



*Empowerment for a better world through
Adult and Community Education.*

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Position Paper: Developing a framework for Embedding Global Citizenship Education for the Adult & Community Education Sector

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List of abbreviations & acronyms

- ACE: Adult & Community Education
- AEO: Adult Education Organisers
- ALE: Adult Learning and Education
- ALC: Adult Learning Centre
- BTEI: Back to Education Initiative
- CEF: Community Education Facilitators
- CEN: Community Education Network
- CFE: Colleges of Further Education
- CSO: Central Statistics Office
- CTC: Community Training Centre
- CWI: Community Work Ireland
- DE: Development Education
- DES: Department of Education and Science
- DFA: Department of Foreign Affairs
- EAFA: European Association for the Education of Adults
- EMSSGDE: European Multi-Stakeholder Steering Group on Development Education
- ERSI: Economic and Social Research Institute
- ETB: Education and Training Boards
- ETBI: Education and Training Boards Ireland
- ESD: Education for Sustainable Development
- EU: European Union
- FE: Further Education
- FET: Further Education and Training
- GCE: Global Citizenship Education
- GDPR: General Data Protection Regulation
- GPA: Global Passport Award
- IA: Irish Aid
- IDEA: Irish Development Education Association

List of abbreviations & acronyms

NFQ: National Framework of Qualifications

NI: Northern Ireland

PLC: Post Leaving Certificate

PPN: Public Participation Network

QQI: Quality and Qualifications Ireland

RoI: Republic of Ireland

RTC: Regional Training Centre

SDGs: Sustainable Development Goals

UN: United Nations

UNESCO: The United Nations Educational, Scientific and Cultural Organisation

VTOS: Vocational Training Opportunities Scheme

WWGS: WorldWise Global Schools

Part 1: Introduction

1.1 Introduction

Embedding Global Citizenship Education (GCE), also referred to as Development Education (DE), has been recognised as a significant priority for the Adult and Community Education (ACE) sector. However, unlike initiatives at primary and post-primary level (such as the Development & Intercultural Education (DICE) project and UBUNTU, which support integrating GCE into Initial Teacher Education; and WorldWide Global Schools (WWGS) which supports the integration of GCE at post-primary) the adult learning space lacks an official integrated framework for embedding GCE. The need for such initiatives is particularly pronounced since the implementation of the Sustainable Development Goals (SDGs) and the overarching directive of SDG 4 Quality Education to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Elfert, 2019: 541). Unlike its predecessor, the Millennium Development Goals (MDGs), which centred on the provision of primary school education under MDG 2, the SDGs have expanded the remit of education (Elfert, 2019: 542; Food & Agriculture Organisation of the United Nations, 2022). Furthermore, the ten targets of SDG 4 opens “up clear possibilities” for the Adult Learning and Education space (Elfert, 2019: 542). This position paper will outline the justifications for a framework for embedding Global Citizenship Education (GCE) in Centres of Further Education and Learning and draw on the guidelines of the Global Passport Award (GPA) framework implemented by WorldWide Global Schools (WWGS) (WorldWide Global Schools, 2022a). The paper will also explore and outline the potential time frame for the implementation of the framework in centres, including guidelines for a pilot version to take place in 2023. To note, a centre is understood as any autonomous or semi-autonomous training or education provision for adults. This can be any formal and/or statutory provision provided by Education and Training Boards or autonomous/semi-autonomous training and education providers, including community education providers. As stated above, this paper is undertaken with a view to running a pilot of the GCE Framework for the ACE sector in 2023 and officially launching the Framework in 2024. Additionally, this paper will highlight the recommendations gleaned from research participants relating to themes such as the supports needed to assist the centres in embedding GCE, how the Framework would increase quality and effectiveness of GCE in the adult and community education sector and other considerations relating to the challenges for implementation of such a Framework and the opportunities related to programme accreditation.

1.2 Background

This paper builds on research which highlights the need for a framework for embedding GCE in the ACE sector more generally, but focuses specifically on the context of the Republic of Ireland (RoI) (Nikosolita-Winter et al., 2019). As stated above, there are already established bodies for the primary and post-primary level in Ireland which offer frameworks for embedding GCE. One example is Irish Aid’s *WorldWide Global Schools* (WWGS) programme which is Ireland’s national Global Citizenship Education (GCE) programme for post-primary schools. It was launched in 2013, is funded by Irish Aid (IA), and implemented by a consortium of organisations of which include Self Help Africa, Concern Worldwide, and The City of Dublin Education and Training Board Curriculum Development Unit (CDU) (WWGS, 2022b). The aim of the programme is to increase the number of post-primary schools engaging in quality Global Citizenship Education. This is achieved by providing a wide range of supports to schools, school clusters, NGOs and school networks. One such support is the *Global Passport Award* which is not only an EU recognised quality mark acknowledging GCE engagement in schools but also “offers schools a

framework to integrate GCE into their teaching and learning” (WWGS, 2022a). Regardless of whether schools apply for the award, the framework is an invaluable tool for schools in guiding them towards embedding the ethos of GCE. The framework offers “effective whole-school planning to deepen your school’s engagement in GCE” (WWGS, 2022a). This is evident in the level of detail under the six categories or ‘passport stamps’ which include Curriculum, Extra-Curricular Activities, Teacher Capacity and Engagement, Student Capacity and Engagement, School Leadership and Policies and Community Engagement. The schools can apply for three different types of awards on the basis of their level of engagement/integration of GCE in their school. The three stamps are the Citizen’s Passport Award which is awarded to schools with an emerging engagement with GCE; the Diplomatic Passport Award which is awarded to schools with established engagement with GCE; and the Special Passport Award which is for schools with exceptional engagement with GCE. The award is self-assessed and externally audited and is open for all post-primary schools to avail of. This is also supported in tandem by the grants offered to schools by WWGS to further support the integration of GCE.

Ultimately, the Global Passport Award supports and empowers schools through the provision of a clear framework for embedding GCE and continues to motivate them through recognition of their current ethos of GCE and support on further embedding of the ethos. One teacher said of the framework, “it gave me ideas on how to expand what I was doing” and it “helps us and tells us what to do” (WorldWise Global Schools, 2022). The efficacy of this framework, combined with research conveying the potential of a mechanism for supporting the embedding of GCE outside of the formal schooling system showcases the need for an adapted model suitable for the distinct and varied needs of the Adult & Community Education (ACE) sector (Kearns, 2021; McCarthy & Gannon, 2016).

1.3 Purpose of the paper

The purpose of this paper is to highlight why a framework, such as WorldWise Global School’s Passport Award, is needed for the ACE sector and to delineate a potential path for its provision. This paper will propose a suitable framework based on the WWGS model, highlight findings in relation to feedback from Adult Learning and Education (ALE) providers and outline a pathway for piloting and implementation. According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2022a), ALE “can help tackle pressing economic, social and environmental challenges.” Thus, providing an intuitive and applicable framework is imperative in building on this capacity. As stated above, the paper will also highlight extraneous variables that may affect the capacity of centres to utilise the framework; the supports centres may need in understanding and implementing the Framework; and whether commitment to the framework would increase if there was accreditation as the Global Passport Award has offered in Adult Learning Centres (ALC).

1.4 Guiding Questions

This paper is guided by the following questions:

1. What is the rationale for a framework for embedding Global Citizenship Education in Adult Learning and Education Centres?
2. Using the WorldWise Global Schools Global Passport Award as a guide, how might this be achieved?
3. What are the necessary steps and considerations to implement such a framework?

