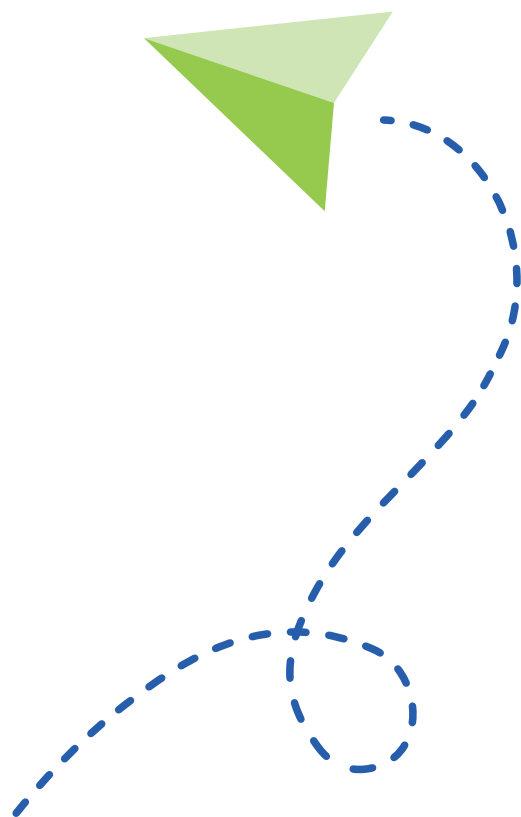


Irish Aid Global Citizenship Education Strategy 2021-2025



Rialtas na hÉireann
Government of Ireland





Contents

Foreword	01
Our Strategy	03
Why Global Citizenship Education?	04
Our Policy Environment	07
Progress to Date	09
What do we want to achieve?	13
Learners and their Communities	15
Policy and Curriculum	17
Institutions	19
Educators	23
Irish Aid Awareness	25
Ways of Working	30
Appendices	33
Appendix 1	
List of written submissions received during the public consultation phase of this strategy	33
Appendix 2	
List of acronyms	34

Foreword

Minister for Foreign Affairs,
Simon Coveney T.D.



© DFA

Global solidarity, international cooperation and collective action for a better future are values at the centre of Ireland's foreign policy. They underlie our sense of global citizenship and the work of Irish Aid, our international development programme.

This new *Irish Aid Global Citizenship Education Strategy* sets out how the Department of Foreign Affairs will support the public to explore how global issues interlink with their everyday lives and how we can act, individually and collectively, to build a better world.

It aims to energise all parts of our community, working through formal and non-formal education, through youth and community groups, business and trade unions to bring all of our people into the conversation about how they can make a difference. Now more than ever, as the impacts of climate change grow and the world reels from the consequences of COVID 19, we are all called on to be the very best of global citizens.

This task links directly to Ireland's efforts at global level to advance human rights and address climate change and combat poverty and hunger. Our diplomatic missions and the Irish Aid programme give us a significant presence globally, which we use to promote our values and commitment to a better world. As a non-permanent member of the United Nations' Security Council we have put peace and security, climate justice and gender equality at the heart of our priorities, helping to promote the interests of fragile states and vulnerable communities. The aim of this strategy is to connect that work and the issues it seeks to address with a broader sense of Global Citizenship at home.

This document builds on the solid work of previous strategies and is the result of extensive input by many stakeholders including young people, community groups, educational institutions NGOs and Government departments. I would like to thank them for participating so actively and enthusiastically in the process, including the more than 300 people who participated in our virtual Town Hall meetings. I would also like to thank the Development Education and Global Citizenship Education organisations and practitioners across Ireland, as well as Government departments and agencies, civil society organisations and educational institutions who all informed the development of this new strategy.

If the global pandemic has shown us anything, it is that wherever in the world we live, we are connected to each other. How we respond to that realisation will define our planet's future. It is time to act.

Simon Coveney TD
Minister for Foreign Affairs

Foreword

Minister for Overseas Development Aid and Diaspora, Colm Brophy TD.



© DFA

The *Irish Aid Global Citizenship Education Strategy* comes at an important moment for Ireland and for the global community as a whole. The world faces enormous challenges in the years ahead, including climate change, global poverty, hunger and injustice. The COVID-19 pandemic has shown us that global society is more interlinked now than at any time in history and that events in one part of the planet can have a profound effect on us all. It has also shown us that the most effective way to overcome these global challenges is a combination of individual and collective action towards a shared goal.

This awareness is the starting point for this new strategy, which sets out how we will encourage the public to engage with these challenges through Irish Aid, Ireland's official international development assistance programme, which is led by the Department of Foreign Affairs in cooperation with a number of other Government Departments. As Minister for Overseas Development and Diaspora, I have been deeply invested in the development of this plan, engaging with members of the public – and in particular with younger people – throughout the consultation process.

I have been particularly conscious of ensuring we bring as many people as possible into the conversation on these issues and this strategy will see us supporting work in formal and non-formal education, including with youth and community groups and representative bodies. I have also been keen to encourage our partners to innovate and a special Innovation Challenge Fund has been created to support them in doing so. We will also seek to increase awareness and understanding of the role development cooperation can play in addressing global poverty and inequality and of Irish Aid's role on behalf of the Irish people.

This strategy will build on many years of work in this area. Since 2017, Irish Aid has strengthened and expanded existing strategic partnerships and has launched new ones, including Youth 2030 for the youth sector and Saolta for the adult and community education sectors. We have increased the number and range of GCE partners as they deliver their programmes in diverse settings across the island of Ireland. We have also actively engaged with a range of policy and curriculum reforms, working with the Department of Education on strengthening global citizenship and sustainability issues within curricula, in Initial Teacher Education and Continuous Professional Development. The members of the Irish Development Education Association (IDEA) also deserve special mention for their central role in the elaboration of this document.

There is no doubt that the global community faces many challenges ahead. The *Irish Aid Global Citizenship Education Strategy 2021-2025* will help us navigate those challenges. Guím gach rath ar an obair.

Colm Brophy TD

Minister for Overseas Development and Diaspora



Our Strategy

“Global Citizenship Education is strategically important as part of our response to the big questions which face the global community - whether that be climate change, global inequality, hunger or injustice.”

Minister for Overseas Development Aid and Diaspora, Colm Brophy TD.

What do we want to achieve?

We want to help build a broader sense of global citizenship in Ireland, encouraging the public to engage with and learn about the issues that will define the 21st century – including climate change, hunger, peace, global inequality and injustice.

We want to encourage the public to act, individually and collectively, to help build a fairer and more sustainable future for all.

As part of that conversation, we want to increase the public’s understanding and awareness of how Irish Aid addresses global poverty and equality on their behalf.

Who will we work with?

