

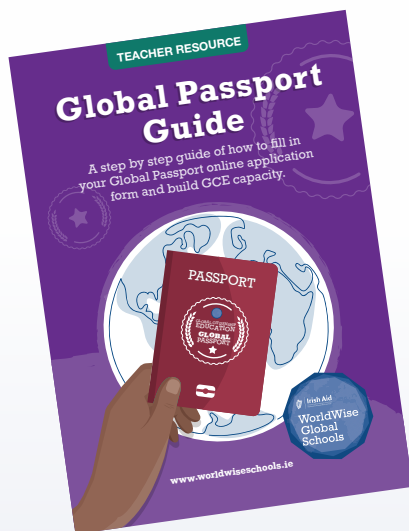
Global Passport Guide

Step by step of how to fill in the online Global Passport Application form and build GCE capacity.



About Worldwide Global Schools

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



About this Resource

This is a detailed guide on how to fill in the online Global Passport Application form including tips on how to build GCE capacity under each stamp.

All **bold underlined** is a hyperlink, to provide live links to a range of Global Passport support resources.



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



This WWGS Guide to GCE was first published in 2026

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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.

GCE inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens. [More on the definition of Global Citizenship Education.](#)

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

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

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



GLOBAL PASSPORT

The Global Passport is a Global Citizenship Education (GCE) EU accredited, quality mark, which offers post-primary settings (schools, youthreach centres and other education settings) a framework to integrate GCE into all aspects of student life.

The Global Passport Framework aims to support, strengthen, and sustain effective whole-school GCE. Through the Global Passport, post-primary settings can also apply for grant funding of up to €800 per year to support whole school embedding of GCE in their setting.

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



WWGS Global Passport Stamps

The Global Passport is attained at one of five levels, depending on a setting's engagement with GCE.

Global Passport	Description of Level	Points
 Applicant's Level	For settings with emerging engagement in GCE	1-29
 Citizen's Passport	For settings with active engagement in GCE	30-59
 Diplomatic Passport	For settings with established engagement in GCE	60-89
 Higher Diplomatic Passport	For settings with highly established engagement in GCE	90-119
 Special Passport	For settings with exceptional engagement in GCE	120-150

The Global Passport is both self-assessed by your school or setting, and appraised by WWGS. You are required to select the overall GCE **level** for your setting under each stamp from the list below, providing examples of what you are doing in each category:

- ◆ No Evidence
- ◆ Emerging
- ◆ Engaging
- ◆ Established
- ◆ Highly Established
- ◆ Exceptional

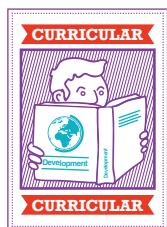
"Students became more confident and passionate about global justice issues, particularly around climate action, migration, and gender equality. Many took leadership roles in the GCE committee and led awareness campaigns and events like Climate Action Week and Peace and Justice Week. They also became more confident in debating and questioning."

Magh Ene College, Donegal

Please select the level of engagement your school/setting has had under each of the 6 stamps from the drop down, using this box for guidance:

No evidence	No examples or evidence provided
Emerging	Brief summary of each example only
Engaging	Brief description of each example with reference to how this supported GCE in the setting
Established	Clear description of each example and how this supported GCE in the setting, with relevant evidence included in the tracking tool
Highly established	Detailed description of each example and how it contributed to GCE in your school/setting, with evidence aligned to the examples provided in the Tracking Tool template, such as planning documents, a completed Scaffolding Events Guide, student testimonials etc.
Exceptional	Outstanding description and evidence supporting each example and how it contributed to GCE in your school/setting. The evidence should align to the examples provided in the Tracking Tool template suitable to each stamp, such as planning documents, a completed Scaffolding Events Guide, student testimonials, an illustration of student-led meaningful action etc.