1.5 Rationale

The rationale for the basis of this position paper comes from Saolta’s strategic objectives in partnership with Concern Worldwide, AONTAS, Irish Rural Link, the Department of Adult and Community Education Maynooth University, and Irish Aid. These include to support the achievement of the SDGs and the expressed need communicated by ACE practitioners working with and wanting to embed GCE into curricula and institutions (Irish Aid, 2021; Government of Ireland, 2022; Development Perspectives, 2022a). Fundamentally, the provision of a

framework which assists ALE providers in embedding GCE is in alignment with Saolta’s strategic goal of “increased accessibility, quality and effectiveness of development education within the adult and community education sector” (Development Perspectives, 2022a).

1.5.1 Global Citizenship Education Strategy- Irish Aid

In the *Irish Aid Global Citizenship Strategy 2021-2025* (2021) objectives and outcomes were set out pertaining to the reach of GCE in Ireland. These included providers of ALE such as centres of Further Education (FE), Higher Education Institutes (HEIs) and non-formal and informal education routes of ACE. The goal is “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” (Irish Aid, 2021: 13). Relevant target groups under Saolta’s remit within the Global Citizenship Strategy include ACE practitioners, the communities and groups with which they work, and educational institutions. In pursuit of the above strategy, IA have stated they are committed to the exploration of a “Global Passport-type award scheme for Further Education Colleges” (Irish Aid, 2021: 22). Thus, Saolta’s proposed framework contributes substantially to the achievement of IA’s Global Citizenship Strategy through collaboration, feedback and piloting with ALE centres, tutors, staff, management, learners and NGOs (Irish Aid, 2021).

1.5.2 Commitment to the achievement of the Sustainable Development Goals

The United Nations Sustainable Development Goals (SDGs), also referred to as the Global Goals or Agenda 2030, are a set of goals, targets and indicators agreed by 193 nation states for the achievement of sustainable development (UN, 2022b). Agenda 2030 details the Sustainable Development Goal principles and values that incorporate the objectives and freedoms enshrined in the Universal Declaration of Human Rights, is grounded in a number of other international treaties and charters, and is committed to all major outcomes of the United Nations conferences and summits (UN, 2022a). It recognises the magnitude of the inequalities prevalent in societies and between countries, thus tasking nations, institutions and stakeholders to act to overcome these challenges by “pledging that no one will be left behind” (UN, 2022a). The SDGs are a framework to support Agenda 2030’s overriding mission that are categorised by the 5 P’s of Sustainable Development: Peace, Prosperity, People, Planet and Partnership. While the goals are inextricably linked, for the purpose of this paper Goal 4 Quality Education will be the touchstone. Special recognition on Target 4.7 and its indicator 4.7.1 will be used to set the parameters for the proposed GCE Framework due to the strategic mission of Saolta:

Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development 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

4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment (UN, 2022a).

This also supports the Government of Ireland’s recently released *Second National Implementation Plan for the Sustainable Development Goals 2022-2024* which outlines the strategic objectives of the Government to meet the 2030 Goals (Government of Ireland, 2022). The Government recognises the unique role that higher and further education centres hold in society, and that the attainment of the SDGs is dependent on collaboration with

the education sector (Government of Ireland, 2022). The implementation plan also suggests that the SDG framework can be used as an educational tool, guiding learners, trainers, and educational institutes to reflect on the world as it is now and what is needed to achieve sustainable societies, and to protect the environment for the future through research, collaboration and principles for best practice (Government of Ireland, 2022). The SDGs strongly align with the learning outcomes of GCE, indicating that the potential benefits of the proposed GCE Framework for FET extends beyond that of individual learners gaining greater knowledge, skills and experience. Arguably, the attainment of the SDGs is dependent on individuals, communities and decision makers obtaining the knowledge and skills to act which is among the core tenants of GCE (WWGS, 2022c). Additionally, Saolta's lead consortium member Development Perspectives has a number of strategic goals related to the SDGs. One of which, Goal 1.4, is to ensure "50% of the Irish population are aware of the SDGs (as measured by Eurobarometer) (Development Perspectives, 2022b). According to market research conducted on behalf of the Irish Government, current SDG awareness is at 42% (Irish Government, 2022). Thus, the Framework can also be used as an evaluation tool that can help integrate the goals of the SDGs with quality adult learning outcomes, a whole-of-institution approach to GCE, and raising awareness of the SDGs.

The actions needed for the *Second National Strategy on Education for Sustainable Development* were also reiterated in the SDG Implementation Plan, which signified the need for strengthening relationships internationally, interdepartmentally and to engage with multiple stakeholders to ensure coherence, accountability and information-sharing (Government of Ireland, 2022). The Education for Sustainable Development (ESD) strategy also aligns with the UNESCO Education 2030 Sustainable Development Agenda which gives a framework of actions to achieve the goal of SDG 4 Quality Education (UNESCO, 2022b). The strategy has five priority areas:

- Advancing policy to embed Education for Sustainable Development to the benefit of people having access to lifelong learning opportunities;
- Transforming learning environments through a whole institution approach to provide the required skills, knowledge, values and competencies to equip learners for action using sustainable development principles;
- Capacity building for educators as multipliers for action in their learning centres and communities;
- Empowering and mobilising young people;
- Enhancing collaboration between education providers and the local infrastructure such as "local authorities, communities, civil society organisations and enterprise" in ESD as a part of lifelong learning, towards achieving sustainability at a local level.

These five action areas give clear indications of the scope for a GCE framework to support FE providers to self-assess the quality, level of embeddedness of GCE in curricula and the institution's strategic vision and mission statement, and gestures towards opportunities for greater collaboration with organisations and groups in the community. It is important to note that seven years on from the implementation of the UN Agenda for 2030 in 2015, Ireland's progress towards the SDG's has been slow and uneven (Social Justice Ireland, 2022; Government of Ireland, 2022). Civil society organisations in Ireland such as Coalition 2030 and Social Justice Ireland (SJI) have released reports on their assessment of Ireland's status on SDG Goal 4, Quality Education. While the report is somewhat critical of the pace of progress, this is not to diminish the work that has been done so far, but to recognise the importance of working with and supporting FEI's in the attainment of the SDGs.

According to the SJI report, *Measuring Progress: Economy, Society and Environment in Ireland (2022)*, Ireland's current ranking on the SDGs, reported that adult participation in lifelong learning in Ireland ranked 8th out of 14 of comparable EU countries. As such, there is opportunity for a framework to support the implementation of GCE practices and principles to meet the strategic goals of the state as expressed through the *Second National Implementation Plan for the Sustainable Development Goals* (Government of Ireland, 2022); and the *Irish Aid*

Global Citizenship Education Strategy 2021 – 2025 (Irish Aid, 2021) and the *ESD to 2030: Second National Strategy on Education for Sustainable Development* (Government of Ireland, 2022).

