

Lessons for a Wise World

Global Citizenship Education in Politics and Society

See our website
for **PowerPoints** and
worksheets which
accompany this
Guide



SENIOR CYCLE

POLITICS & SOCIETY



Irish Aid
An tAid Gníomhaíoch Eacnamaíoch agus Trádála
Department of Foreign Affairs and Trade

**WorldWise
Global
Schools**

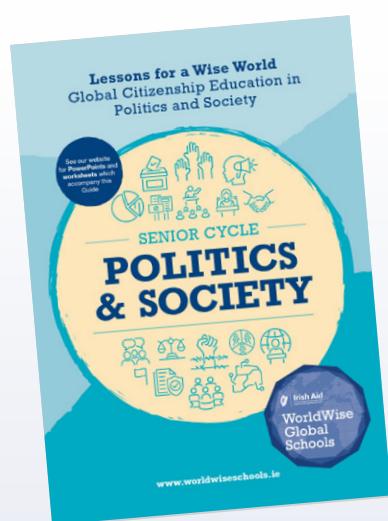
www.worldwiseschools.ie

About Worldwide Global Schools

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

WWGS aims to increase the spread and depth of GCE across Ireland by supporting schools and other educational settings both in and beyond the classroom.

We do this by providing a comprehensive range of supports for learners and educators, including our Global Passport Framework, grant funding, training, events, resources, and personalised support from our team.



About the Guide

This resource aims to support teachers of Politics and Society to teach through a global justice lens, while also meeting the requirements laid out in the Senior Cycle Politics and Society specification (NCCA, 2019).

This is one of a series of WorldWise Global Schools GCE subject guides which aim to support educators to explore GCE-related themes across a range of subject areas.

All **bold underlined** text is a hyperlink, and can be accessed in the web version of the guidebook, available [here](#).



Acknowledgements

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WWGS is a signatory to the Dóchas Code of Conduct on Images and Messages.

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What is Global Citizenship Education?

Global Citizenship Education (GCE) is an approach to teaching and learning that links global and local justice issues.

GCE explores the root causes of these issues and equips learners and educators to think critically, build empathy, challenge unjust global systems and take meaningful action towards a kinder, fairer and more sustainable world.

Youth-friendly definition of GCE:

Learning about global justice issues so that we can act to build a kinder, fairer and more sustainable world.

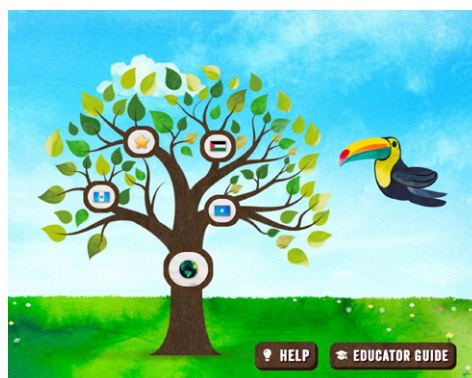


What is Global Justice?

Global justice means fairness and equity for everyone across the world. It requires a redistribution of resources, wealth and power and the protection of human rights. Conversely, global injustice is rooted in unfair global systems and structures. Global Citizenship Education (GCE) explores the root causes of global injustice.

Justice issues are embedded in a range of post-primary subjects, curricular strands, learning outcomes and modules. Justice issues may emerge naturally in classrooms through student interest, as part of whole-school events, or through a range of cross-curricular and extra-curricular projects.

Trócaire has produced a [Tree of Justice](#) resource which supports educators and learners to explore what global justice means and how it impacts the lives of young people. We recommend you consult the post-primary section of the Trócaire resource to access an educator guide, as well as introductory activities and a video on ‘what is global justice?’.



Global Justice Issues



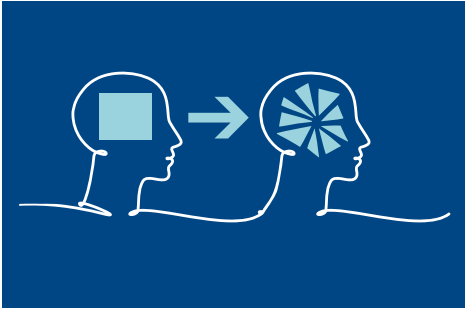
This image shows a selection of global justice issues. You might engage with additional issues based on learner interest, curricular projects or whole school activities.

