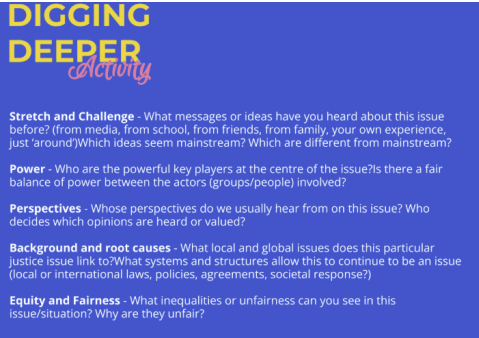
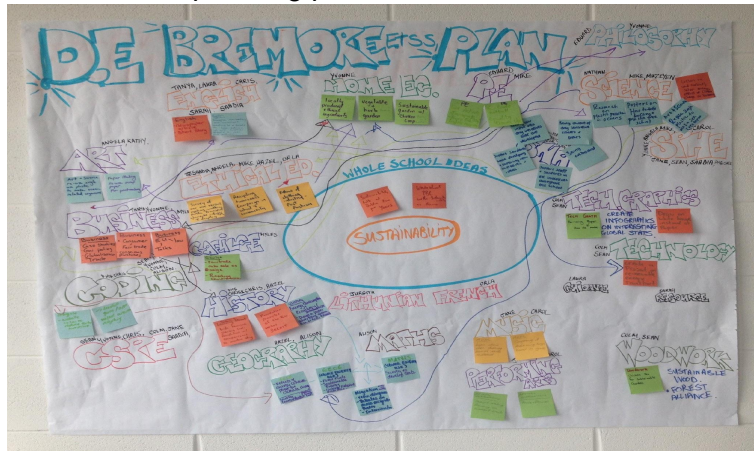


This **Tracking Tool** will help record and showcase Global Citizenship Education activities carried out by the school/setting community throughout the year. We encourage teachers to share this document widely with the entire school community, allowing others to contribute.

Unlike the online [Global Passport application](#), the Tracking Tool is intended as a collaborative, ongoing record-keeping resource. It enables everyone to contribute, ensuring a rich and diverse collection of evidence. Teachers can then use the completed Tracking Tool to review and select the strongest examples of Global Citizenship Education to include in the school/setting Global Passport online application.

| Stamp 1<br>Curricular                | Brief description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | In this column you can insert images and links and/or name the files that you will upload to the online form.                                                                                                                                                   |
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| Category 1<br>GCE and the Curriculum | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | e.g. Resource, Method, Action, Lesson Plan, Case Study, Research etc.                                                                                                                                                                                           |
| i)                                   | <p>Human Rights: Questions from the Digging Deeper Model were used to explore indigenous rights as a topic across Geography, History, English and CSPE in 1st and 2nd year with a selection of video clips (see link) and articles to begin discussions. WWGS Guiding Principle 1, 2 and 3 were also used to guide the exploration of this topic and learners were given the time and space to come up with actions that they could take in solidarity with indigenous communities that are under threat around the world.</p> <p>Learners in 2nd year promoted an Avaaz campaign across the whole-school community, to stop the Tanzanian Government from removing voter rights from the Maasai people before the local government elections in November 2024.</p> |  <p>Link: <a href="https://www.youtube.com/watch?v=ZwSXFvDDjYE">https://www.youtube.com/watch?v=ZwSXFvDDjYE</a></p> <p>Article 10 of the UN Declaration of Human Rights</p> |
| ii)                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |
| iii)                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |

