



# COLÁISTE BHRÍDE

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C A R N E W

## Global Citizenship Education Policy Statement

### **Purpose**

The purpose of this Global Citizenship Education (GCE) Policy Statement is to outline how our school promotes and supports a whole-school approach to GCE.

Rooted in social justice, Global Citizenship Education equips learners and educators to think critically and to reflect; to challenge unjust global systems and structures and our roles within them, and to take meaningful action for change.

### **Scope**

Global Citizenship Education is key to building a more inclusive, just, and sustainable future. It aims to build a sense of common humanity and to empower us all to assume roles as active and contributing global citizens.

Reflecting these aims, GCE applies to all learners, educators, leaders and employees of our school. Parents and guardians should note, and where possible, promote the GCE Policy Statement. The Board of Management will ensure that decisions made in relation to our schools' actions and activities align with the GCE Statement.

## Aims for Global Citizenship Education

Our aims for Global Citizenship Education in *Coláiste Bhríde* are firmly grounded in and informed by the **WorldWise Global Schools Guiding Principles for GCE**. The 5 Guiding Principles for GCE apply to curricular, extra-curricular, whole-school actions and activities, as well as leadership and policy domains.

WORLDWISE GLOBAL SCHOOLS

# GUIDING PRINCIPLES

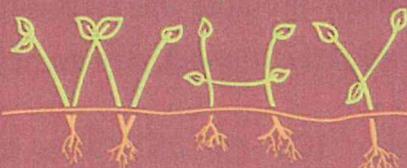
**UNLEARNING & RECONSTRUCTING**

Question what we know and make space for different ways of thinking.



**FINDING ROOT CAUSES**

Dig deeper to find the causes of an inequality or injustice.



**PRIORITISING HUMAN RIGHTS**

Our actions and solutions to global issues should not lead to the exploitation of people.



**MAKING LOCAL TO GLOBAL LINKS**

Connect local issues with global issues and global issues with local issues.



**ACTING IN SOLIDARITY**

Work together on an equal footing to challenge injustice.



**Aims for Global Citizenship Education in *Coláiste Bhríde*:**

out the existing links and overlaps and to embed those into our curricular planning and teaching and learning.

We emphasise a collaborative and thematic approach to exploring global justice issues, we recognise the value in cross-curricular approaches and peer learning.

We employ active and participatory teaching and learning methods so that learners are empowered to play an active role in shaping their own learning, their participation, and their agency as global citizens. We endeavour to remain up to date and current with GCE teaching and learning methods by regularly consulting WorldWise Global Schools' dedicated webpage. We use a range of teaching and learning styles to deliver Global Citizenship Education in our school. We emphasize active learning methodologies by including the students in discussions, investigations and problem-solving activities.

In line with children's rights under Article 12 of the United Nations Convention on the Rights of the Child (**UNCRC**), we aim to facilitate youth voices and participation in planning for GCE and throughout our GCE teaching and learning.

### **GCE across the Whole School**

Following best Global Citizenship Education practice, we aim to incorporate GCE across our whole school and wider community, through both curricular and extracurricular GCE activities and actions.

We understand that a whole-school approach will facilitate a more comprehensive, critical and deeper exploration of global justice issues; it will also strengthen our efforts to raise awareness of global justice issues and to support learners to take action.

As part of a whole-school approach to GCE we will prioritise scaffolding GCE events, activities and/or trips through teaching and learning. By scaffolding, global justice themes can be explored on a school wide level through curricular, cross-curricular and extracurricular activities. Scaffolding will occur in classrooms, assemblies, through peer learning, workshops, celebrations, (social)media, school displays, school newsletters, post-primary programmes such as debating, and Green Schools.

context, in particular the accelerated spread of misinformation, disinformation, hate speech, and online violence. We acknowledge that critical media literacy skills are necessary to effectively access, critically engage with, and share information and knowledge online, including on social media platforms (UNESCO, 2024). We regard education in general, and global citizenship education in particular, as crucial in assisting and equipping learners with critical media literacy skills and competencies. We identify opportunities to embed critical media literacy into curricular areas, teaching approaches and into our whole-school communications. We consult up to date and relevant resources and GCE materials to inform our approach to critical media literacy.