1.5.3 Lack of a framework

As highlighted in the introduction, while there are sustainable or environmental programmes or initiatives that operate nationally for primary and post-primary institutes such as An Taisce Green Schools and the WWGS Global Passport Award, there are few available to Adult Learning centres. HEI's, FE's and other institutions benefit from participating in the An Taisce Green Campus which in many ways touch on GCE themes. However, there is no formally established framework for assessing the quality, embeddedness and provisions of GCE in post-secondary education. As Saolta uniquely focuses on the ACE sector (through its networks developed through projects, programmes, workshops and stakeholder engagement), it has been communicated by participants of these workshops that long-term supports would assist them in endeavours to further GCE practices in their centres (Development Perspectives, 2022a). This is particularly true for tutors and trainers from Education and Training Boards (ETBs) and Further Education and Training (FETs) institutions taking part in the Training of Trainers programme. Discussions have raised themes around their current GCE practices, the recognition of how GCE may (to an extent) already be happening in a manner which is not defined as GCE but which addresses some of the subcategories of GCE learning in their learning environments, and the desire to collaborate between departments, centres and peers. This further indicates the need for a framework which offers direction, support and a tool for self-evaluation which is flexible to the differences between institutions, educators and learner cohorts.

Based on the above rationale describing the strategic objectives of multiple policies in national strategy, meeting the goals of Agenda 2030 using the SDGs, and the lack of a framework for FET in Ireland, this paper proposes that implementing a Framework for Embedding GCE in the ACE sector would have many benefits, and is a necessary support mechanism for the attainment of the multiple actions detailed within the named national and international directives. To build on the coherence of the rationale for the proposed Framework, research was conducted with available representatives from the ACE sector to further determine routes to successful implementation of the Framework.

Part 2: Proposed Framework & Implementation

2.1 Introduction

In keeping with the current WWGS model and ethos, the proposed framework (appended) advocates a Whole Institution Approach to embedding GCE in centres of ALE. It further models the current WWGS format in that centres rate their level of Global Citizenship activity under 6 categories (Figure 1, *see also Appendix One*). Also in keeping with WWGS, this involves a process of self-assessment and external auditing and is based on centres attaining three levels of GCE activity: Emerging; Established; Exceptional (Table 1).

Figure 1: GCE Categories/Activities

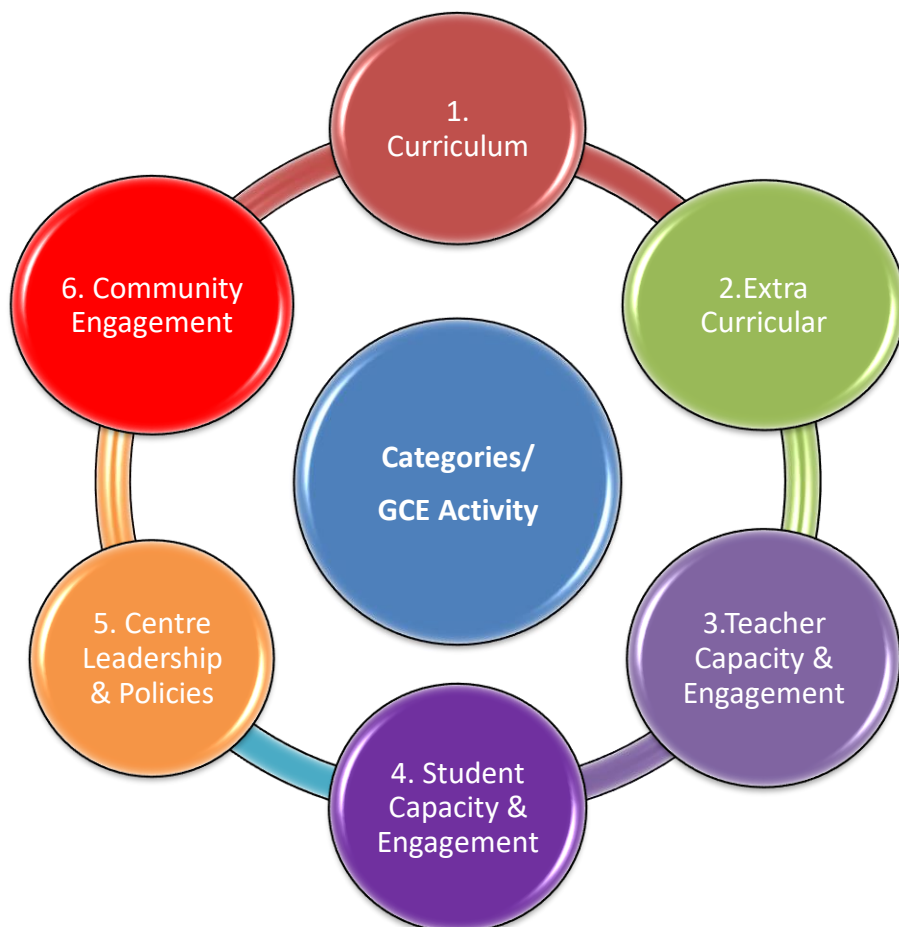


Table 1: Levels of Centre GCE Activity

| Emerging | Established | Exceptional |
|-------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------|
| Centres are engaged in at least two of the 5 specified categories | Centres are engaged in activity in at least 3 of the 5 categories | Centres are engaged in activity in 4 or more of the specified categories |

Table 1: The three levels and criteria for achieving the three levels while the Framework (appended) provides, in details, the activities associated with each of the six categories

Note that, unlike the WWGS model, providers are not confined to a specific level/activity but rather can select which category, level and activity best suits their current and future GCE provision and capacity. This in turn will allow for flexibility in terms of centres’ capacity to identify existing areas of competency as well as new opportunities for GCE. Overall, the framework provides a clear progression path for further embedding of GCE in the centre through clear indicators and levels. Such an approach will be flexible and adaptable to meet the needs of individual ALE centres and the diverse nature of provision to be found in the ACE sector. This incremental approach to integrating GCE into centre structures and activities builds on the provider's strengths as well as tapping into existing links and partnerships, for example community links or links with NGOs. This in sum should foster an environment that reduces pressure on centres to meet proscribed actions but instead encourage holistic and robust development. All of this points to the need for a tailored, flexible approach to GCE when implementing a WWGS-type framework in the ACE sector on the island of Ireland. Such a framework would allow for the varied and distinct needs in ALE provision described while also building on existing provider strengths in this area. Moreover, the proposed framework outlined here does not require ALE providers to fundamentally change how they operate or fundamentally augment modules content. Rather, the proposed framework and plan would assist and guide ALE providers in embedding GCE and to recognise their ongoing contributions to GCE. The term ‘teaching and learning from a global perspective’ is apt here. Ultimately, the framework empowers providers to undertake embedding GCE into all aspects of the centre and identify and build on their current strengths in this area.

2.2 The Irish ACE sector

The Irish ACE sector is highly diverse, ranging from centres such as the large Education and Training Boards (ETBs) which provide Further Education and Training to smaller and independently-run community education providers which cater to local needs. Table 2 endeavours to, while knowingly lacking the capacity to fully convey the depth and diversity of centres, shed some light on the varied remit of Centres in the Adult and Community Education sector (Kearns, 2021).

