

Educating for a Wise World

**A WorldWise Global Schools Guide
to Global Citizenship Education in
Post-Primary Settings**



 **Irish Aid**
An tAid Eorpach Leasaithe agus Trádála
Department of Foreign Affairs and Trade

**WorldWise
Global
Schools**

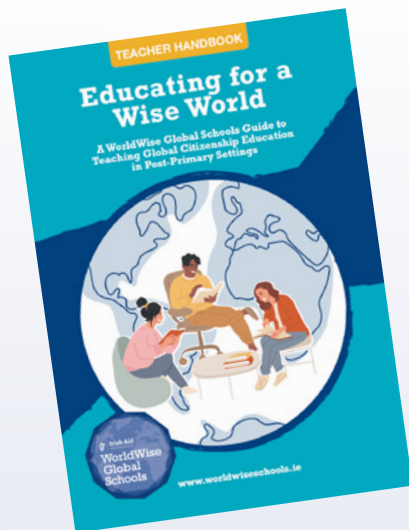
www.worldwiseschools.ie

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 guide is for post-primary educators who are working to embed GCE into their education setting through involvement with the WWGS programme.

Whether you are new to GCE, or have years of experience, this handbook will help to build deep, quality learning across your educational setting.

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



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



This WWGS Guide to GCE was first published in 2025

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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 Global Citizenship Education:

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



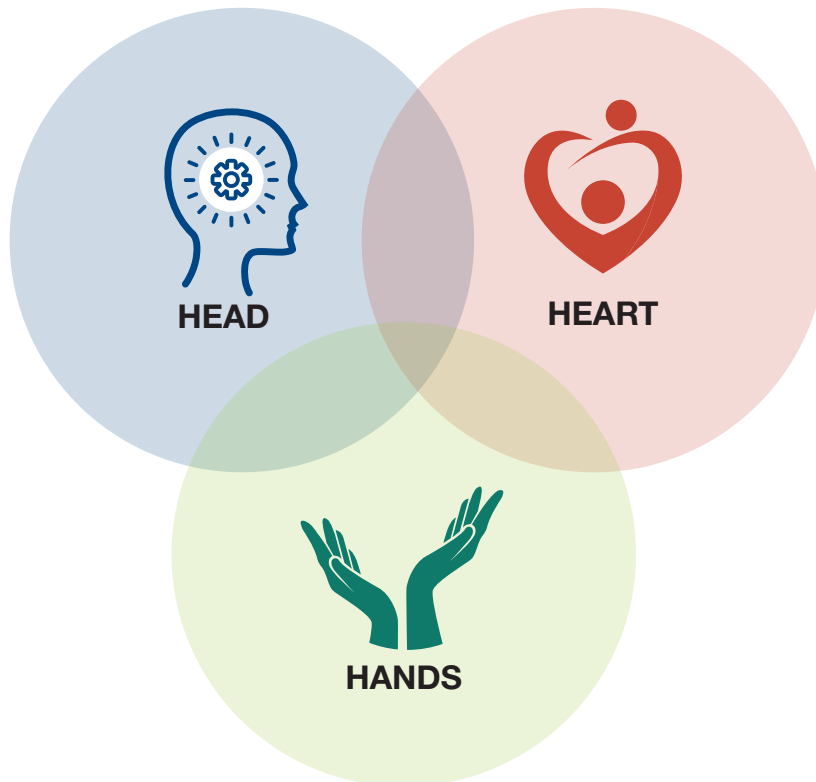
Why is it important?

"As our world grows increasingly interdependent, GCE is more vital than ever for international solidarity and inspiring learners of all ages to positively contribute to their local and global communities." (UNESCO, 2024).

- As an educational approach, GCE underlies all teaching and learning and is an integral aspect of existing subjects and curricula.
- Research indicates that GCE has a myriad of benefits for learners and educators. Benefits include; increased compassion, respect for diversity, greater empathy, open-mindedness, and active participation in communities.
- GCE helps learners to think critically and understand the world around them.
- Empowered and active global citizens contribute to a more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2017).

How to approach Global Citizenship Education?

GCE is approached by engaging the head (cognitive),
the heart (emotional) and the hands (behavioural).



GCE should first engage the head and the heart.
These then empower the hands to take meaningful action.



HEAD

Nurturing the knowledge, skills and understanding required for well-informed and critically competent citizen-learners.

Skills

Critical and analytical thinking.



HEART

Instilling the values and attitudes which reflect the vision of global humanity and solidarity.

Values

Empathy and solidarity.



HANDS

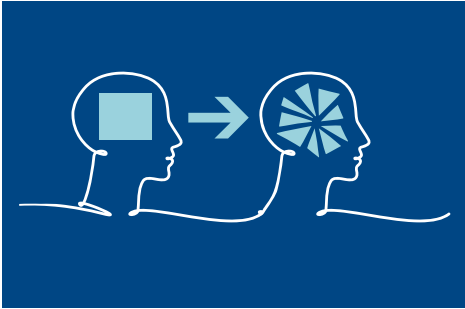
Adopting the behaviours to act on the knowledge, values and attitudes which have been nurtured.

Act(ion)s

Participating, caring and contributing.

WorldWise Global Schools

Guiding Principles for GCE



UNLEARNING & RECONSTRUCTING

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

- Where do we get our information from?
Whose voices do we not hear?
- 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.

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



PRIORITISING HUMAN RIGHTS

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

- Why are some people's rights respected, while other people's are not?
- 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.

- How are we connected to global inequalities and injustices?
- 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.

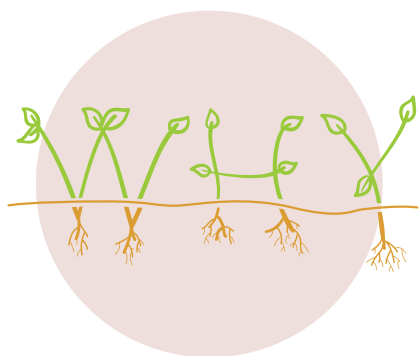
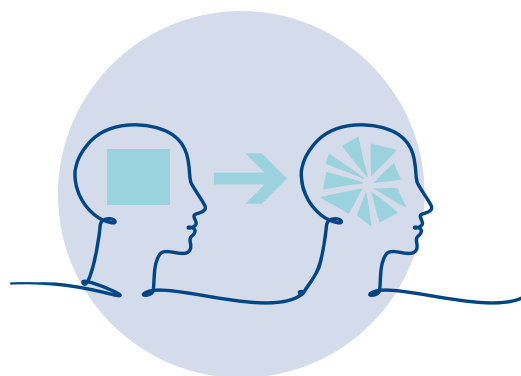
- Do our words and actions potentially reinforce inequality and injustice?
- Can we think of any examples (locally or globally) that show solidarity with those challenging an injustice?

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.

UNLEARNING & RECONSTRUCTING

Unlearning means challenging ingrained biases, assumptions and stereotypes.

Reconstructing means gaining more empathetic, inclusive perspectives that reflect global realities.

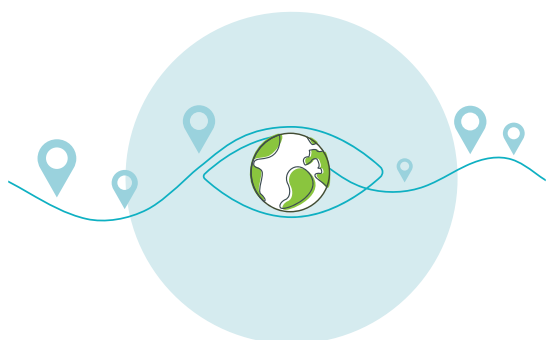
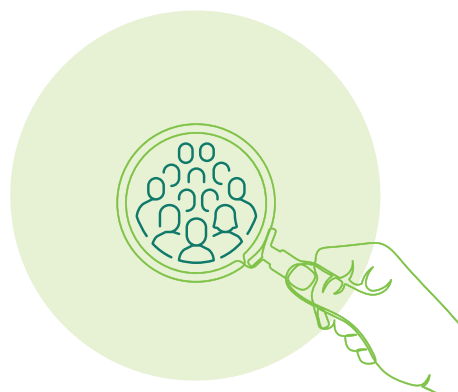


FINDING ROOT CAUSES

By uncovering the deep-seated drivers of inequality, learners and educators can take meaningful action towards global justice.

PRIORITISING HUMAN RIGHTS

At the heart of Global Citizenship Education lies the understanding and defence of human rights.



MAKING LOCAL TO GLOBAL LINKS

Connecting local issues to global challenges builds compassionate, responsible and active global citizens.

ACTING IN SOLIDARITY

Standing with others in their struggles and striving together for justice builds global relationships based on equity, compassion and collective responsibility.



Global Justice Issues

Global justice concerns fairness and equity for all people across the entire world. Global justice requires a redistribution of resources, wealth and power, with a particular emphasis on human rights. 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.