When exploring global justice issues, we advise that you and your learners ask why this is a global justice issue. To help answer this, and to support critical GCE, use the WWGS Guiding Principles for GCE to guide you. See our [website](#) and the next page for more on embedding the WWGS Guiding Principles for GCE into your teaching and learning and whole school activities.

The Resources section on our [website](#) hosts several global justice issue resource sheets; these sheets begin by answering the important question 'why is this a global justice issue?' The resource sheets offer a selection of teaching and learning activities along with resources to support teachers to explore global justice issues in depth.

WorldWise Global Schools

Guiding Principles for GCE



UNLEARNING & RECONSTRUCTING

Question what we know and make space for new ways of thinking.

- a. Where do we get our information from?
Whose voices do we not hear?
- b. How can we create a world that is just and sustainable for all?



FINDING ROOT CAUSES

Dig deeper to find the causes of an inequality or injustice.

- a. What are the historical causes?
- b. Why do inequalities and injustices persist?



PRIORITISING HUMAN RIGHTS

Our actions and solutions to global issues should not lead to the exploitation of people.

- a. Why are some people's rights respected, while other people's are not?
- b. Are everyone's rights valued in the solutions presented on this issue?



MAKING LOCAL TO GLOBAL LINKS

Connect local issues with global issues and global issues with local issues.

- a. How are we connected to global inequalities and injustices?
- b. What can we do locally and nationally that will have a meaningful impact globally?