Table 2: Adult Learning and Education Providers

| Provision | Description |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FET Sector Adult Education | Administered by the ETBs through Further Education & Training Centres (FETs); Colleges of Further Education (CFEs); Regional Training Centres (RTCs); Local Training Centres (LTCs); Specialist Training Centres |
| Colleges of Further Education | ETB administered Colleges provide Post-Leaving Cert (PLC) programmes from NFQ Level 5+. They can also facilitate Adult Education and Community Education. |
| Community Education | Pertains to a wide range of programmes which usually centre on specific local needs and/or specialist needs. |
| Other ACE Provision Community Education | Non-ETB administered but may be funded/partially funded by an ETB. This includes the large Community Education Network AONTAS. |
| Community Development/Community Work | Local Development Companies (LDCs), Partnerships & Committees (LCDCs). Specific Programmes include: SICAP and Leader Public Participation Networks(PPN): Networks of Community Groups affiliated to County Councils. |
| County Councils | County Council run projects and initiatives. |
| NGOs/CSOs/Voluntary/Other | Providers with a National and/or International Remit. Providers with a Regional-Local Focus. |

In addition to the variety of providers, there are also other challenges in establishing and implementing a framework for embedding GCE. Unlike schools at primary and post-primary level where there is a set curriculum and syllabus, Adult Learning and Education (ALE) centres vary hugely in terms of programme focus, modules, learner profile and so forth. To give one example, many colleges of Further Education offer Post Leaving Cert courses to Quality and Qualifications Ireland (QQI) level six, while locally based adult education centres offer basic numeracy and literacy training as part of a second chance provision for adults who did not complete their formal schooling. In addition, Adult Learning centres vary significantly in terms of administration, management structures, staffing, and so forth. Moreover, there is a need to factor the different (pedagogical and other) approaches required to engage adult learners, compared with school-aged children, often referred to as 'andragogy'. Andragogy is a concept which pertains to the "education of adults," but is largely interpreted, when considering the intersection of ACE and GCE, as a way of "teaching aimed at solving social problems and moving towards a better future" (Loeng, 2018: 2). Succinctly, adult learners present as a highly heterogeneous grouping that bring to the classroom significant experience in work, life and education.

2.3 Target Areas and Piloting

While the focus is on embedding GCE in formal settings with set programmes, the proposed framework may be applied to any ALE Centre or setting regardless of focus, student profile and so forth. The framework would be piloted in a number of suitable centres in the period 2023-2024 then reviewed and rolled-out more extensively from 2024 onwards.

2.3.1 Example: Emerging GCE Centre

Following an initial audit, providers at this level will be required to select at least two categories for GCE activity. Any activities specified in the framework (Appendix One) can be selected and/or providers may devise their own activities to suit. Providers are not confined to one level but may, depending on resources, focus, etc. choose a higher category or level of activity.

Case Study: Centre X

Following an initial audit, Centre X identified significant scope for embedding GCE across a number of existing programmes and modules. The Centre also recognises opportunities for building on existing extracurricular activities and events that are GCE-related as well as identifying CPD for tutors over the longer term. Special displays highlighting GCE work are also identified. This meets the initial criteria for an emerging GCE Centre status while also indicating areas of activity to move the Centre to the next (Established) level. It was decided that a group of three tutors will take the lead on implementing this in their own subject areas as well working together to organise and implement one small and one larger GCE-related event in the next academic year.

2.4 Conducting a Global Citizenship Education (GCE) audit

Through a self-audit, ALE providers self-select which of the categories contain the best scope for GCE, GCE activity in their Centre. The following steps apply:

1. Ideally, providers will establish a GCE Committee with representatives from the student body, staff and the local community.
2. ALE providers map GCE activity currently taking place in their Centre by identifying existing GCE, GCE-related knowledge and resources that already exist. GCE is often happening, but there may be a lack of awareness or it might not be referred to as GCE.
3. Providers then consider ways of addressing any GCE gaps identified as they carry out the audit while considering the various activities outlined in the Framework (Appendix One).
4. The self-assessed audit is then assessed by a representative from Saolta who will commend and highlight further ways of embedding GCE
5. New GCE initiatives and activities are gradually introduced which best coalesce with the current Centre remit, focus and strengths

Part 3: Methodology

3.1 Methods

To assess whether a framework such as this would be applicable and feasible for ALE Centres, a mixed-method study was conducted employing a semi-structured interview, a focus group discussion and a survey to obtain data on the proposed framework (see Appendices for in-depth structures). A semi-structured interview was conducted with the Coordinator of the Global Passport Award from WorldWise Global Schools to ascertain significant information pertaining to the self-auditing process and what support was needed to support the implementation of such a framework from their previous and ongoing experience (*Appendix Two*). Additionally, six Adult Education Centres and Providers were contacted to contribute to the survey and participate in the focus group. The focus group was conducted with two participants from Cork ETB and Cavan and Monaghan ETB, who also received a survey after they had the opportunity to discuss their views through a semi-structured question format (*Appendix Three and Four*). This approach to the data collection was preferred due to a number of factors such as time, number of respondents, ability to explore participant responses in-depth, and capturing post-discussion impressions with the survey giving the respondents an opportunity to share their views further.

3.2 Semi-structured interview

As stated above, to support the implementation of a pilot edition of the framework and to inform this position paper by ascertaining the supports needed by centres, a semi-structured interview was conducted with the coordinator of the Global Passport Award (GPA) from WorldWise Global Schools (WWGS). The questions posed were centred on challenges to implementation, the self-auditing process of centres and the practical and technical needs of self-auditing provision (see *Appendix Two*). The representative from WorldWise Global Schools (WWGS) highlighted the intricacies of the portal that schools use to self-audit and how WorldWise Global Schools work in tandem with teachers to support the assessment process.

3.3 Focus Group

As a part of the invitation to join the focus group, participants were given an introductory text sharing the principles, values and model for a Framework for Embedding Global Citizenship Education for ALE centres. In an hour-long session, the participants were guided through the framework and were asked questions in a semi-structured interview online via Zoom. They were invited to give comments on the framework and discuss their opinion on the feasibility of the framework and implementation in their centres. We were interested to learn what the participants would consider most helpful to them and asked questions without prejudice or bias to any particular answer. For some questions, context was given in relation to a specific policy or more practical considerations such as relating activities to the academic calendar. Participants were also given the option of indicating whether they would be interested in participating in a pilot version of the implementation of the framework.

3.4 Survey

A Survey Monkey survey consisting of five questions was sent to the two participants to be completed in their own time after the focus group session was concluded (see *Appendix Four*). Analysis was performed by one of the researchers and reviewed by a second researcher for validity.

3.5 Ethics

This research was undertaken with the guiding principle of “do no harm” which means we endeavoured to avoid anyone who was partaking in our research being exposed to risk (Springer Nature, 2022). There was relatively little risk, given the nature of the research, however participants knew that their anonymity was assured and that they could withdraw from the focus group at any time as well as withdrawing any other data they had submitted, be it via the transcript of the interviews or the survey. This was stated verbally and written into the slides which guided the focus group process.

Part 4: Findings

4.1 Findings

After collating and analysing the findings from the semi-structured interview, focus group, and survey responses, we employed thematic analysis to identify key themes. These themes were established based on analysis of the transcripts of the focus group, interview and survey inputs. Emergent themes were categorised as; Curricula, Continuous Professional Development (CPD), Learner Outcomes, Framework Recruitment, and Framework Implementation. Comments directly relating to barriers, opportunities and positives of the proposed framework also emerged through the discussion. Themes are highlighted in depth below. Overall, the Framework was received well. Participants remarked that it would serve not only as a means to recognise the efforts of ALE centres to implement quality GCE, but also as a tool to support Quality Assurance and Enhancement Services as they integrate GCE into curricula and through Professional Learning and Development and Continuous Professional Development for ETB staff.