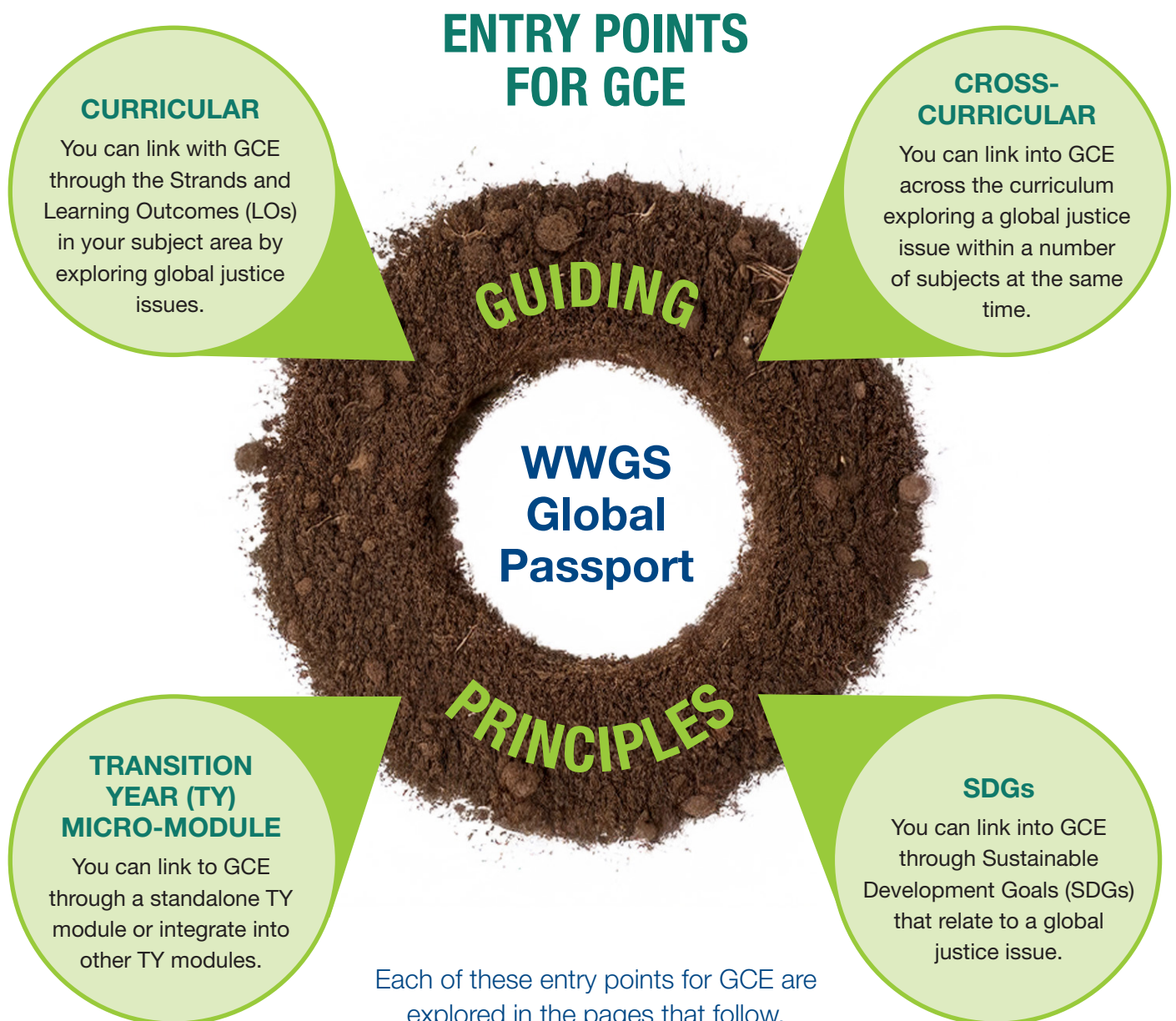


Consult our Guiding Principles and the accompanying questions on page 3 to 'guide' your critical exploration of justice issues.

Global Citizenship Education in Post-Primary Contexts

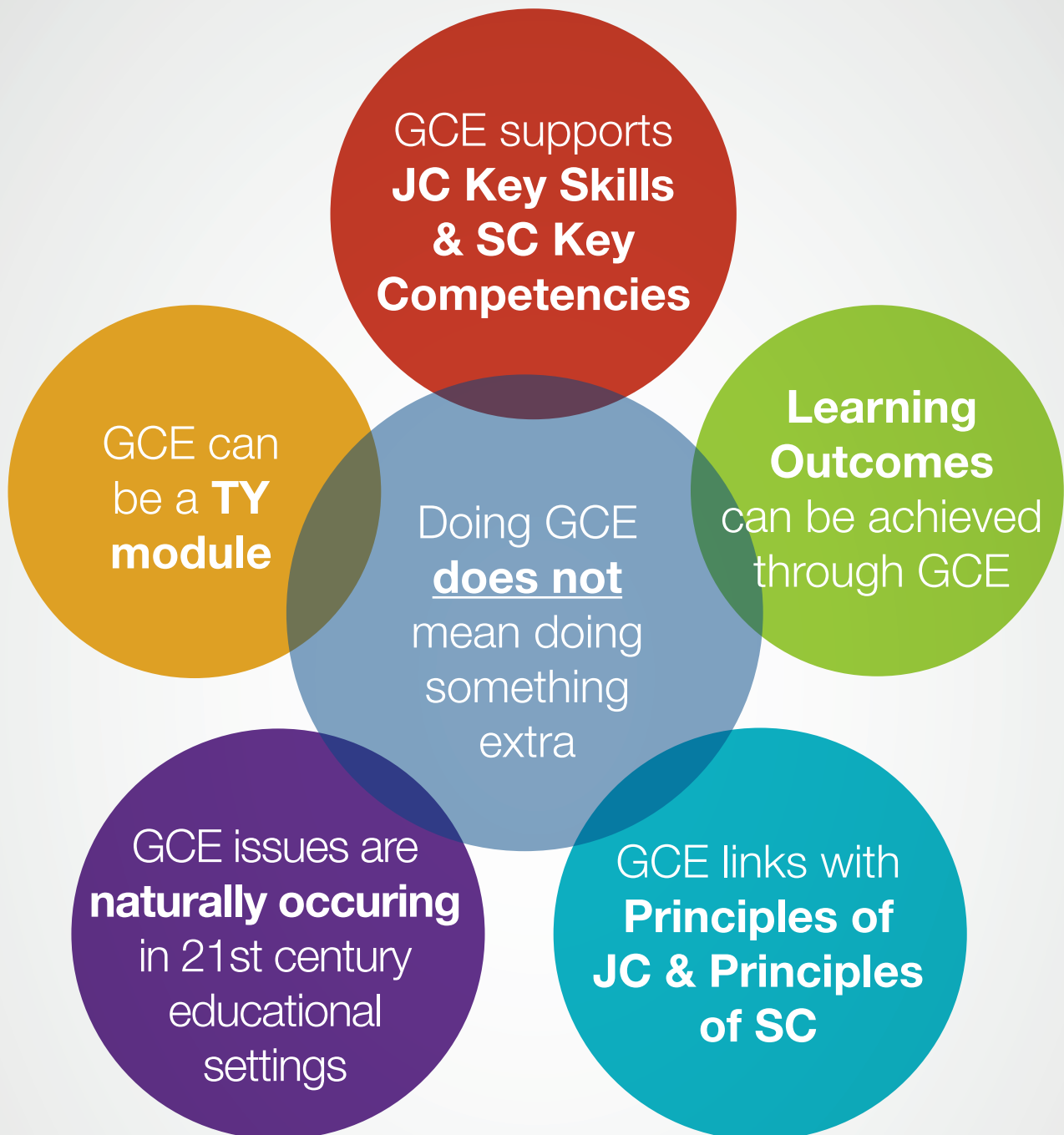
WorldWise Global Schools works with education settings through the Global Passport framework. This framework, which underlies our programme, is designed to support an effective whole-setting approach to GCE.

The Global Passport enables education settings to approach Global Citizenship Education from different entry points, as shown in the diagram below. Inside the circle, the five WWGS Guiding Principles underlie and direct all of our GCE; they form the ‘soil’ from which it grows.



The WWGS Global Passport Framework is detailed on pages 15 and 16 of this Guide.

Global Citizenship Education in Post-Primary Curricula



**JC: Junior Cycle. SC: Senior Cycle.
TY: Transition Year.*

Global Citizenship Education in Post-Primary Curricula

- Consider what you are already teaching in your classroom, you may already be covering GCE topics.
- Start small, you can integrate GCE piece by piece, building capacity and knowledge.
- Consider where GCE fits naturally into your curricular area, TY module or course plans. Where are the overlaps and connections?
- What strands, elements or learning outcomes in your subject specification relate to global justice issues?
- See Appendices 2, 3 and 4 at the back of this guide to explore how GCE connects specifically to Junior Cycle, Senior Cycle and Youthreach programmes.
- Explore our [online subject hub](#) for a series of subject-specific guidebooks, which support educators to explore GCE issues and concepts in different subject areas.

Cross-Curricular

- Are any other classes or teachers exploring this global justice issue, or a connected issue?
- What cross-curricular opportunities exist?
- Is a thematic collaboration with another teacher or curricular area possible?
- Do opportunities exist for peer learning?

Transition Year Module

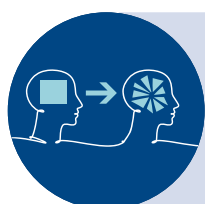
- How can GCE be integrated into current TY micro-modules in your school?
- How can your GCE work link to NCCA developed modules such as [Taking Actions for Sustainable Living: Think, Plan, Act](#) or modules developed by externally approved providers, such as the [Action on Global Citizenship TY course](#) from Development Education.ie
- Is there potential to design and deliver a standalone GCE module for your school?

Global Citizenship Education and the Sustainable Development Goals

The Sustainable Development Goals (SDGs) can be an entry point for your GCE work, or a particular goal may link to a global justice issue you are exploring. Note, however, that SDGs often focus on the symptoms, not root causes, of justice issues. For a GCE approach, it is imperative to seek out root causes of injustices and to explore the human, as well as environmental, aspects of SDGs.

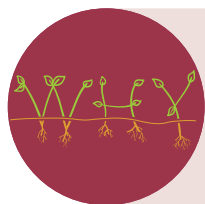
For example, you might explore Goal 12 Responsible Consumption and Production by looking at the life cycle of a phone. GCE goes beyond the environmental effects of mineral extraction to understand the human impact of extractive industries, such as labour exploitation, damage to health and community displacement.

GCE & the SDGs



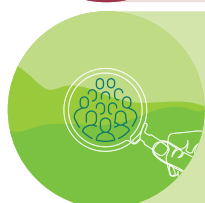
UNLEARNING & RECONSTRUCTING

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 to global issues 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.