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| <b>Category 2</b><br>Curricular<br>Planning | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | E.g. Photo, Image, Scheme of work, Long-term planning document                                                                                                            |
| i)                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                           |
| ii)                                         | <p>Learners voted to explore sustainability as a school community this year. We invited the WWGS Education Officer into our school to help us take a whole-school approach to including the 3 pillars of sustainability into our long-term planning across all subject areas.</p> <p>We used tools and videos from the Doughnut Economics Action Lab to inspire learners to reimagine a future where wellbeing is the way success is measured rather than GDP. We used the new Teacher Handbook and activities Guide to help us brainstorm the methodologies that could be used in different subject areas and with a broad range of year groups so that learner GCE skills capacity would be increased. We made sure to allow time for learner-led action pieces as well particularly around the CBAs and wherever there was flexibility in the curriculum.</p> | <p>Screenshot of planning poster:</p>  <p>Attached: Example of learner CBA project</p> |

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| <b>Stamp 2</b><br>Extra-curricular | Brief description                     | In this column you can insert images and links and/or name file names that you will upload to the online form. |
| <b>Category 1</b><br>Displays      | See Global Passport Guide for prompts | e.g. Photo, Link, Testimonial                                                                                  |

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|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| i)                                                      | <p>Our Youthcentre features two large permanent display boards in a central corridor, showcasing GCE work and projects. These are managed by the learners themselves. GCE displays in the setting are a permanent topic on the GCE committee meeting agenda.</p> <p>Smaller classroom and corridor displays highlight seasonal and subject-specific work, while SDGs and UN Human Rights are visible in all main classrooms. A collaborative art piece on sustainability themes is displayed publicly, see photo attached. We also launch an annual virtual exhibition (see link), and the GCE committee ensures that all displays adhere to the WWGS Ethical Communication Guide, see example attached.</p> |  <p>Link to virtual exhibition.</p> <p>Attached: PDF of completed Ethical Communication Guide</p> |
| ii)                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                      |
| iii)                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                      |
| <b>Category 2</b><br>Assemblies<br>and<br>Announcements | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | e.g. Audio file, Script, Testimonial, Slides                                                                                                                                         |

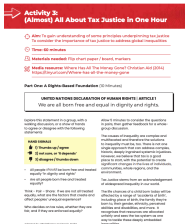
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| i)                                        | <p>The learner GCE Committee makes regular announcements at assembly to raise awareness about GCE events and activities in the setting. An example of this was the promotion of the new 'Free Speech Wednesdays' initiative which was a response to the increased level of interest in debating in the school, as a method to help learners hone their public speaking skills and to have healthy debate around the global justice issues that affect us all, in a safe and respectful way. This initiative links to 'Unlearning and Reconstructing' as it helped people see issues from different perspectives and provided them with a safe space to change their minds the more they learned about the issue.</p> <p>See poster and the script of the announcement attached.</p> |  <p>Attached: Document containing the script used.</p>                         |
| ii)                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                   |
| iii)                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                   |
| <b>Category 3</b><br>GCE Themed<br>Events | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | e.g. Photo, Link, Scaffolding Guide                                                                                                                               |
| i)                                        | <p>1st to 4th year learners participated in the Heart of Gaza project - responding to art work created by children in Gaza. They explored global conflicts as a topic and how children's rights are impacted. TY learners organised an exhibition to display the artwork and learner responses to them in the school hall and invited parents in for a coffee morning to raise money for Medicine Sans Frontiers who work directly with children affected by conflict.</p> <p>This event aligns with 2 of the WWGS Guiding Principles, local to global links and acting in solidarity.</p> <p>The event was scaffolded before and after using the WWGS</p>                                                                                                                          |  <p>Visual from the Heart of Gaza project which inspired the exhibition.</p> |