4.2 Curricula

Participants shared that in their centres, modules and courses relating to topics such as Sustainability were already available to learners through a variety of modes such as standalone courses, modules, and modules awarding micro credentials. The long-term objective for both Cork and Cavan and Monaghan ETBs would be the incorporation of GCE principles in new programmes and in the revalidation of existing programs. The proposed Framework was seen as an opportunity to support tutors in raising their confidence to embed GCE into course content. The participants recognised that there are challenges due to the restrictions in adapting curricula, but that this could be overcome through creative thinking and identifying opportunities in relation to where and how GCE content already relates to current programme and module descriptors. They also highlighted how they could be better supported to integrate GCE through the Framework if the curriculum was more adaptable.

4.3 Continuous Professional Development and Learner Outcomes

Both ETBs had engaged with Saolta for CPD in 2022, with tutors and staff taking part in training, events, and programmes ranging from SDG Workshops, SDG Advocate Training, SDG Roadshow, Systems Thinking Workshops and Training of Trainers to name a few. Participants shared their plans to share the Saolta resources, materials and learnings about GCE through further opportunities such as peer to peer learning and CPD training. Even though it was expressed that “every tutor is an independent republic”, there was certainty that GCE topics are of interest to many tutors and staff. They described the merits of the framework as it allows for self-evaluation therefore supporting tutors wanting to explore or introduce GCE topics into their modules and programme content. It was recognised that the Framework would increase the quality and impact of GCE. With the awareness of the SDG National Implementation Plan and other national policies participants expressed the benefits of the proposed framework in meeting these objectives by its guiding structure, in turn supporting tutors, centre management, staff and learners.

4.3.1 Accreditation

The survey also asked in what ways accreditation would motivate the uptake of the award scheme. Respondents, in their experience, see accreditation as an incentive for participants as it can benefit career progression, improves knowledge, legitimises GCE and aligned subjects, and can support the attainment of QQI Awards and qualifications through the Common Awards System.

4.4 Towards Framework Implementation

The following paragraph outlines the key supports needed to empower centres to utilise the Framework effectively. In the focus group the participants were asked to share their thoughts on the types of support needed to implement the framework successfully and they gave a number of directions and insights. Participants highlighted learner voice mechanisms, whole of institute approaches and gaining senior management support, established GCE and Sustainability networks, and State agencies as multiple strands in which to enhance recruitment. They also discussed the “practical wins” where piloting may be best directed at courses or programmes that have a GCE or a sustainability focus such as Geography, Communications, Horticulture, Food services, Hotel Management, Hospitality and Tourism, Transport and Logistics, and micro credential modules such as sustainability for businesses through the ‘Greening Your Business’ course, a Level 5 QQI Award.

4.4.1 A National Programme

A national programme which recruited all 16 ETBs at the same time was suggested by the participants and seen as beneficial from a practical sense for a number of reasons. It would have greater recruitment potential, buy-in from centre management and boards of management, and would streamline the rollout of training and support for tutors, staff and learners. It was believed that this could also help with practical aspects such as releasing tutors to be available for this training, which can often be a challenge for CPD. As time constraints can be a barrier for joining initiatives such as a ‘Global Passport’ there was concern that components such as ‘Staff Committees’, (as mentioned in the framework) could be off-putting and seen as too large a task or commitment. This point was discussed further in light of the WWGS Global Passport, reassuring that the purpose of this “committee” was to support an ethos of sharing and network building for GCE and that this could take many forms depending on the capacity and resources available to the tutors.

Based on the survey findings it was concluded that both centres would likely apply to join the award based on the proposed framework, and that it would also encourage policy implementation as proposed in the framework. The need for a whole of institution approach was highlighted and that greater benefit would be derived through support from Saolta and Development Perspectives, State agencies and stakeholder networks such as SOLAS, the FET Directors Forum and the ETBI.

4.4.2 Resource allocation

Teaching resources and materials were one type of support the respondents felt would help their organisation to take part in the programme. They also considered this question from a whole of institution perspective such as demonstrating the institute’s “corporate position and concrete actions on SDGs”, by signalling the centre's commitment to GCE and the SDGs, and that this commitment is reflected at every level of management.

4.4.3 Appropriate time frame for implementation and assessment

Respondents also expressed the need for adequate notice and receiving promotional materials to maximise recruitment to the programme. It was stated that January is a key period for planning for the following academic

year, and as such the framework would be well suited to run over an eighteen-month cycle starting at the beginning of the calendar year. It was also believed that a national scheme would also suggest greater uptake across more centres beyond ETBs and that having a universal start date would provide streamlined training opportunities and guidance throughout the eighteen months in addition to individual support.

4.4.4 Provisions for Self-assessment

During the semi-structured interview, the coordinator of the GPA highlighted the online portal that post-primary schools use to apply for the GPA and also to self-audit. The auditing process is done via a portal on Salesforce. The representative outlined that when the GPA was first launched the self-assessment form was a soft copy which meant it was much more difficult from an auditing perspective to query or clarify issues arising in relation to the various categories. For example, if a school graded themselves a 4 under their embedding of GCE in the Junior Cycle Curriculum it was difficult to find out more information. Now, via the online portal, WWGS can request more information and also explain why their final score may differ from the self-audited score. This improves communication as well as offering schools clear guidance on how they can improve their score under the various categories. The feedback is always encouraging and specific. For each category there is a Score Criteria Box which outlines what’s expected for the category and supports schools to self-assess. These criteria are reflected in the proposed framework (Appendix One).

See below for an example (Table Four and Table Five)

| Emerging | | Established | | Exceptional | |
|----------|---|-------------|---|-------------|---|
| 0 | 1 | 2 | 3 | 4 | 5 |

Table highlighting the three levels/awards post-primary schools can apply for

| Stamp 1 | Category | Self-Audited Score | Appraisal Score | Appraisal Comments |
|------------|--------------------------------|--------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curricular | GCE in Junior Cycle Curriculum | 4 | 3 | Great to see so many departments engaged. A teacher committee or whole school CPD could help to further establish this. Additionally, our subject guides can help to make further links between subjects and global issues. Are any of these subject areas exploring a curricular approach to GCE? |

Table highlighting the self-auditing and external auditing process

As the coordinator said, the modus operandi is to praise and support schools for the embedding of GCE they have achieved thus far but also to support them to further understand and utilise the framework and to “really try to take a deep rooted and thorough approach to the process” through the appraisal framework.

Part 5: Analysis and Recommendations

5.1 Summary of Analysis

As mentioned the five ESD actions are Advancing Policy, Transforming Learning Environments, Building Capacity for Educators, Empowering and Mobilising Young People and Accelerating Local Level Actions. As can be seen from the proposed Framework these key areas are targeted through the six "stamps": Curricula/Curricula Planning, Extra-Curricular, Tutor Capacity and Engagement, Student Capacity and Engagement, Centre Leadership and Policies and Community Engagement. As provisions for GCE increase across the education sector, it is vital to continuously assess and evaluate the progress and quality of its implementation. The Saolta consortium and its growing network of stakeholders provide a unique opportunity within the ACE sector to create opportunities for collaboration to meet the needs of learners and educators in integrating GCE into curricula and institutional structures.

5.2 Curricula and Whole of Institute approaches

Sustainability and GCE are topics that are becoming more available to learners in the ACE sector, and will continue to do so as a consequence of the objectives and actions within the strategies for Education in Sustainable Development (Government of Ireland, 2018), Global Citizenship Education (Irish Aid, 2021) and the SDG National Implementation Plan 2022-2024 (Government of Ireland, 2022). The Framework therefore could be used as a guide for tutors, Programme Developers, and ALE staff as they consider creative opportunities for integrating GCE into curricula, particularly as GCE becomes increasingly embedded on a national level.

