global compass

Saolta

Empowering people for a better world

Saolta

Saolta is a Global Citizenship Education strategic partnership programme for the Adult and Community Education sector in Ireland.

Development Perspectives (DP) is the lead partner in the consortium, which includes AONTAS, Concern Worldwide, Irish Rural Link, the Adult and Community Education Dept. of Maynooth University and Cork ETB.

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The Global Compass provides a framework for learners and educators for best practice for Global Citizenship Education (GCE) activities taking place in your Further Education College or Institute.

GCE is an educational approach that aims to help individuals develop into informed, responsible, and active global citizens by providing them with the knowledge, skills, and attitudes necessary to understand and engage with global challenges. In the context of Adult and Community Education (ACE), GCE emphasizes lifelong learning, cultural competence, and community engagement.

Explore the six categories to get inspiration on ways to embed global justice issues such as human rights, representation and the environment into the learning in your college or centre. The Global Compass aims to support the development of skills and knowledge to build confidence in responding to social and environmental issues relevant to your community. The framework is designed as a tool that can be picked up and used by anyone anywhere. It is a guide on your GCE journey with links to resources and how to get involved whether you apply to the Award or not.

The Award is self-audited with guidance and support from the Global Compass team. The Self-Assessment Tool (SAT) should be completed by a cross-section of learners, tutors and staff to gauge attitudes towards GCE before and after engaging with the challenge. Even if you don't apply for the Award it is a useful exercise to think about how (and to what extent) GCE is happening in your life, within your learning at college or with your community.

Saolta is here to support educators and learners on the journey, so get in touch with the team at any stage of the process.

Register your interest in taking part in the award by contacting globalcompass@saolta.com

Orientation: Where are you at?

Here are some prompting questions to explore your thoughts, feelings, skills and values. This can help you to identify any changes in perspective during your GCE journey.

Rate your feelings 1-5 with the statement from Strongly Disagree (1) to Strongly Agree (5) at the start (Initial Score, IS) and then at end of the activities (After Score, AS).

The SAT covers some of the principles of GCE around how we think, feel, and behave. The prompts should be explored with curiosity and taking time for self-reflection.

Skills	IS	AS
I can share my opinions and debate with others on global issues in a respectful way.		
I can confidently share what I have learnt about global justice issues with peers and take a positive attitude to co-learn with them .		
I am able to research, (and recognise) trustworthy sources of information using critical thinking and media literacy skills.		
I use critical thinking skills and problem solving skills to evaluate meaningful impacts of interventions and actions on global justice issues.		
I approach collaborative work as a partnership with due respect given to people, time invested when working with learners, staff and external organisations.		

Knowledge	IS	AS
I am aware that we live in a fast changing unequal world and recognise its complexity.		
I am aware of the major environmental and justice issues in our world and understand the local and global impacts.		
I understand that different systems connect people across the world (trade, food, work, society, ecology, identity, etc.).		
I am aware that to make the world a just and sustainable place new approaches need to be inclusive, responsive and to the benefit of people and planet.		
I am aware of the historical and current systems that have contributed to inequality in society and across nations.		

Values	IS	AS
I think it is important to learn about global justice issues and the interconnected relationship of people, planet and place.		
I believe that the needs and rights of others (in Ireland and around the world) are equal to my own.		
I think it is a good thing to have a mix of different values, beliefs and traditions in the communities and culture where I live.		
I feel solidarity with people who are being marginaliised and negatively impacted. I stand with them for change through my actions and choices..		
I am an active global citizen. I know my rights and responsibilities and motivate myself to take action for a better world.		

Action	IS	AS
I explore my biases with curiosity. I question and challenge stereotypes (my own and others).		
I consider the impacts of my choices (food, things I buy, use, eat), and make changes to reduce negative impact of my choices on people and planet.		
I have worked collaboratively on a piece of work (action project, coursework) that addresses a global justice issue.		
I participate in global justice campaigns/ projects within my college or outside my college.		
I share my knowledge and experience of global citizenship education to encourage others to take action on global justice issues.		