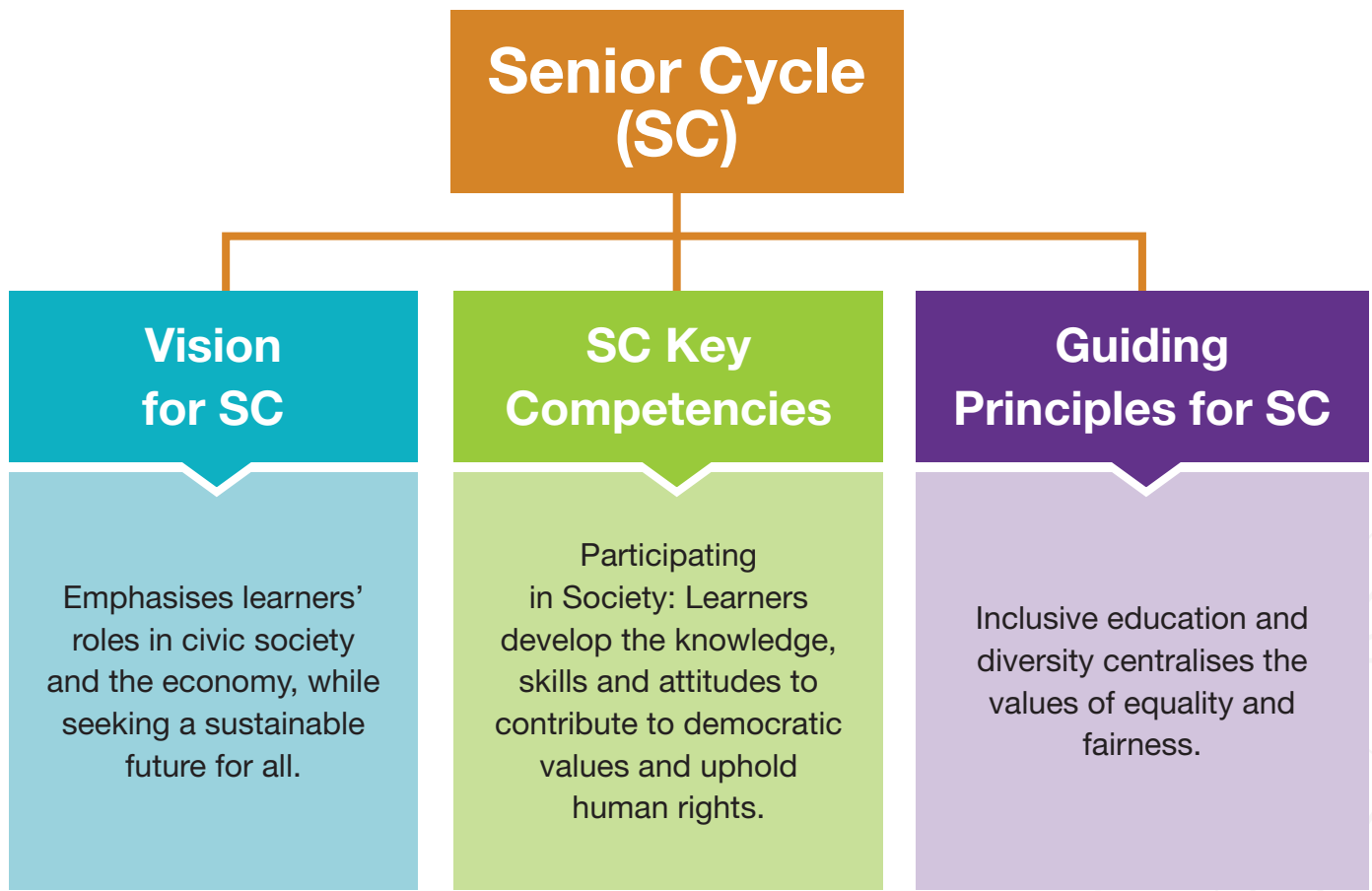
ACTING IN SOLIDARITY

Work together on an equal footing to challenge injustice.

- a. Do our words and actions potentially reinforce inequality and injustice?
- b. Can we think of any examples (locally or globally) that show solidarity with those challenging an injustice?

Our [website](#) provides many ways to integrate these five Guiding Principles into your work. Under each Principle there are links to activities, resources and videos and some school examples.

GCE and the Senior Cycle



“Senior cycle plays a vital role in helping learners to address their current needs as young adults and in preparing them for life in a changing economic and social context” (NCCA, 2019, p.3).

In a similar vein, GCE equips learners with the knowledge, skills and attitudes to think critically and challenge unjust global systems in this everchanging complex world.

For more information on how GCE integrates with the Senior Cycle and specific examples relating to each component, see the WWGS Teacher Handbook available on our [website](#) in English and as Gaeilge.

GCE and Politics & Society

Characterised by active citizenship in local and global communities, GCE complements Senior Cycle Politics and Society in its aim to “enable young people to develop the skills appropriate for active and thoughtful participation in the life of their communities,” (NCCA, 2019, p.7).

Politics and Society supports the “development of an understanding of equality, inequality and diversity in a range of areas of human life, including gender, ethnicity and social class”. Global justice concerns itself with fairness and equity and is built on a human rights framework. GCE explores the root causes of global injustice issues and explores unfair global systems and structures.

“Global Citizenship Education aligns strongly with Politics and Society by encouraging students to critically engage with issues related to global justice such as power, inequality, human rights, and global interdependence. It enriches teaching and learning within the subject by promoting active citizenship, ethical awareness, and informed participation in democratic processes at both local and global levels.”

Pablo Schofield Legorburo - Stepside ETSS

“GCE fits naturally with the current Politics and Society course, and my students engage very positively with it. GCE offers opportunities to engage with real world issues and to use innovative and creative approaches to teaching and learning.”

Aoife Flood - St Joseph's Lucan

Structure of this Guide

This WWGS subject guide covers four distinct GCE-Politics and Society Units which contribute to the achievement of key learning outcomes as laid out in the 2021 Politics and Society subject specification. The following table presents the 4 GCE Units, along with the key learning outcomes numbered under each Strand; for example the GCE Unit Global Citizenship covers learning outcomes 2.1, 3.1, 4.4, etc.

	STRAND 1		STRAND 2		STRAND 3		STRAND 4	
GCE Unit	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8
Global Citizenship		2.1	3.1 3.2 3.3 3.5	4.4 4.5	5.4	6.1 6.2 6.3	7.4 7.5 7.6 7.7	8.2
Youth Participation	1.4	2.1	3.2 3.3	4.1	5.4	6.1		
The Media		2.6 2.7	3.2 3.3	4.4				
Education					5.4 5.6 5.7	6.1 6.2	7.5	

Each GCE Unit contains 5 to 6 lessons. Some lessons are designed to be completed in 45–60-minute classes; others may need two classes. The time needed will depend on the content previously covered by learners in CSPE and Politics and Society, as well as familiarity with the justice issues presented. We advise educators to tailor the lessons to suit the needs of their learners, timeframes and curricular plans.