We will work, throughout the island of Ireland, with teachers, trainers and other educators; pupils and students in primary, post-primary, further education and third level; young people and youth workers; volunteers; adult and community education practitioners and the communities and groups with whom they work. We will work with educational institutions, NGOs and volunteer organisations. We will work closely with other Government Departments and agencies.

We want to broaden and deepen the conversation on these vital issues, bringing in all segments of our society, including migrants, the travelling community, early school leavers, the private sector, trade unions and Local Government.

We will promote innovation and fresh thinking, with new supports for partners who want to trial new ways of helping us achieve our shared objectives.

What’s new?

We will:

- » increase funding for Global Citizenship Education to €10 million per year over the lifetime of this strategy;
- » launch a new primary school programme in 2021 and explore how we can expand into early years education;
- » launch a revitalised Community Initiative to engage people from the broadest-possible range of backgrounds, including those marginalised from mainstream education;
- » strengthen our engagement with business and trade unions;
- » strengthen engagement with Local Government, using their Public Participation Networks to engage with communities;
- » develop a new strategic partnership for the third level sector and for Initial Teacher Education (ITE) in post-primary education - building on our work with DICE, SUAS and the Ubuntu programme;
- » launch an Innovation Challenge Fund to encourage fresh thinking around how we and our partners can broaden and deepen the public conversation about vital global issues;
- » increase funding for research on Global Citizenship Education and the use of digital learning and new technologies to advance our work, reach new learners and communities and build links with schools, institutions, youth groups and the Global South;
- » develop a re-imagined Irish Aid Centre, to build awareness and understanding of the Irish Aid programme;
- » review our funding mechanisms to make our processes more efficient.

Why Global Citizenship Education?



Irish Aid defines Global Citizenship Education (GCE) as a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, 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. This is particularly important in an increasingly globalised world faced with immense challenges, such as the effects of the COVID 19 pandemic, climate change, entrenched poverty and growing inequality, as well as misinformation-fuelled radicalisation.

Irish Aid's work in this area will be underpinned by the principles of the Code of Good Practice on Development Education (IDEA 2019). Importantly, we will support informed public engagement and debate

on the role of development co-operation, and awareness and understanding of the work of Irish Aid in addressing global poverty and inequality.

"We face an uncertain global landscape, marked by tensions and regional rivalries; the unravelling of international arms control regimes; the threat posed by terrorist organisations and other non-state actors, and the global challenge of climate change, increasingly seen as a multiplier of conflict and instability. These challenges have been compounded by the Coronavirus pandemic, and by an increasing scepticism in some quarters about the value of multilateralism."

Minister for Foreign Affairs, Simon Coveney,
IIEA January 22nd 2021

Code of Good Practice for Development Education



12 Core Principles

Educational Practice



01 Contribute to **Knowledge** in Ireland about global development



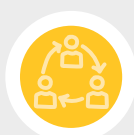
02 Explore the **Root Causes** of local and global injustices and inequalities in our interdependent world



03 Be explicit about the **ethos** of Development Education



04 Encourage **Critical Thinking** in our exploration of local and global justice issues and seeking of solutions



05 Use **Participatory, Creative** methodologies



06 Produce and use **Quality Resources** and **Materials**, based on continuous learning



07 Build **Skills** for **Informed, Meaningful Action** that is **Collective** in nature



08 **Imagine** and **Explore Solutions** for a better world



09 Actively and consistently **Reflect** and **Learn** from our own Development Education practice and participants' feedback

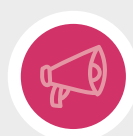
Organisational Practice



10 Have a clear **Development Education Strategy** and **Action Plan**



11 Reflect the **Key Values** of Development Education



12 **Advocate** for **Quality Development Education**

GCE has much in common with other forms of values education, in particular with Education for Sustainable Development (ESD). These synergies include:

- » a holistic approach, bringing together a wide range of common topics and issues such as human rights, environmental sustainability and climate change, peace and non-violence, global poverty and hunger, multi-culturalism, anti-racism and gender equality;
- » a focus on justice, interconnectedness and solidarity;
- » a focus on the local and global dimensions of issues affecting the people and planet;
- » use of participatory educational processes, either within formal education, non-formal or informal educational settings¹.

GCE also has strong synergies with human rights education, education for peace and conflict prevention and intercultural education.

Irish Aid supports education in its broadest sense, supporting lifelong learning through formal, non-formal and informal approaches.



Formal education

Takes place in schools, further education colleges and higher education institutions. It has defined learning outcomes and includes a formal assessment process.



Non-formal education

Takes place outside of formal settings, usually in youth, adult and community education settings such as community education centres, youth clubs, family resource centres and older people's groups. It has a structure but has no formal assessment process. It is voluntary and part-time on the part of the learner.



Informal education

Covers all the other ways that people learn throughout their lives: from each other, from the media including social media, from visiting museums, libraries and exhibitions.

¹ Adapted from Global Education in Europe, Concepts, Definitions and Aims (GENE- 2018)

Our Policy Environment

International Policy Context

In September 2015, the UN Sustainable Development Goals were adopted by 193 countries. These goals aim to eradicate poverty, address environmental degradation and climate change and build a more peaceful, fair and sustainable world for all. SDG 4 aims to “ensure inclusive and equitable quality education and promote life-long learning”. Target 4.7 brings together both ESD and GCE, focusing on the social, emotional and behavioural dimensions of education calling on all countries to:

“Ensure that all learners acquire knowledge and skills needed to promote sustainable development, including amongst others through education for sustainable development (ESD) and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

(Global Indicator Framework for SDGs a/RES/71/313)

Since 2015, there has been a growing recognition of the importance of focusing on both formal as well as non-formal and informal education for learners of all ages in order to meet target 4.7 by 2030. In 2020, a road map for ESD to 2030 was launched by UNESCO, which prioritised advancing policy, providing capacity development opportunities for educators and promoting whole-of-institution approaches as well as a strengthened focus on youth engagement and empowering local level actions.

EU Council Conclusions in June 2020 recognised the critical importance of engaging young people as key change-makers in the implementation of the European Consensus on Development, the SDGs and the Paris Agreement on Climate Change, committing to enhance

“...active global citizenship through strengthened global engagement, development education and awareness raising (DEAR) including training, youth work activities and awareness-raising in human rights, sustainable development and good governance.”

Ireland’s Foreign Policy

The three principal strategies which guide our work are:

The Global Island: At the core of Ireland’s foreign policy, *The Global Island* (2015) articulates our support for a fairer, more just, more secure and more sustainable world. This takes expression in the work of our international development programme, as well as our engagement on human rights, peace-keeping, disarmament and security.