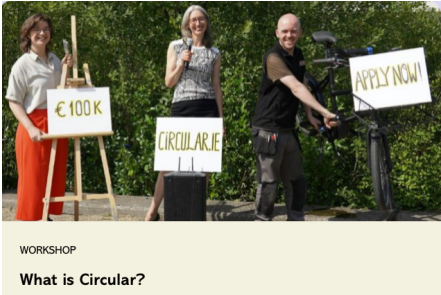
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|                                                                               | Scaffolding Guide.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Link to a post on our social media promoting the exhibition and coffee morning.</p> <p>Attached: Completed scaffolding Guide</p>                                                                                                                                                                                                                                                                                                        |
| ii)                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| iii)                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Category 4</b><br>Post-Primary<br>GCE<br>Programmes,<br>other than<br>WWGS | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | e.g. Photo, Link, Scaffolding Guide, Testimonial                                                                                                                                                                                                                                                                                                                                                                                           |
| i)                                                                            | <p>TY year learners took part in Concern debates and won! The motion they debated on was "The world is more equal now than it was 40 years ago". This required them to explore many of the SDGs such as 5: Gender Equality and 10: Reduced Inequalities, among others. There was lots of scaffolding needed in class to form the basis for their argument but they focused on WWGS Guiding Principle 3 - Prioritising Human Rights and the activities recommended by WWGS and Concern to support this exploration. See testimonials from the learners involved to show how this deepened their understanding of GCE and supported GCE skills development. Through participation in this programme, learners wanted to do something to improve the lives of people in IPAS centres in their area so they set up home-work clubs in the school, for children needing extra language support and recruited learners from all year groups to participate in and run this initiative.</p> |  <p>Photo of the winning team at the final which we also promoted on our socials and on the GCE page on our website.</p> <p>Attached:</p> <ul style="list-style-type: none"> <li>• Document containing learner Testimonials</li> <li>• Document containing Homework club schedule</li> <li>• Completed Scaffolding Guide for this programme.</li> </ul> |
| ii)                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| iii)                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |
| <b>Category 5</b><br>GCE<br>Workshops | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | e.g. Photo, Link, Testimonial                                                                                                                                                                                                         |
| i)                                    | <p>Senior cycle Maths, Business, Politics and Society and Geography learners choose to focus on housing as a human right. We used activities from the WWGS website on WWGS Guiding Principle - Finding Root Causes to support and guide our explorations. The WWGS Education Officer recommended inviting facilitators from Financial Justice Ireland and the Hope and Courage Collective to run a series of workshops with learners using WWGS grant funding.</p> <p>We used the WWGS Scaffolding Guide to prepare learners in advance for these workshops which was a great way to brief FJI &amp; HCC on what the learners wanted to focus on.</p> <p>Some learners decided to join a Community Action Tenants Union (CATU) march that happened in the local area around building affordable homes and opposing the narrative of the Far Right. Some have also joined the local CATU working group as they saw the importance of being an active citizen and the role they could play in making the world more equitable by acting locally.</p> | <p>Attached:</p> <ul style="list-style-type: none"> <li>• PDF of Slides &amp; resources</li> <li>• Photo from the march they attended.</li> </ul>  |
| ii)                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |
| iii)                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |

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| <b>Stamp 3</b><br>Teacher<br>Capacity and<br>Engagement | Brief description | In this column you can insert images and links and/or name file names that you will upload to the online form. |
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| Category 1<br>Staff GCE<br>Committee             | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | e.g. Photo, Screenshot, Minutes, Webpage link                                                                                                                                                                   |
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| i)                                               | <p>We have an established Staff GCE committee in the school made up of 6 teachers from different departments and the Deputy-principal. Our Deputy made it possible for us to meet every 6 weeks for a working lunch. Curriculum planning as well as extra-curricular events and activities are discussed in particular learner-led action. The members take turns to meet with the learner GCE committee to ensure that both committees are on the same page and can support each other's work. Both committees contribute to the GCE page on our website which is promoted through our GCE Communication Strategy on our socials and in the School Newsletter.</p> <p>We are particularly proud of the drafting of a school GCE policy which was undertaken by both committees and ratified by the BOM. This now sits on our website and will be reviewed every 2 years.</p> | <p>Attached: File with agenda &amp; action points from the start of the year meeting.</p> <p>Link to new GCE policy on the website.<br/>Link to School Newsletter.<br/>Link to the GCE page on our website.</p> |
| ii)                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                 |
| iii)                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                 |
| Category 2<br>GCE<br>Resources<br>and Activities | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | e.g. Photo, File link to learner work, Slides                                                                                                                                                                   |