Milestones on the GCE journey using the Global Compass

Register your interest

Get in contact with Global Compass Coordinator to register your interest at globalcompass@saolta.com, to get guidance and updates on the award scheme.

Audit of GCE

Identify how and to what extent GCE is happening in your centre. Oftentimes GCE is happening but may not be referred to as such!

Can you identify current strengths and opportunities around sustainability, critical thinking and media skills? What projects are ongoing in the college and the local community that support the local environment? How are human rights and GCE issues addressed in course curricula? Who are the various stakeholders? What changes do you want to see?

Committee and commitments

Forming a GCE committee to support GCE activities is a great way to keep momentum, and build relationships and networks with learners and staff across the college's courses. They can help centre management to support the initiatives and share the successes. If a specific GCE committee is not the best option, can GCE be added as a fixed agenda item on another committee? A meeting could be as simple as having a chat over a cup of tea!

Research and resources

Access, use and sharing of resources on GCE topics:

Is there a way of sharing interesting articles/films/media with the learners and staff?

What types of media sources, research and educational materials will you use? Websites such as Saolta.com and developmenteducation.ie have a wide range of resources to draw from. IDEA (www.idea.ie) are the development education association in Ireland and have lots of great resources.

Our human resources: Peer to peer

Sharing knowledge with and within your learning community is a great way to make GCE relevant and reflective of the community it aims to serve. How can expertise be shared in curricular and extra-curricular activities? How can this practice be encouraged across courses, modules and the college?

Accessibility

Ensure that accessibility is embedded in the planning and design of your event or published materials. Seek ways of diversifying approaches to be more inclusive. What are the barriers and how can the be overcome?

GCE activites and events

Opportunities to bring GCE into college events such as open days, World Earth Day, or International Women's Day. There is always a way to bring in a GCE element when organising events in collaboration with the wider college community, the local community, and even extend that to the global community!

GCE visibility

Share the journey of GCE in your centre. Share with the college community and keep them informed through visual displays in the centre, through social media channels and on the college's website. Your progress and process can inspire and connect with other people. By making opportunities to join-in both visible and accessible, it helps to bring more diversity, energy and multiple perspectives to your events and activities.

Collaboration: Expanding the impact

Consider how to involve more people: What are the potential opportunities to collaborate? What knowledge and expertise exists, and how can that be shared across your centre's community? What gaps in knowledge can be filled through collaborating outside the college? How can this benefit the wider community?

Spreading the word: Communications

Use your networks to share the GCE themes and activities happening in your college or institute. Can there be a dedicated section on the website, newspaper, social media and radio? How can you use local media to share the news?

Evaluation- monitoring, review and reflection

It's important to review and reflect on the GCE work as an ongoing exercise. What did you set out to achieve, how are you going to get there? How do you know about the impact that has been made?

The framework is a great support and the award provides great recognition and visibility for the college. It can also serve to inspire others, locally and globally.

Using the framework

Review and rate your centre's level of GCE activity across the six categories providing examples for activities and approaches for each. An initial audit at the beginning of using the framework allows you to capture the current level of activities.

The application to the award will be assessed using the Most Significant Change Evaluation, (see resource on Development Education Evaluation Toolkit, saolta.com). Across the six categories, there are three levels to the framework: Emerging, Established and Exceptional. To support your application to the award we encourage capturing the stories of the GCE journey, sharing them through photo, video, writing and other mediums.

Curriculum/Curriculum Planning

Tutors integrate GCE themes in their subject area(s).

Learner Capacity & Engagement

Learners have an active role in GCE within the centre through representation on GCE Committee, student-led actions and peer education. Learners' GCE skills are developed with training and awareness raising to take action on local and global justice issue.

Extracurricular

GCE forms part of a focus for extracurricular events, joint initiatives or special display.

Centre Leadership and Policies

Whole of institution approach from Adult Learning Centre Principal and Deputy Principal, Board of Management by embedding GCE into policies and mission statement on commitment to GCE.