As the Framework is populated with information relating to GCE it can also be used as a steering document for best practice. The participants could use the GCE portal not only to document and reflect on their progress but also to be supported by the Saolta staff member carrying out the assessment to find links to further resources and materials that would support their learning and enhance the quality of actions and teaching materials. The framework can also be seen as a tool to support Adult Learning Centres (ALC) to take informed steps to achieve the actions as set out in the strategic objectives of the State. While there is a clear outline of the "what" of GCE implementation in ACE, the "how" is less defined. This framework, alongside the GCE training continuously provided by Saolta in the ACE sector, will further strengthen the reach and quality of GCE in FE. The integration of GCE in line with the Framework is also something that should be considered by SOLAS when undertaking amendments to curricula. It has been repeatedly noted that many of the challenges pertaining to the integration of GCE could be overcome if it was naturally embedded into module learning outcomes.

5.3 Continuous Professional Development

As briefly mentioned by the participants, Saolta has engaged with many stakeholders in the ACE sector, and continues to support tutors, staff and institutions to follow best-practice in the provisions of GCE. Saolta's research and resources are available online and therefore this proposed Framework provides further steps to deliver support, guidance and evaluation of GCE to practitioners in Ireland. Through supporting ALCs to deliver quality GCE that is impactful for staff, learners and institutions consequently helps people to live more

sustainably. It further encourages individuals to become more connected to local and global networks and works towards increasing equality, prosperity and environmental protection for successive generations.

5.4 Towards Framework Implementation

Based on the feedback, there was an eagerness from the participants to support the implementation of the Framework by using available networks and connecting Saolta with opportunities for strategic conversations and further collaboration. As time constraints were a repeated sentiment, it was noted that the Framework and supporting material should provide information and suggestions to help achieve the Stamps across the 3 levels, therefore facilitating enrolment in the programme. There are no doubts many benefits to accreditation as the respondents highlighted, and as such considerations around the long term goals of Saolta's strategy versus the resources available to achieve this will need to be assessed. These are however beyond the scope of this position paper.

It is suggested that this be reviewed through the piloting process to allow the Saolta consortium members work in partnership with State departments, committees and national services such as SOLAS, SDG National Stakeholder Forum, and other relevant stakeholders.

Based on the above analysis, and in synthesis with the current status of Global Citizenship Education in Ireland, the National SDG Implementation Plan and plan of actions for Education for Sustainable Development, Saolta believes that in collaboration with the broader FE sector and State bodies the proposed Framework for GCE can substantially contribute to the attainment of the objectives laid out in the aforementioned policies.

5.5 Recommendations

The next stage of the development of the framework is consultation with ALE providers as well as with Senior Management of the centres. More specifically, a scoping exercise will be conducted with four to six ALE centres who are already engaged with GCE, GCE-related activity or who have shown an interest in this area. Executive bodies such as ETBs and other key networking or umbrella organisations such as AONTAS, and SOLAS will be approached to support the launch of the framework. As part of a piloting of the proposed Framework, institutes and organisations will be guided through the auditing process and supported in implementing their selected activities over the course of one academic cycle or equivalent.

5.6 Closing Remarks

It is evident, both from our interactions with practitioners in the field, and from empirical evidence obtained during this research process, that there is a significant need for a Framework for embedding GCE in the ACE sector. This paper emphatically highlights how a framework would not only strengthen stakeholder's capacity to achieve their strategic goals but how the Framework is an intuitive and accessible tool for ALE centres endeavouring to embed and enhance an ethos of GCE. The framework will build the capacity of centres to access and incorporate quality GCE into their ethos and practice through a whole-of-institute approach. Undoubtedly, the Framework has the capacity to be an empowering and guiding tool for centres incorporating GCE. It will support centres to continuously build their capacity to enhance the ethos of GCE, work towards best-practice and signpost pathways for further integration. Lastly, the self-assessment and evaluation process ensures the process is feasible and supportive and acts as a reflective practice, which is an essential facet of GCE.

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Appendices

Appendix 1: Proposed Framework for Integrating Global Citizenship Education in the Adult and Community Education Sector

| Categories & Indicative Activity Levels | Emerging | Established | Exceptional |
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| <p>1. Curriculum/Curriculum Planning: <i>Tutors integrate GCE themes in their subject area(s).</i></p> <p>GCE is integrated by tutors and learners in an authentic, meaningful and critical way.</p> | <p>No of programmes, modules or subject areas where GCE themes are integrated in-depth: 1-2</p> | <p>No of programmes, modules or subject areas where GCE themes are integrated in-depth: 1-2</p> | <p>A cross-curricular approach to GCE including a formally established collaboration between 3 or more programmes or subject areas working in tandem to integrate a GCE theme or themes</p> |
| <p>2. Extracurricular: <i>GCE forms part of a focus for extracurricular events, joint initiatives or special displays</i></p> <p>2.1 GCE-related Events Events that engage students across different programmes and courses in relation to an issue, topic or campaign. During this time tutors will include relevant material in their lesson plans.</p> <p>2.2 Extra-curricular activities include input from NGO(s) with a GCE focus or remit For example, hosting workshops, panel discussions or external inputs into class materials from organisations and facilitators to enhance GCE learning outcomes</p> <p>2.3 Displays, including GCE materials or output from events, etc. Displays that are thematic and informative that engages students and staff in a permanent visual space. Displays should follow the s Code of Conduct on Images and Messages.</p> | <p>Event Engagement: More than 1 learner group in a given academic year are involved in an event. Depth: Awareness raising</p> <p>No. of NGO inputs: 1.</p> <p>Engagement: 1-2 learner classes. Tutors present and engaged.</p> <p>Focus/ Leadership: Tutor invites NGO to introduce learners to GCE and/or particular area of GCE</p> <p>Type of display: Displays are visible in specific classrooms or appropriate centre locations</p> | <p>Event Engagement: Approximately half of the learner population. Depth: Mobilising to create behavioural change of the learner population and/or influencing systems change. Scaffolding: Some learners undertake preparation and learning pre event</p> <p>No. of NGO inputs: At least 1</p> <p>Engagement: 3-5 learner classes. Tutor actively engaged in leadership and their tutors.</p> <p>Focus/ Leadership: Tutor(s) invites NGOs to provide input on a specific global justice theme. Scaffolding: Some exploration of GCE theme in advance of the input</p> <p>Type of display: Permanent and clearly visible to the whole centre community.</p> <p>Compliance: Dóchas Code of Conduct on Images and Messages</p> | <p>Event Engagement: Most learners and staff have opportunities to be involved. Number of GCE initiatives: More than one shared learning activity: The whole centre is aware of and engaged in the project(s)</p> <p>No. of NGO inputs: 2 or more</p> <p>Engagement: Entire centre community are provided with an opportunity to engage in the NGO's activities.</p> <p>Focus/ Leadership: Tutor(s) invite NGOs to provide specific input to complement existing GCE learning Scaffolding: Strong exploration of GCE theme pre and post input</p> <p>Type of display: Permanent and clearly visible to the whole centre community Visitors Updated: Regularly.</p> <p>Compliance: Dóchas Code of Conduct on Images and Messages & this compliance is highlighted</p> |
| <p>3. Tutor Capacity & Engagement:</p> <p>3.1 Staff Committee: Tutors are involved in a GCE Committee that supports &</p> | <p>Frequency of meetings: At least 2 times per year</p> | <p>Frequency of meetings: At least 4 times per year.</p> | <p>Frequency of meetings: Regularly (at least 1 per month).</p> |