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| i)                                            | <p>As the lead teacher, I make sure to circulate all the resources promoted on the WWGS newsletter each month to the relevant departments via email and the staff notice board.</p> <p>Following the Whole-staff input, our WWGS Education Officer sent links to subject specific resources and activities based on the themes we are focusing on this year. One such resource which was used in Junior Cycle Maths, Business, CSPE and History is called Just Tax - A Global Education Toolkit for Teaching and Learning about and inspired by this, TY learners decided to write to the Minister for Finance to demand that the government support measures like public country-by-country reporting for corporations and stronger measures to combat tax avoidance. They asked for the government to enforce fair corporate taxation and to create progressive tax systems.</p> |  <p>Screenshot of an activity from this resource that was used in 1st to 4th year classes.</p> <p>Attached: Copy of letter sent to the Minister of Finance.</p> |
| ii)                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |
| iii)                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |
| <b>Category 3</b><br>GCE CPD<br>Opportunities | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | e.g. Photo, CPD Certificates                                                                                                                                                                                                                       |
| i)                                            | <p>Two Business teachers attended Oide Training on the new LC Ethics and Sustainability strand &amp; shared key learning with the rest of the Business teachers in a department meeting using slides and recommended resources.</p> <p>This led to a decision to take LC Business learners to the Rediscovery Centre to learn about sustainable business models and the Circular Economy using WWGS grant funding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Attached:</p> <ul style="list-style-type: none"> <li>• PDF of Attendance cert</li> <li>• Doc with list of recommended resources</li> </ul>                                                                                                      |

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|      |  |  <p>Photo of workshop.</p> |
| ii)  |  |                                                                                                               |
| iii) |  |                                                                                                               |

| Stamp 4<br>learner<br>Capacity and<br>Engagement | Brief description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | In this column you can insert images and links and/or name<br>file names that you will upload to the online form.           |
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| Category 1<br>learner GCE<br>Committee           | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | e.g. Photo, Link, Agenda, webpage where activity is posted                                                                  |
| i)                                               | We have just started a learner GCE committee this year made up of 2 members from each year group. They meet every month for a working lunch. Upcoming GCE events and activities are discussed in particular action that they want to take. For example they ran a Peace and Justice week in November with the help of the staff GCE committee, TY learners and WWGS. Learners ran workshops on different topics for other year groups, there was a poster competition and it ended with a whole-school performance of Zombie, by | Link to the GCE webpage and GCE policy<br>Link to video of song performance.<br>Link to webpage where the policy is housed. |

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|                                                            | <p>the Cranberries involving musicians from all year groups, parents and the local Choir group.</p> <p>We are particularly proud of our part in the drafting of a school GCE policy. This now sits on our website and will be reviewed every 2 years.</p> <p>We have a dedicated webpage run by the staff and learner GCE committee to keep the school community updated on GCE activity and events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                    |
| ii)                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                    |
| iii)                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                    |
| <b>Category 2</b><br>Peer<br>Education for<br>GCE learning | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | e.g. Slides, Screenshots, Testimonials                                                                                                                                                                                                             |
| i)                                                         | <p>5th year learners choose to explore the topic 'Water as a human right' in their Politics and Society class using questions from the Digging Deeper Model and guided by Guiding Principle 3 and associated activities and resources.</p> <p>They were inspired to prepare presentations on this topic and asked if they could present the slides and related activities to all year groups from 1st to 4th year during CSPE classes.</p> <p>1st year learners decided to organise a 'Walk for water' day for all learners with the help of the GCE committee in solidarity with the lives of people they learned about during this initiative.</p> <p><b>PLEASE NOTE something like the Walk for Water can not be done in isolation and must be scaffolded well with teaching and learning looking at water privatisation and data centre usage for example.</b></p> | <p>Attached: PDF of slides used.</p> <p>Photo of poster produced during the core activity and the flyer/post the 1st years produced to advertise the day.</p>  |
| ii)                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                    |