Tutor Capacity & Engagement

Tutor capacity to engage in GCE practices are supported by quality teaching resources and Continual Professional Development. Staff Engagement with GCE is supported through GCE committees, where reflection, evaluation and partnership is happening for curricular or extracurricular activities.

Community Engagement and Partnerships

The centre is consistently building awareness of GCE within the community and partnerships at a national and international level. This pertains to engaging in outreach and education with local organisations and groups, designing joint learning projects with local, national, and global partners. The impact of these engagements are evaluated and monitored through sustainable practices.

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APPLYING FOR THE AWARD

To support your application to the award we encourage capturing the stories of the GCE journey throughout the planning, activities and events, sharing them through photo, video, writing and other mediums. The application to the award will be assessed using the Most Significant Change Evaluation (see resource on Development Education Evaluation Toolkit, saolta.com), and records of activities across the levels of the framework.

WHAT ARE THE LEVELS OF THE AWARD?

Across the six categories, there are three levels to the framework: Emerging, Established and Exceptional.

EMERGING   **ESTABLISHED**   **EXCEPTIONAL**

Curricular

	Emerging	Established	Exceptional
1. Curriculum/Curriculum *Planning: Tutors explore GCE themes in their subject area(s).* GCE is explored by tutors and learners in an authentic, meaningful and critical way.	**No of programmes, modules or subject areas where GCE themes are explored in-depth:** 1–2	**No of programmes, modules or subject areas where GCE themes are explored in-depth:** 1–2	A cross–curricular approach to GCE including a formally established collaboration between 3 or more programmes or subject areas working in tandem to explore a GCE theme or themes

Extra Curricular

2. Extra-Curricular: *GCE forms part of a focus for extracurricular events, joint initiatives or special displays*	Emerging	Established	Exceptional
2.1 GCE-related Events	**Event Engagement:** More than 1 learner group in a given academic year are involved in an event. Depth: Awareness raising	**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 the event	**Event Engagement:** Most learners and staff have opportunities to be involved. **Number of GCE initiatives:** More than one **Shared learning:** The whole centre is aware of and engaged in the project(s)
2.2 Extra-curricular activities include input from NGO(s) with a GCE focus or remit	**No. of NGO inputs:** 1. **Engagement:** 1-2 Learner classes. Tutors present and engaged. **Focus/ Leadership:** Tutor invites NGO to introduce learners to GCE and/or particular area of GCE	**No. of NGO inputs**: At least 1 **Engagement**: 3 – 5 Learner classes. Tutor actively engaged in leadership and their Tutors. **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	**No. of NGO inputs:** 2 or more **Engagement:** Entire centre community are provided with an opportunity to engage in the NGO's activities. **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
2.3 Displays, including GCE materials or output from events, etc.	**Type of display:** Displays are visible in specific classrooms or appropriate centre locations	**Type of display:** Permanent and clearly visible to the whole centre community. **Compliance:** Dóchas Guide to Ethical Communications	**Type of display:** Permanent and clearly visible to the whole centre community **Visitors Updated:** Regularly. **Compliance:** Dóchas Guide to Ethical Communication & this compliance is highlighted

