es).</p> <p>This can include working on a shared GCE project to facilitate structured peer education.</p>	<p>Reflect on how peer learning was established. Who initiated the actions?</p> <p>Was it learner or educator-led?</p> <p>What benefits for GCE were realised as a result of the peer learning?</p> <p>Consider how this supported meaningful action or change in the wider setting and community.</p>	<p>PowerPoints used.</p> <p>Photographs.</p> <p>Student testimonials.</p> <p>Social media post screenshot.</p> <p><i>Tip: Remember, it is not the number of peer learning engagements that is rewarded but the depth of GCE in each example.</i></p>

Instructions:

1. Describe:
 - a. Which groups were involved.
 - b. Who organised the peer education.
 - c. What activities or methodologies were used.
 - d. Which Guiding Principles informed the learning.
 - e. How this influenced behavioural change across the setting and community.
2. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

- 0** - No learners from different subjects/classes meeting to engage in GCE.
- 1** Brief summary of how learners from different subjects/ classes have met to engage in GCE.
- 2** Brief description of how learners from different subjects/ classes have met to engage in GCE, e.g. what subjects are involved, who the learners are and what GCE they are sharing.

3 Clear description of how learners from different subjects/ classes have met to engage in GCE, e.g. what subjects are involved, who the learners are, what GCE they are sharing, how this links to the Guiding Principles and how this has developed GCE in the setting.

4 Detailed description of how learners from different subjects/ classes have met to engage in GCE, e.g. what subjects or student groups are involved, who the learners are and who initiated this, what the focus is, links to the Guiding Principles, how this has developed GCE in the setting and what meaningful action has arisen from this.

5 Outstanding description of how learners from different subjects/ classes have met to engage in GCE across the setting, e.g. what subjects and student groups are involved, who initiated this, what the focus is, links to the Guiding Principles, how this has supported GCE in the setting, what meaningful action has resulted and how this has been shared with the wider community.

Category 3. Global Citizenship Skills Development

Explanation:	Prompts	Supporting Evidence
Students use skills from their school life to undertake GCE related actions.	Reflect on how these skills were used to develop the students' GCE potential.	Photographs Screenshot of activity <i>Tip: Remember, it is not the number of skills that is rewarded but the depth of GCE in each example.</i>

Instructions:

1. Select which skills were used.
2. Select the subject(s) these were used in.
3. Outline how these skills were applied to develop GCE potential.
4. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

0 - No use of skills to develop GCE potential.

1 Boxes ticked to indicate which skills learners used to develop GCE capacity with no explanation.

2 Some indication of learners using skills to develop GCE potential, e.g. boxes ticked and some explanation of how they were applied.

3 Clear description of how learners used selected skills to develop GCE potential, e.g. links to the Guiding Principles and how this resulted in behavioural change or action.

4 Detailed description of how learners used selected skills to develop GCE potential, e.g. links to the Guiding Principles and how this resulted in behavioural change or meaningful action, with supporting images.

5 Outstanding description of how learners used selected skills to develop GCE potential, e.g. links to the Guiding Principles and how this resulted in behavioural change and meaningful action, with images/ links and samples of the work.

Category 4. Student-Led Action

Explanation:	Prompts:	Supporting Evidence
<p>Learners take action* (ranging from behaviour change to influencing systems change) to address a root cause of a global justice issue.</p> <p>*Change in policy or activity at government level.</p>	<p>Reflect on what motivated students to take this action and how it was initiated.</p> <p>Consider the effects of this action on the wider setting and community.</p>	<p>Photographs/ screenshots from social media/ setting website.</p> <p>Testimonials from students.</p> <p><i>Tip: Remember, it is not the number of actions that is rewarded but the depth of GCE in each example.</i></p>
<p>Instructions:</p> <ol style="list-style-type: none"> 1. Describe: <ol style="list-style-type: none"> a. The actions undertaken. b. Which Guiding Principles the actions align with. c. How this influenced change across the setting and/ or the community. 2. Provide supporting evidence. 		
<p>Rate your achievements against the criteria on a scale of 0-10:</p>		
<p>0 - No meaningful action taken.</p> <p>1-2 Brief summary of meaningful action taken by learners.</p> <p>3-4 Brief description of meaningful action taken by learners. e.g. what kind of action.</p> <p>5-6 Clear description of meaningful action taken by learners linked to the Guiding Principles, e.g. what led to action being taken, what action was taken and how it was initiated.</p> <p>7-8 Detailed description of meaningful action taken by learners linked to the Guiding Principles, e.g. what led to action being taken, what action was taken and how it was initiated; how it has led to behavioural change in the setting and wider community.</p> <p>9-10 Outstanding description of meaningful action taken by learners linked to the Guiding Principles, e.g. what led to action being taken, what action was taken, how it was initiated; how it has led to behavioural change in the setting and wider community, as well as photos/ images/ testimonials/ social media posts etc.</p>		