In the following section of this Guide, we present a summary of the lessons covered in each Unit. The summary includes a synopsis of the lesson, the learning outcomes covered, suggested time needed and materials required. For most lessons there are PowerPoint presentations and student resources included. These can be found on the [Politics & Society subject page](#) of our website along with the detailed instructions for each lesson.

For more GCE- themed Politics and Society teaching content and lessons, see Financial Justice Ireland's resource - [From Grassroots to Government: Embedding Financial Justice in the Leaving Certificate Politics and Society Curriculum](#).



Scan here to access resources on the Politics & Society subject page.

UNIT 1

Global Citizenship

A. What is Global Citizenship

In this lesson, learners explore what Global Citizenship means to them and work collaboratively to develop their definition of Global Citizenship.

Learning Outcomes: 4.2, 4.3, 4.4, 7.4.

Time: 45-60 minutes

Materials needed:

Whiteboard and Internet to show class videos. Blank A4 paper per student, large sheet of paper/flipchart paper per small group, coloured markers.

Additional Activity: Exploring Global Citizenship Education (LOs: 4.2, 4.3, 7.4).

B. Cosmopolitan Citizenship

In this lesson learners explore the development of Global Citizenship from its first ancient expression as Cosmopolitanism. They relate Cosmopolitanism to Key Thinkers and have a walking debate.

Learning Outcomes: 4.2, 4.3, 6.2, 7.4, 7.5, 7.7.

Time: 45-60 minutes

Materials needed: PowerPoint: Cosmopolitan Citizenship available [on the Politics and Society subject page on our website](#).

C. Inspiring Acts of Global Citizenship

In this lesson learners explore Global Citizenship in action. Through the story of Hugh Evans, founder of the global movement 'Global Citizen', learners see how small steps can lead to meaningful change. In the second part of the activity learners identify a 'dream action' to undertake as a class or school and plan for student-led meaningful action.

Learning Outcomes: 3.1, 3.2, 3.3, 3.5.

Time: 1 hour

Materials needed: PowerPoint - Inspiring Acts of Global Citizenship available on the Politics and Society subject page on our [website](#). Whiteboard /flipchart and internet to show class video.

D. Global Frameworks

The aim of this lesson is to learn about global frameworks and how these both facilitate and restrict global citizenship. The lesson is broken into 3 parts.

Part 1 is a research task where learners do a case study on a global framework (e.g. The United Nations Convention on the Rights of the Child). Part 2 is the presentation of the case studies and the sharing of learning. Part 3 explores the rules-based international order (RBIO) and considers what it means for Global Citizenship.

Learning Outcomes: 4.5, 6.1, 6.2, 6.3, 7.5, 7.6, 7.7.

Time: 1 hour

Materials needed:

PowerPoint 'Global Frameworks' available on the Politics and Society subject page on our [website](#).

The Student Resource Pack, also available on our website, contains useful information for the case studies.

E. Negotiating as a Global Community

This is a fun activity to inspire good governance and global citizenship. Firstly, learners use their creativity, vision and hope to imagine their ideal society in the form of a nation. Secondly, the 'nations' come together as a global community to develop and negotiate a global framework or international agreement.

Learning Outcomes: 2.1, 4.2, 4.3, 4.5, 5.4, 6.1, 6.2, 6.3.

Time: 1- 2 hours

Materials needed: Large sheets of paper, pens, markers.

Additional Activity: Comparing 'ideal nations' to governance in Ireland (LOs: 2.1-2.6, 4.5, 5.2, 5.3, 5.4, 6.2, 6.3). Mapping and adapting aspects of the 'ideal nations' onto school as a 'mini-nation'. (LOs 1.1, 1.2, 4.5).

UNIT 2

Youth Participation

A. What is Youth Participation

In this lesson learners explore what youth participation is, why it is important and consider the benefits. A discussion follows, in which learners reflect on what they know about youth participation.

Learning Outcomes: 4.1, 4.2, 5.4.

Time: 45 minutes

Materials needed: Whiteboard and Internet to show class videos. PowerPoint: Understanding Youth Participation, available on the [Politics and Society subject page](#) on our website.

Additional Activity: UNCRC (LOs 1.4, 2.1, 4.1, 5.4, 5.5, 6.2).