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| iii)                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                      |
| <b>Category 3</b><br>Global<br>Citizenship<br>Skills<br>Development | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                | e.g. Photos, Posts, Examples of work, Links                                          |
| i)                                                                  | Critical Thinking Skills were applied by a number of learner groups using the Digging Deeper Model to explore issues from Water as a Human Right (5th years) to Indigenous Rights (1st and 2nd year). This really helped learners get to the root causes of these issues and to understand the systems and structures that have led to unequal access to water, land, education etc.                                                                                                                 |   |
| ii)                                                                 | 2nd year learners supported by the English department, decided to undertake a letter-writing campaign to support people facing human rights abuses via Amnesty International's Write for Rights Campaign.                                                                                                                                                                                                                                                                                            |  |
| iii)                                                                | Second year learners wrote letters to their local TDs to raise their concerns about the prospective mining in their local area. Working with Communities Against the Injustice of Mining and Treasure Leitrim they explored the effect of mining on their local environment. This led to the groups working in solidarity with Bolivian communities and other countries in the global south to campaign against illegal mines supplying multinational corporations who have headquarters in Ireland. | Attached: Copies of the letters & Photos.                                            |

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|                                                     | <p>TY learners produced a podcast to inform their peers around the country about the practices of corporations that pollute in order to mine for minerals and ran a social media campaign to raise awareness about this podcast. They had a call-for-action asking their peers not to buy new mobile phones and instead to use companies like Swappie who refurbish phones and sell them on. This was in solidarity with those living in countries where these mines are located such as the Democratic Republic of Congo.</p>                                                                                                                                                                                                                                                        | <p>Link to podcast, social media post with Call-to-action.</p>                                                                                                                                                                                                                                                                                                              |
| <p><b>Category 4</b><br/>learner-Led<br/>Action</p> | <p>See Global Passport Guide for prompts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>e.g. Photos, Posts, Letters, Testimonials</p>                                                                                                                                                                                                                                                                                                                            |
| <p>i)</p>                                           | <p>Learners from 5th and 6th year wanted to highlight the issues of Direct Provision particularly in solidarity with their friends who have spent many years living there. They researched the average length of time that people end up living in Direct Provision before their applications are dealt with, they spoke to their friends about living there and the challenges they face etc. They then decided to campaign to local and national government about the direct provision system and urged the local council to organise 2 billboards in the city to highlight the issues particularly in solidarity with their friends who did not want to spend '4 more birthdays' in direct provision. This action put pressure on local TDs to raise these issues at the Dáil.</p> |  <p>Students from Cork Educate Together Secondary School at the installation of their billboard at Lower Glanmire Road, Cork, saying that four more years of Direct Provision is too many (from left) Sofya Abashko, Luke McDonnell, Rachel Young, Ella Harrington and David Diogo.</p> |
| <p>ii)</p>                                          | <p>TY learners wanted to take action on ending Genocide in Gaza having had a workshop on Peace and Justice delivered by a</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Attached: Letters to TDs, photos of learners meeting TDs, photos of learners at protests.</p>                                                                                                                                                                                                                                                                            |