STAMP 5: LEADERSHIP

Category 1. Senior Leadership (SL)

Explanation: Senior Leadership Engagement	Prompts:	Supporting Evidence
The Principal and/ or Deputy Principal (or equivalent in other education settings), are aware of, support and champion the GCE which is undertaken in the setting.	Consider how support from SL has been central to the promotion of GCE.	Photograph/ screenshot of social media posts involving SL. Testimonial from SL. <i>Tip: Remember, it is not the number of times they participated that is rewarded but the depth of GCE in each example.</i>

Instructions:

1. Describe how SL has participated in and promoted GCE in your setting.
2. Which Guiding Principles do SL understand and embrace?
3. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

0 - No SL engagement.

1 Limited SL engagement, e.g. examples with no description or supporting evidence.

2 Some SL engagement, e.g. examples and a brief description.

3 Clear SL engagement e.g. examples of awareness/ support, a brief description and supporting evidence, (such as a photo).

4 Very clear SL engagement, e.g. examples of awareness/ support, a description and supporting evidence, (such as photos/ links) and how this supports GCE in the setting.

5 Outstanding SL engagement, e.g. examples of awareness/ support, a detailed description and supporting evidence (such as photos/ links), explaining how this was vital to the development of GCE in the setting and has led to meaningful action and behavioural change.

Category 2. Board of Management (BOM) Involvement in GCE

Explanation:	Prompts	Supporting Evidence
The Board of Management (or equivalent in other education settings) is aware of GCE undertaken in the setting.	Describe how the BOM is made aware and/ or involved in the development of GCE in the setting.	Photographs, minutes, agenda (identifiers removed). <i>Tip: Remember, it is not the number of initiatives or actions the BOM were involved in that is rewarded, but the depth of GCE in each example.</i>

Instructions:

1. Describe a GCE initiative, training or action that has taken place over the last year where the BOM participated.
2. Include information on any presentations made to the BOM by learners or educators.
3. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

0 - No BOM awareness of GCE

1 Limited BOM awareness of GCE, e.g. brief summary.

2 Some BOM awareness of GCE, e.g. photo with short explanation/ or a meeting agenda/ minutes.

3 Clear description of the BOM's awareness of GCE, e.g. standing item on agenda, awareness of Guiding Principles, photo of attendance at a GCE event.

4 Detailed description of the BOM's awareness of GCE, e.g. standing item on agenda, awareness of Guiding Principles, photo of attendance at a GCE event, written support for GCE policy.

5 Outstanding description of the BOM's awareness of GCE, e.g. standing item on agenda, awareness of Guiding Principles, photo of attendance at a GCE event, written support for GCE policy; a GCE approach in the setting and wider community.

Category 3. Policies and Practices that support GCE

Explanation: GCE Policies

Prompts:

Supporting Evidence

A formal policy on GCE developed and implemented within the setting.

A review of existing policies undertaken to identify opportunities for the integration of GCE and updated to reflect a commitment to GCE.

Reflect on how GCE is embedded into the culture of the setting through its policies, practices and mission/ vision statements.

Describe the development of new policies which include GCE or the redevelopment of existing policies detailing the stakeholders who were consulted in the process.

Screenshot or link to the website where the policies are housed.

Tip: Remember, it is not the number of policies that is rewarded, but the depth of GCE in each example.