Incorporate the WWGS Guiding Principles for GCE so that you explore the SDGs through the lens of Global Citizenship Education.



Classroom Activity: Web of Goals

See our [website](#) for a lesson plan on a spider web activity linking global justice issues to Sustainable Development Goals. The activity invites students to identify possible SDGs which link or overlap with a chosen global justice issue. Our Global Justice Issues poster on the next page is a useful resource for this activity.

REMEMBER
The SDGs
deadline is
2030.

Find out more: See Appendix 5 at the back of this Guide for more information on the SDGs.

GCE Teaching & Learning Activities

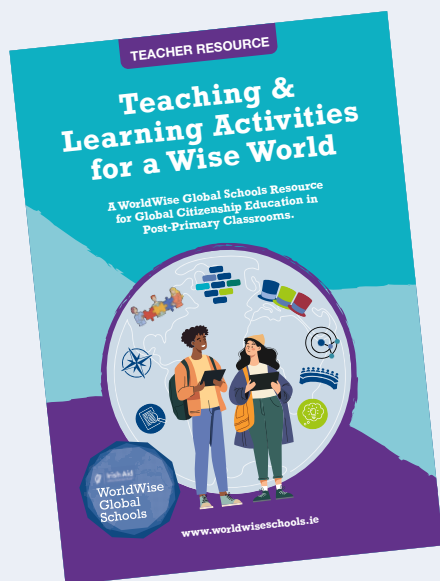
In Global Citizenship Education, educators are encouraged to take on a facilitation role and to employ learner-centred, participatory approaches to teaching and learning. This empowers learners to play an active role in shaping their own learning, their participation, and their agency as global citizens.



For more details and instructions on these activities, explore the GCE Teaching & Learning Activities page of our website.

Active and participatory activities which you may already use in your classrooms can be easily adapted for GCE. For instance, storytelling, role-plays, research, presentations, debate, cartoons, design thinking, peer learning, think-pair-share, K-W-L, placemat activities, mind maps, quizzes, case studies and more.

GCE Teaching & Learning Activities



Our [GCE Teaching & Learning Activities Resource](#) contains a range of active and engaging classroom activities which can be adapted to explore different justice issues. Each activity includes a summary, step-by-step instructions and links or videos for more information.

The resource also introduces a number of standalone activities and games for exploring specific justice issues. In addition, introductory and ice-breaker activities are included, as well as a selection of reflection exercises to close GCE lessons.

The Digging Deeper Tool, which is used for critical and in-depth exploration of global justice issues, is also detailed in our Activities Resource.

Digging Deeper Tool

The [Digging Deeper Tool](#) is a series of questions designed to help learners critically engage with global justice issues. It is advised to use the tool after completing research or studying background information on a particular issue. There are 7 stages of critical questioning which focus on exploring multiple perspectives, power issues, root causes, potential actions and the impact of actions.

The Tool is aligned with our WWGS Guiding Principles for Global Citizenship Education and helps us think about what we know, what we don't know, and how to uncover our blind spots.

The Digging Deeper Tool has been adapted from a resource produced by Pashby and Sund (2019), in conjunction with the Manchester Metropolitan University, to support educators and learners to critically explore, deeply engage with and reflect on justice issues. More information is available [here](#) on the Manchester Metropolitan University website.

See Appendix 7 on page 36 of this Handbook for the Digging Deeper Tool.

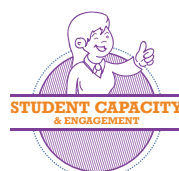
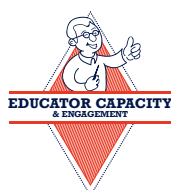
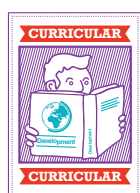
Our GCE Teaching & Learning Activities Resource, available in hardcopy and on our [website](#), also contains the Digging Deeper Tool.



WWGS Global Passport

The WWGS Global Passport is a Global Citizenship Education EU accredited quality mark, which offers post-primary settings a framework to integrate GCE into all aspects of school life. It is designed to support, strengthen and sustain effective whole-setting Global Citizenship Education. It can be used as a planning tool, a recording tool and a reflection tool.

The Global Passport is also a recognition of good practice in GCE. WorldWise Global Schools invites education settings to apply for a Global Passport and reflect on the level of GCE engagement across six areas of school life, these are referred to as 'passport stamps'.



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

Global Passport applicants rate their education setting's level of Global Citizenship Education engagement under each of the six stamps and provide examples of GCE activities, planning, teaching and learning. This will be reviewed by a team of appraisers. The total score will be calculated and the Global Passport level will be determined.

WWGS Global Passport

There are 5 levels of GCE engagement:



Global Passport Applicant

For settings with emerging engagement with GCE.



Citizen's Passport

For settings with active engagement in GCE.



Diplomatic Passport

For settings with established engagement with GCE.



Higher Diplomatic Passport

For settings with highly established engagement with GCE.



Special Passport

For settings with exceptional engagement with GCE.

Through the Global Passport, post-primary settings can also apply for a grant to support a whole setting approach to Global Citizenship Education.

We encourage educators and management to consult the [Global Passport tab](#) on our website to find out more information, including our Global Passport Guide, registration details and a dedicated [Global Passport Resources tab](#) which hosts tools to assist educators to embed GCE into their education settings.

Teacher Reflections on the Global Passport

It's like a trip down memory lane. You can forget things that were done during the year until you are completing the form.

Seeing how much we actually did was gratifying and surprising.

I learned a lot because I am new to the school and it was a fantastic way to learn about GCE and how much the school can benefit from communication between departments and subjects.

It shows valuable information on how to move forward as a school community.

It helps you pause and take stock of the work being done, it helps to bring it all together.

Raising Awareness

When you have explored a global justice issue with your students, the next steps are to raise awareness of the issue and to take meaningful action. These steps overlap with several Stamps in the Global Passport Framework, in particular Stamp 2-Extra-Curricular, Stamp 4-Student Capacity and Engagement, and Stamp 6-Community Engagement.

Opportunities to Raise Awareness

Peer Learning

Learners collaborate with peers or share GCE learning through student-led workshops. Explore cross-curricular opportunities and engagement with other educational settings.

GCE Events

Celebrate GCE themed events, for example Fair Trade Day or Biodiversity week. Events are a powerful way to raise awareness and inspire action.

Creative Arts

Explore approaches such as visual arts, film, media, music, drama, photography, creative writing to explore or communicate global justice issues.

Assemblies

Assemblies or intercoms can serve as shared learning platforms to motivate and unify learners to engage with justice issues.

Displays

Use indoor and outdoor spaces and corridors, or online display tools to stimulate conversations, ideas, share learning, or inspire action.

Media

Share learning and raise awareness through school newsletters and local media. Online platforms, blogs and social media allow GCE messages to go further and wider.

GCE Workshops/ Facilitators

Invite a GCE facilitator* to your setting to explore the theme more deeply and/or offer a lived experience perspective.

- As with all your GCE work, ground your approach in our [Guiding Principles for GCE](#).
- Consult our [Guide to Ethical Communications](#) to ensure awareness raising activities or events comply with best ethical practices.
- See our [Guide to Scaffolding Events](#) to explore how to scaffold teaching and learning around awareness raising and activities and to move towards informed and meaningful action.
- See our website for a [Directory of Facilitators](#) and NGOs providing GCE activities to post-primary settings.

Focusing on Action

Action comes after exploring a global justice issue. Action needs to be supported through scaffolding teaching and learning. Learner participation in action agendas ensures greater buy-in, motivation and agency for young people.

Use the Action Table here to guide learners about where and how they can take action. Share the Action Planning Template (on page 18 below) with your students to help structure their actions.

WHERE?	HOW?
School	Influence Behaviour Changes • Make ethical/sustainable collective consumer choices. • Choose wood and paper products with the FSC or PEFC logos to ensure support for materials sourced from forests with sustainable management practices. • Commit to Fairtrade products, keep an eye out for the Fairtrade logo, and/or explore options for ethically and sustainably sourced uniform materials. Create Policy Changes • Find out about school policies related to the issue. • For example, policies on sustainable energy use, building upgrades, water use, outdoor space, food suppliers, uniform supplier, student enrolment, inclusion, student voice/council, GCE and/or Education for Sustainable Development (ESD) policies.
Community	Collaborate • Build relationships between the school and the wider community. • Consider other educational settings, local community groups, people or organisations who are affected by this issue or organisations who advocate for change. • Share information, create dialogue, engage with already existing actions and movements, collaborate on new actions. • Organise live actions such as vigils, marches, campaigns, protests, exhibitions, street art, drama/music performances. • Liaise with local businesses to take action or to support your action. • Communicate and publicise your action, share it to inspire others to act. Use local and social media. • Act in solidarity with those affected by the issue by writing letters of support to people affected by the issue. • Act in solidarity by inviting people affected by the issue to celebrate GCE events in your school. • Act in solidarity by organising knowledge shares with people locally.

Focusing on Action

WHERE?	HOW?
Governments	• Carry out acts of citizenship such as face-to-face lobbying, petitions and/or (social) media communication. • Make contact and engage with local, national and European political representatives. Invite political representatives to your school. • Write emails, letters, visit representative's constituency offices, use social media platforms in responsible ways. • Organise a public debate or information share with political representatives. • Explore Uplift an independent community working for a more just and equal Ireland through people powered actions, including petitioning and campaigning. The website has details on past successes, ongoing petitions and an easy to use tool for developing new petitions. • Explore the advocacy work and ways to engage with the Irish Development Education Association (IDEA). IDEA engages with national and international governments to prioritise GCE and the SDGs.
Corporations	• Use citizenship skills such as lobbying, boycotting, campaigning and/or petitioning to hold corporations accountable. Contact people at all levels of organisations - change can happen from top down and bottom-up. • Write emails, letters or use social media to communicate your 'asks' or actions to corporations. • Explore movements which focus on taking action for ethical and sustainable consumer and corporate practices. For example: - Ekó is a community of people from around the world committed to curbing the growing power of corporations. Eko acts as a global consumer watchdog, running and winning campaigns to hold the biggest companies in the world accountable. - Visit change.org a non-profit platform for change where people all over the world are starting petitions, campaigns, mobilising supporters, and working with decision makers to drive solutions. - Explore Avaaz, a global web movement which aims to bring people-powered politics to decision-making everywhere. It empowers people globally to take action on global justice issues. Actions include petitions, funding media campaigns, lobbying governments, organising events and protests. • Use your consumer power to affect change by boycotting products, brands or companies which engage in unethical or unsustainable practices. For more information, see: - Boycott, Divestment, Sanctions (BDS) - a Palestinian-led global movement for freedom, justice and equality. - Ethical Consumer is an independent non-profit co-operative which offers information on how to use your spending power to change the world for the better.

