

WorldWise Global Schools

Strategy

Phase III (2023-2028)



Educating for an equal world

Table of CONTENTS

01	Foreword	2
02	Introduction	4
03	Context	5
04	Vision and Mission	8
05	Key Deliverables	11



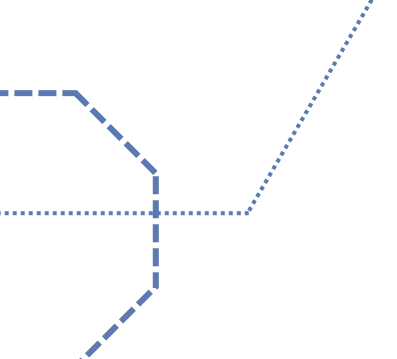
1. Foreword from Aidan Clifford

On behalf of the WorldWise Global Schools (WWGS) team and the consortium, it gives me immense pleasure to launch our strategy for the period 2023 to 2028. This strategy is the culmination of deliberations held in 2023 that extended into the first year of a new Irish Aid funded five-year phase of the programme.

The WWGS consortium consists of the National Association of Principals and Deputy Principals (NAPD), the Ubuntu Network, the Association of Secondary Teachers in Ireland (ASTI) and the Teachers Union of Ireland (TUI), the City of Dublin CDET, Concern Worldwide and, finally, Self-Help Africa (SHA) as the lead agency. The consortium, as part of its governance, firstly provides support in maintaining and nurturing the existing passion, commitment, focus and professional capacity of the WWGS team. Secondly, within the post-primary sector in Ireland, the consortium provides oversight in realising Irish Aid's understanding of global citizenship education as a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, global citizenship education (GCE) helps people to critically explore how global justice issues interlink with their everyday lives and how they can act to build a better world.

Over the last decade of the WWGS programme two important interlinked trends, giving rise to new points of alignment, can be identified: firstly, the movement of global citizenship education / development education from the periphery to a more central role and, secondly, the rising momentum given to participant voice, equality, inclusion, wellbeing, and education for sustainable development. The common factor in these trends is the unfolding concept of education as a process of developing positive relationships with ourselves, others and the natural and humanly constructed environment that enhances life itself. Within this local to global framework, the ethics of care, social justice, sustainability, and democratic engagement and expression becomes more meaningful.

The growth of GCE at post-primary level has been further enhanced by a number of other elements. These include: the incorporation, by the Teaching Council, of global citizenship as one of the seven core elements for initial teacher education; the significant attention by the Department of Education of the National Strategy of Education for Sustainable Development (ESD) in which GCE is one of its pillars and contributes to Ireland's fulfilment of SDG 4.7; the introduction by the National Council for Curriculum and Assessment (NCCA) of the Leaving Certificate Politics and Society course, the draft Climate Action & Sustainable Development (CASD) specification, the new Junior Cycle Civic Social & Political Education (CSPE) short course and, finally, the inclusion of an ESD dimension within other new national curriculum developments.



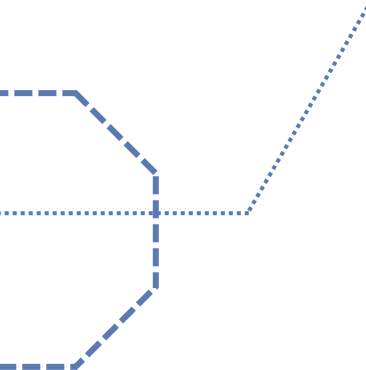
Throughout these processes the award winning WWGS programme, by drawing from the experience of supporting hundreds of teachers and senior management in schools across Ireland, has informed the related policy formation process. Other supranational organisations, such as the UN/UNESCO, OECD, Council of Europe and the EU, have provided guiding documents and developed competencies that resonate with WWGS GCE activities. The Irish Aid funded development, humanitarian and advocacy NGOs play a significant role in accessing quality information for incorporation into GCE programmes. WWGS maintains a strong relationship with the Ubuntu Network community of post-primary initial teacher educators and with the Irish Development Education Association (IDEA) in exploring contemporary issues in GCE. WWGS is an active member of the IDEA Code of Good Practice for Development Education in Ireland, which is a quality framework that articulates how to strengthen good practice. Additionally, the feedback from the WWGS Teacher Advisory Group and the WWGS Education Panel has orientated the new strategy.