Tutor Capacity and Engagement

Tutor Capacity & Engagement:	Emerging	Established	Exceptional
3.1 Staff Committee: Tutors are involved in a GCE Committee that supports & coordinates GCE within the centre. They share GCE learning within the committee and among the broader staff community	**Frequency of meetings:** At least 2 times per year **Representation:** 3+ Tutors **Leadership:** One key Tutor	**Frequency of meetings:** At least 4 times per year. **Representation:** At least 5+ Tutors across 3+ subjects. **Leadership:** 2 Tutors with learner input welcomed	**Frequency of meetings:** Regularly (at least 1 per month). **Representation:** A Tutor from all subject areas **Leadership:** Tutor(s) and management working with learner committee
3.2 Resources: Tutors are accessing & utilising quality GCE resources to support teaching and learning	**No. of tutors utilising GCE Resources:** 1-3. **No of resources:** 1-2 per tutor	**No. of tutors utilising GCE resources:** Approximately half. **No of resources:** 3-5 per tutor	**No. of tutors using GCE resources:** All tutors **No of resources:** 5+ per tutor
3.3 CPD Opportunities: Tutors are receiving CPD on GCE themes either by way of peer learning or by external facilitators e.g. DP, Whole Centre engagement	**No. of tutors attending CPD:** 5-20%. **Time:** Minimum of 5 hours (10).	**No. of tutors attending CPD:** 20- 50% **Time:** Minimum of 3 hours.	**No. of tutors attending CPD:** All staff (all tutors with centre management represented) **Time:** Minimum of 2 hours.
3.4 Entire Staff Engagement Staff are engaged in delivering GCE in either in a curricular or extra-curricular capacity	**Engagement:** 5 members of staff (20% of staff) **No. of tutors:** 5-20%. **Approach:** Informal self-reflection.	**Engagement:** 20+ members of staff (50% of staff) **No. of tutors:** 20-50% **Approach:** Formalised self-reflection. Data Collection: Self-Assessment (SAT) Tool	**Engagement:** +50 members of staff (100% of staff) **No. of tutors:** All tutors and centre management. **Approach:** Formalised review Data Collection: Self-Assessment (SAT) Tool or centres own mechanism.
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	**Utility:** Reflection and consolidation of GCE learning	**Utility:** Reflection & consolidation of GCE learning for tutors, and to inform their GCE planning next year engagement: 20-50% of staff engaged	**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

Learner Capacity and Engagement

4. Learner Capacity & Engagement	Emerging	Established	Exceptional
4.1. Learner representation: Learner reps are involved in the staff-learner GCE Committee to explore GCE themes within the Centre	**Frequency of meetings:** At least 2 times per year. **Representation:** 2+ learners. **Leadership:** At least 1 tutor	**Frequency of meetings:** At least 3 times per year **Representation:** At least 3+ learners across 3+ subjects. Leadership: 2 tutors involved with learners	**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
4.2 Peer Education for GCE Learning: Learners from one subject/ class are directly engaged with learners from another. This can include working on a shared GCE project to facilitating structured peer education	**Engagement:** At least 1 Class engaged with at least 1 other class. **Skill:** Learners can confidently engage in group work to explore GCE themes with their peers **Task:** Shared GCE actions	**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 **Task:** Shared GCE project and/ or peer education	**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 **Task:** Learners facilitate sessions to share learning with their peers using creative methodologies
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	**Engagement:** At least 1 class **Leadership:** Tutor identifies relevant skills need to be built. **Implementation:** Opportunities designed for learners to improve their GCE skills **Leadership:** Coordinated by tutors & implemented by learners.	**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	**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
4.4 Learner-Led Action: Learners undertake meaningful actions which address a root cause of a global justice based issue including behaviour change and/or influencing systems change/ change in policy or activity in centre/local level	**Engagement:** 1+ year group. **Leadership:** Coordinated by tutors and implemented by learners. **Depth:** Awareness raising	**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	**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:** centre community/local community groups/local business/local government / council/TDs/national government
4.5 Reflection: Learners have the opportunity to reflect, evaluate & feedback as part of the GCE learning within the Centre	**Frequency/ approach:** Verbally within class. **Data collection:** Self-Assessment Tool (SAT) tool and stories of impact **Utility:** Reflection & consolidation of GCE learning for learners. Informal self-reflection.	**Frequency/approach:** Formally at the beginning and end of year. **Data collection:** Self-Assessment Tool (SAT) tool and stories of impact **Utility:** Reflection & consolidation of GCE learning for learners and to inform tutor planning for GCE activities next year	**Frequency/approach:** Formally at the beginning and end of year and between each GCE activity. **Data collection:** Self-Assessment Tool (SAT) tool and stories of impact **Utility:** Reflection & consolidation of GCE learning for learners; to inform Tutor planning for GCE activities next year; and to feed into Centre planning processes