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| <p>coordinates GCE within the centre. They share GCE learning within the committee and among the broader staff community</p> <p>3.2 Resources: Tutors are accessing & utilising quality GCE resources to support teaching and learning</p> <p>3.3 CPD Opportunities: Tutors are receiving CPD on GCE themes either by way of peer learning or by external facilitators e.g. Development Perspectives. Whole Centre engagement</p> <p>3.4 Entire Staff Engagement Staff are engaged in delivering GCE in either in a curricular or extracurricular capacity</p> <p>3.5 Reflection: Tutors engaging in GCE take time to reflect, evaluate & feedback as part of the GCE learning within the centre. Ideally, this data is collected and informs planning for GCE activities next year</p> | <p>Representation: 3+ tutors Leadership: One key tutor</p> <p>No. of tutors utilising GCE Resources: 1-3.</p> <p>No of resources: 1-2 per tutor</p> <p>No. of tutors attending CPD: 5-20%.</p> <p>Time: Minimum of 5 hours (10).</p> <p>Engagement: 5 members of staff (20% of staff)</p> <p>No. of tutors: 5-20%.</p> <p>Approach: Informal self-reflection.</p> <p>Utility: Reflection and consolidation of GCE learning</p> | <p>Representation: At least 5+ tutors across 3+ subjects. Leadership: 2 tutor with learners input welcomed</p> <p>No. of tutors utilizing GCE resources: Approximately half.</p> <p>No of resources: 3-5 per tutor</p> <p>No. of tutors attending CPD: 20- 50%</p> <p>Time: Minimum of 3 hours.</p> <p>Engagement: 20+ members of staff (50% of staff)</p> <p>No. of tutors: 20-50%</p> <p>Approach: Formalised self-reflection. Data Collection: Self-Assessment (SAT) Tool</p> <p>Utility: Reflection & consolidation of GCE learning for tutors, and to inform their GCE planning next year engagement: 20-50% of staff engaged</p> | <p>Representation: A tutor from all subject areas Leadership: Tutor(s) and management working with learner committee</p> <p>No. of tutors using GCE resources: All tutors No of resources: 5+ per tutor</p> <p>No. of tutors attending CPD: All staff (all tutors with centre management represented) Time: Minimum of 2 hours.</p> <p>Engagement: +50 members of staff (100% of staff)</p> <p>No. of tutors: All tutors and centre management. Approach: Formalised review Data Collection: Self-Assessment (SAT) Tool or centres own mechanism. Utility: Reflection and consolidation of GCE learning for tutors; to inform tutor planning for GCE activities next year; and to feed into centre planning processes</p> |
| <p>4. Learner Capacity & Engagement</p> <p>4.1. Learner representation: Learner reps are involved in the staff-learner GCE Committee to explore GCE themes within the Centre</p> <p>4.2 Peer Education for GCE Learning: Learners from one course/ module are directly engaged with learners from another module or course. This can include working on a shared GCE project facilitating structured peer education</p> | <p>Frequency of meetings: At least 2 times per year.</p> <p>Representation: 2+ learners. Leadership: At least 1 tutor</p> <p>Engagement: At least 1 Class engaged with at least 1 other class.</p> <p>Skill: Learners can confidently engage in group work to explore GCE themes with their peers</p> <p>Task: Shared GCE actions</p> | <p>Frequency of meetings: At least 3 times per year</p> <p>Representation: At least 3+ learners across 3+ subjects. Leadership: 2 tutors involved with learners</p> <p>Engagement: At least 1 classwork with at least 2 other classes (potentially different year groups). Skill: Learners can confidently communicate and share GCE learning with their peers</p> <p>Task: Shared GCE project and/ or peer education</p> | <p>Frequency of meetings: Regularly (at least 1 per quarter) Representation: At least 4 learners from a range of subject areas Leadership: At least 3 tutors</p> <p>Engagement: At least 2 classes work with at least 2 other classes (potentially different year groups) Skill: Learners can confidently plan and facilitate GCE learning with their peers</p> <p>Task: Learners facilitate sessions to share learning with their peers using creative methodologies</p> |

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| <p>4.3 Global Citizenship Skills Development: Learners are provided with specific training to build the skills required for planning & undertaking an appropriate action based response to a global justice issue</p> <p>4.4 Learner-Led Action: Learners undertake meaningful actions which address a root cause of a global justice based issue. This may include awareness raising, behavioural change and/or influencing systems change through in policy or activities in centre/community or national level</p> <p>4.5 Reflection: Learners have the opportunity to reflect, evaluate & feedback as part of the GCE learning within the centre</p> | <p>Engagement: At least 1 class Leadership: Tutor identifies relevant skills which need to be built. Implementation: Opportunities designed for learners to improve their GCE skills Leadership: Coordinated by tutors & implemented by learners.</p> <p>Engagement: 1+ year group. Leadership: Coordinated by tutors and implemented by learners. Depth: Awareness raising Engagement: 1+ year group. Depth: Awareness raising</p> <p>Frequency/ approach: Verbally within class.</p> <p>Utility: Reflection & consolidation of GCE learning for learners</p> | <p>Engagement: At least 1-year Group. Leadership: Tutor(s) work with learners to identify the GCE skills needed to take action. Implementation: Opportunities designed with learners to build/ practice GCE skills</p> <p>Engagement: Approximately half of the year groups. Leadership: Coordinated by learners and implemented by both tutors & learners Depth: Behaviour change of learner population and /or systems change. Reach: Centre community / local community</p> <p>Frequency/approach: Formally at the beginning and end of year.</p> <p>Data collection: Self-Assessment Tool (SAT) tool. Utility: Reflection & consolidation of GCE learning for learners and to inform tutor planning for GCE activities next year</p> | <p>Engagement: At least 2 year groups Leadership: Tutors work with learners to identify the GCE skills needed to take action. Implementation: Opportunities designed with learners to build / practice GCE skills</p> <p>Engagement: Whole centre Leadership: Coordinated & implemented by learners & supported by tutor and Centre Management. Depth: Behaviour change of learner population and /or systems change Reach: Centres community/local community groups/local business/local government / council/TDs/national government</p> <p>Frequency/approach: Formally at the beginning and end of year and between each GCE activity. Data collection: Self-Assessment Tool (SAT) tool. Utility: Reflection & consolidation of GCE learning for learners; to inform tutor planning for GCE activities next year; and to feed into Centre planning processes</p> |
| <p>5. Centre Leadership and Policies</p> <p>5.1 Principal Engagement: The Principal and /or DP are aware of the GCE undertaken in the Centre, support and champion it.</p> <p>5.2. Board of Management Involvement: The board of management have an awareness of the GCE undertaken in the Centre and support and champion it</p> | <p>Who: Principal and / or DP Knowledge: Aware of what GCE is Engagement: Aware of GCE activities happening within the Centre. Knowledge: Aware of what GCE is. Engagement: Aware of GCE activities happening within the Centre.</p> | <p>Who: Principal & DP Principal(s) Knowledge: Has a good understanding of what quality GCE is. Engagement: Aware of GCE activities in the Centre, involved in planning of the GCE programme and champions it. Knowledge: Aware of what GCE is Engagement: Aware of GCE activities and has committed resources to GCE planning, promotion and professional development opportunities for staff.</p> | <p>Who: At least 2 members of the management team. Knowledge: Has a very strong Understanding of what quality GCE is. Engagement: Central in planning GCE activities, attends external/ internal trainings and champions it Knowledge: Has a very strong understanding of what quality GCE is. Engagement: Central in planning GCE activities, attends external/internal trainings. Formalisation: GCE is standing item at least BOM meetings</p> |