The new strategy, fortified by five WWGS GCE guiding principles, fosters critical and creative thinking. It cultivates a capacity to identify root causes to inequality and a curiosity about the creation of flourishing sustainable local and global communities that have a strong sense of justice, belonging and agency based on a democratic culture underpinned by human rights. WWGS will in the new phase develop deeper engagement with school communities in their interaction with GCE and ESD and, where appropriate, in the further articulation of their living ethos. The WWGS programme implemented under the new strategy connects to the post-primary curriculum and provides a means of integrating GCE into the curriculum and making the education experience relevant to students' own contemporary concerns. In that regard, GCE can be seen as a complementary catalyst in the achievement of a wide range of the key skills, statements of learning, key competencies and learning outcomes across the post-primary curriculum.

The new strategic direction of WWGS will shape the implementation of our priorities and guide our activities into the future in a manner that is meaningful to students, educators and leaders. The strategy is a categorisation of our orientation, values and actions and is focused on our commitment to reaching our goal of increased reach, accessibility, quality and effectiveness of Global Citizenship Education on the island of Ireland by 2028. In doing so, WWGS will be a major contributor to the achievement of Irish Aid's own strategic goal: That people in Ireland have access to quality, lifelong Global Citizenship Education, enabling them to become active global citizens committed to a fairer and more sustainable future for all.

Aidan Cliffford
Aodán Ó Clúmháin

WWGS Consortium Chair 2023-2024



2. Introduction

As Programme Director of WorldWise Global Schools, it is with great pleasure and a profound sense of responsibility that I present our Phase III Strategy. This document is both a roadmap and testament to our commitment to fostering a more just, inclusive and interconnected world through education.

Global Citizenship Education (GCE) is at the heart of empowering post-primary communities to engage actively with global challenges and opportunities. In a rapidly changing world, where the issues of climate change, inequality and migration are ever more pressing, our role in shaping informed, empathetic and proactive global citizens has never been more critical.

Our strategy is rooted in our Guiding Principles where we commit to unlearn and reconstruct, find the root causes of global injustices, prioritise human rights, make local to global links and act in solidarity with others. These principles form a strong foundation for building global awareness and empathy. By promoting critical thinking, cross-cultural sensitivity and a sense of shared responsibility, WorldWise Global Schools will continue to equip school leaders, educators and learners across Ireland with the skills and perspectives needed to navigate and create a better world.

This strategy outlines our programme goals, including expanding our reach and impact, strengthening partnerships with key stakeholders and enhancing our capacity to deliver high-quality GCE. It details our approach to measuring success, ensuring that we remain accountable to our mission and to the education communities we serve.

Collaboration lies at the core of our strategy. We recognise that achieving our ambitious programme goals will require the collective effort of educators, NGO and GCE partners and all stakeholders in education communities.

As we embark on this journey, I extend my deepest gratitude to our dedicated team, our consortium, partners and supporters. Your passion and commitment are the driving forces behind our progress. Together we will inspire and empower a new generation of global citizens, equipped to build a more equitable and sustainable future for all.

Dr Katie Chapple
Director WorldWise Global Schools



3. Context

WorldWise Global Schools is Irish Aid's programme for Global Citizenship Education (GCE) for post-primary settings across Ireland. WorldWise Global Schools defines GCE as an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, GCE helps students critically explore the root causes of global justice issues and how they interlink with our everyday lives.

Recognising the need for sustained commitment to address the many challenges the world faces, WorldWise Global Schools integrates GCE into post-primary settings through a variety of approaches including grant funding, training, resources and support, as well as engaging with NGOs who work directly with these settings.

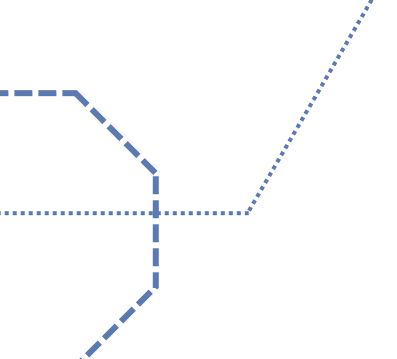
In the 5 year period from 2018 up to 2023, WorldWise Global Schools delivered support directly to 389 post-primary settings. This was achieved through training (both onsite and online), as well as providing access to resources and tools, grant funding and events. This represents 53% of post-primary settings having engaged directly with the WWGS programme in the period prior to our new strategy.