Instructions:

1. Describe the GCE policy that is under development or completed.
2. Include info on progress made to incorporate GCE into existing policies/ practices/ statements.
3. Detail who was involved and how awareness is being promoted.
4. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-10:

0 - No GCE in policies or practices.

1-2 Brief mention of GCE in policies or practices, e.g. indirect reference such as 'celebrating all cultures'.

3-4 Brief description of GCE incorporated into policies or practices e.g. the ESD Policy.

5-6 Clear description of a GCE-specific policy with a screenshot of the policy and details of

stakeholders involved.

7-8 Detailed description of a GCE-specific policy and efforts made to incorporate GCE into existing policies with screenshots of the relevant policies and details of stakeholders involved. Link to where they are stored/ promoted on the website.

9-10 Outstanding description of a GCE-specific policy and efforts made to incorporate GCE into existing policies with screenshots of the relevant policies and details of stakeholders involved. Link to where they are stored/ promoted on the website, as well as evidence that this policy is adhered to across the wider setting and reviewed on a regular basis.

Category 4. Parent/ Guardian Involvement

Explanation:	Prompts:	Supporting Evidence
<p>Parents/ guardians are supportive and engaged in the GCE planning and implementation within the setting.</p>	<p>Describe how parents/ guardians are included in the GCE programme of development.</p>	<p>Photographs. Social media posts. <i>Tip: Remember, it is not the number of initiatives or actions parents/ guardians were involved in that is rewarded, but the depth of GCE in each example.</i></p>

Instructions:

1. Describe parent/ guardians' participation in GCE events/ initiatives in the last year.
2. Include information on how the setting has promoted their involvement.
3. Provide details on the communications campaign directed at parents/ guardians.
4. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

0 - No parents/ guardians aware of GCE.

1 Limited awareness of GCE parents/ guardians, e.g. a brief summary.

2 Some awareness of GCE parents/ guardians, e.g. photo/ reference in the newsletter.

3 Involvement of GCE parents/ guardians, e.g. photo/ reference in the newsletter, on agenda for Parent's Committee meetings.

4 Strong involvement of GCE parents/ guardians, e.g. photo/ reference in the newsletter, a regular item on the agenda for parent committee meetings, photo of attendance at a GCE event.

5 Outstanding involvement of GCE parents/ guardians, e.g. in the newsletter, a regular item on the agenda for committee meetings, photos of attendance at a GCE event and shared on social media showing their support for the programme throughout the year. Evidence such as photos and links to social media or the website.

STAMP 6: COMMUNITY ENGAGEMENT

Category 1. Communications

Explanation:	Prompts:	Supporting Evidence
Creating awareness by sharing information on GCE work taking place in the setting.	Outline the communication strategy that is used to promote awareness and development of GCE.	<p>Photographs/ screenshots or files from the website.</p> <p>Please provide links to or screenshots of your uploaded content.</p> <p><i>Tip: Remember, it is not the number of communications that is rewarded, but the depth of GCE in each example.</i></p>

Instructions:

1. Describe the campaign(s) - media platforms used and who was targeted.
2. Include which Guiding Principle(s) the work aligned most closely with.
3. Provide supporting evidence, including a copy of a completed Ethical Communications checklist for the content provided.

Rate your achievements against the criteria on a scale of 0-5:

0 - No sharing of GCE projects.

1 Brief summary of how GCE projects are shared, e.g. a link to a social media post with brief explanation.

2 Brief description of how GCE projects are shared, e.g. some examples listed/ linked with brief explanation.

3 Clear description of how GCE projects are shared, e.g. examples of how GCE is communicated to promote awareness of issues being explored.

4 Detailed description of how GCE projects are shared, e.g. a clear outline of the communication strategy employed to increase awareness of GCE with photos/ links etc.

5 Outstanding description of how GCE projects are shared, e.g. a clear outline of the communication strategy employed to increase awareness of GCE with photos/ links etc and how this is influencing behavioural change and leading to meaningful action in the wider community.