Centre Leadership and Policies

5. Centre Leadership and Policies	Emerging	Established	Exceptional
5.1 Principal Engagement: **The Principal and /or DP are aware of the GCE undertaken in the Centre, support and champion it.**	**Frequency of meetings:** At least 2 times per year. **Representation:** 2+ learners. **Leadership:** At least 1 tutor	**Frequency of meetings:** At least 3 times per year **Representation:** At least 3+ learners across 3+ subjects. Leadership: 2 tutors involved with learners	**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
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	**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 and has committed resources to GCE planning, promotion and professional development opportunities for staff.	**Knowledge:** Has a very strong understanding of what quality GCE is**.** **Engagement:** Central in planning GCE activities, attends external/internal training. **Formalisation:** GCE is standing item at at least BOM meetings
5.3 GCE Policies: A formal policy on GCE developed and implemented within the Centre. A review of existing policies undertaken to identify opportunities for the integration of GCE and updated to reflect a commitment to GCE	**Existing Centre policies:** Review approved. **Formal GCE policy:** Commitment and plan to Develop. **Engagement:** Interested staff	**Existing Centre policies:** A review is conducted. **Formal GCE policy:** Developed **Engagement:** Representation from each Centre stakeholder. **Awareness:** Among staff and learners	**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
5.4. GCE Themes in Mission and Vision Statements: A Vision and Mission statement includes a commitment to GCE	**Stage:** A commitment/ plans have been made to review statements	**Stage:** A process to revise the mission statement has taken place. **Engagement:** All key stakeholders (learners, staff, management, etc.)	**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

Community Engagement

6. Community Engagement	Emerging	Established	Exceptional
6.1. Communications Sharing information on GCE issues and/ or GCE projects taking place in the centre	**Platforms:** Centre website/ blog, and annual report. **Frequency:** Once a year. **Leadership:** Staff.	**Platforms:** Centre website/ blog, annual report, local media, and social media (Facebook, Twitter, etc.) **Frequency:** More than twice a Year. **Leadership:** Staff & learners	**Platforms:** Centre website/ blog, annual report, local media, and social media (Facebook, Twitter, etc.). **Frequency:** More than 3x a year **Leadership:** Content developed by learners, supported by staff
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.	**Engagement:** at least 1 class involved	**Engagement:** At least 1 class attended **Scaffolding:** Some exploration of GCE specific theme in advance of input **Follow up:** Learning shared with year group.	**Engagement:** At least year group attended **Scaffolding:** Strong exploration of GCE theme pre and post input **Follow up:** Learning shared with centre's local community
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	**Link with:** GCE entities. **Commitment:** Ad hoc **Target for learning:** Learners **Activity:** Preliminary collaborative GCE activity/ peer learning. **Purpose:** Build relationships	**Link with:** Other GCE Centres. **Commitment:** Established link e.g. cluster/network **Target for learning:** Learners & Staff **Activity:** Effective collaborative GCE project &/ or peer learning. **Purpose:** Build relationships & share learning	**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
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 exchange	**Commitment:** Established Contact. **Partnership Agreement:** Discussed **Level:** Preliminary collaborative GCE activities. **Purpose:** Build relationship. **Possible activities:** Explore potential areas of collaboration. **Impact:** Challenging of stereotypes	**Commitment:** Established Partnership Agreement **Partnership agreement:** Yes – signed **Level:** Established peer learning. **Purpose:** Build relationships & share learning. **Possible activities:** Joint learning project on a GCE theme or topic, exploring it from each country's perspective. **Travel:** Staff from one centre visit to the partner. Impact: respectful equal relationships built, understanding of global interdependence	**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 it from each country's perspective and undertaking action to address it. **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.
6.5 Sustainability: Centre has reviewed its sustainability in the context of Global Citizenship & implemented changes.	**Stage:** Carried out an audit/ Assessment. **Engagement:** One class/ group with staff	**Stage:** Assessment/ audit and concrete action(s) taken **Engagement:** 1-3 year groups, supported by staff and with management engagement. **Scaffolding:** Learners explore local to global implications of sustainability and how we can live more sustainably	**Stage:** Assessment and concrete actions taken. **Engagement:** Management, staff and all learners. **Scaffolding:** Learners explored local to global implications of sustainability and understand the concrete actions we can take in our lives to live more sustainably