Responding to the needs of post-primary educators, WorldWise Global Schools has created a number of resources for individual subjects as well as cross curricular guides and models to embed Global Citizenship Education in post-primary settings. Using our newly revised Global Passport Framework for Phase III, post-primary settings can assess the depth of their Global Citizenship Education both in

and beyond the classroom. This new framework will be used as the chief mechanism through which post-primary settings will engage directly with WorldWise Global Schools during Phase III.

In addition to working directly with post primary settings, WorldWise Global Schools supports other actors in the post-primary sector to deliver and advance Global Citizenship Education. In the same five year period prior to this strategy, WorldWise Global Schools awarded 111 grants to NGOs, Education Networks and School Clusters to implement quality Global Citizenship Education through workshops and training in a range of post-primary settings across Ireland. This has enabled WWGS to engage a further 305 post primary settings indirectly with the programme.

WorldWise Global Schools has seen many successes in the life of the programme, not least of which is a growth in the scope and coverage of the programme from an initial 11 schools directly involved at the beginning of 2013 compared to 389 engaging with the programme within a decade. During the most recently completed five year phase of the programme alone, WorldWise Global Schools disbursed over 1,000 grants between 2018 and 2023 to individual post primary settings to resource their GCE initiatives. During that time, there were over 14,000 engagements recorded with the programme's target audience of post-primary educators. WorldWise Global Schools presented 306 Global Passport Awards to post-primary settings from 2018 up to 2023 in recognition of their level of engagement in and commitment to Global Citizenship Education. WorldWise Global Schools has grown in capacity to host large events over



the past ten years of the programme from 2013 up to 2023 including, for example, annual conferences for post-primary learners, educators and school leadership in settings such as Iveagh House, Thomond Park, the Aviva Stadium and Croke Park.

Most notably, WorldWise Global Schools was the first Irish initiative to receive a European Global Education Innovation Award. This was received from the Global Education Network Europe (GENE) in recognition of the work and engagement in peer learning on Global Citizenship Education.

WorldWise Global Schools is funded by Irish Aid and delivered by a consortium: Self-Help Africa, Concern Worldwide, City of Dublin ETB, the Association of Secondary Teachers in Ireland (ASTI) and the Teachers Union of Ireland (TUI), the National Association of Principals and Deputy Principals (NAPD) and the Ubuntu Network. In addition to the consortium, the programme is supported by an advisory Education Panel of more than twenty members from education managerial bodies, unions and many patron bodies, as well as representation from members of the Global Citizenship Education sector in Ireland. WorldWise Global Schools has also created consultation structures within the programme including a Teacher Advisory Group and a Student Advisory Group to solicit feedback from key stakeholders accessing the support of WorldWise Global Schools.

WorldWise Global Schools is ever mindful of the challenges that exist for Global Citizenship Education. Current challenges include war, xenophobia, anti-immigration sentiment, overwhelm in the face of permacrisis, lack of urgency amongst Global North governments to tackle climate change, and misinformation through online platforms. WorldWise Global Schools builds capacity to