Category 2. GCE Trips and Visits

Explanation:	Prompt:	Supporting Evidence
<p>Trips and visits* that allow students and educators to explore GCE themes.</p> <p><i>*Check the website for a list of places to visit.</i></p>	Reflect on how GCE programme goals were achieved through the learning opportunities provided by trips and visits.	<p>Photographs/ social media post screenshot.</p> <p>Attachment of the WWGS Scaffolding Checklist.</p> <p><i>Remember, it is not the number of trips that is rewarded, but the</i></p>

		<i>depth of GCE in each example.</i>
Instructions: <ol style="list-style-type: none"> 1. Provide details of the trip - location, organisation, focus of learning including which Guiding Principles it aligned with. 2. Describe how it was scaffolded with students using the WWGS Scaffolding Checklist and the 'Digging Deeper' Model. 3. State how the knowledge was shared. 4. Provide supporting evidence. 		
Rate your achievements against the criteria on a scale of 0-5:		
0 - No GCE trips/ visits. 1 Brief summary of GCE trips/ visits, e.g. facilitator named. 2 Brief description of GCE trips/ visits, e.g. trip/ visit listed with a brief summary of how this contributed to GCE in the setting. 3 Clear description of GCE trips/ visits, e.g. trip/ visit(s) listed with links to the Guiding Principles. 4 Detailed description of GCE trips/ visits, e.g. trip/ visit(s) listed with links to the Guiding Principles along with photo/ link/ post and a completed Scaffolding Checklist. 5 Outstanding description of GCE trips/ visits, e.g. trip(s)/ visit(s) listed with links to the Guiding Principles along with photo/ link/ post and a completed Scaffolding Checklist and how this influenced behavioural change and led to meaningful action in the setting and wider community.		
Category 3. Engagement with other Settings		
Explanation:	Prompt:	Supporting Evidence
<p>Established contact with a setting in Ireland or abroad to engage in joint* learning project(s) on GCE themes. e.g. peer education workshops, joint learning projects, shared CPD.</p> <p><i>*Must be sharing learning on a global justice issue of mutual importance, not one group 'teaching' the other. Ideally the issue is picked together.</i></p>	<p>Reflect on the process of this engagement and what the key learning has been.</p> <p>This includes links with settings in the Global South.</p>	<p>Communications, photographs, social media posts, PowerPoints, student testimonials.</p> <p><i>Tip: Remember, it is not the number of engagements that is rewarded, but the depth of GCE in each example.</i></p>
Instructions: <ol style="list-style-type: none"> 1. Provide details on the engagement - planning, communication, collaboration. 2. Explain how the theme was chosen. 3. Give evidence of how the Guiding Principles were adhered to. 4. Describe how these engagements were supported with scaffolding. 5. Provide supporting evidence. 		
Rate your achievements against the criteria on a scale of 0-5:		

- 0** - No engagement with other settings for GCE.
- 1** Brief summary of engagement with other settings for a GCE-related project.
- 2** Brief description of engagement with other settings for a GCE-related project, including how that contact was established.
- 3** Clear description of engagement with other settings for a GCE-related project, details of the planning/ communication and how collaboration was supported in line with the Guiding Principles.
- 4** Detailed description of engagement with other settings for a GCE-related project, a detailed outline of how this was planned, communicated and how collaboration was supported in line with the Guiding Principles with supporting evidence, e.g. photos/ testimonials etc.
- 5** Outstanding description of engagement with other settings for a GCE-related project, e.g. a detailed outline of how this was planned and communicated and how collaboration was supported in line with the Guiding Principles, leading to behavioural change and meaningful action in the setting and wider community with supporting evidence, e.g. photos/ testimonials etc.

Category 4. Sustainability Systems and Practices

Explanation:	Prompt:	Supporting Evidence
<p>The school has reviewed its sustainability in the context of global citizenship.</p> <p>The school has explored the local to global implications of their water/ waste/ energy use or impact on local biodiversity and how this links with global citizenship.</p>	<p>Reflect on how local to global links were made between the actions in the setting and their impact on the wider world.</p>	<p>Photographs, screenshot of social media posts.</p> <p>A link to the Sustainability Policy posted online.</p> <p><i>Tip: Remember, it is not the number of actions that is rewarded, but the depth of GCE in each example.</i></p>

Instructions:

1. Provide details on the sustainable systems and practices in the setting.
2. Explain how these were reviewed/ explored in the context of GCE.
3. Demonstrate how this has led to behavioural change.
4. Provide supporting evidence.