Global Ireland- Ireland’s Footprint to 2025: Launched in 2018, Global Ireland sets out to double Ireland’s impact in the world. A key objective of the strategy is to strengthen citizenship engagement, to build awareness and understanding of Ireland’s long-term international policy objectives. Ireland’s international development programme, Irish Aid, is a tangible expression of the ambition of Global Ireland.

A Better World: Ireland’s policy for International Development, A Better World, commits to a strengthened focus on global citizenship and public engagement. It states that global citizenship education will be an important element of our evolving approach to reaching the furthest behind first and will underpin our broader public engagement. It also includes a commitment to dedicate more resources to achieving our objectives.

In addition, we are committed to the implementation of regional strategies such as Ireland’s Strategy for Africa to 2025, published in 2019, which also emphasises the centrality of effective communication and public engagement to our approach.



Students from Beaufort College and Holy Family Secondary School celebrating their WWGS Special Global Passport at the WorldWide Global Schools Annual Conference 2017. Photo: WWGS

Domestic Policy Context: Education for Sustainable Development and Global Citizenship Education

Irish Aid's work on Global Citizenship Education intersects with the role of a number of other Government departments. In implementing this strategy, we will work closely with the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science in relation to Education for Sustainable Development. We will also work with the Department

of Children, Equality, Disability, Integration and Youth in relation to inclusion and anti-racism policy. We will work with the Department of the Environment, Climate Change and Communications in relation to the Sustainable Development Goals and with the Department of Rural and Community Development and the Department of Housing, Local Government and Heritage in their work with communities across the country. We will also work with key organisations such as the National Council for Curriculum and Assessment, the Teaching Council and with local authorities.

Progress to Date

Since 2017, Irish Aid has engaged close to one million learners of all ages across the country.

We have actively engaged with a range of policy and curriculum reforms over the last number of years, working with the Department of Education on strengthening the global citizenship dimension across curricula, in particular at post-primary level. We have seen considerable progress in this area including the reform of the Junior Cycle and introduction of Politics and Society for Leaving Certificate. Another key area of progress has been the introduction of new standards for Initial Teacher Education (ITE) 'Céim' by the Teaching Council. GCE is now included as one of seven core elements which underpin all aspects of ITE.

At primary level, we support the DICE (Development Education and Intercultural Education) project, which was established in 2003, and supports the integration of GCE into initial teacher education at primary level in higher education institutions.² All primary teachers educated in Ireland now receive some level of preparation on GCE.

We also support partners working directly with primary schools, training teachers and developing resources. These include An Taisce, which has integrated global citizenship into its Green Schools programme - reaching 1176 primary schools in the 2019-2020 academic year, or 37% of primary schools in Ireland with its global citizenship flags.

At post-primary level, WorldWise Global Schools (WWGS), established by Irish Aid in 2012, reached 70% of post-primary schools in 2020 through direct supports to schools and Continuous Professional Development (CPD). WWGS runs an award scheme, The Global Passport, provides grant funding to schools, networks and NGOs and has developed a range of curriculum-based resources linking GCE to specific subject areas.

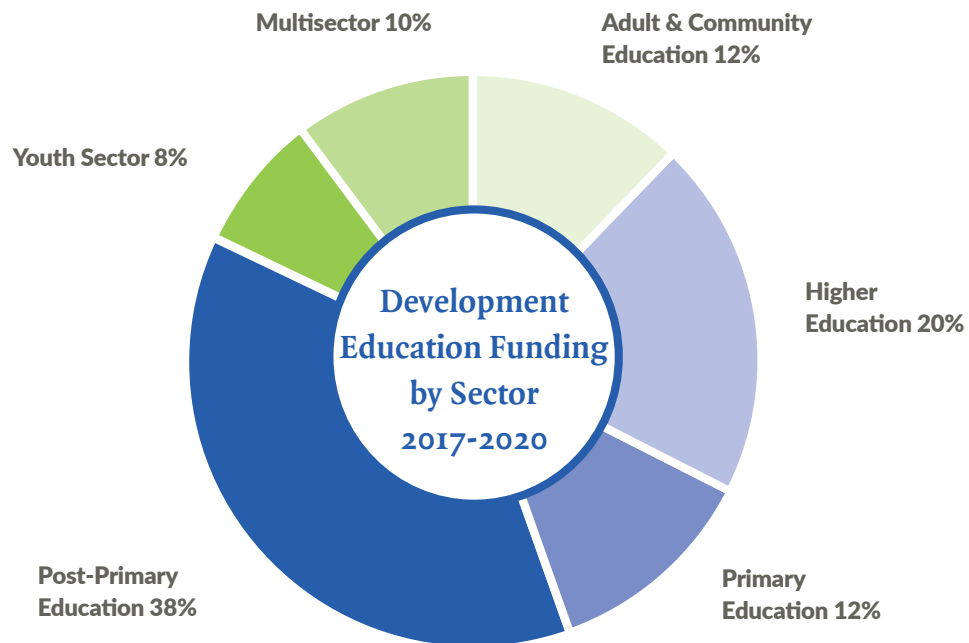
In partnership with the Ubuntu Network, Irish Aid supports the delivery of GCE to post- primary student teachers in 11 higher education institutions.

Irish Aid also engages with 23 out of 26 Higher Education Institutes in Ireland. Our strategic partner, SUAS, works with the Union of Students in Ireland and student societies in campuses across the country. They also organise the annual STAND student festival, which in 2020 focused on the issue of refugees and migration. We also support the integration of GCE into formal curricula and training of lecturers, including through support to the UCC Praxis Project and Engineers without Borders.

Since 2017, Irish Aid has strengthened engagement with the youth, adult and community sectors, through Youth 2030, an initiative led by the National Youth Council of Ireland in partnership with Concern Worldwide, Trócaire and Maynooth University. The programme supports training of youth workers in organisations and programmes across the country and an annual youth festival, One World Week.

Irish Aid has also supported youth organisations such as ECO-UNESCO, Scouting Ireland, the Irish Girl Guides, Young Social Innovators and Gaisce for projects on global citizenship and sponsors the Science for Development Award at the BT Young Scientist and Technology Exhibition every year.

² Institute of Education, Dublin City University; Froebel Department, Maynooth University; Marino Institute of Education, Trinity College; Mary Immaculate College, University of Limerick.



Irish Aid's most recent partnership 'Saolta' was launched in 2019 for the adult and community education sectors. Development Perspectives leads a Consortium with Concern Worldwide, Irish Rural Link, the Department of Adult and Community Education, Maynooth University and Aontas - the national adult learning organisation. Training of adult and community educators, including 'SDG advocates' is a key element of the programme. Support has also been provided to Public Participation Networks to integrate the SDGs and global citizenship themes into city and county development plans. Irish Aid has also worked with organisations such as AKIDWA (the national network for migrant women living in Ireland), Financial Justice Ireland, the Latin American Solidarity Centre, Galway One World Centre, Inishowen Development Partnership and Lourdes Youth and Community Services working in inner city Dublin and also the Centre for Global Education based in Belfast.