B. Rights to Participation: United Nations Convention on the Rights of the Child (UNCRC)

In this lesson, learners explore participation rights under the United Nations Convention on the Rights of the Child using a placemat strategy. Laura Lundy's model of participation is presented and tokenistic participation is examined. There is also a research activity based on the Global Youth Participation Index (GYPI) Report (2025).

Learning Outcomes: 1.4, 4.1, 4.2, 5.4.

Time: 45-60 minutes

Materials needed: PowerPoint: Rights to Participation available on the Politics and Society subject page of our [website](#).

Additional Activities: Policy Context for Rights to Participation (LOs: 2.1, 4.1, 5.5). Models of Participation (LO 1.4). Hub na nÓg (LO 1.4).

C. Student Participation in Decision-making in School

In this lesson, learners consider their own experiences of participation in decision-making in school. They explore the benefits of and barriers to student participation. The lesson includes a research task based on three reports from the former Department of Children and Youth Affairs (DCYA). These are attached as a resource pack and can be explored using a World Café method. The lesson concludes with an activity which requires learners to connect the research evidence to their own lives and to the wider world.

Learning Outcomes: 1.4, 4.1, 4.2.

Time: 1-2 hours

Materials needed: PowerPoint: Student Participation in Decision-making in Schools and Student Resource Pack, both available on the [Politics and Society subject page](#) on our website.

D. Young People's Rights to Participation in Ireland

The first part of this lesson is a youth consultation on children's rights. It is based on a series of consultations with children and young people carried out by the former Department of Children, Equality, Disability, Integration and Youth (DCEDIY) between 2021-23. After responding to the research questions from the consultation, learners come up with recommendations to put to DCEDIY to promote children and young people's rights in Ireland.

In the second part of the lesson learners explore two of the official state reports to the UN Committee on the Rights of the Child (CRC). Learners compare the findings of the state reports and their own lived experiences to the UN CRC's recommendations to Ireland in 2023.

Learning Outcomes: 2.1, 4.1, 4.2. 6.1.

Time: 1-2 hours

Materials needed: PowerPoint: Young People's Rights to Participation in Ireland available on the Politics and Society subject page of our [website](#).

Additional activities: Explore CRC recommendations relating to rights to education (LO. 5.1 and 5.6).

UNIT 2

Youth Participation

E. Participation in Action

The first part of this lesson is based on a BBC newspaper article called '*The 3.5% rule: How a small minority can change the world*'. Learners read the article, answer questions and respond through a head-heart-hands activity. The second part of the lesson explores where and how young people can participate and take action; a Jigsaw strategy is used to find out about 4 national youth organisations which promote and support youth participation and active citizenship.

Learning Outcomes: 3.2, 3.3, 4.1, 4.2.

Time: 1-2 hours

Materials needed: PowerPoint: Participation in Action, available on the Politics and Society subject page of our [website](#). Large pieces of paper/flipchart paper, access to the internet.

F. Young People's Rights and Climate Change

In the first part of this lesson, learners explore the UN Committee on the Rights of the Child's (CRC) 2021 'historic ruling' on children's rights and the harmful effects of climate change. Learners engage with the CRC's decision letter through a think-pair-share method.

The second part of the lesson is a research task. To assist the research, information on climate cases taken by young people on the protection of their rights under the UNCRC or the European Court of Human Rights (ECHR) is provided; research questions are also included.

The third part of this lesson explores General Comment 26, the CRC's 2023 explicit affirmation of children's right to a clean, healthy and sustainable environment.

The fourth part is another research task based on a UNICEF report "Children's Rights and the Climate Crisis in Ireland". This was submitted as one of the Children's Reports to the UN Committee on the Rights of the Child in 2023.

Learning Outcomes: 4.1, 4.2, 4.3, 5.4, 6.1.

Time: 1-3 hours

Materials needed: PowerPoint: Young People's Rights and Climate Change, available on the Politics and Society subject page of our [website](#). Access to the internet.

UNIT 3

The Media

A. What is Critical Media Literacy

This lesson opens with a fun activity to understand conspiracy theories. The lesson then explores what critical media literacy is, why is it important, and how it relates to global citizenship education.

Learning Outcomes: 2.6, 4.2, 4.4.

Time: 45-60 mins

Materials needed: Whiteboard and internet access. PowerPoint Critical Media Literacy and PDF Being Media Savvy (from Facts Matter), both available on the [Politics and Society subject page](#) on our website.