Action Planning Template

1

GLOBAL JUSTICE ISSUE (GJI)

Are you ready to act? Before you start, check:

- you have chosen the GJI you will act on
- you have explored it deeply, directed by the [WWGS Guiding Principles](#)
- you have gained enough understanding to act on the GJI

2

GOAL

What action do you want to take?

- What do you want it to achieve?
- What will success look like?
- Who will benefit from your action?
- Who might lose out?

3

TEAM

- Who is in your team?
- What are their roles?
- Who else in the school could join the team (e.g. a member of Senior Leadership, the parents' committee etc.)?

6

INFORMATION

- What information do you need?

- What research is required?

- Whose expertise will help (e.g. [facilitators](#), NGOs)?
- What best practice examples can help you (e.g. [WWGS case studies](#))?

5

DRAFT PLAN

Draft an initial plan by:

- brainstorming steps
- setting a realistic time frame

4

WIDER SUPPORT

- Who else do you need to involve (e.g. people, an organisation, government)?
- What role will they play?
- What other voices need to be heard?

7

COMMUNICATION

- How will you raise awareness of your action plan and to whom (see p.15 [WWGS Teacher Handbook](#))?
- How will you communicate with those in power to drive change (see p.16-17 [WWGS Teacher Handbook](#))?

8

OBSTACLES

- What are the potential obstacles?
- How can you prepare for these?

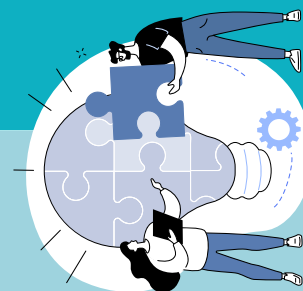
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REVIEW

- Review, refine and add to your draft plan (step 5).

10

READY TO GO!



Reflecting on Global Citizenship Education

Reflection is a key aspect of GCE for educators and learners. It consolidates learning, informs next steps and is integral to critical thinking.

Many of our [subject guides](#) contain reflection activities to deepen learning and encourage critical questioning from learners.

Consult our [WWGS Scaffolding Guide](#) which contains questions to guide reflection for educators and learners on GCE events, activities and trips.



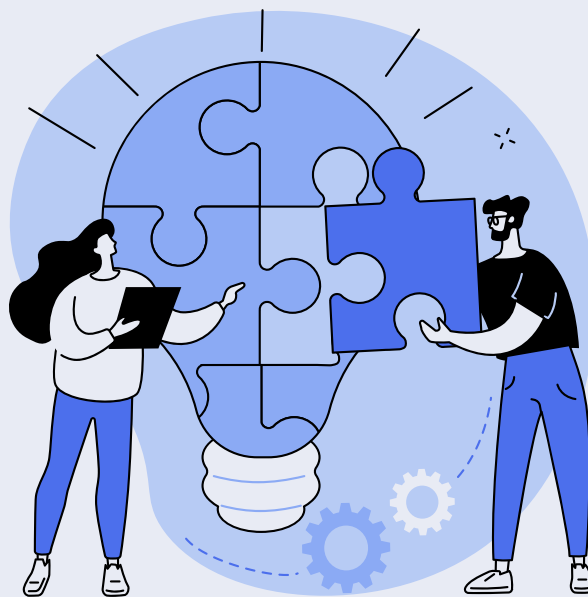
Reflection Tool

Our WWGS Reflection Tool has been designed as a practical resource to support educators to reflect on and evaluate the delivery of GCE in education settings.

It encourages self-reflection and aims to guide educators in reviewing current approaches, identifying areas of strength, and pinpointing opportunities for growth.

After an event, activity, workshop, lesson or series of lessons, participants should be asked to discuss and answer the Reflection Tool questions. From their responses, educators can convey participant views through the Global Passport Application.

Our [Reflection Tool](#) can be found on the Global Passport Resources page of 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 are available to 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.

Appendices

Appendix 1: List of Abbreviations

BDS	Boycott, Divestment, Sanctions
BOM	Board of Management
CPD	Continuous Professional Development
FSC	Forest Stewardship Council
ESD	Education for Sustainable Development
EU	European Union
GCE	Global Citizenship Education
IDEA	Irish Development Education Association
JC	Junior Cycle
LOs	Learning Outcomes
NCCA	National Council for Curriculum and Assessment
NGOs	Non-Governmental Organisations
PEFC	Programme for the Endorsement of Forest Certification
SC	Senior Cycle
SOLs	Statements of Learning
TY	Transition Year
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
SDGs	Sustainable Development Goals
WWGS	WorldWise Global Schools

Appendix 2: More Information on GCE

GCE is used as an **umbrella term** which draws on several broader educational approaches, including peace education, human rights education, citizenship education, development education, environmental education, intercultural education and education for sustainable development.

GCE is increasingly a focus in international, European and national policies:

- United Nations Sustainable Development Goals (SDGs) identify Global Citizenship Education (GCE) as an educational approach which supports Goal 4.7, and the development of inclusive and equitable quality education to further the pursuit of a more just and sustainable world (UN, 2015).
- Irish Aid's Global Citizenship Education Strategy 2021-2025 (Irish Aid, 2021).
- ESD to 2030: Ireland's National Strategy for Education for Sustainable Development (ESD) (Government of Ireland, 2022).
- *Céim: Standards for Initial Teacher Education*, from the Teaching Council of Ireland, includes GCE as a core element for all initial teacher education programmes.

Irish Aid's definition of Global Citizenship Education

Global Citizenship Education (GCE) is a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, 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.

Source: [Irish Aid \(2021\). Irish Aid Global Citizenship Education Strategy 2021-2025, Irish Aid, Dublin.](#)

UNESCO's definition of Global Citizenship Education

"The primary aim of Global Citizenship Education (GCED) is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

Education for global citizenship helps young people develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. It is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature"

Source: [United Nations: Global Citizenship Education, Academic Impact Report 2024](#)

Appendix 2: More Information on GCE

Academic descriptions of GCE:

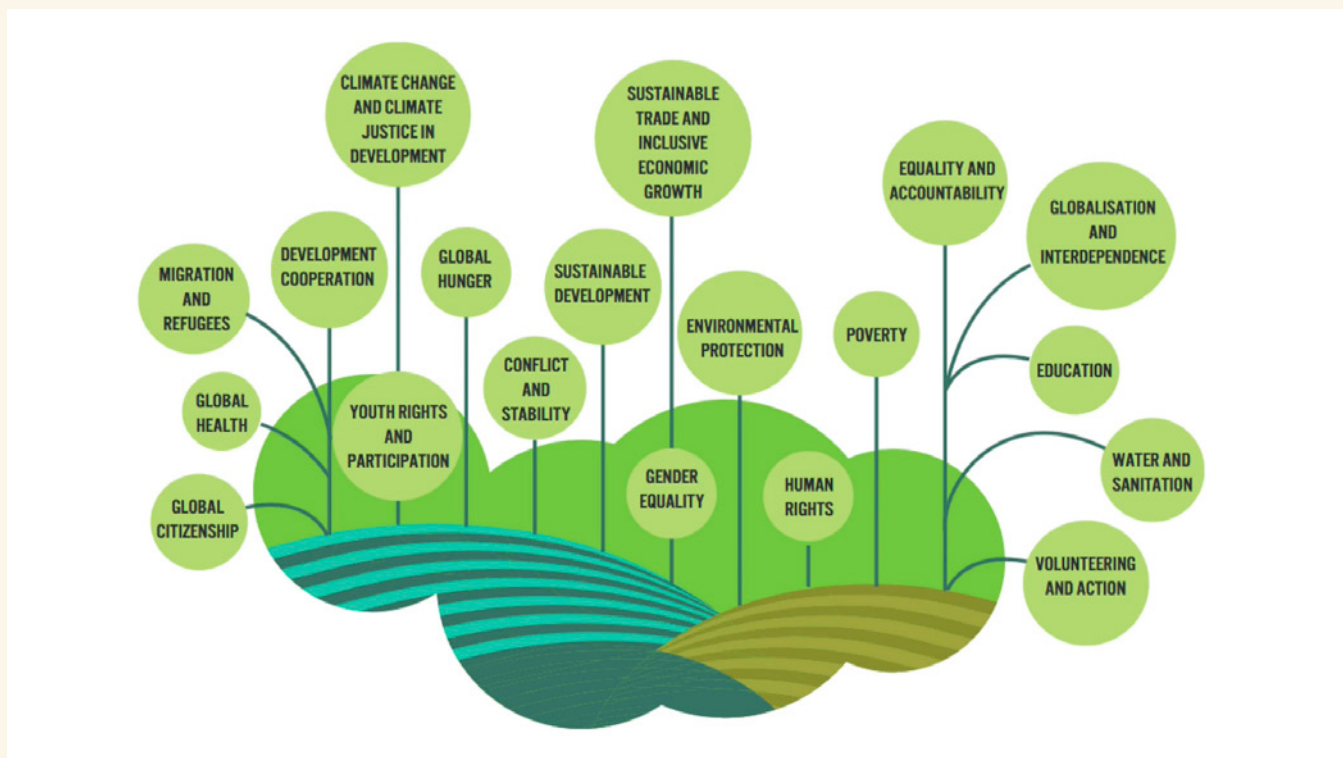
“GCE is UNESCO’s response to global inequality and unsustainability, identifying GCE’s cognitive, socio-emotional and behavioural learning dimensions (UNESCO, 2015). Indeed, the definition as espoused by UNESCO (2015), as often cited, suggests that GCE comprises the cultivation of ‘the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world’ (p. 15). Central to this, is the learner’s ability to engage with critical self-reflection (Andreotti, 2005, 2011; Organisation for Economic Co-operation and Development, 2018). Indeed, critical GCE highlights the importance of learners reflecting upon their own knowledge and assumptions, and “exploring the implications of their own ways of seeing and being in the world in relation to power, relationships, and the distribution of labour and resources (Blackmore, 2016, p.39), O’Flaherty, McCormack, Lenihan, & Young, 2024, p.2).