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|      | <p>facilitator from Afri. This workshop focused on human rights and it encouraged learners to take action (Guiding Principle 5) They wanted to do something to help the people of Gaza and had been introduced to the IPSC (Irish Palestine Solidarity Campaign) which had many suggestions of how to take meaningful action and so began a campaign for the 'Occupied Territories Bill' to encourage peers to lobby and decision makers to enact the bill.</p> <p>learners drafted letters for peers to amend and provided a link for learners to find their local TD and lobby them.</p>                                                                                                                                                                                                           |                                                                                            |
| iii) | <p>After exploring waste on a global and local level in 2nd year Home Economics, using WWGS resources from the library, the learners</p> <ul style="list-style-type: none"> <li>- mobilised everyone in the school to write a letter to TD for waste management and bins in the local community.</li> <li>-are taking part in the ongoing Greenpeace campaigns to ban the import of secondhand clothes to Ghana-one of the many countries dealing with the unwanted waste from the Global North.</li> <li>-promoted the use of websites like <a href="https://www.vinted.ie">Vinted.ie</a> to encourage the buying and selling of 2nd hand clothes instead of buying cheap from websites like Shein where they learned about worker conditions and industry pollution via WWGS resources.</li> </ul> | Attached: Copies of letters, photos of learners giving out petitions and letter templates. |

| Stamp 5<br>Leadership              | Brief description                     | In this column you can insert images and links and/or name file names that you will upload to the online form. |
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| Category 1<br>Senior<br>Leadership | See Global Passport Guide for prompts | e.g. Photos, Posts, Agenda                                                                                     |

| Engagement                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          |
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| i)                                     | <p>SLT have been really supportive of GCE and have taken direct action to embed GCE into the culture of the school community, i.e. GCE is now a standing item on the agenda for all-staff meetings; gave 2 Croke Park hour over for a Whole-staff GCE workshop with the WWGS EO and supported the setting up of a drop-in clinic in the library earlier in the day for teachers from different departments to meet with the WWGS EO for subject specific advice; attended the GCE art exhibition; She supported a GCE Policy for the school and committed to reviewing all existing policies to include GCE over the coming 2 years.</p> <p>This support has really helped gain momentum among all staff in the school to see GCE as being a part of everything that they do inside and outside the classroom in their roles as educators and global citizens.</p> | <p>Attach:</p> <ul style="list-style-type: none"> <li>• Doc with agenda for staff meeting</li> <li>• Doc with timetable of drop-in clinic</li> </ul> <p>See photo of principal and deputy principal at the GCE exhibition.</p> <p>Link to GCE policy on website.</p>  |
| ii)                                    | Every year a member of the leadership team attended the WWGS symposium and this has inspired action such as the GCE policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                          |
| iii)                                   | A member of the leadership team participates in GCE CPD at least once a year to keep up to date and help to remind them of how to use a GCE lens when making any decisions that affects the school community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Name the trainings they took part in                                                                                                                                                                                                                                                                                                                     |
| <b>Category 2</b><br>BOM<br>Engagement | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | e.g. Photos, GCE Policy ratified by BOM, learner presentation to BOM                                                                                                                                                                                                                                                                                     |

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| i)                                           | The BOM ratified our new GCE Policy after learners presented their work on it to them at a meeting. They also agreed to have GCE as a standing item on their agenda and invited learners from the GCE committee to present GCE activity in the school at their next meeting.                                                                                       | Testimonial from a learner who was involved in the process of drafting the policy: "The experience of planning and drafting a piece of policy will stay with me for life. I have been involved in the GCE committee since 1st year and this has been the most empowering achievement for me"<br>Doc with copy of agenda items |
| ii)                                          | learners presented what they had learned in their GCE classroom to the BOM                                                                                                                                                                                                                                                                                         | Attached: PDF of slides                                                                                                                                                                                                                                                                                                       |
| iii)                                         | A member of the BOM attended the WWGS Management Symposium                                                                                                                                                                                                                                                                                                         | Links to photo on GCE page of website and on socials                                                                                                                                                                                                                                                                          |
| <b>Category 3</b><br>Policies to support GCE | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                              | E.g. Policy Doc, Link to it on Website                                                                                                                                                                                                                                                                                        |
| i)                                           | We now have a school GCE policy that was developed as a collaboration between staff, learners, SLT, parents and the BOM.<br>SLT has agreed to start reviewing all other policies with a GCE lens as the next step.                                                                                                                                                 | Link to where the agenda now sits on our website.<br>Link to Post on the socials about the new GCE policy.                                                                                                                                                                                                                    |
| ii)                                          |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                               |
| iii)                                         | We modelled our revised Behaviour Policy on Human Rights and Responsibilities using the Convention on the Rights of the Child and the Human Rights Declaration we outlined not only rights but responsibilities. TY learners had a final say on the policy and made posters of the key rights and responsibilities which are displayed on the walls of the school. | Attached: <ul style="list-style-type: none"> <li>• Copy of the policy</li> <li>• Copy of the process including the lesson plans for the school</li> </ul>                                                                                                                                                                     |
| <b>Category 4</b><br>Parent/Guardian         | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                              | e.g. Photos, Posts, GCE on agenda, Newsletter                                                                                                                                                                                                                                                                                 |