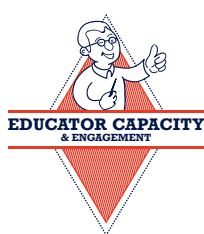
Important: If your school does not wish to engage with the Global Passport Application during a year in which you are receipt of grant funds, please note that you must complete Section D: Grant Spending. This is a mandatory minimum requirement for all schools in receipt of grant funds. Any unspent grant funds must be returned to WWGS.



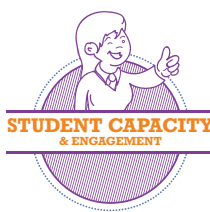
STAMP 1



STAMP 2



STAMP 3



STAMP 4



STAMP 5



STAMP 6

CURRICULAR	EXTRA-CURRICULAR	EDUCATOR CAPACITY AND ENGAGEMENT	STUDENT CAPACITY AND ENGAGEMENT	LEADERSHIP	COMMUNITY ENGAGEMENT
Curricular Planning	Raising Awareness	Staff GCE Committee	Student GCE Committee	Senior Leadership Engagement	GCE Communications
Using a GCE lens within the Curriculum	GCE Workshops, Projects and Events in your School/ Setting	Resources and Activities	Peer Education for GCE Learning	BOM Engagement	Engagement with other school/settings
	GCE related Programmes and Trips	GCE CPD Opportunities	Global Citizenship Skills Development	Policies and Practices that support GCE	Engagement with WWGS
			Student-Led Action	Parent/ Guardian Involvement	Reflection and Feedback

GENERAL GUIDELINES

- Each of the six Global Passport Stamps carry a maximum score of 25 points, with specific categories grouped under each stamp.
- You will be asked to **reflect** on your achievements under each stamp and **select the level of engagement** according to the criteria set out in this guide.
- There are **prompts*** under each section to guide your application.
**Please note that you are not limited to the ideas provided in the prompts.*
- Please use the Tracking Tool template provided on the [Global Passport Resource Page](#) to collectively gather supporting evidence for each stamp and boost the examples you choose for the online application. N.B. **From 2026/27, evidence will only be accepted via the Tracking Tool.** If you have any trouble uploading the tracking tool in your application form, please email the Education Officer for your region.

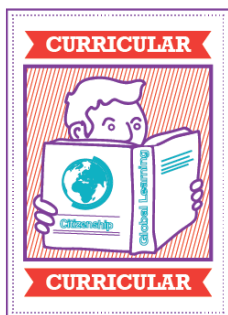
Top Tips

1. Arrange an online meeting with your WWGS Education Officer for further support and guidance on completing the application form.
2. Remember it is not the number of examples under each Stamp/Category but the quality of GCE in each example supported by evidence in the attached Tracking Tool.
3. Visit the 'Global Passport' tab on the [WWGS website](#) to access relevant support for each of the Global Passport Stamps.
4. Inform yourself on how best to spend the grant funding to embed GCE in your setting by consulting the Grant Spending Guide found [here](#).
5. Form a GCE Committee (learners and/or staff) to support the expansion of GCE in your setting.
6. Celebrate and raise awareness of GCE in your setting and wider community to drive learner-led action.
7. Make time to reflect on, and evaluate your GCE activities using the WWGS Reflection Tool found [here](#) (scroll down to WWGS Tools).

USEFUL LINKS

- [WWGS Guiding Principles](#)
- [The Digging Deeper Model](#)
- [WWGS Scaffolding Guide](#)
- [The WWGS Guide to Ethical Communication](#)





STAMP 1: Curricular

[Next Stamp →](#)



Category 1: Curricular Planning

Aim: To show how GCE was incorporated into subject, department, or whole-school planning — whether through a year-long plan, a series of lessons, a scheme of work, or a module — to achieve the intended learning outcomes or statements of learning

Planning that incorporates the exploration of one or more global justice issues through the curriculum.

See an example of this in the Case Study from Naas CBS on our website [here](#).

Prompts:

How was GCE incorporated into subject, department and/or whole-school planning?