B: Trust in the Media

Based on data from the Digital News Report from the Reuters Institute and University of Oxford, this lesson examines trust in the media. The second part of the lesson looks at news media bias and explores three different positions on the human contribution to climate change using a fishbowl strategy to debate and discuss different stances.

Learning Outcomes: 2.6, 4.2, 4.3, 4.4.

Time: 45-60 mins

Materials needed: Whiteboard and internet access. PowerPoint: Trust in the Media, available on the Politics and Society subject page of our [website](#). 2-3 copies of slides 5, 6 and 7 printed with key findings cut into individual strips. Slide 12, printed once (twice depending on class size) and the 3 stances cut into individual strips and distributed to groups.

C: False Information

This lesson delves into false information. A K-W-L technique is used to guide learners through what they know, what they want to know and what they have learned. Videos, quizzes, and games are used to build understanding.

Learning Outcomes: 2.6, 4.2, 4.3, 4.4.

Time: 45-60 mins (depending on prior learning and time needed for research).

Materials needed: PowerPoint False Information and the Student Worksheet False Information (6 pages) both available on the [Politics and Society subject page](#) on our website.

UNIT 3

The Media

D: Filter Bubbles & Echo Chambers

This lesson has two parts. Part 1 explores what online filter bubbles are, how they isolate users and what this means for global citizenship and democracy. Part 2 is about echo chambers, how to recognise, avoid and escape echo chambers. Learners are challenged to consider what their own online echo chambers might look like. Ideas are suggested for a case study on discourses in the media as well as some additional activities including discursive essay questions.

Learning Outcomes: 2.6, 2.7, 4.4.

Time: 45-60 mins for each part, with options for additional activities

Materials needed: Access to the internet, ideally for each learner or pairs of learners. PowerPoint Filter Bubbles for Part 1 and PowerPoint Echo Chambers for Part 2. Both are available on the [Politics and Society subject page](#) on our website.

E: Citizen Journalism

In this lesson learners explore what citizen journalism is and how it relates to human rights. They look specifically at Witness: The Human Rights Channel and the Right to Record Movement. There is an optional research task on the Right to Record and how it relates to human rights instruments. The lesson also includes a mini video action plan where learners use a Witness template to help them plan and create a video on a social justice or human rights issue. Additional activities to explore free speech and the freedom of expression are offered at the end of this lesson.

Learning Outcomes: 2.6, 2.7, 3.2, 3.3.

Time: 45-60 mins, with options for additional activities

Materials needed: Access to the internet, ideally for each learner or pairs of learners. PowerPoint (Citizen) Journalism, available on the [Politics and Society subject page](#) on our website.

UNIT 4

Education

A. Thinking about Education

In this lesson, learners begin to unpack education and consider the purpose of education from various sources. As part of unlearning and reconstructing (WWGS Guiding Principle 1), learners relate their new thinking to prior learning and experiences of education. The lesson concludes with learners creating their own statements on the purpose(s) of education. These statements are then used for a Walking Debate.

Learning Outcomes: 4.2, 4.3, 5.2, 6.2.

Time: 45-60 minutes

Materials needed: Whiteboard and PowerPoint Thinking about Education and the document 'Mainstream Notions of Education'. Both are available on the [Politics and Society subject page](#) on our website.

B. Universal Education

In this lesson, learners explore education as a universal human right, a Sustainable Development Goal and as a global agenda in the form of Education for All. An article from the New Internationalist is used to highlight the gains and remaining challenges for universal education. A video excerpt from the Carol Black documentary Schooling the World is used to draw attention to the neoliberal focus in global education agendas. The lesson concludes with a visionary discussion on what universal education should look like.

Learning Outcomes: 4.2, 4.3, 5.1, 5.2, 6.2, 7.5.

Time: 60 minutes (depending on learners' prior engagement with the topics)

Materials needed: Internet access, whiteboard and PowerPoint Universal Education, [Politics and Society subject page](#) on our website.

C. Measuring Education

The lesson begins by exploring the Programme for International Student Assessment (PISA) carried out by the intergovernmental organisation and policy forum the OECD. A BBC Global Podcast on education is used to consider the role of PISA in shaping educational policy. A Fishbowl method is used to discuss two contrasting policy narratives which impact the lives of young people.

Learning Outcomes: 4.2, 4.3, 5.2, 6.2, 7.6.