Irish Aid has also worked to develop the capacity of organisations working on GCE in Ireland, in particular through our partnership with the Irish Development Education Association (IDEA). The development of the Code of Good Practice for Development Education in 2019, led by IDEA, was an important step forward for the sector.

Irish Aid also supports GCE:

- » through our Irish Aid Centre in central Dublin, which has welcomed close to 20,000 people since 2017 - mainly post-primary students with smaller numbers of primary students as well as primary teacher trainees;
- » via our support to Ireland's international development NGOs, for their work in engaging the public on global citizenship issues through events, training, media and on-line engagement;
- » through the Our World Irish Aid Awards, which have attracted more than 200 entries from primary schools across the country since 2017 and remain one of the most popular primary school competitions in the country;
- » via our support for www.developmenteducation.ie an on-line hub for GCE resources and an important resource for teachers, educators and trainers.

Irish Aid Development Education Strategy

Making progress on global citizenship education across Ireland
2017-2020

71%

of people surveyed

can give an example of how a
development education learning event
has influenced their attitudes and behaviour



Learners reached
nationally

894,937



303

new or revised
knowledge products*

*books, videos, journals and games that
civil society organisations and educational
institutions develop to reach learners



31%

primary schools

64%

post-primary schools



were supported across all counties in the country

9,829

primary teacher
trainees have
received training

on development education



6,204

primary and
post-primary teachers

have attended Irish Aid supported
continuous professional development (CPD)



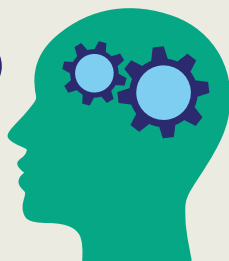
23 out of 26



Higher Education Institutes in Ireland offered development education courses and other supports funded by **Irish Aid**

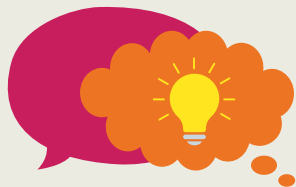
17,196

learners in the adult and community education sector were reached



19,380

people attended the **Irish Aid Centre workshops**



5,706

young people

accessed **development education** through youth organisations



6,124

youth, adult and community educators



and international volunteers attended **Irish Aid supported** continuous professional development (CPD)

207

primary school entries

to the **Our World Irish Aid Awards**





What do we want to achieve?

Goal

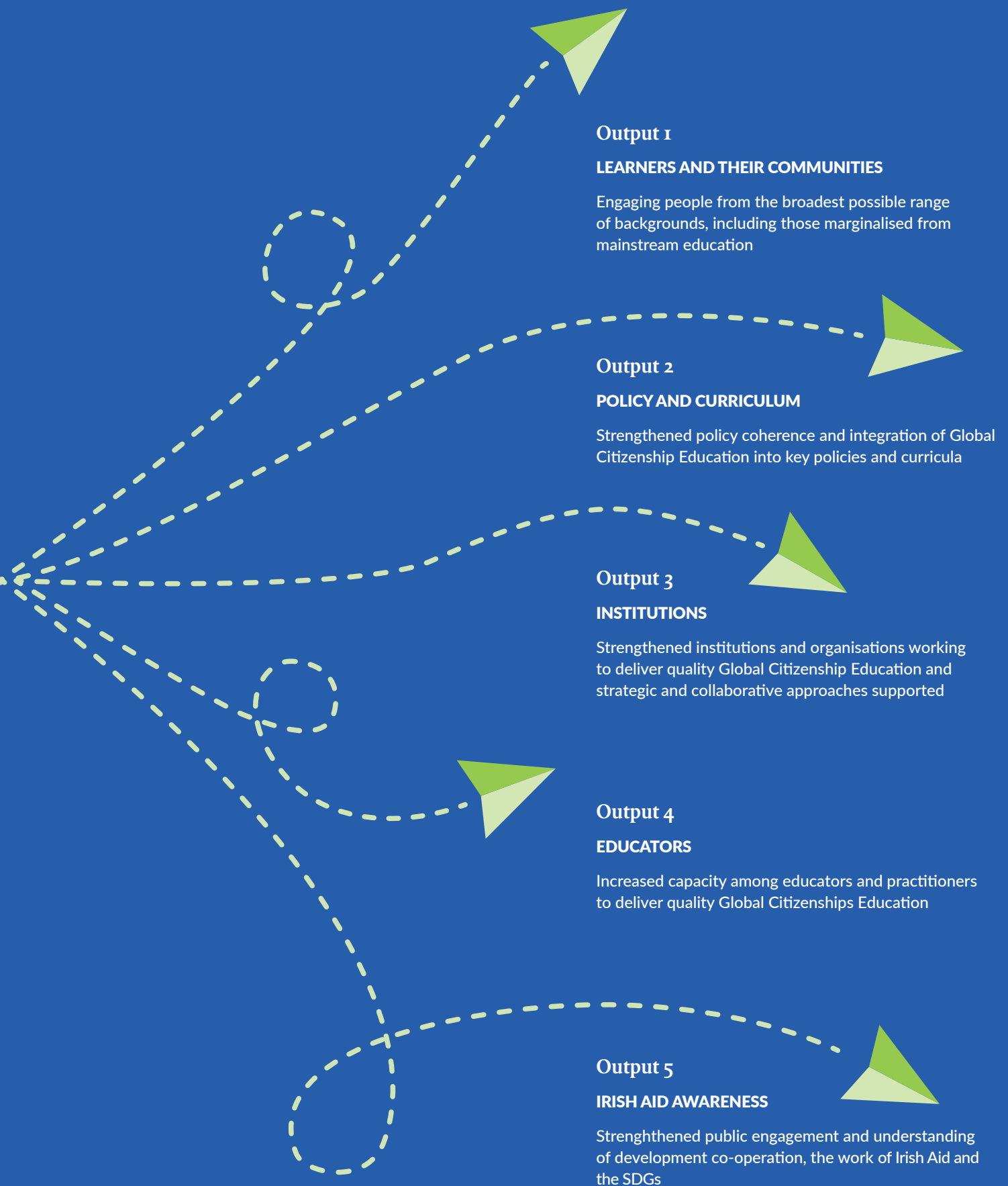
That people in Ireland have access to quality, lifelong Global Citizenship Education, enabling them to become active global citizens committed to a fairer and more sustainable future for all

Target Groups

Teachers, trainers and other educators; pupils and students in early years, primary, post-primary, further education and third level; volunteers; young people and youth workers; migrants; the travelling community; early schools leavers; business; trade unions; adult and community education practitioners and the communities and groups with which they work; educational institutions and NGOs

Outcome

Increased reach, accessibility, quality and effectiveness of Global Citizenship Education in Ireland



1

Output 1: Learners and their Communities

Engaging people from the broadest possible range of backgrounds, including those marginalised from mainstream education

We will launch a revitalised Community Initiative, building on our work with Saolta and our grant support. We will deepen our engagement with communities across the country, both urban and rural, increasing grass-roots, community level support, including to family resource centres, women's groups, older persons' groups, community organisations targeting men, such as Men's Sheds, as well as arts, sports and cultural organisations. We will specifically target adult learners who may be marginalised or socially disadvantaged.