- Describe the planning process
- What subject departments and year groups did it involve?
- Include evidence of lesson plans and/or schemes of work and/or GCE module outline in your Tracking Tool.



Grant Spending Ideas

Attend a WWGS on-site workshop or webinar and use the grant for substitution costs, capped at €40 per teacher per hour.

Funds to support collaborative events on the curriculum, e.g. an exhibition of GCE activity.

Stationery and refreshment costs for GCE staff planning meetings, both capped at €50.

*Subject specific resources are **free** on our website in the Resource Library.*

N.B. WWGS teacher training or whole-school workshops are **free** of cost. Please consult your [Education Officer](#) for more information.

N.B. Ineligible:

Resources not related to GCE and the WWGS Guiding Principles. Make sure that all of your expenses contribute to deepening GCE.

STAMP 1: CURRICULAR

Category 2: Using a GCE lens within the Curriculum

Aim: To show how a GCE lens was used to achieve learning outcomes in a GCE module and/or one or more subjects

Educators [critically](#) explore Global Justice Issues via:

- their subject areas
- modules designed to explore global justice issues more deeply, or
- as part of a cross-curricular approach

Give examples of:

- How learners were challenged to question the world's systems and structures which are unjust and unequal.
- What GCE activities were used.

Prompts:

- How was a Global Justice Issue explored in depth?
- How was a GCE lens applied to the curriculum?
- Which Guiding Principle(s) were used to deepen GCE?
- What student groups were involved, (for example, year groups, JC, TY, SC)

Include examples of work, resources or methods used to the Tracking Tool document* for evidence.

*See sample *Tracking Tool* for ideas.

"This year, our biggest learning at Youthreach Cappawhite was that Global Citizenship Education (GCE) is most impactful when it's student-led, localised, and cross-curricular. Students became more engaged when they could connect global issues—like human rights, climate justice, or sustainability—to their own lives and communities.

Another key learning was that GCE isn't "extra"—it can and should be embedded into existing subjects. This year, we successfully integrated GCE into Science, Social Education, ICT, Art, and Music. This helped staff see that GCE isn't more work—it's better learning. Students developed critical thinking, empathy, and a deeper sense of their place in the world."

Tipperary FET College, Cappawhite



STAMP 2: Extra-Curricular

[Previous Stamp](#) ←

[Next Stamp](#) →



Category 1: Raising Awareness

Aim: To show evidence of clear, prominent GCE displays and/or examples of GCE assemblies/announcements

The showcasing of GCE taking place in the school through displays, assemblies and/or announcements.

Good practice example:

A GCE display that includes a 'Call to action' e.g. A commitment, pledge or petition, and adheres to the [WWGS Ethical Communications Guide](#).

Prompts:

- What motivated learners to raise awareness about this issue?
- Describe how awareness was raised about global justice issues using one or more of these methods.
- How was this informed by the WWGS Guide for Ethical Communication?
- Provide evidence in your Tracking Tool such as a completed WWGS Ethical Communications Guide.

Category 2: GCE Workshops, Projects and Events in your School/Setting

Aim: To show evidence of GCE activity in your setting

Examples of GCE workshops/ projects/ events (including speakers, facilitators) that mobilise learners as active global citizens.

**Charity fundraising events that are not scaffolded, do not count as evidence.*

Prompts:

- Describe your example/s and include the purpose behind this activity.
- How was the example scaffolded?
- Provide evidence in your Tracking Tool such as a completed Scaffolding Guide.

Category 3: GCE related Programmes and Trips

Aim: To show evidence of GCE programmes and trips

Describe examples of programmes and trips that increased the GCE knowledge and skills of the learners through the exploration of global justice issues.

Prompts:

- How was the learning scaffolded beforehand and reflected on afterwards?
- What impact did it have on the learners' GCE knowledge/skills?
- Provide evidence in your Tracking Tool, such as a copy of the completed Scaffolding Guide/Reflection Tool.