Time: 45-60 minutes (depending on time spent analysing PISA data)

Materials needed: Whiteboard and PowerPoint Measuring Education, available on the [Politics and Society subject page](#) on our website.

UNIT 4

Education

D. Schooling the World

This lesson is based on the documentary *Schooling the World* by Carol Black. In the first activity, learners analyse political cartoons and photographs relating to education as a tool of colonial power and imperial agendas. The second activity is based on video excerpts from the documentary; questions and learner tasks are offered to explore the videos.

Learning Outcomes: 5.7, 6.2, 6.3, 7.5, 7.6, 7.7, 8.2, 8.3.

Time: 45-60 minutes

Materials needed: Whiteboard and PowerPoint *Schooling the World*, Human Bingo Cards, available on the [Politics and Society subject page](#) on our website, printed and distributed to each learner (the A4 page contains 5 copies of the bingo cards)

E. Key Thinkers

In this lesson, learners explore Key Thinkers relating to education. A jigsaw strategy is used to develop knowledge on these theorists and their arguments. This is followed by a role play activity to encourage learners to vocalise their learning. Learners identify which theorist their thinking aligns with and offer a rationale for their position. The lesson begins and ends with some quotes from Key Thinkers to stimulate new ideas and reflections.

Learning Outcomes: 4.2, 4.3, 5.7, 6.2, 7.7, 8.3.

Time: 45-60 minutes. Time needed for this lesson is dependent on learners' experience of relevant Key Thinkers.

Materials needed: Whiteboard and PowerPoint *Key Thinkers in Education*, available on the [Politics and Society subject page](#) on our website.

Access student resources on Key Thinkers from the Professional Development Service for Teachers (PDST) [Politics and Society Key Thinkers](#), or the [NCCA Big Thinkers](#).

F: Widening the Lens: Incorporating Multiple Voices

This lesson begins with a short visualisation to broaden learners' perspectives on education. This is followed by reading different perspectives and experiences of education from minority groups, as well as a video interview focusing on Indigenous education in Colombia. In groups, learners are then tasked with developing an Education Charter for an Indigenous community.

Learning Outcomes: 4.2, 4.3, 5.3, 6.2, 6.3, 7.5, 7.6.

Time: 60+ minutes.

Materials needed: Whiteboard and PowerPoint *Widening the Focus*, available on the [Politics and Society subject page](#) on our website.

WorldWise Global Schools Supports

WWGS Education Officers

Each school engaged with the WWGS programme is assigned a regional Education Officer who is available to guide and assist educators throughout the school year.

Education Officers provide a range of supports, including phone and email support, school visits and guidance on the Global Passport Framework.

[Visit our website](#) to find out how to get in touch with your regional Education Officer.



WWGS Training and Workshops

WWGS provide free, tailored GCE training for post-primary educators. We provide both online and in-person training sessions designed to support and guide educators on all levels of their GCE journey.

See our [website](#) for upcoming training as well as recordings of past trainings.

WWGS Education Officers can also offer in-house training in your educational setting, including whole staff training, subject or module-specific training and support for planning. Contact your regional Education Officer for more information.

WWGS Events

WWGS events aim to celebrate and share GCE practices, new developments and resources. Annual events include our Teacher Conference and our Leadership Symposium. We also host regular workshops and events in response to current issues in the GCE field and beyond.

Visit our [website](#) to find out more.

WWGS Resources

We have developed the subject specific series 'Doing GCE', designed to assist the teaching and learning of GCE in a range of post-primary subject areas. Browse our [subject hub](#) to explore these resources and supports.

In addition to the subject specific guides, our resource library includes GCE and Sustainable Development Goals thematic worksheets.

For more information about WorldWise
Global Schools and the opportunities our
programme offers to engage with Global
Citizenship Education, visit our website
www.worldwiseschools.ie

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Irish Aid

An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

Irish Aid's **WWGS** is Ireland's national Global Citizenship Education (GCE) programme for post primary schools. WWGS is funded by Irish Aid and implemented through a consortium comprised of; Self Help Africa; Concern Worldwide; the City of Dublin's Education and Training Board Curriculum Development Unit; Association of Secondary Teachers Ireland (ASTI) also representing TUI; the National Association of Principals and Deputies (NAPD) and the Ubuntu Network.