GCE is “a reflective educational process founded on the values of global justice, equity and human rights. It focuses on engaging in understanding and questioning the dominant systems and structures which create and perpetuate multiple forms of inequality globally. It encourages us to consider how our lives interact with the questions being explored and fosters an interest in acting collectively to address inequality. It is a learning process which recognises different ways of understanding the world and consequently draws on multiple perspectives to inform the learning process, (Golden, 2023, p. 2)”.

For more on definitions and descriptions of GCE see:

- Andreotti, V (2006) '[Soft versus critical global citizenship education](#)', Policy and Practice: A Development Education Review, Vol. 3, Autumn, pp. 40-51. [Poster](#)
- Dillon, E., Gaynor, N., McCann, G. & McCloskey, (2024) '[Global Education in Ireland: Critical Histories and Future Directions](#)' - available for free download through Bloomsbury Collections.
- Golden, B. (2023) [Curious Teachers, Critical Classrooms](#) (2023) - available for free download through the Dice Project.
- O’Flaherty, J., McCormack, O., Lenihan, R., & Young, A. M. (2024). [Critical reflection and global citizenship education: exploring the views and experiences of teacher educators](#). Reflective Practice, 1–19.
- O’Toole, V., & O’Flaherty, J. (2022). [The role of emotion in higher education: exploring global citizenship education](#). Irish Educational Studies, 43(4), 645–663.
- Pashby, K., da Costa, M., Stein, S., & Andreotti, V. (2020). [A meta-review of typologies of global citizenship education](#). Comparative Education, 56(2).
- UNESCO (2015) [Global Citizenship Education: Topics and Objectives](#)
- UNESCO (2017) [The ABC’s of Global Citizenship Education](#)
- UNESCO (2024) - [What you need to know about GCE](#)

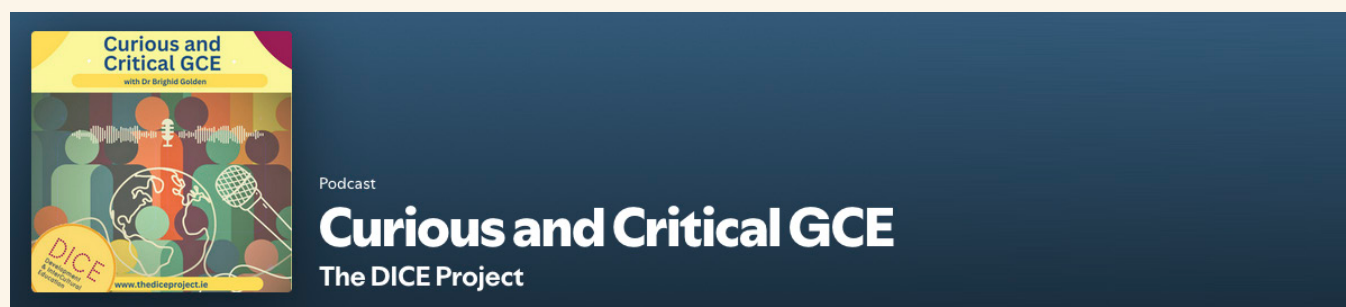
Appendix 2: More Information on GCE



[Introducing Development and Global Citizenship Education: A Guide for Teachers \(2023\)](#) (12:45mins).

Dr Steve O'Brien, lecturer at University College Cork and Seánín Hoy, post-primary teacher and researcher, present this informative video which explores questions concerning what GCE is, and what is it not. It outlines the opportunities for and advantages of GCE in the post-primary classroom.

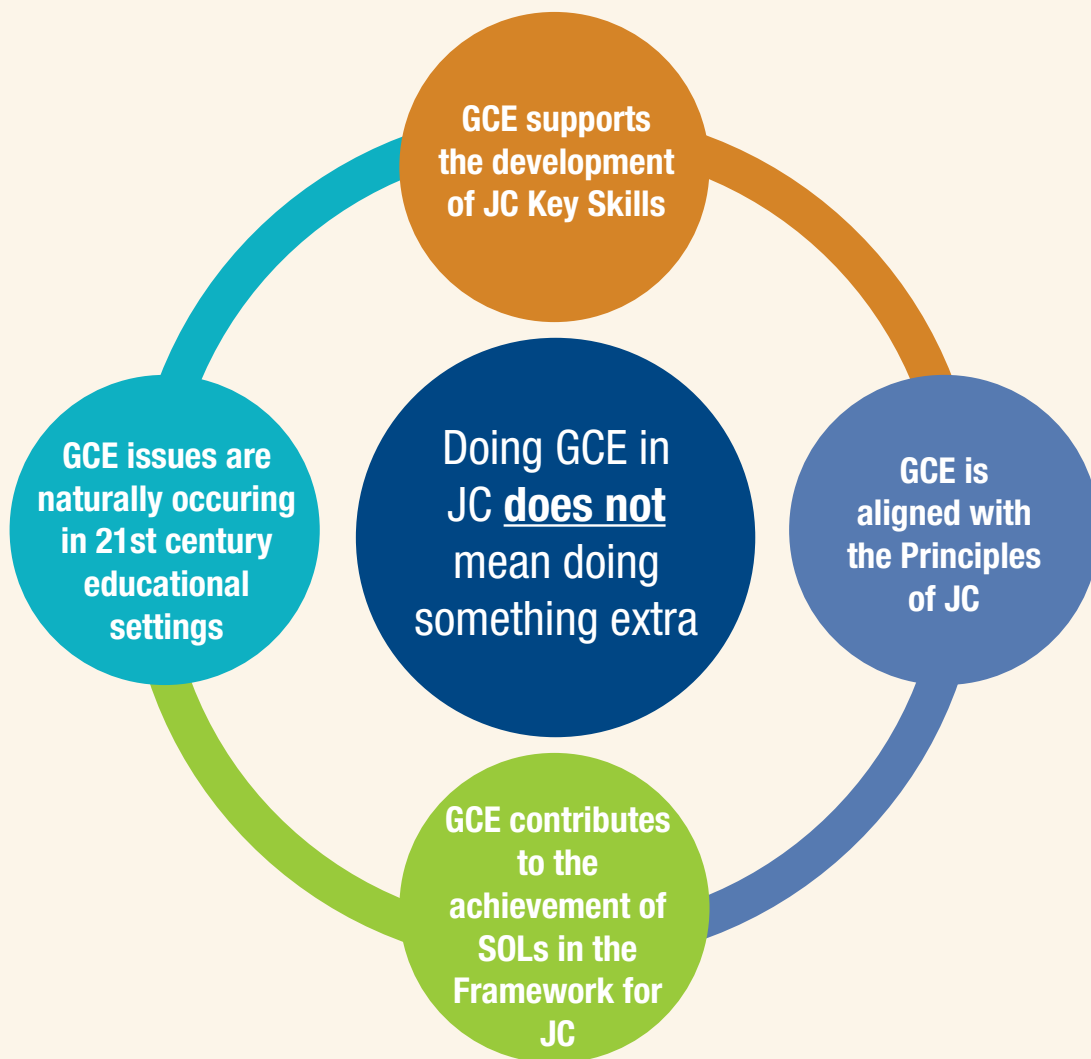
A second video details a UCC partnership with Galway One World Centre (Vicky Donnelly) and presents [Student Teachers Experiences of Doing Development and Global Citizenship Education in the Post-Primary Classroom](#) (19:19mins). The video focuses on teachers' experiences, classroom interventions and the challenges and opportunities of doing GCE.



Listen to the podcast: [Curious and Critical GCE](#)

Curious and Critical GCE is a podcast series which explores various aspects of GCE. The podcast series was developed to accompany the book *Global Citizenship Education: Curious Teachers, Critical Classrooms* and is hosted by Dr Brighid Golden, lecturer in GCE at Mary Immaculate College and member of the national [DICE Project Network](#). Over a number of episodes Brighid talks to educators and practitioners in the GCE field about their '[experiences implementing GCE with curiosity and criticality](#)'.