We will increase the number and spread of young people we reach, with a focus on diversity, gender balance and equitable geographic distribution across urban and rural areas. We will work with partners to ensure young people from a range of backgrounds are reached, including from migrant backgrounds as well as traveller youth, LGBT young people, young people from faith communities, disabled young people and youth wings of political parties.

We will continue to support the delivery of high quality curriculum-linked GCE to primary and post-primary school students through our WorldWise Global Schools programme and a new primary schools programme and other initiatives. We will also look to engage early years learners in global justice issues.

We will focus on engaging a more diverse range of schools, including DEIS³ schools which make up 27% of all post-primary and 21% of all primary schools in the State, as well as Gaelcholáistí, Gaelscoileanna and Special Schools. We will strengthen our supports, including CPD and resource development, to the Leaving Certificate Applied and Leaving Certificate Vocational Programmes, which make up 30% of all students undertaking the Leaving Certificate pathway. Youthreach, which offers education, training and work programmes for early school leavers aged 15 to 20, will be an important entry point for engaging young people marginalised from mainstream education.

We will expand our supports at third level to engage further with the newly established Technological Universities and the Institutes of Technology.

We will support our partners in the formal and non-formal sectors to capitalise on new technologies and on-line learning opportunities, including social media. COVID 19 has revolutionised how we learn, work, socialise and engage with our communities and has highlighted the immense potential of digital learning and outreach for engaging new learners and communities across the country.

We will also encourage partners to seize the opportunities offered by digital technologies to link with schools, institutions, youth groups and communities in the Global South through twinning projects and partnerships focused on collaborative learning. We will seek to build links between our GCE programme in Ireland and the work of Irish Aid and international development NGOs globally.

In all of this, we will be mindful of the impacts of digital poverty as many still lack access to devices and reliable broadband as well as the necessary skills, especially amongst older people.

We will expand our support to Local Authorities to encourage the inclusion of global citizenship themes in City and County Development Plans, building on our work with Public Participation Networks through Saolta.

We will support programmes which provide GCE for international volunteers both in advance of and during placements, as well as supporting volunteers to remain active global citizens on their return. International volunteering has an important role to play in fostering global citizenship and part of preparing people for international volunteer placements should be to ensure they understand the root causes of global poverty and injustice and linkages between local and global justice issues. Returnees can also have an important role in

building awareness and challenging stereotypes and misconceptions about the Global South. We will ensure coherence between our support for GCE in volunteering and Comhlámh's Code of Good Practice 2019-2021, for Volunteer Sending Agencies.

We will support the development of innovative new resources and knowledge products aimed at a more diverse range of learners, including supporting the development of accredited curriculum for adult learners. Special attention will be paid to ensuring knowledge products reflect the diversity of our classrooms and communities and respect our shared commitment to human rights and anti-racism.



Irish Aid partner, the Irish Development Education Association (IDEA) has partnered with Business in the Community Northern Ireland (BITCNI) to share learning on implementing the SDGs. This workshop was held in Belfast in September 2019. Photo: IDEA

2

Output 2: Policy and Curriculum

Strengthened policy coherence and integration of Global Citizenship Education into key policies and curricula

We will work to strengthen cross-government coherence on both GCE and ESD. We will actively engage with the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science, in relation to Education for Sustainable Development. We will identify opportunities to deepen our relationship, such as in relation to the national Further Education and Training Strategy, 'Future FET: Transforming Learning 2020-2024', which has a strong focus on fostering inclusion.

The National Council for Curriculum and Assessment (NCCA) and the Teaching Council will continue to be important partners and we will contribute to the development and roll out of new primary and senior cycle curricula through ITE, CPD and targeted resource development as appropriate.

We will examine expansion of our work into early childhood education in the context of the review of the Aistear framework.

We will work with the Teaching Council and partners to support the implementation of their 'Céim' standards for Initial Teacher Education, which include GCE as one of seven core elements.

We will work with the Department of Rural and Community Development in relation to Ireland's strategy for the Community and Voluntary Sector in Ireland, and Ireland's first National Volunteering Strategy 2021-2025, which includes a commitment to "promote ethical and skills-based international volunteering to deliver results for beneficiaries and to enhance global citizenship in Ireland".

We will strengthen our work and coherence with the Department of Housing, Local Government and Heritage and their Public Participation Networks, which bring together community and voluntary, environmental and social inclusion groups in local authority areas across the State.

We will work with the Department of Children, Equality, Disability, Integration and Youth in relation to Early Childhood Education; the National Action Plan against Racism in Ireland and the national policy framework for children and young people.

We will work with the Department of the Environment, Climate and Communications in relation to the Sustainable Development Goals National Implementation Plan.

We will continue to take an active role within the Global Education Network for Europe (GENE) and at home, we will continue to work with and support the Irish Development Education Association (IDEA) in its important role of building capacity in the sector and providing timely and coherent inputs to policy and curriculum development processes.



WorldWise Global Schools Conference 2018. Photo: WWGS

3

Output 3: Institutions

Strengthened institutions
and organisations working
to deliver quality Global
Citizenship Education and
strategic and collaborative
approaches supported

Irish Aid will support whole-of-institution approaches across the formal and non-formal sector to embed GCE sustainably in all aspects of an institution's work.

A new strategic partnership for the primary sector will support Whole School Approaches, integrating GCE into all aspects of school life, including engaging school management and leadership. Initial research on integrating GCE into early years education will be part of the pilot stage.

To deepen our impact and engagement at post-primary level, we will work to increase the number of post-primary schools in possession of our award-winning WorldWise Global Schools Global Passport award over the lifetime of this strategy. We will examine how the Global Passport award can be adapted for other sectors, such as primary and the non-formal education sectors.





2018 Development Perspectives SDG Advocate Programme which aims to build awareness and understanding of the SDGs amongst people working in the Adult and Community Education Sector. Photo: Development Perspectives



St Ronan's Primary School in Co Down receive a Children in Crossfire's Development Education Gold Award.