Grant Spending Ideas

Displays

Displays (including murals) and materials for display: e.g. a freestanding, mounted or wheeled display board for students to share their GCE learning in prominent school areas, such as entrance hall, and/or smaller notice boards for relevant classroom displays, capped at €200.*

**If your proposed budget for your display may exceed the capped amount please contact your Education Officer.*

GCE Events and Trips:

- *Attend local art exhibitions, films or theatre performances connected to your GCE topic (e.g. migration, climate justice, equality) and scaffolded by teaching and learning.*
- *Organise a community event to showcase student GCE work.*
- *Responsible recycled materials and stationery available from <https://ecoland.com/>*
- *Use Fairtrade and ethically sourced products at your events - food, tea/coffee, stationary.*
- *Buy local where possible.*
- *Prizes* for debating/ writing/art competitions.*
- *GCE field trips: Contact your Education Officer for recommended field trips-scaffold well and relate back to the Guiding Principles and the GCE topic you are exploring.*

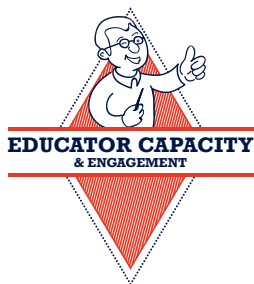
CPD: See the WWGS Directory of GCE Facilitators [here](#).

N.B. €350 maximum fee per guest speaker.

N.B. Ineligible:

- School hoodies, drinks bottles or sport jerseys.
- Environmental projects that qualify for ESD funding.
- *Prizes for debating/writing/art competitions that exceed €50.
- Field trips unconnected to GCE.
- Membership fees for other organisations or programmes.
- Resources or equipment from other organisations or programmes.





STAMP 3: Educator Capacity And Engagement



[Previous Stamp](#) ←

[Next Stamp](#) →

Category 1: Staff GCE Committee

Aim: To show evidence of a staff GCE committee

Staff are involved in a GCE committee which supports and coordinates GCE within the setting.

The committee leads and promotes GCE learning, planning and action across the school, and in the wider community.

Prompts:

- Who is on the committee? How often do they meet?
- What actions are they most proud of over the last year?
- How is the wider community kept informed? e.g. notes from the group shared with the BOM, a page on the website showing their work.
- Provide evidence of the above in your Tracking Tool.

Category 2: Teaching and Learning Resources and Activities

Aim: To show evidence of GCE resources that were used

Educators utilise quality GCE resources to support teaching and learning activities, e.g. resources from the [Resource library](#) on our website.

Prompts:

- What resources were used and with what student groups?
- How did the resources deepen understanding of global justice issues?
- Provide evidence in your Tracking Tool such as use of the WWGS Reflection Tool.

Category 3: GCE CPD Opportunities

Aim: To show evidence of educator CPD

Educators are receiving CPD on GCE themes and methodologies by organisations or facilitators, including WWGS.

Good practice example: Whole-staff workshop by a WWGS Education Officer to support GCE planning.

Prompts:

- What was the key learning?
- How was this learning shared with other staff?
- What GCE impact did the CPD have?
- Provide evidence in your Tracking Tool.





Grant Spending Ideas

Substitution capped at €40 per teacher per hour from WWGS grant, to attend GCE committee meetings.

Refreshment costs for GCE staff committee meetings, Capped at €50.

GCE resources for teacher CPD (e.g. magazine subscriptions etc.) e.g.:

- *The New Internationalist*
- *Upstream Podcast*

Ask your Education Officer if you are unsure whether a subscription is suitable for WWGS funding.

External GCE workshop facilitator(s): See WWGS Directory of GCE facilitators [here](#).

N.B. €350 maximum fee per guest speaker.

Books on GCE themes: See recommended books and reading lists [here](#).

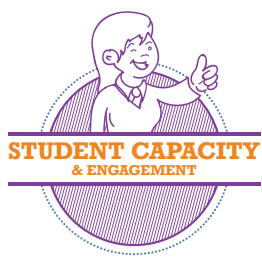
WWGS Teacher CPD is free - Find information about our CPD calendar [here](#).