Appendix 3: Junior Cycle & Global Citizenship Education



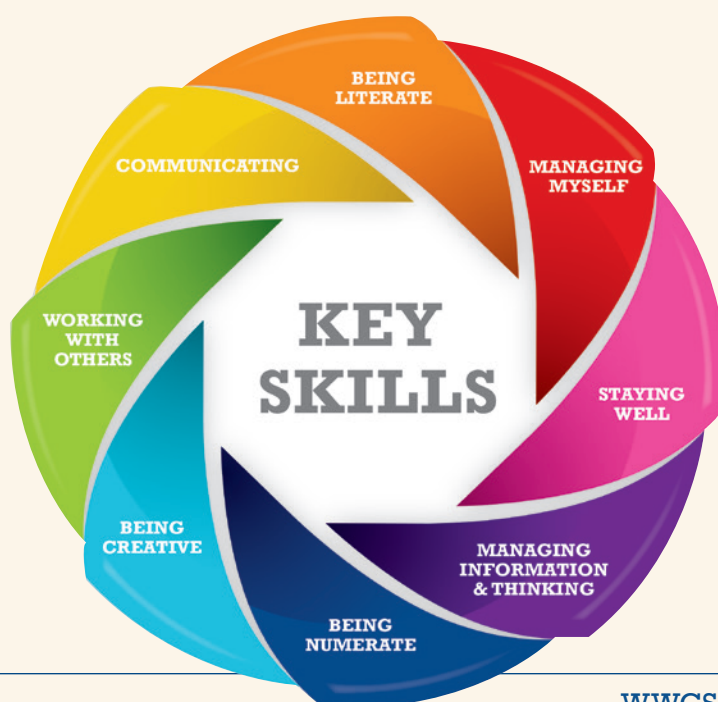
GCE contributes to the achievement of a number of [Statements of Learning \(SOLs\)](#), for example:

- **SOL 5:** The student has an awareness of personal values and an understanding of the process of moral decision-making.
- **SOL 6:** The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.
- **SOL 7:** The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
- **SOL 8:** The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.
- **SOL 9:** The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.
- **SOL 10:** The student has the awareness, knowledge, skills, values and motivation to live sustainably.
- **SOL 11:** The student takes action to safeguard and prompt her/his wellbeing and that of others.

Junior Cycle Key Skills Framework & Global Citizenship Education

Incorporating GCE into Junior Cycle programmes offers opportunities to develop and support the eight Key Skills outlined in the [Framework for Junior Cycle](#) (2015); examples of that support are given below.

JC KEY SKILLS	KEY SKILL ELEMENT	RELEVANT WWGS GUIDING PRINCIPLES FOR GCE
Managing information & thinking	Thinking creatively and critically. Being curious.	Unlearning & Reconstructing Finding Root Causes
Being creative	Exploring options and alternatives.	Unlearning & Reconstructing Finding Root Causes
Communicating	Discussing and debating.	Unlearning & Reconstructing Finding Root Causes
Working with others	Contributing to making the world a better place.	Finding Root Causes Prioritising Human Rights Making Local to Global links Acting in Solidarity
Being numerate	Seeing patterns, trends and relationships.	Unlearning & Reconstructing
Being literate	Expressing ideas clearly and accurately.	Unlearning & Reconstructing Finding Root Causes
Staying well	Being responsible, safe and ethical in using digital technology.	Unlearning & Reconstructing
Managing myself	Making considered decisions.	Unlearning & Reconstructing Finding Root Causes Prioritising Human Rights Making Local to Global Acting in Solidarity

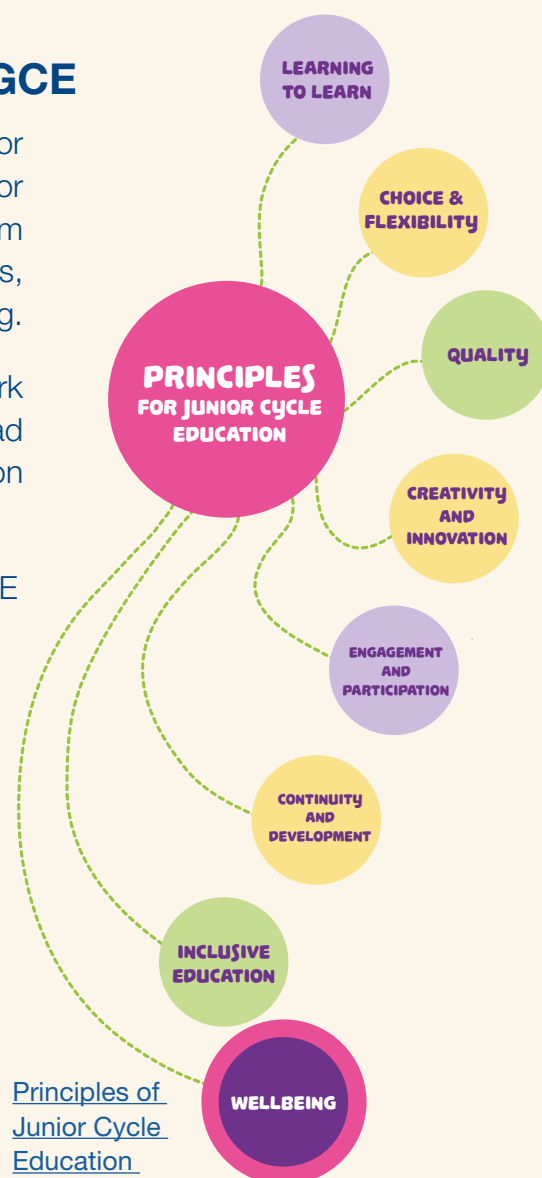


Principles of Junior Cycle Education & GCE

GCE overlaps and integrates with the Principles of Junior Cycle Education which underpin the Framework for Junior Cycle (NCCA, 2015). The commonalities outlined here aim to demonstrate how GCE can, or in many cases already is, integrated into Junior Cycle planning, teaching and learning.

The JC principle of **choice and flexibility** in the Framework for Junior Cycle means that JC programmes are broad enough and flexible enough to incorporate the exploration of global justice issues.

Active and participatory learning methods are key to GCE and align with the JC principles of **learning to learn**, **engagement and participation** and **creativity and innovation**.



HEAD

GCE nurtures the knowledge, skills and understanding required for well-informed and critically competent citizen-learners. By engaging the 'head', GCE supports the development of critical and analytical thinking, overlapping with the JC principles of **learning to learn**, and **creativity and innovation**.



HEART

Relationships are a key concept in GCE and in JC. Fostering the values of solidarity and empathy and adopting a human rights approach are fundamental to GCE and naturally integrate with the JC principles of **inclusive education** and **wellbeing** as well as the Wellbeing indicators of '**responsible, connected, respected and aware**' (NCCA, 2021).



HANDS

Action is a central component of GCE, and learners tend to be open to and keen to take action. Taking action connects with the JC principles of **engaging and participating** as well as **creativity and innovation**. Action, where well planned, can also contribute to emotional and social **wellbeing** and **resilience**.

“To be hopeful in bad times is not just foolishly romantic. It is based on the fact that human history is a history not only of cruelty, but also of compassion, sacrifice, courage and kindness.

What we choose to emphasize in the complex history will determine our lives. If we see only the worst, it destroys our capacity to do something. If we remember those times and places – and there are so many – where people have behaved magnificently, this gives us energy to act, and at least the possibility of sending this spinning top of a world in a different direction.

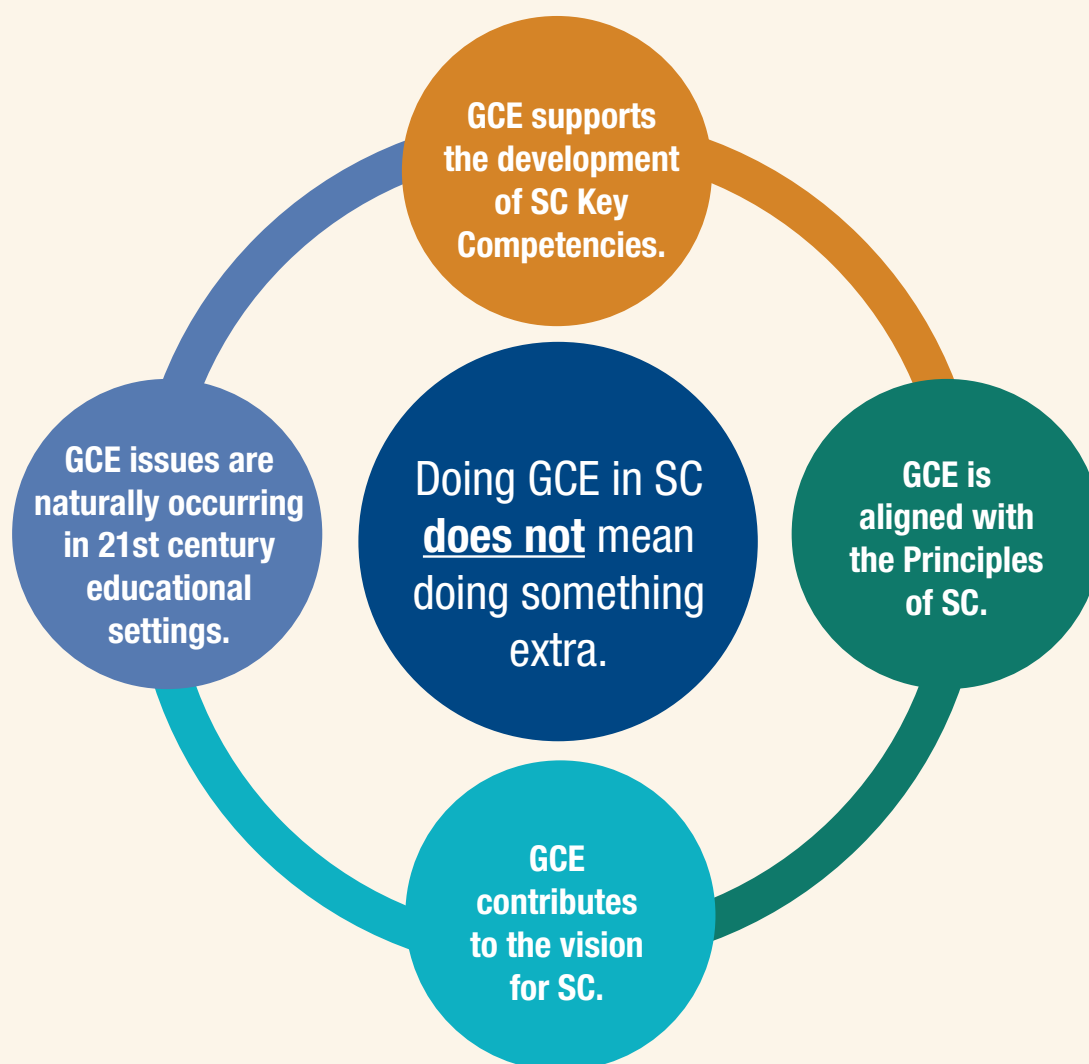
And if we do act, in however small a way, we don’t have to wait for some grand utopian future. The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.”