Photo: Children in Crossfire

We will establish a new strategic partnership at an institutional level with the third level sector. Irish Aid partners are already active in 23 of the 26 Higher Education Institutes in the State. To date, this support has been focused on the integration of global citizenship issues into student societies working with SUAS and the Union of Students in Ireland. We have supported the integration of GCE into Initial Teacher Education at both primary and post-primary as well as a small number of other projects working with specific faculties. Increased interest in GCE across HEIs is reflected in their commitment to advance the SDGs and their identification of global citizenship as a core graduate competency. Initiatives such as the An Taisce supported Green Campus and Universities of Sanctuary, Ireland are further evidence of this. There are many opportunities to engage leadership and management of HEIs, as well as academic staff, to strengthen integration of GCE into all aspects of campus life, from curriculum reform to training of lecturers, to policies and research. In order to inform our approach, we will map current levels of integration of GCE in HEIs.

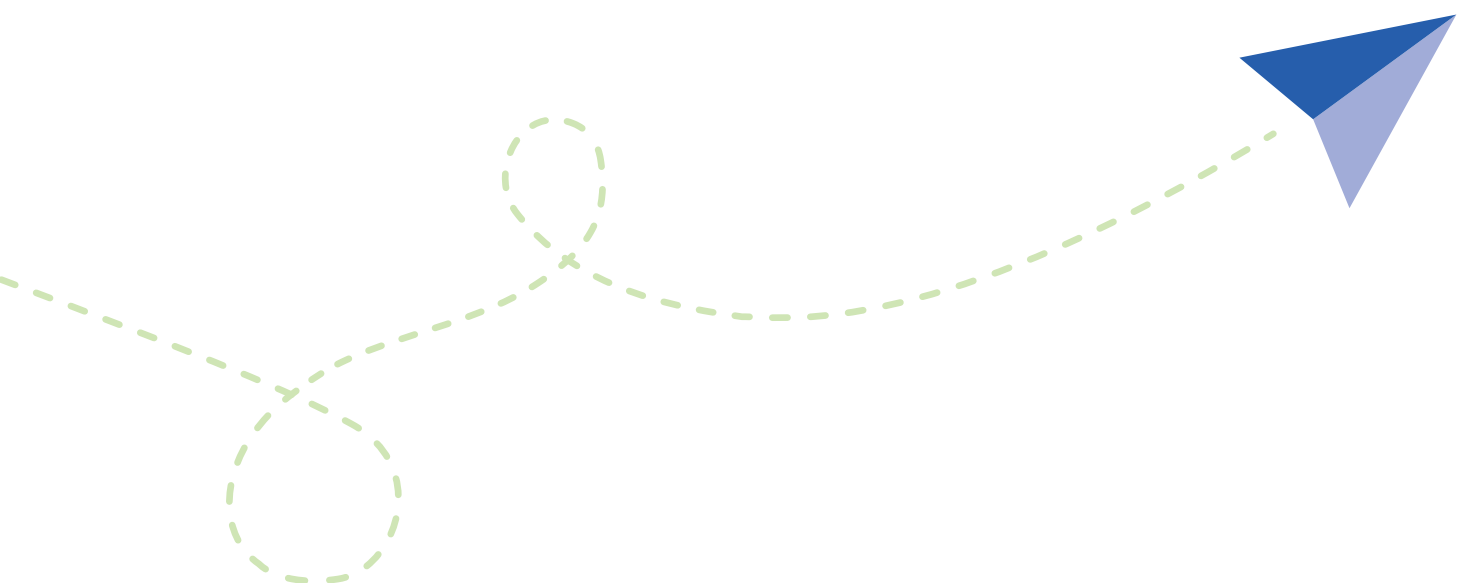
We will support new initiatives to strengthen the capacity of organisations in the non-formal space to mainstream GCE internally, including through a potential new Global Passport-type award scheme for Further Education Colleges. There are more than 70 Further Education Colleges in Ireland offering post-leaving certificate courses and a range of other adult education courses where this programme could have a sustainable and strategic impact. We will also look to strengthen the GCE dimension of ETB Adult Education Services, which in 2019 engaged 100,000 adult learners, many from disadvantaged backgrounds.

We will broaden and deepen our engagement with the youth sector in Ireland over the period of this strategic plan, building on Youth 2030, our strategic partnership led by the National Youth Council of Ireland, and also our work with other youth organisations at national, regional and local level.

We will build on our work with Civil Society Organisations. This will include international development NGOs who contribute real time experience and knowledge of global issues, as well as development education NGOs who bring expertise in learning methodologies and innovation in reaching and engaging different audiences. We will also build on our work with domestic NGOs working on issues such as climate change and fair trade, who build awareness and understanding of local-global links through campaigns, advocacy and volunteering initiatives.

We will work with IDEA to encourage partnerships and collaborations across and between sectors, support their work to build capacity across the sector and support, as appropriate, the delivery of 'Vision 2025, An IDEA Vision for the Development Education Sector'. We will support networks, membership organisations and consortia to collaborate on projects, programmes, joint events, joint campaigns and advocacy.

We will expand the range of organisations we support, including engaging with the business and the trade union sectors to encourage the inclusion of GCE in Corporate Social Responsibility and SDG-related activity.



4

Output 4: Educators

Increased capacity among educators and practitioners to deliver quality Global Citizenship Education

The education system is one of the principal routes for bringing Global Citizenship Education to the public and educators bring a vital multiplier effect to our work.

We will build the capacity of educators working across formal and non-formal education including teachers, lecturers, trainers and facilitators and other practitioners. We will do this through support to Initial Teacher Education and Continuous Professional Development as well as targeted resource development and building communities of practice within and between sectors.

The Teaching Council's 'Céim' standards commit to embedding GCE in all Initial Teacher Education. We will work with educational institutions to further embed GCE in ITE curricula, including early years education, and ensure adequate training, resources and other supports for lecturers.

We will establish a new strategic partnership for ITE in post-primary education building on the success of the Ubuntu programme.

We will seek to increase the percentage of teachers with access to quality, accredited, curriculum-linked Continuous Professional Development. To succeed in this, it will be important to ensure GCE is embedded in upcoming new curriculum development and reform and we will work with the National Council on Curriculum and Assessment and the Department of Education, given that most teachers engage in CPD in the context of policy and curriculum changes.

Our new strategic partnership in the primary sector will support strengthened co-ordination and coherence in the delivery of CPD on GCE. We will work to ensure that GCE is included as a Department of Education-approved summer course for primary school teachers. We will also explore options and opportunities to support capacity building of teachers involved in early-childhood education.

At post-primary level, we will work to ensure the availability of CPD supports across a wide range of subject areas, including by working directly with subject associations. This will build on the extensive programme of CPD for teachers within the WorldWise Global Schools programme, which is delivered through workshops and, one-to-one engagement with individual schools and teachers.