| Involvement |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| i)          | <p>The Parent's Committee got involved in helping develop the GCE policy in line with the Ethos of the school and have helped out at events such as the Peace and Justice Week. Having the parents involved in the Peace and Justice Week really helped get them on board with the GCE policy and showed them how important it was for the school. They have asked to be more involved with GCE events going forward since the policy was developed as they could see how beneficial this is to providing a holistic education for the learners.</p> | <div data-bbox="1518 272 1800 488" data-label="Image"> </div> <p>Photo of parents at a Peace and Justice event.</p> <p>Testimonial from a parent on the committee "Being involved in developing the GCE Policy for the school has really made me realise how important it is that the school is seen as a community where we can all work together to foster a sense of fairness and wellbeing for learners, staff and their families and use that to promote action that supports justice for all people on the planet"</p> |
| ii)         | <p>The school holds orientation events for new parents to the school particularly for those who may have language and cultural barriers and are new to the country. Some parents volunteered to speak to learners about their personal stories of migration linking to unlearning and reconstructing. This has led to a much more seamless integration of new learners into the school and a buddy-system being developed to support those learners for their first year.</p>                                                                        | <p>Photos</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| iii)        | <p>Parents are invited to an Equality evening every year. Learners from all years present what they have learned and some do workshops with a group of parents. This links to Prioritising Human Rights and they use the Scaffolding Guide before and after to deepen learning.</p>                                                                                                                                                                                                                                                                  | <p>Attached:</p> <ul style="list-style-type: none"> <li>• Photos and presentations</li> <li>• Completed Scaffolding Guide</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         |

| Stamp 6<br>Community<br>Engagement | Brief description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | In this column you can insert images and links and/or name<br>file names that you will upload to the online form.                                                                                                   |
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| Category 1<br>Communications       | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | e.g. Completed Ethical Communication Guide, Screenshots,<br>Posts, Communication Strategy doc.                                                                                                                      |
| i)                                 | <p>We have developed a GCE Communications Strategy to plan the communication of GCE activities and events for the year which is managed by our learner GCE committee with guidance from me.</p> <p>The main elements are:</p> <ul style="list-style-type: none"> <li>• Keeping the GCE webpage on the school website up to date with GCE news and activities and any Call-to-action taking place.</li> <li>• Social media posts on the school FB and Insta pages with GCE events and actions</li> <li>• Having a piece on GCE action ready for each edition of the school newsletter</li> <li>• Providing the BOM &amp; Parent's Committee with a handout on GCE action for their meetings to keep them up to date.</li> </ul> <p>Having a structured approach to how we spread awareness and inspire action to challenge injustices has been hugely transformative for all involved and we have had amazing support from people right through the whole school community such as parents with expertise in the law and other areas volunteering to help learners with their campaigns. This has really helped us see where the gaps are as well in terms of the Global Passport.</p> | <p>Attached:</p> <ul style="list-style-type: none"> <li>• Document outlining the strategy</li> <li>• Handout for BOM</li> </ul> <p>Link to a post on Facebook.<br/>Link to GCE webpage.<br/>Link to Newsletter.</p> |
| ii)                                | The school has a dedicated social media and web page for GCE activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                     |