Howard Zinn, 1994

Howard Zinn (1922-2010) was an American historian, playwright, philosopher, socialist intellectual and World War II veteran. Throughout his life, Zinn was unwavering in his belief that “small acts, when multiplied by millions of people, can transform the world”.



Appendix 4: Senior Cycle and Global Citizenship Education

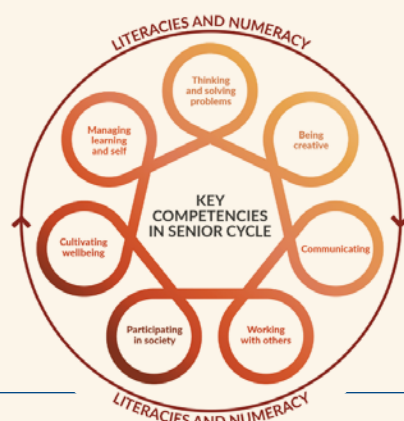


The [Vision for Senior Cycle](#) is to support learners to navigate diverse learning pathways, to take responsibility for their own learning and to make informed choices now and in their futures. The vision emphasises student participation in schools, communities and society and their “individual and collective roles in civic society and the economy, while seeking a sustainable future for all” (NCCA, 2022, p.21) . In a similar vein, underpinning GCE is an aim to instil critical thinking, and to inspire meaningful action towards building more equal, ethical and sustainable futures.

Senior Cycle Key Competencies & Global Citizenship Education

Incorporating GCE into Senior Cycle programmes gives opportunities to develop and support the seven Key Competencies outlined in the Key Competencies in the Redeveloped Senior Cycle (2024); examples of that support are given below.

SC KEY COMPETENCY	LEARNING OUTCOMES	RELEVANT WWGS GUIDING PRINCIPLES FOR GCE
Thinking & Solving Problems	- Apply critical thinking. - Seek multiple narratives/sources. - Act with integrity, take responsibility.	Unlearning & Reconstructing Finding Root Causes
Being creative	- Imagining & creating sustainable & ethical futures. - Develop dispositions to nurture creativity. - Being curious and open-minded.	Unlearning & Reconstructing Finding Root Causes Prioritising Human Rights Making Local to Global Links
Communicating	- Exercise critical media literacy; recognize and counteract mis/dis information. - Being open to diverse worldviews.	Unlearning & Reconstructing Finding Root Causes Acting in Solidarity
Working with others	- Embrace diversity and inclusion. - Develop strategies, values and dispositions to work more meaningfully with others. - Interacting ethically and responsibly	Unlearning & Reconstructing Prioritising Human Rights Making Local to Global Links Acting in Solidarity
Participating in Society	- Participate meaningfully in schools, in communities, within wider society, at national, local and global levels. - Critique, challenge and transform systems. - Contribute to democratic values; uphold human rights.	Unlearning & Reconstructing Finding Root Causes Prioritising Human Rights Making local to Global Links Acting in Solidarity
Cultivating Wellbeing	- Cultivate the wellbeing of self and others. - Sustain relationships of care to people and planet. - Act in solidarity with others.	Prioritising Human Rights Make Local to Global Links Acting in Solidarity
Managing learning and self	- Respond to complexity and uncertainty. - Be flexible, adaptable and open. - Make informed choices, make decisions, take action.	Unlearning & Reconstructing Finding Root Causes Prioritising Human Rights



[Key Competencies in a SC \(2024\)](#)

Guiding Principles for Senior Cycle & GCE

GCE is strongly aligned with the Guiding Principles for a Redeveloped Senior Cycle (NCCA, 2022). The commonalities outlined here demonstrate how GCE is embedded in the purpose, vision and principles for SC.

Firstly, the SC principle of **choice and flexibility** means that SC programmes are broad enough and flexible enough to incorporate the exploration of global justice issues. In addition, the SC principles of '**participation and citizenship**' which emphasises learners' participation as global citizens in schools, communities and society and the SC principle of **inclusive education and diversity** which centralises the values of equality and fairness, can be strengthened and supported through GCE.



[Guiding Principles for Senior Cycle \(NCCA, 2022\)](#)



HEAD

GCE nurtures the knowledge, skills and understanding required for well-informed and critically competent citizen-learners. By engaging the 'head', GCE supports the development of critical and analytical thinking, overlapping with the SC principles of **challenge, engagement and creativity, learning to learn, learning for life, and continuity and transitions**.



HEART

Relationships are a key concept in GCE and in SC. Fostering the values of solidarity and empathy and adopting a human rights approach are fundamental to GCE and naturally integrate with the SC principles of **wellbeing and relationships and inclusive education and diversity**.



HANDS

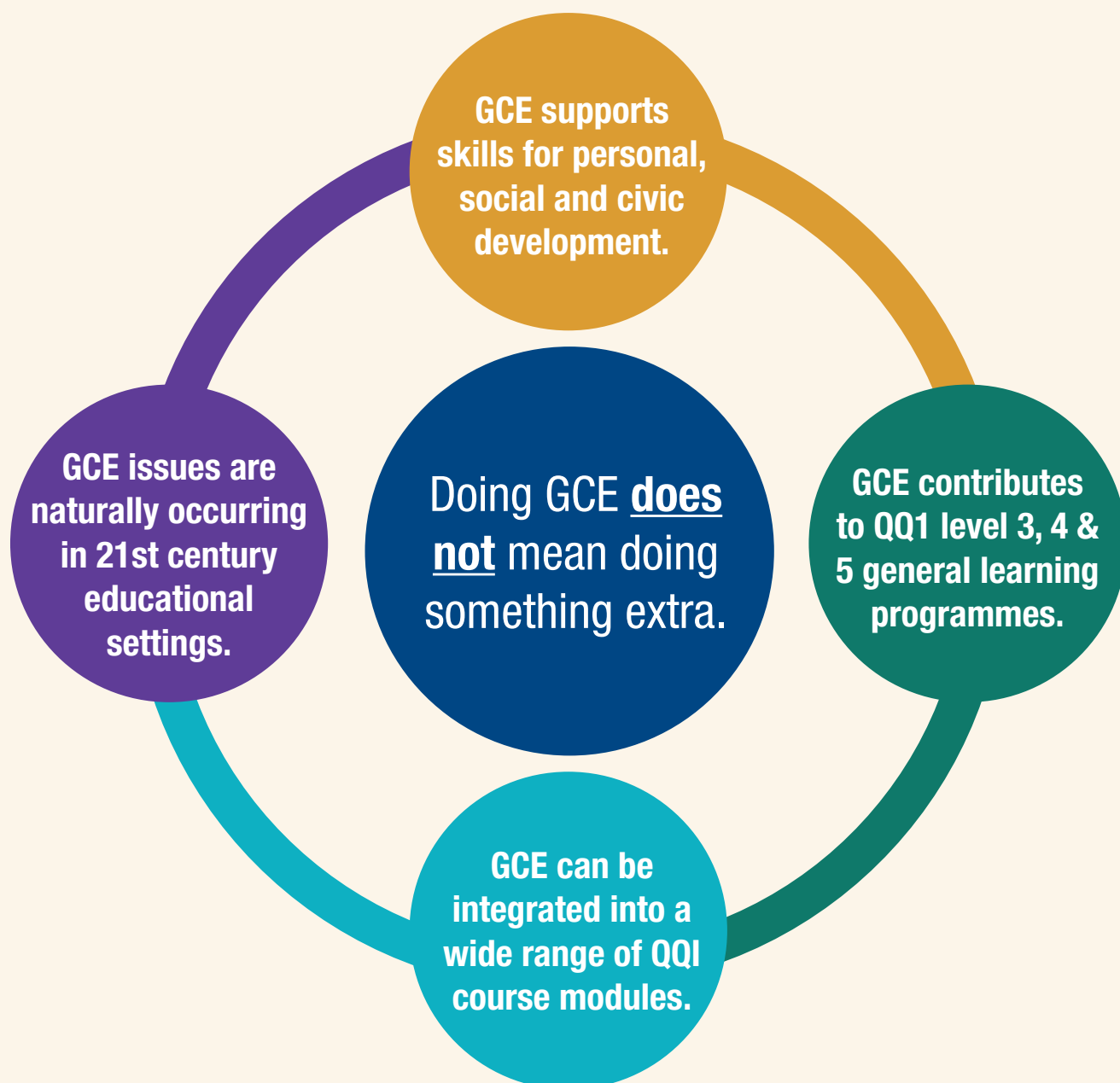
Action is a central component of GCE, and learners tend to be open to and keen to take action. Taking action connects with the SC principles of **participation and citizenship**, as well as **learning environments and partnerships**. Action, where well planned, can also contribute to emotional and social **wellbeing and relationships**.

“Did you ever stop to think that you can’t leave for your job in the morning without being dependent on most of the world? You get up in the morning and go to the bathroom and reach over for the sponge, and that’s handed to you by a Pacific Islander. You reach for a bar of soap, and that’s given to you at the hands of a Frenchman. And then you go into the kitchen to drink your coffee for the morning, and that’s poured into your cup by a South American. And maybe you want tea: that’s poured into your cup by someone from China. Or maybe you’re desirous of having cocoa for breakfast, and that’s poured into your cup by a West African. And then you reach over for your toast, and that’s given to you at the hands of an English-speaking farmer, not to mention the baker. And before you finish eating breakfast in the morning, you’ve depended on more than half the world. This is the way our universe is structured; this is its interrelated quality. We aren’t going to have peace on Earth until we recognize this basic fact of the interrelated structure of all reality.”