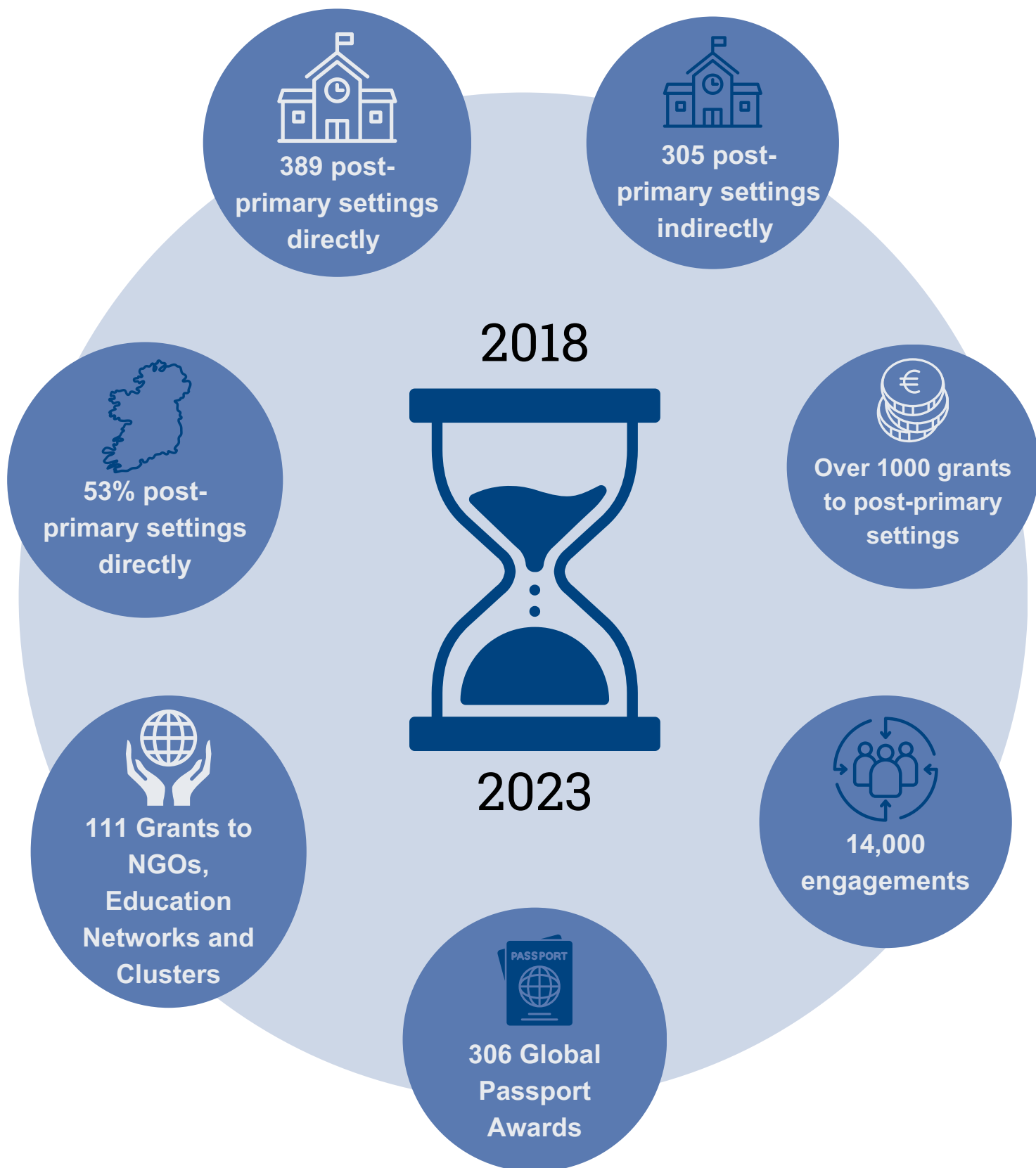
reimagine the world without injustice and unfairness, particularly in the local and global systems in which we live.

WorldWise Global Schools faces the challenge of responding to the resource needs of teachers as curriculum reviews are currently underway. The pressures of the busy school environment, curriculum demands, and the focus on state examinations remain challenging for incorporating Global Citizenship Education into the classroom. However, by raising awareness, building confidence and equipping teachers to deliver quality Global Citizenship Education, WorldWise Global Schools has an opportunity to support post-primary settings in addressing and tackling current issues in our world.

The recent incorporation of Global Citizenship Education into many education policies will help WorldWise Global Schools convey its messages across a wider spectrum of education settings. WorldWise Global Schools will in Phase III aim to broaden support on an all-island basis and to reach more marginalised settings across Ireland.

Providing grant funding support has provided a major benefit to schools engaging with WorldWise Global Schools, as it enables school communities to deepen and develop their Global Citizenship Education through resources, workshops and educational trips. Working with a diverse group of NGOs provides WorldWise Global Schools with opportunities to widen the reach and scope of the programme to engage with a wide array of post primary settings.