GCE CPD for Teachers from external providers: GCE related courses, facilitators, materials.*

* Contact your Education Officer about a separate bursary available for the Certificate in GCE from Maynooth University.

“One of the most impactful experiences was the visit from a Choctaw Nation representative. Students were fascinated by the connection between the Choctaw people and the Irish during the Famine, and it really brought global solidarity to life.”

**Cork Educate Together
Secondary School**



STAMP 4: Student Capacity and Engagement

[Previous Stamp](#) ←

[Next Stamp](#) →



Category 1: Student GCE Committee

Aim: To show evidence of a student GCE committee

Students or learners participate in a dedicated group that meets regularly to explore Global Citizenship Education themes.

For example a GCE committee, peace and justice group, global justice issues group, or human rights group.

The committee must have a specific GCE focus that is deeply rooted in global justice and human rights.

This does **not** include Green Schools committees or other school committees that are solely focused on the environment.

Prompts:

- Who is on the committee and how often do they meet?
- What global justice issues did they have on the agenda?
- What achievements are they most proud of over the last year?
- How is awareness raised of the group's work?
- Provide evidence in your Tracking Tool, such as meeting minutes and/or action plans.

Category 2: Peer Education for GCE Learning

Aim: To show evidence of peer learning within your school/setting

Students/learners from one subject/class are directly engaged with students/learners from other subjects/classes to support GCE learning.

This can include working on a shared GCE project to facilitate structured peer education.

Prompts:

- What Global Justice Issue was the focus of this peer education?
- Which subject and year groups were involved?
- Provide evidence in your Tracking Tool such as presentation slides, resources used etc.

Category 3: Global Citizenship Skills Development

Aim: To show evidence of skills used for GCE

Consider what main skills students/learners developed through engagement in GCE.

Prompts:

- Select the 3 main skills
- Provide evidence in your Tracking Tool that demonstrates how **one** of these skills were developed, such as a completed Reflection Tool, testimonial, student work.

STAMP 4: STUDENT CAPACITY AND ENGAGEMENT

Category 4: Student-Led GCE Action

Aim: To show evidence of action

Students/learners take collective action: Students influence those who have the power to address global justice issues.

Good practice examples:

See Page 16 & 17 of the Teacher Handbook

Prompts:

- What action was taken?
- What motivated students to take this action?
- How was it planned?
- How does it demonstrate solidarity?
- Provide evidence in your Tracking Tool such as a petition, a letter to a TD etc.



Grant Spending Ideas

A dedicated Global Citizenship Education (GCE) Committee in your school.

Possible costs include:

- *Materials for activities and brainstorming sessions.*
- *Communication tools and platforms for outreach.*
- *Posters, flyers, and printing costs to promote events or campaigns.*
- *Stationery, art supplies, or props for awareness-raising activities.*
- *Gift for a longstanding, active member of the GCE Committee, capped at €20.*
- *Refreshments for committee meetings, capped at €50.*

*In-person/online student workshops, capped at €350. Bring in experienced facilitators to deliver GCE-themed workshops that inspire critical thinking and action - **Here is the list**. Students can also access GCE training outside of school with various organisations like Concern Campaign Academy.*

GCE Skills Development

Invest in building student skills and capacity so they can confidently lead GCE projects.

Funding could support training in:

- *Facilitation and public speaking.*
- *Campaign strategy and advocacy skills.*
- *Film-making, podcasting, and digital storytelling.*
- *Facilitation courses or travelling to take part in advocacy and activism training.*

Peer Education for GCE Learning

Support students to become peer educators, sharing their GCE learning with others.

Possible use of funding:

- *Producing short videos, films, or animations on their GCE focus.*
- *Recording podcasts or radio segments.*
- *Creating engaging presentations for other classes or schools.*
- *Designing and running awareness campaigns.*
- *Developing digital resources that can be shared widely.*

Student-led Action

Encourage and fund student-led initiatives that create real change on global justice issues.