Dr. Martin Luther King Jr.,
1967 Christmas Sermon on Peace



Appendix 5: Youthreach Programmes and GCE



GCE overlaps and integrates with Youthreach programmes including general learning, social and personal development and communications programmes. The concepts of inclusion and diversity and the focus on wellbeing characteristic of 21st century educational approaches, including Youthreach programmes, also characterise GCE.

Youthreach Programmes & GCE

The commonalities outlined here aim to demonstrate how GCE can integrate, or in many cases already is integrated, into planning, teaching and learning in Youthreach settings.



HEAD

GCE nurtures the knowledge, skills and understanding required for well-informed and critically competent citizen-learners. By engaging the 'head', GCE supports the development of critical and analytical thinking, overlapping with the principles of **life-long learning, innovation and creativity** characteristic of Youthreach programmes and learning modules.



HEART

Relationships are a key concept in GCE. Fostering the values of solidarity and empathy and adopting a human rights approach are fundamental to our WWGS Guiding Principles for GCE. These GCE aspects integrate with the holistic approach to **social and personal development** in Youthreach programmes. These values also align with the promotion of more positive and more equal learner-educator relationships characteristic of Youthreach settings.



HANDS

Action is a central component of GCE, and learners tend to be open to and keen to take action. Taking action requires **teamwork and communication skills**; it can also be an opportunity for practical and skills-based teaching and learning. Action, where well planned can also contribute to **emotional and social wellbeing and relationships**.

TEACHING METHODS

The emphasis on a more personalised approach to teaching and learning in Youthreach settings means that general learning programmes and course modules are very well suited to the exploration of global justice issues. Active participatory methods enhance the learner experience and depth of learning.

Appendix 6: Sustainable Development Goals & GCE

Transforming Our World; The 2030 Agenda for Sustainable Development, was adopted by all 193 United Nations Member States in September 2015, making it the most ambitious agreement the UN has ever reached. *Transforming Our World* sets out a framework for a sustainable and peaceful future for the entire world and is made up of 17 Sustainable Development Goals (SDGs) and 169 targets.



All 17 SDGs are **universal, indivisible, and interdependent**. This means that they apply equally to everyone, in every country. Being indivisible means that the Goals cannot be divided up or separated from each other; they are interdependent, meaning that the Goals overlap, connect and progress in relation to one another.

SDGs Resources:

- [Explore the SDGs at the UN website](#): Make the SDGs a Reality.
- [Youth and the SDGs](#): from the United Nations.
- [Little Book of SDGs](#): from Children in Crossfire.
- [The World's Largest Lesson](#): Teaching and learning activities based around the SDGs
- [SDGs and Youth](#): National Youth Council of Ireland-resource pack.
- [Let's Talk SDGs](#): Supporting Critical Perspectives on the Sustainable Development Goals: from the Centre for Global Education

Appendix 7: Digging Deeper Tool

Summary

The Digging Deeper Tool is a series of questions designed to critically explore a global justice issue in depth. It is used after an issue has already been researched and learners have built up prior knowledge on the issue. The tool is adapted from a resource designed to support educators to explore global issues produced by Pashby and Sund (2019), in conjunction with the Manchester Metropolitan University. It helps to break down complex issues, to take a critical stance, to consider multiple perspectives and to focus on potential actions, a key aspect of GCE.

The Digging Deeper question sets can be used separately or together and can be adapted for different skill levels. They can be explored in pairs, through group work, as a whole class or as an independent task.



Materials required

The Digging Deeper template is on the next page.

Steps

1. Introduce a stimulus to engage learners and begin discussion. The stimulus will be based on the global justice issue you are exploring and could be in the form of a photograph, newspaper article, advertisement, campaign, video, infographic, quote, audio clip etc.
2. Guide learners go through the 7 stages of critical questions. Discussion activities such as concentric circles or fishbowl outlined above could be used to explore one key question within each of the 7 stages.
3. Record responses using a mind map which reflects the 7 stages of questions. Alternative modes of recording such as written responses, presentations, blogs, or artistic responses could also be used.
4. Learners can add a new or alternative question under each stage. These can be shared with the whole class and added to the discussion.
5. Encourage learners to provide a rationale or explain the reasoning behind their responses.

More information

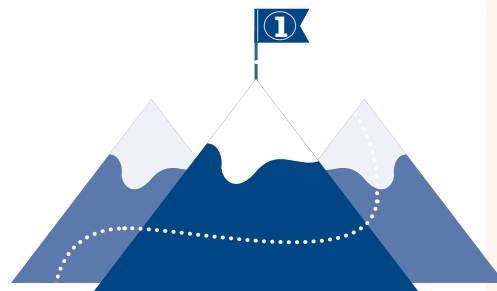
- Orienting learners to the global issue: Mainstream and marginalised perspectives ([p.6 Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers](#))

Appendix 7: Digging Deeper Tool

1. Examine

Explore prior knowledge and consider multiple narratives.

- What existing ideas do you have about this issue?
- What messages have you heard about this issue? From the media, from school, from friends, from family, from your own direct experience?
- Which messages do you think are 'mainstream' (dominant narratives)?
- Which messages are different from the 'mainstream' (alternative narratives)?
- Has this issue been oversimplified or over-complicated by the media, by public opinion, by leaders, by corporations?



2. Power

Focus on the power issues and power structures at play.

- Who/what are the powerful players at the core of this issue?
- Who/what are most impacted by this issue?
- How is power distributed or balanced among those involved?
- Who/what has the power to change or influence this issue?
- Who has the most to gain/lose if the situation remains the same?



3. Perspectives

Explore multiple perspectives; consider how power and perspectives are linked.

- What different viewpoints are presented on this issue?
- Whose voices do we usually hear on this issue? Whose voices are the loudest?
- Are there voices that are not heard but that are important to understanding this issue? If so, whose? Why do you think those views are under-represented/not represented?
- Who decides whose opinions are heard/valued?
- How are perspectives linked to power?



4. Root Causes

Explore the range of factors which contribute to the issue.

- What key factors contribute to this issue today? What influences those key factors?
- Are there historical influences to consider?
- In what ways do economic systems contribute to this issue?
- In what ways do political structures, actions or inactions impact on this issue?
- In what ways does this issue link with everyday lives in Ireland today?
- In what ways does it connect with the lives of people globally?



YOUR
GLOBAL
JUSTICE THEME
IS:

5. Equity/Fairness

Explore the range of factors which contribute to the issue.

- What is the difference between an equal versus an equitable solution to this issue?
- What inequalities or unfairness surround this issue? Consider that there may be multiple or intersecting inequalities.
- How are the inequalities related to the power issues?
- In what ways are perspective and inequality linked?



6. Action

Consider possible actions and responses to address this global justice issue. Remember to make local to global connections.

- What can be done to improve this issue? To make it more fair and equitable?
- What can be done to empower the marginalized?
- What actions or responses can support change, improvement, or resolution of this issue?
- What options exist to advance these actions? Are there political avenues? Acts of protest or solidarity?
- How sustainable are the proposed actions?



7. Future

Consider the potential impact of the proposed actions.

- What needs to happen for the proposed actions to become a reality?
- What could positive futures look like? What could future impacts of the proposed actions look like?
- How might the issue look different in 1 year, 5 years, 20 years, 100 years?



Appendix 8: Resources for Taking Action

- [Bank of Actions Guide](#) (2020)
The Bank of Actions guide can be used by anyone looking for creative inspiration to take action as global citizens. It is designed as a toolkit for engaging the public in global justice issues in meaningful ways that can help bring about positive change in our world.
- [Global Agreements](#), Grassroots Advocacy: Youth and governance in a post 2015 world (2015)
This toolkit is designed for young people who want to be global activists in ensuring young people's voice is heard around the world.
- Beyond Borders from Galway One World Centre (2015)
A toolkit of creative and participatory approaches for exploring refuge and migration issues in secondary school classrooms. See chapter 19: [Taking Action: Examples and ideas for student-led solidarity action](#)
- Comhlámh - Be the Change: [A toolkit for taking action](#) against poverty and Injustice (2013).
"If you want to take action from Ireland on the issues that cause poverty and injustice around the world, then this is the booklet for you!" (Comhlámh, p.5)
- Young Friends of the Earth - [Activist Book](#) (2012)
This Handbook was produced by Young Friends of the Earth as part of a project entitled Inspiring Activism For Environmental Justice, supported by the Youth in Action program.
- The Info - [Activism How-To Guide](#).
This is a poster on strategies and tools for digital campaigning.
- Hub na nÓg: [Youth Participation Framework](#).
The Framework contains a series of checklists to encourage good practice principles; it also contains a youth evaluation form for young people to evaluate meetings, activities and other engagements with adult decision-makers.

"Our primary allegiance should be to the community of human beings across the entire world."

Political Philosopher **Martha C. Nussbaum** (1947-) building on the Stoic idea of global citizenship and a shared common humanity in the *Boston Review* in 1994.



“We’re all interdependent. A problem that happens in one country seeps into others, and we all need to pitch in to solve these challenges. Our students are the future. They’re going to be the leaders and decision makers, so we need an informed and active society. GCE does both. It educates our students and enables them to problem-solve and take action. They grow up knowing that the world is a bigger place than Crumlin. And with that comes the responsibility of acting as global citizens.”

Donna Mullen - Educator at Rosary College, Dublin.

“Young people really are facing into a challenging world full of inequalities and injustices. GCE provides schools with a tried and tested framework within which teachers and their students can stop, question and plot another way forward, one which is based on empathy, solidarity and a desire to bring about meaningful change.”

John Magee - Educator at Millstreet Community School, Co. Cork.

“I think learning more and more about it (GCE) has made me more aware of our responsibilities as educators, to make sure that our learners are future-proofed with all the skills they need to exist in our world that is changing so fast all the time. And also to have their eyes open a little bit to all those systems and structures that exist in our world that need to be changed. We all have a part to play in this”

Emma Doyle - Educator at West Wicklow Youthreach.

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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-  @global_citizenship_education
-  worldwiseschools.ie



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.