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| <p>5.3 GCE Policies: The Centre develops and implements a formal policy in the integration of GCE. The Centre then reviews and updates their existing policies on an annual basis to reflect their commitment to GCE and best practice.</p> <p>5.4. GCE Themes in Mission and Vision Statements: A Vision and Mission statement includes a commitment to GCE</p> | <p>Existing Centre policies: Review approved.</p> <p>Formal GCE policy: Commitment and plan to Develop.</p> <p>Engagement: Interested staff</p> <p>Stage: A commitment/ plans have been made to review statements</p> | <p>Existing Centre policies: A review conducted.</p> <p>Formal GCE policy: Developed</p> <p>Engagement: Representation from each Centre stakeholder. Awareness: Among staff and learners</p> <p>Stage: A process to revise the mission statement has taken place. Engagement: All key stakeholders (learners, staff, management, etc.)</p> | <p>Existing Centre policies: GCE is mainstreamed in other Centre policies e.g. behaviour policy, plastic-free policy, etc. Formal GCE policy: Signed off by BOM and includes objectives, strategic priorities and evaluation. Engagement: Strong representation from each centre stakeholder in development Stage: The Centres' mission statement finalised and clearly demonstrates the Centre's commitment to GCE Awareness. The majority of the Centre's (staff, learner) community is aware</p> |
| <p>6. Community Engagement and Partnerships</p> <p>6.1. Communications Sharing information on GCE issues and/ or GCE projects taking place in the centre</p> <p>6.2. GCE Field Trips/ Visits Trips or visits outside of centre that explore GCE themes e.g. Cool Planet, Rediscovery Centre, Irish Aid Centre, local Islamic centre, etc.</p> <p>6.3 Engagement with Other Centres: Established contact with another GCE centre in Ireland to engage in joint learning project(s) on GCE themes e.g. peer education workshops, joint learning projects, shared CPD</p> <p>6.4 Global Partnerships (optional) Partnership with an education entity in the Global South to engage in shared learning on GCE themes e.g. joint learning project, tutor learning exchange</p> | <p>Platforms: Centre website/ blog, and annual report.</p> <p>Frequency: Once a year. Leadership: Staff.</p> <p>Engagement: at least 1 class involved</p> <p>Link with: GCE entities. Commitment: Ad hoc</p> <p>Target for learning: Learners Activity: Preliminary collaborative GCE activity/ peer learning. Purpose: Build relationships</p> <p>Commitment: Established Contact. Partnership Agreement: Discussed. Level: Preliminary collaborative GCE activities. Purpose: Build relationships.</p> <p>Possible activities: Explore potential areas of collaboration.</p> | <p>Platforms: Centre website/ blog, annual report, local media, and social media (Facebook, Twitter, etc.) Frequency: More than twice a Year. Leadership: Staff & learners</p> <p>Engagement: At least 1 class attended Scaffolding: Some exploration of GCE specific theme in advance of input Follow up: Learning shared with the year group.</p> <p>Link with: Other GCE Centres. Commitment: Established link e.g. cluster/network</p> <p>Target for learning: Learners & Staff Activity: Effective collaborative GCE project &/ or peer learning. Purpose: Build relationships & share learning</p> <p>Commitment: Established Partnership Agreement Partnership agreement: Yes -signed Level: Established peer learning. Purpose: Build relationships & share learning.</p> <p>Possible activities: Joint learning project on a GCE</p> | <p>Platforms: Centre website/ blog, annual report, local media, and social media (Facebook, Twitter, etc.). Frequency: More than three times a year Leadership: Content developed by learners, supported by staff</p> <p>Engagement: At least year group attended Scaffolding: Strong exploration of GCE theme pre and post input Follow up: Learning shared with centre's community</p> <p>Link with: Other GCE Centres. Commitment: Established link (cluster/ network) with structured staff interactions. Target for learning: Staff & learners. Activity: Effective collaborative GCE project &/ or peer learning. Review: Monitored and evaluated Purpose: Build relationships & share learning</p> <p>Commitment: Established Partnership Partnership agreement: Yes - signed Level: Sustained peer learning projects. Purpose: Build relationships & share learning. Possible activities: Joint learning project on a GCE theme or global goal, exploring</p> |

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| <p>6.5 Sustainability: Centre has reviewed its sustainability in the context of Global Citizenship & implemented change.</p> | <p>Impact: Challenging of stereotypes</p> <p>Stage: Carried out an audit/ Assessment.</p> <p>Engagement: One class/ group with staff</p> | <p>theme or topic, exploring it from each country’s perspective.</p> <p>Travel: Staff from one centre visit to the partner. Impact: Respectful equal relationships built, understanding of global interdependence</p> <p>Stage: Assessment/ audit and concrete action(s) taken</p> <p>Engagement: 1-3 year groups, supported by staff and with management engagement.</p> <p>Scaffolding: Learners explore local to global implications of sustainability and how we can live more sustainably</p> | <p>it from each countries perspective and undertaking action to address it.</p> <p>Travel: Staff from both Centres to exchange a visit Impact: Strong respectful equal relationships built, and deep understanding of global interdependence and root causes of GCE issues.</p> <p>Stage: Assessment and concrete actions taken.</p> <p>Engagement: Management, staff and all learners.</p> <p>Scaffolding: Learners explored local to global implications of sustainability and understand the concrete actions we can take in our lives to live more sustainably</p> |
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Appendix 2: Interview Structure with WWGS

The following demonstrates the structure of the semi-structured interview and the questions included.

1. Please give us an overview of the implementation of the Global Passport Award with secondary schools.
2. Did you do a pilot version first?
3. What were the key takeaways from when it was first launched?
4. What have been the most significant challenges with its implementation?
5. Please tell us more about the external auditing element.
6. Could you share with us how schools self-assess? Eg is it Google Forms, or a check sheet?
7. As an organisation, what level of time/resource allocation is needed to support/engage schools?
8. How did you ensure schools knew about the Passport Award/support them in applying?

Appendix Three: Focus Group Guiding Questions

1. What time of year makes sense to start? Jan-Mar, April-June, July-September, October-December?
2. What are the positives of the framework?
3. What are the challenges of the framework?
4. What would the challenges be for forming a GCE committee? (Management, Staff, Students)
- a. In your experience, what recommendations would you suggest to overcome these?
5. What benefits would this framework/ embedding GCE bring to your centre?
6. What support might you need to implement the framework from Saolta?
7. If a similar initiative has been trialled before, what were the key takeaways? Pos/Neg/Surprising
8. Opportunity to collaborate as a project pilot partner?

Appendix Four: Survey Questions

1. How applicable is this framework in your context?
2. Do you think your current centre would support a framework like this?
3. What support would the ETBs/organisation need in taking part in the award?
4. Where do you think a pilot programme (4-6 centres) would be most impactful?

How would accreditation motivate the uptake of the award scheme?

Saolta

*Empowerment for a better world through
Adult and Community Education.*



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