WorldWise Global Schools Guide to

ETHICAL COMMUNICATION

September 2024

WWGS Guide to Ethical Communication

This Guide to Ethical Communications aims to ensure that all GCE communications in your setting reflect the global justice values of equality, solidarity and shared learning. These communications include both offline GCE work (e.g. display boards in classrooms and communal spaces, presentations, assemblies, newsletters etc.) and online GCE (e.g. websites, social media, emails etc.)

We ask that all those engaged in GCE in your setting familiarise themselves with this Guide. Please ensure that any proposed communications align with these ethics, and make any necessary changes before publication.

The Guide is informed by the WWGS Guiding Principles. These five principles are foundational to the work of WWGS, underlying our approach to GCE. The Guide also draws from the Dochas Guide to Ethical Communications (2023).

THE WWGS GUIDING PRINCIPLES

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

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

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

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

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

How we make sense of things is very much linked to who we are. 'You do not see the world as it is, but as you are' - Anais Nin, poet.

Every GCE communication (e.g. a photograph, display, social media message etc.) should be checked by following these 5 steps:

1. Identify the global justice issue and the Guiding Principles reflected in the communication

- What global justice issue or theme is being communicated?
- Determine which of the WWGS Guiding Principles below are reflected in your communication. For those which are reflected, answer the following questions:

UNLEARNING & RECONSTRUCTING: Question what we know and make space for new ways of thinking.
  a. Where do we get our information from? Whose voices do we not hear?
  b. How can we create a world that is just and sustainable for all?

FINDING ROOT CAUSES: Dig deeper to find the causes of an inequality or injustice.
  a. What are the historical causes?
  b. Why do inequalities and injustices persist?

PRIORITISING HUMAN RIGHTS: Our actions and solutions to global issues should not lead to the exploitation of people.
  a.Why are some people's rights respected, while other people's are not?
  b.Are everyone's rights valued in the solutions presented on this issue?

MAKING LOCAL TO GLOBAL LINKS: Connect local issues with global issues and global issues with local issues.
  a. How are **we** connected to global inequalities and injustices?
  b. What can we do locally and nationally that will have a meaningful impact globally?

ACTING IN SOLIDARITY: Working together on an equal footing to challenge injustice.
  a. Do our words and actions potentially reinforce inequality and injustice?
  b. Can we think of any examples (locally or globally) that show solidarity with those challenging an injustice?

2. Check the representation of individuals, groups, communities, crises and global issues

Consider the people and situations in your communication (images and texts) and ensure that there is no stereotyping, sensationalisation or discrimination.

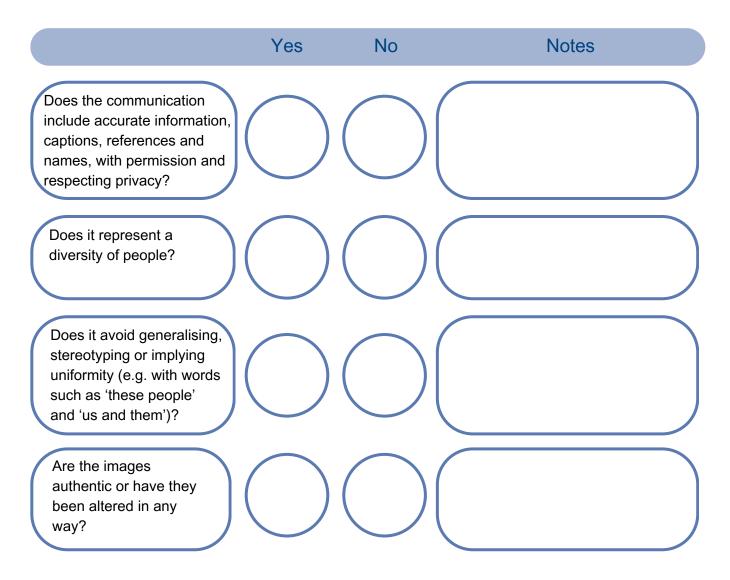|	Yes	No	Notes
Does the communication avoid harming or stereotyping the people involved?			
Does the communication include multiple voices, different perspectives and alternative narratives whenever possible?			
Do our words and actions avoid reinforcing inequality?			
Has consideration been given to how race, gender, ability, ethnicity and sexual identity have been portrayed?			
Has consideration been given to how matters of race, gender, ability, ethnicity or sexual identity may affect your audience?			

- In what ways does this communication show respect for human rights, an appreciation of diversity and a commitment to non-discrimination?
- In what ways does this communication respect the dignity and privacy of the people and places concerned?
- Language, words and terminology are important; do the words promote social justice or do they reinforce dominant narratives? (e.g. use the term Global South rather than Developing Countries, Third World etc.).

3. Promote the global justice principles of solidarity and empathy

	Yes	No	Notes
Does the communication avoid evoking pity, a power imbalance and/or negative stereotypes?			
Does it promote solidarity and collaboration?			
Do the leading voices and messages fairly and accurately represent the people or issue being explored?			
Has consideration been given to taking action around the communication, or demonstrating meaningful change?			

- What feelings does the communication evoke?

4. Represent the context accurately

	Yes	No	Notes
Does the communication include accurate information, captions, references and names, with permission and respecting privacy?	◯	◯	
Does it represent a diversity of people?	◯	◯	
Does it avoid generalising, stereotyping or implying uniformity (e.g. with words such as 'these people' and 'us and them')?	◯	◯	
Are the images authentic or have they been altered in any way?	◯	◯	

- Consider how this communication depicts the culture of the people or place portrayed. Has it been contextualised within the broader historical, economic, political or systemic influences?

5. Ensure informed consent

	Yes	No	Notes
Have all participants in this communication agreed willingly to their story or image being used?			
Are participants aware where and how the content will be used?			
Will participants be consulted before publishing the content?			