Possible costs include:

- *Trip to activism events, marches, forums, town halls e.g. the Dáil.*
- *Stationery and postage for petitions, letter-writing campaigns to decision-makers.*
- *Materials to create banners, placards, or displays for protests or awareness events.*
- *Equipment or supplies to host GCE-themed events, exhibitions, or public actions.*

Note: Check the [Grant Spending Guide](#) to make sure your spending is within capped amounts for items such as stationery.



STAMP 5: Leadership

[Previous Stamp](#) ←

[Next Stamp](#) →



Category 1: Senior Leadership Team (SLT)

Aim: To show evidence of senior leadership team engagement

The Principal and/or Deputy Principal (or equivalent in other education settings) are aware of, support and champion GCE in the setting.

Good practice example:

Croke Park hour given to WWGS Whole-School workshop.

Prompts:

- How is GCE embedded into the culture of the setting through its policies, practices and mission/vision statements?
- What specific actions have SLT taken to help embed GCE?
- What impact has this had on GCE in your setting?
- Provide evidence in your Tracking Tool.

Category 2: Board of Management (BOM) involvement in GCE

Aim: To show evidence of BOM awareness

The Board of Management (or equivalent in other education settings) is aware of and champions GCE in the setting.

Good practice example: BOM Student Award for most Active Global Citizen.

Prompts:

- How are the BOM involved in the promotion and development of GCE in the setting?
- What actions have they taken to show support?
- Provide evidence in your Tracking Tool.

Category 3: Policies and Practices that support GCE

Aim: To show evidence of Policies and practices that support GCE

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

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

Good practice example: Students and staff work together to develop a GCE policy using the [WWGS GCE Policy template found here](#) under 'WWGS Tools' and it is housed on the website.

Prompts:

- Describe the process of developing a new GCE Policy or the review of an existing GCE policy.
- How has this policy supported GCE in your setting?
- How has your setting reviewed existing policies to include GCE?
- Provide evidence in your Tracking Tool.

Category 4: Parent/Guardian Involvement

Aim: To show evidence of their awareness

Parents/Guardians are aware, supportive of and engaged in GCE activities within the school community.

Good practice example: GCE is a standing item on Parent's Committee meeting agenda



Grant Spending Ideas

Senior Leadership Team (SLT) GCE Capacity Building

Strengthen school leadership understanding of and commitment to GCE.

- *Specialist GCE Leadership Workshops – Bring in trainers to work with SLT on integrating GCE into whole-school vision, ethos, and practice.*
- *Leadership Retreat or Strategy Day: Cover some costs for a focused GCE planning session away from daily school pressures.*
- *Learning Visits: Fund visits to other schools with strong GCE practice to learn from their approaches.*
- *Subscription to GCE resources for leaders.*
- *Costs for travelling to conferences.*
- *Substitution costs (for those who are teaching principals).*

Board of Management

- *GCE Induction Sessions for BOM Members.*
- *Policy Development Workshops facilitated to embed GCE in governance, planning, and decision-making.*
- *Costs for attending WWGS training.*

Prompts:

- Describe how parents/guardians are informed about and included in GCE events and activities.
- Explain how this has helped drive and embed GCE in your setting.
- Provide evidence in your Tracking Tool.

Embedding GCE in Policies

- *Policy Review & Rewrite Support: The Education Officer for your region can support you to develop a GCE policy for the school. Please also find a template for this policy [here](#) under WWGS Tools.*
- *Staff Consultation Events: Cover catering and facilitation costs for all-staff sessions to co-create GCE-focused policies.*

GCE School Policy Development

- *Meetings - flipcharts, sticky-notes, markers. **Klee** is our suggested supplier, capped at €50.*
- *Substitution - This task may require substitution time for meetings or snacks/lunch to meet during breaks or after school, capped at €40 per teacher/per hour and paid for with WWGS Grant funding.*

Category 1: GCE Communications

Aim: To show evidence of these communications

Creating awareness and driving engagement in GCE through communication channels that reach the school/setting community AND beyond.