### **GCE Supports and Resources**

As a WorldWise Global Schools affiliated school, we draw on the supports and resources available to us through the WorldWise Global Schools programme. This includes our dedicated regional WorldWise Global Schools Education Officer and regular WorldWise Global Schools trainings, workshops and events which can support our professional development and strengthen our GCE work.

All necessary and appropriate supports will be given to GCE lead teachers, individual educators and subject departments to attend Continuous Professional Development training and/or workshops to support their GCE work.

We are informed by WorldWise Global Schools' resources which include subject specific and curriculum linked resources designed to assist the teaching and learning of GCE in a range of post-primary subject areas. We also draw upon a range of national and international educational materials and resources to support our work in Global Citizenship Education. We endeavour to remain up to date and current in terms of the resources and materials we consult by staying informed through WorldWise Global Schools, developmenteducation.ie, Irish Development Education Association (IDEA), Self Help Africa, Irish Aid, and Concern Worldwide.

We keep the resources and materials for Global Citizenship Education in a designated space in topic/theme/subject boxes for each unit of work; we also store our GCE materials in the relevant online space. Hard copy GCE materials can be located for teacher use on the Reading Shelf in the staff room and for students in the GCE section of the library. Digital resources for teachers are shared in their respective folders on

### Policy Development Procedure:

Version number	Version 1 (March 2020) Verions 2 (January 2026)
Policy drafted by	Ms Linda Dunne Ms Anna Gahan Ms Ann Marie Doyle
Approved by Board of Management	9/04/2020 3/2/2026
Sent to KWETB for verification	June 2020
Next review date	January 2028

Signed:  (Chairperson of Board of Management)

Signed:  (Principal)

Date: 3.2.26

### Appendix: Aims of Global Citizenship Education

#### Irish Aid's definition of Global Citizenship Education:

Global Citizenship Education (GCE) is a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live.

By challenging stereotypes and encouraging independent thinking, GCE helps people to critically explore how global justice issues interlink with their everyday lives and how

WorldWise Global Schools is Ireland's national Global Citizenship Education (GCE) programme for post-primary settings. WorldWise Global Schools aims to increase the reach, accessibility, quality and effectiveness of GCE in the post-primary sector.

WorldWise Global Schools (WWGS) provides a comprehensive range of supports for learners and educators, including grant funding, training, events, resources, and personalised support from our team.

#### **For more on definitions and descriptions of GCE see:**

- Andreotti, V (2006) 'Soft versus critical global citizenship education', Policy and Practice: A Development Education Review, Vol. 3, Autumn, pp. 40-51.  
<https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education>
- Andreotti, V (2006) 'Soft versus critical global citizenship education'. Poster  
<https://drive.google.com/file/d/145kxU9mVVwEgvH2Jnus9zRaOzehVBj-d/view?usp=sharing>
- O'Flaherty, J., McCormack, O., Lenihan, R., & Young, A. M. (2024). Critical reflection and global citizenship education: exploring the views and experiences of teacher educators. *Reflective Practice*, 1–19.  
<https://doi.org/10.1080/14623943.2024.2421598>
- O'Toole, V., & O'Flaherty, J. (2022). The role of emotion in higher education: exploring global citizenship education. *Irish Educational Studies*, 43(4), 645–663. <https://doi.org/10.1080/03323315.2022.2135565>
- Pashby, K., da Costa, M., Stein, S., & Andreotti, V. (2020). A meta-review of typologies of global citizenship education. *Comparative Education*, 56(2), 144–164. <https://doi.org/10.1080/03050068.2020.1723352>
- UNESCO (2015) [Global Citizenship Education: Topics and Objectives](#).
- UNESCO (2017) [The ABC's of Global Citizenship Education](#).
- UNESCO (2024)- [What you need to know about GCE](#).

#### **GCE Book Publications in Irish Context**

- [Curious Teachers, Critical Classrooms](#) (2023) edited by B. Golden-available for free download through the Dice Project.
- [Global Education in Ireland: Critical Histories and Future Directions'](#) (2024)