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| iii)                                         | The school gets in touch with their local paper and radio for the GCE events. Learners have been interviewed on radio several times.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Attached: Recording of the radio shows and links to the articles.                                                                                                        |
| <b>Category 2</b><br>GCE Trips<br>and Visits | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | e.g. Photos, Scaffolding Guide, Examples of action taken/<br>behavioural change                                                                                          |
| i)                                           | <p>Human Rights conference in UCC: The purpose of this trip was to help learners gain a broader understanding of how not all people have their human rights met and to reflect on how we can mobilise to work towards achieving basic human rights for all.</p> <p>The teachers involved used the WWGS Scaffolding guide and activities such as the Ball of String to prepare learners for the trip and to ensure that there was a GCE lens being applied at all times to the learning.</p> <p>Learners from TY attended the conference in UCC where they learned about the UN Declaration of Human Rights through interactive games.</p> <p>This linked with Prioritising Human Rights as it drew their attention to the rights we take for granted and the fact that we must not negatively affect others when we look for solutions to our own problems, i.e. exporting waste, the impact of electric cars on countries where minerals are mined.</p> <p>Learners decided to set up a games room at lunch time for all learners to play GCE games such as those produced for Trócaire's game changer competition and it inspired them to come up with their own game to enter the competition themselves.</p> |   |
| ii)                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                          |
| iii)                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                          |

| Category 3<br>Engagement<br>with other<br>schools | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | e.g. Photos, Posts, Testimonials                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| i)                                                | Learners in TY collaborated with a school in a nearby town to plan and deliver a Peace and Justice Day to raise awareness and take action on this topic. Each school created a Peace Wall for every learner and visitor to the school, to write their message of peace on.                                                                                                                                                                                                                                                                                                                                                                                                | <p>Attached:</p> <p>A petition signed by all learners on the day was then sent to local TDs and to the Taoiseach's office regarding the Occupied Territory Bill.</p>  <p>Both schools gathered signatures to urge the government to join the Hague Group (governments that are holding up international law agreements to stop the genocide in Palestine)</p> |
| ii)                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| iii)                                              | <p>Schools in the same constituency do GCE workshops together and then a committee between schools is formed to decide on the community's meaningful action. This helps develop key GCE skills like creative problem solving and negotiation. Last year, the learners, who are mostly TY, gathered to discuss with their local TDs their concerns around Palestine. They also asked questions like Why isn't the government's measure of success not its people and why is it GDP?</p> <p>This event and subsequent action was promoted on our GCE display, on our socials and on the GCE page of our website. Other learner groups were welcomed to take part in the</p> | <p>Attached:</p> <ul style="list-style-type: none"> <li>• Completed Scaffolding Guide</li> <li>• Photo of GCE display</li> </ul> <p>Link to social media post and website</p>                                                                                                                                                                                                                                                                    |

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|                                              | meeting with the TD.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                   |
| <b>Category 4</b><br>Engagement<br>with WWGS | See Global Passport Guide for prompts                                                                                                                                                                                                                                                                                                                                                                                                                                                         | e.g. ECSI Attendance certificate for WWGS CPD                                                                                     |
| i)                                           | <p>6 teachers attended Introduction to WWGS webinar and then shared the key learning with their subject departments. The Science Department were delighted with the new Science lesson schemes and plan to link in with Geography, History and Religion to bring these topics alive in a cross-curricular way for the coming year.</p> <p>These teachers also asked that GCE be put on the agenda for all staff meetings so any resources or training could be shared on a regular basis.</p> | <p>Attached:</p> <ul style="list-style-type: none"> <li>• Copy of email that was sent around</li> <li>• Copy of agenda</li> </ul> |
| ii)                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                   |
| iii)                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                   |