As part of our strengthened engagement with the Higher Education sector, we will look to increase our supports to lecturer CPD, targeted resource development and other relevant supports.

We will further expand our support for training and upskilling for youth workers through ITE and CPD, including volunteers, through our Youth 2030 strategic partnership and other partnerships as appropriate.



There are more than 1,400 professional youth workers, in addition to 40,000 volunteers working in the youth sector. Progress has already been made to embed GCE in both ITE and CPD. For example, with support from Irish Aid, a Level 8 Certificate course in “Global Youth Work and Development Education” is now being provided at Maynooth University.

In the adult and community education sector, we will support further progress in CPD and other learning opportunities, building on efforts to strengthen capacity which has already engaged 3,000 ACE educators since

2017. To do this, we will support accredited and non-accredited capacity-building programmes for adult educators and facilitators, as well as supporting the development of a clear CPD pathway. On ITE, we will support the integration of GCE into the eight providers⁴ of ITE for ACE practitioners in the country.

Irish Aid will continue to support IDEA's critical role in capacity building of practitioners in the sector to enhance their knowledge and skills on a range of issues including organisational governance, results-based management and measuring impacts.

4 Waterford Institute of Technology, Dublin City University, NUI Galway, Mary Immaculate College, National College of Ireland, Marino Institute/TCD, National College of Art and Design, NUI Maynooth.

5

Output 5: Irish Aid Awareness

Strengthened public engagement and understanding of development co-operation, the work of Irish Aid and the SDGs

Irish Aid's GCE programme aims to encourage the Irish public to engage with the issues that will define the 21st century: climate change, hunger, peace, global inequality and injustice. We want to encourage the public to act, individually and collectively, to help build a fairer and more sustainable future for all.

In an Irish context, informed engagement with these issues benefits from an understanding of the Irish Aid programme and the work it carries out on behalf of the people of Ireland, using public funds. The programme is an important expression of Ireland's global solidarity and citizenship and as part of our broader GCE programme we will seek to increase awareness and understanding of the role Irish Aid and development cooperation can play in addressing global poverty and inequality.



*Irish Aid Centre facilitator, Michael Chanda, delivering on-line workshops during COVID lock down SUAS 2020.
Photo: Irish Aid/DFA*

Activity under this output will contribute to realising the vision of *Global Ireland* and the commitments made in *A Better World* on public engagement and global citizenship.

As part of this effort, we will re-imagine the Irish Aid Centre, and will implement a blended learning approach, combining the face-to-face workshops with on-line delivery. We will expand the reach of the Centre, engaging learners in the adult, youth and community education sectors. Provision of workshops and interactive engagement at public outreach events such as BT Young Scientists and Technology Exhibition and others will continue to be part of the work of the Centre.



Students from St MacDara's Community College, Templeogue learn about the Sustainable Development Goals in the Irish Aid Centre 2019. Photo: DFA/Irish Aid



Our World Irish Aid Awards 2020 - At Home Learning resources to support pupils, teachers and parents during COVID 19 lockdown. Photo: Real Nation

A new Irish Aid Centre will build awareness and understanding of the Irish Aid programme and will be equipped with digital communication tools to facilitate digital outreach and online learning both nationally and globally.

Social media is increasingly the arena where many people, especially young people, learn about and build their opinions on global issues and challenges as well as engaging in on-line campaigning and advocacy. We will encourage partners to reflect on the opportunities and challenges of these developments and to build their capacity to effectively engage in this important area.

We will refresh and rejuvenate the Our World Irish Aid Awards, and increase the number of primary schools engaged from a baseline of 1,500 schools. Primary school pupils from 3rd to 6th class learn about the work of Irish Aid and how this work is contributing to the SDGs. The award scheme will have a strengthened focus on digital learning, including gamification, and we will ensure its coherence with the new Irish Aid primary school programme.

We will continue our partnership with international development NGOs in Ireland, who work with us to engage the public in building awareness and understanding of Ireland's aid programme.

We will engage with partners to identify further opportunities and entry points in the formal sector as well as the youth, adult and community education sectors to contribute to public conversations and learning on the role of development co-operation and the work of Irish Aid, through workshops and resource development.

In light of the complementary objectives, we will ensure coherence between the Worldwide Global Schools Programme and the Global Ireland Schools Programme, as each works to build understanding amongst post-primary students of global citizenship issues, Ireland's international development programme and our wider international engagement.





Pupils from Balbriggan Educate Together Primary School at the 2019 Our World Irish Aid Award finals at the Department of Education, Marlborough St, Dublin. Photo: Real Nation



Ways of Working

Resources and Funding

Irish Aid will increase the budget for GCE to €10 million per year over the lifetime of this strategy. Increased staffing will be put in place to support the growing programme.

We will launch an Innovation Challenge Fund to encourage fresh thinking amongst our partners about how we can broaden and deepen engagement with the public.

We will review our GCE grants scheme to improve its efficiency. Future grants will be awarded for up to three years, and while small grants will continue to be available, partners will also be encouraged to work in consortia, where appropriate, in order to maximise impacts and efficiencies. The funding available to the scheme will be increased.

Partnership

Our work in GCE is carried out in partnership with many committed individuals and organisations across the formal, non-formal and informal education and civil society sectors in Ireland. We will continue our close engagement with IDEA as well as Dóchas, the network for international development NGOs.

Our approach to partnership takes a number of different forms including policy dialogue and supports to capacity development. We will continue to support our partners through strategic partnerships as well as the GCE grant scheme.

New and existing strategic partnerships will be up to five years in duration. There will be a strengthened focus on ensuring strategic partners are operating at a strategic level, supporting institutional strengthening and whole of organisation approaches, leading on policy dialogue and working towards long term sustainable results.

Public Engagement and Global Citizenship Education will continue to be an important component of the successor to the Programme Grant Scheme. In line with their capacities and expertise, partners will be required to set out their programme of work for engaging with the Irish public, ranging from media and on-line engagement, once-off initiatives such as public events, lectures and exhibitions to longer terms supports such as training educators or curriculum development. A wide range of global citizenship issues may be covered including the role of development cooperation in addressing global poverty and inequality.

A number of Irish GCE organisations are currently accessing EU funding from the Development and Awareness Raising Programme (DEAR) as part of cross-European consortia. In order to support our partners to diversify their funding base as well as to access these shared learning opportunities, we will continue to provide matching 10% co-funding for successful projects if required.

Research and Building the Evidence Base

Irish Aid is committed to ensuring our GCE work is underpinned by a strong evidence base, which supports both accountability and learning. We will engage with IDEA on the establishment of a new research working group within the Association and encourage collaboration with HEIs and other partners to agree a research agenda for the sector. We will explore opportunities to work with the Irish Research Council and other Government Departments to identify potential areas of shared interest and with Dóchas on relevant findings from the Worldview public attitudes research.