WWGS Phase II Achievements



4. Vision and Mission

WorldWise Global Schools is Irish Aid's programme for Global Citizenship Education (GCE) for post-primary settings across Ireland. WorldWise Global Schools defines GCE as an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, GCE helps students critically explore the root causes of global justice issues and how they interlink with our everyday lives. Recognising the need for sustained commitment to address the many challenges the world faces, WorldWise Global Schools integrates GCE into post-primary settings through a variety of approaches including training, resources and support as well as engaging with NGOs who work directly with these settings.

In Phase III (2023-2028), WorldWise Global Schools aims to achieve greater depth of engagement with GCE by post-primary settings participating in the programme. We aim to liaise and collaborate with relevant government departments, NGOs and with many other stakeholders in the formal education sector and the Global Citizenship Education sector to ensure that quality Global Citizenship Education is available to post-primary education settings across the island of Ireland. An ambitious part of our strategy for Phase III of this programme is to adopt an all-island approach by including NGOs and post-primary settings in Northern Ireland. In addition, we aim to guide post-primary education settings on the inclusion of Global South voices through a new guide on partnerships to be developed in Phase III. Furthermore, WWGS will ensure that post-primary settings with more marginalised access to GCE are targeted by the programme over the course of Phase III.



To achieve this, WorldWise Global Schools follows five GCE Guiding Principles. Developed by WorldWise Global Schools, and workshopped with the wider GCE sector in Ireland, these principles guide our ethos to GCE delivery in the post-primary sector.

UNLEARNING & RECONSTRUCTING: Question what we know and make space for different ways of thinking.

FINDING ROOT CAUSES: Dig Deeper to find the causes of an inequality or injustice.

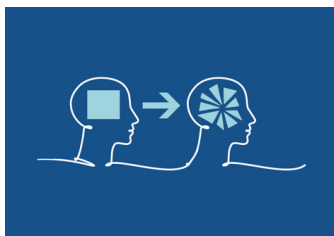
PRIORITISING HUMAN RIGHTS: Our actions and solutions should not lead to the exploitation of people.

MAKING LOCAL TO GLOBAL LINKS: Connect local issues with global issues and global issues with local issues.

ACTING IN SOLIDARITY: Work together on an equal footing to challenge injustice.

In Phase III, WorldWise Global Schools will continue to provide quality Global Citizenship Education training and resources, work directly with post-primary settings, share good practice and learn from others in the education and Global Citizenship Education sectors. WorldWise Global Schools will reflect critically on practice through engagement with various forums. These include the WWGS Education Panel, the WWGS Teacher Advisory Group and the WWGS Student Advisory Group. WWGS will continue to engage, importantly, with the Irish Development Education Association (IDEA) Code of Good Practice.

WWGS Guiding Principles



1. Unlearning and Reconstructing

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



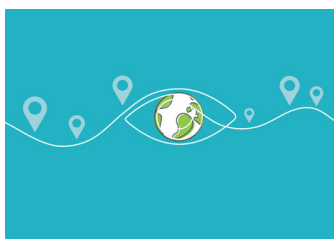
2. Finding Root Causes

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



3. Prioritising Human Rights

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



4. Making Local to Global Links

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



5. Acting in Solidarity

Work together on an equal footing to challenge injustice.

Through our Guiding Principles and reflection on practice, WorldWide Global Schools aims to have a sustained impact on post-primary settings and their wider communities, enriching the teaching and learning experiences of educators and learners. Global Citizenship Education equips learners with critical thinking skills to enable learners to contribute to a more just and equitable world. It offers an exciting opportunity to teach through existing curricula, enabling the school community to contribute in solidarity to our ever-changing world.



The goal of WorldWide Global Schools is increased reach, accessibility, quality and effectiveness of Global Citizenship Education in up to 450 post-primary settings on the island of Ireland by 2028. This will be achieved through three outcomes.

Outcome 1

An increased number of educators from a diverse range of post-primary settings engaged in greater depth of learning in high quality Global Citizenship Education as a result of WorldWide Global Schools direct support.

Outcome 2

A whole school approach to Global Citizenship Education promoted to and implemented by post-primary educators and school leaders.

Outcome 3

Increased coordination and policy influence achieved by the WorldWide Global Schools programme within the formal education and Global Citizenship Education sectors.