Good practice example:

Always use the WWGS Ethical Communications Guide to inform GCE communication.

Prompts:

- How is GCE communication informed by the WWGS Ethical Communication Guide?
- What communication methods have been most successful in driving GCE engagement?
- Provide evidence in your Tracking Tool such as a completed Ethical Communication Guide.

Category 2: Engagement with other Settings

Aim: To show evidence of this engagement

Formed or continued a partnership with a school, organisation, or community in Ireland or abroad to carry out a joint learning project on GCE themes.

Examples include peer-education workshops, collaborative learning projects, or shared continuing professional development (CPD).

This includes links with settings in the Global South.

N.B. Please refer to the WWGS Global School Partnership Guidelines found [here](#) under Guides to stay on Track.

Prompts:

- What is the purpose of this engagement?
- What student groups were involved?
- What form does it take, e.g. letters, emails, online/in-person meetings?
- What scaffolding takes place before and after each engagement?
- How does this engagement deepen understanding of GCE?
- How is knowledge shared?
- Provide examples and/or evidence in your Tracking Tool, including a copy of the completed Scaffolding Guide.



Category 3: Engagement with WorldWise Global Schools

Aim: To show evidence of the impact of this engagement

Reflect on the engagements with WWGS over the last year. For example, interactions with your Education Officer and WWGS Regional Drop-in Clinics.

Prompts:

- How has this engagement supported GCE in your setting?

Category 4: Reflection and Feedback

Aim: To share your reflections and provide feedback on your experience of participating in the WWGS programme this year.

Prompts:

1. What are the benefits and challenges of engaging with the programme?
2. What are the challenges of engaging with the programme?
3. How could WWGS support you more?
4. What were the key learning points from this year?
5. What has been the most significant change in your setting, as a result of participating in the programme?



Grant Spending Ideas

Community GCE Events/Actions

- Attend local art exhibitions, films or theatre performances connected to your GCE topic (e.g., migration, climate justice, equality) and scaffolded by teaching and learning.
- Organise a community event to showcase student GCE work.

School Action Project Ideas

- Launch a school-wide “Climate Justice Challenge” with measurable actions linked to your GCE topic (energy reduction, food choices, sustainable travel).
- Run a “Voices for Change” art or writing project: students create pieces inspired by global justice themes to share within the school and community.
- Create an organic school garden as an action project on food sovereignty and global food systems (capped at €200 per grant). Refer to the Global Gardens Resource [here](#) on our website.
- Start a ‘Fair Trade School’ campaign—explore ethical consumption, connect with Fair Trade groups, and run awareness activities.

Communicate and share specific GCE issues and projects taking place in school:

- Create a GCE page on the school’s website.
- Start a GCE newsletter—purchase a professional template, GCE logo, or subscribe to a design platform such as Mailchimp (max €250 per grant).
- Start a GCE podcast—purchase recording equipment (max €250 per grant).
- Develop a student-run GCE social media campaign to raise awareness of your theme and connect with other schools.
- Create a digital storytelling project—students collect and share personal or community stories related to your GCE theme.
- Produce GCE videos - Courses on audio/ music/ video production, as well as stop motion animation; www.createschool.ie offer onsite workshops from €435 per day (per class of 24 approx/day) or online courses - from €25 per student (must be GCE project), capped at €350 per grant.
- Whole-School Ceremony to celebrate Global Passport achievement.

N.B. Ineligible:

- Gardens with no local to global link being made.
- Community fundraising events.
- Capital equipment not related to the GCE programme.

Note: In the interest of sustainability we will not be replacing the banners every year but if you need a replacement, please email your Education Officer.

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

Follow us:

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-  @global_citizenship_education
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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.