We will review our performance management framework and put in place a more streamlined framework to support a robust but proportionate approach to gathering necessary data and evidence.

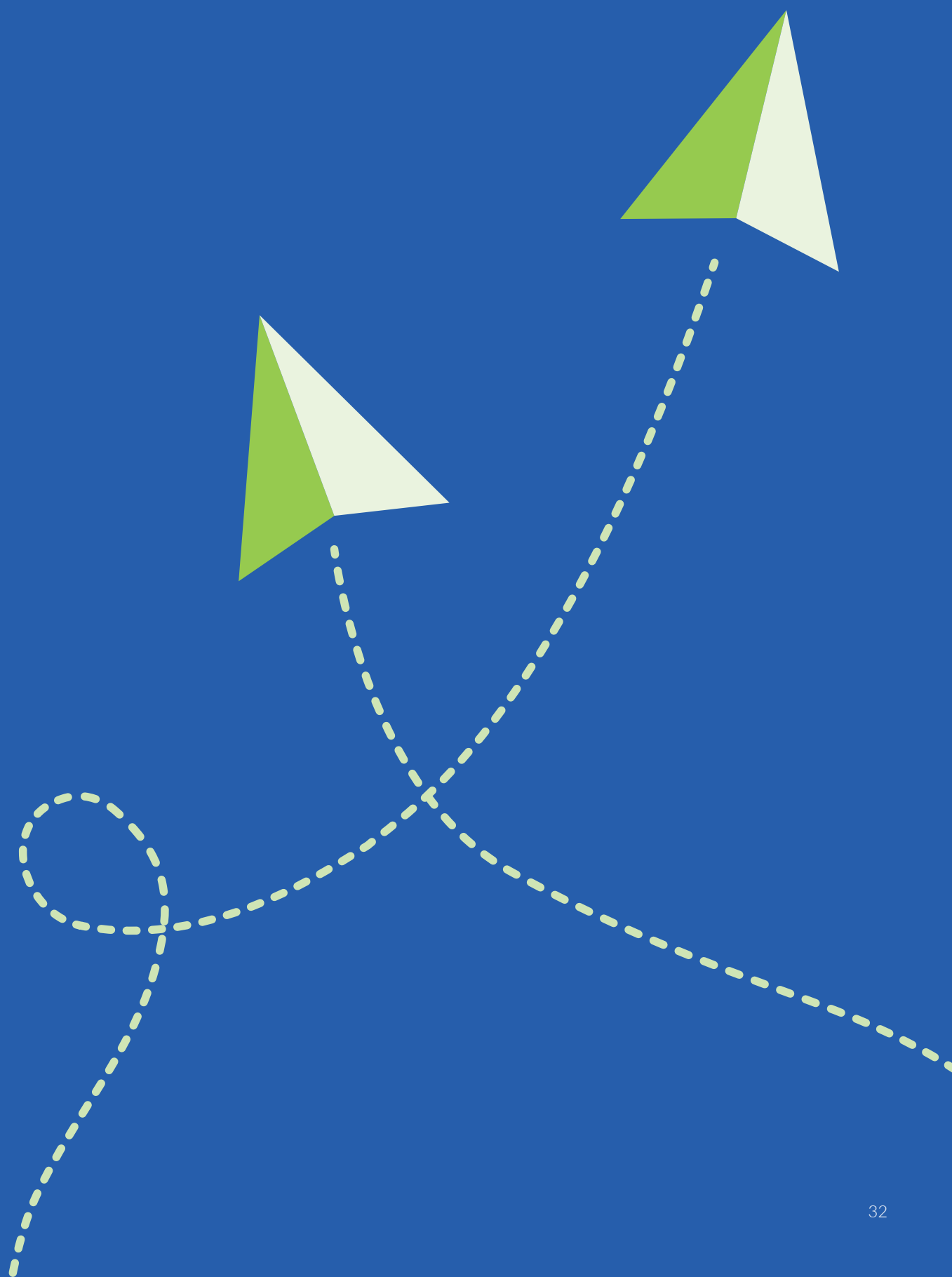
Accountability

We will draw on data generated through our updated performance management framework to publish annual updates on GCE on the Irish Aid website. This will be accompanied by more qualitative evidence, such as case studies, which will be communicated through the Government of Ireland/ODA Annual Report and our websites.

Meetings will be held with the sector on an annual basis to discuss progress made in the year and priorities for the coming period.

A mid-term review of the strategy will be conducted in mid- 2023.

The last GENE Peer Review was conducted in 2015. An updated Peer Review will be scheduled for 2024 to inform the development of a new strategy.



Appendix 1

List of written submissions received during the public consultation phase of this strategy

An Taisce	Irish Development Education Association
AONTAS	Youth Task Group
Association Science et Bien Commun	Individual
Association of Secondary Teachers in Ireland	Irish Girl Guides
Campus Engage National Student Volunteering Working Group	Irish National Teachers Organisation
Centre for Global Education	Michael Kenny
Children in Crossfire	Saolta
Concern Worldwide	SUAS
Department of Education	Trócaire
Department of International Development	Ubuntu Network
Maynooth University	Union of Students in Ireland
Development Perspectives	Voluntary Service International
The DICE Project	WorldWise Global Schools
ECO-UNESCO	Young Social Innovators
Friends of the Earth Ireland	Youth 2030
GOAL	Youth Work Ireland Tipperary
Irish Development Education Association	80:20 Educating and Acting for a Better World
Adult and Community Education Task Group	
Irish Development Education Association Formal Education Task Group	
Irish Development Education Association Quality and Impact Task Group	

Appendix 2

List of Acronyms

ACE	Adult and Community Education	IDEA	Irish Development Education Association
BITCNI	Business in the Community Northern Ireland	IIEA	Institute of International and European Affairs
CPD	Continuous Professional Development	ITE	Initial Teacher Education
DAC	Development Advisory Committee	LGBT	Lesbian Gay Bisexual Transgender
DEAR	Development and Awareness Raising	NCCA	National Council for Curriculum and Assessment
DICE	Development Education and Intercultural Education	NGO	Non- Governmental Organisation
ESD	Education for Sustainable Development	ODA	Official Development Assistance
ETB	Education and Training Board	OECD	Organisation for Economic Cooperation and Development
FET	Further Education and Training	UCC	University College Cork
GCE	Global Citizenship Education	UNESCO	United Nations Educational, Scientific and Cultural Organisation
GENE	Global Education Network for Europe	SDG	Sustainable Development Goal
HEI	Higher Education Institute	UN	United Nations
		WWGS	WorldWise Global Schools