5. Key Deliverables

Outcome 1

An increased number of educators from a diverse range of post-primary settings engaged in greater depth of learning in high quality Global Citizenship Education as a result of WorldWise Global Schools direct support.

To achieve this outcome WorldWise Global Schools will support, share and model good practice and develop resources that will build and scaffold GCE among post-primary setting educators.

WorldWise Global Schools will:

- Provide online and in-person, one-to-one and peer support to educators.
- Create and disseminate resources to support educators.
- Identify and share case studies from education settings engaged with WorldWise Global Schools.
- Incorporate global south voices through the development of a Global School Partnerships Good Practice Guide for post-primary settings.



Outcome 2

A whole school approach to global citizenship education promoted to and implemented by post-primary educators and school leaders.

To achieve this outcome, WorldWise Global Schools will streamline the grant and Global Passport application processes so that all settings are encouraged to adopt a whole school approach to Global Citizenship Education. WorldWise Global Schools will work with NGOs to support schools indirectly through NGO workshops and engagements in a whole school approach to Global Citizenship Education. WorldWise Global Schools will directly target school leaders, patron body representatives and Boards of Management and other governing bodies through training and utilisation of the Global Passport Framework to help embed a whole school approach in post-primary settings.

WorldWise Global Schools will:

- Develop a new Global Passport Framework to guide post-primary settings in embedding quality GCE in their setting and communities.
- Provide grant funding to post-primary settings, including school clusters, to enable deeper whole school engagement with GCE that is solidly based on the five WorldWise Global Schools GCE Guiding Principles.
- Provide grants to eligible NGOs and education networks who have the relevant expertise and capacity to deliver quality GCE in line with the WorldWise Global Schools ethos to post-primary settings.
- Provide in-person and online training to target school leaders and other educators on a whole school approach to GCE.



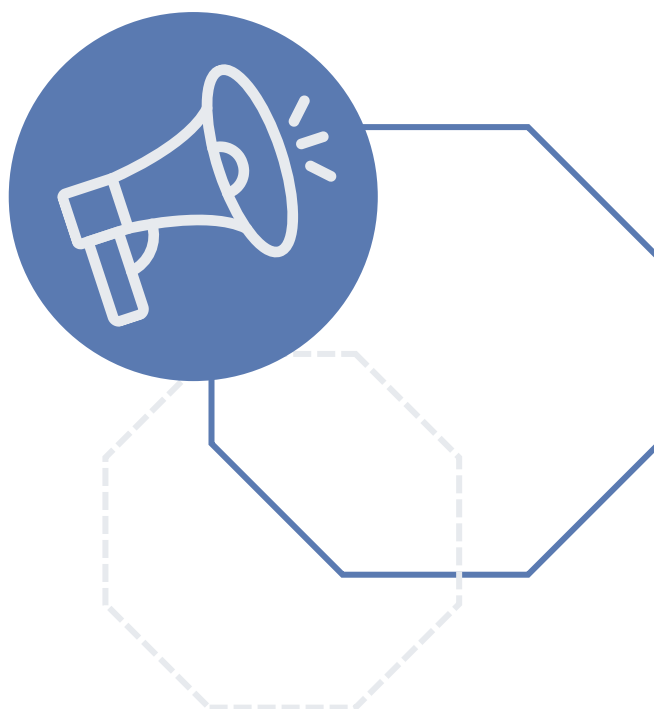
Outcome 3

Increased coordination and policy influence achieved by the WorldWise Global Schools programme within the formal education and Global Citizenship Education sectors.

To achieve this outcome, WorldWise Global Schools will deepen engagement with stakeholders in the formal education sector, the Global Citizenship Education sector, national policy makers and Higher Education Institutes to ensure high quality GCE support for post-primary settings.

WorldWise Global Schools will:

- Engage with critical processes and events such as collaborating with other Irish Aid strategic partners.
- Influence national policies and curriculum developments to ensure inclusion of high quality Global Citizenship Education.
- Continue to establish WorldWise Global Schools as a recognisable and attractive 'brand' among post-primary education communities both engaged and not engaged with WorldWise Global Schools.





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Irish Aid
An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