Rate your achievements against the criteria on a scale of 0-5:

- 0** - No review.
- 1** Brief summary of a sustainability review e.g. listing examples like recycling without making local to global links.
- 2** Brief sustainability review in the context of global citizenship, e.g. an audit of the SDGs and how these link to global justice issues, with link to the review.
- 3** Clear sustainability review in the context of global citizenship, e.g. a policy on sustainability on the website.
- 4** Detailed sustainability review in the context of global citizenship, e.g. a policy on sustainability on the website/ social media platforms and evidence that themes arising from this are being explored using the Guiding Principles.
- 5** Outstanding sustainability review in the context of global citizenship, e.g. a policy on sustainability

on the website/ social media platforms and evidence that themes arising from this are explored using the Guiding Principles and and other WWGS tools and resources.

Category 5. Engagement with WorldWide Global Schools

Explanation and Prompt:

Reflect on the engagements with WWGS over the last year. This can include attendance at WWGS' in-person or online events. It can also include interactions with your Education Officer, attendance at Communities of Practice and WWGS TeachMeets.

Instructions:

1. Detail the types and frequency of engagement.
2. Describe the learning opportunities from these engagements and how they were shared.

Rate your achievements against the criteria on a scale of 0-5:

0 - No engagement with WWGS.

1 Limited engagement with WWGS, e.g. emails.

2 Some engagement with WWGS, e.g. emails and phone calls.

3 Clear engagement with WWGS, e.g. emails and phone calls recorded, number of teachers attending CPD and TeachMeets etc.

4 Very clear engagement with WWGS, e.g. emails and phone calls recorded, number of teachers attending CPD and TeachMeets etc., a description of how this has grown GCE capacity in the setting.

5 Outstanding engagement with WWGS, e.g. emails and phone calls recorded, number of teachers attending CPD and TeachMeets etc., use of resources and case studies, student or teacher participation and/ or presentation at WWGS conferences and how this has been vital to the development of GCE capacity in the setting.

FINAL REFLECTION (Max 300 words)

What were the key learning points from this year?

What has been the most significant change in your setting, as a result of participating in the programme?

Reflecting on the GCE work achieved over the last year, describe how you gathered feedback to inform a plan for next year.

Reflecting on your Global Passport Application, on which stamps would you like to focus on your GCE journey next year?

Explain how you benefited from the grant last year.

FINANCIAL SECTION

You will be asked to account for how you spent the grant this year and are expected to keep your receipts on file.

Do you need WWGS Grant Funding to support your GCE next year? (**Yes/ No**)

If YES, carefully consider what you will spend your grant on and with reference to the '[How to spend your grant guidelines](#)' document.

You will be asked to account for how you plan to spend your grant next year.

FEEDBACK FOR WWGS (Max 100 words)

What did you enjoy about participating in the programme?

What challenges did you encounter while engaging with the programme?

How could WWGS support you more?

Do you have any other comments/ suggestions for WWGS?

GENERAL GUIDELINES:

- The six Global Passport Stamps carry a maximum score of 25 points and there are different categories under each stamp.
- You will be asked to **reflect** on your achievements in each category and **rate** them against the criteria on a scale of 0-5 or 0-10 (see the table below).
- There are **prompts*** and **instructions** under each section to guide your application.
*Please note that you are not limited to the ideas provided in the prompts.
- It is important to include 2 to 3 pieces of **supporting evidence** per stamp (or up to 15 pieces in total), to demonstrate the level of engagement with the programme. Examples of supporting evidence are suggested under each category.
- Please label the supporting evidence clearly!

Top Tips

1. Contact your [WWGS Education Officer](#) for further support and guidance on completing the application form.
2. Visit the '[Global Passport](#)' tab on the WWGS website to access relevant support for each of the Global Passport Stamps.
3. Form a GCE Committee (learners and/ or staff) to support the expansion of GCE in your setting.
4. Celebrate and raise awareness of GCE in the setting and wider community.
5. Make time to reflect on, and evaluate, your GCE activities.

THE END



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