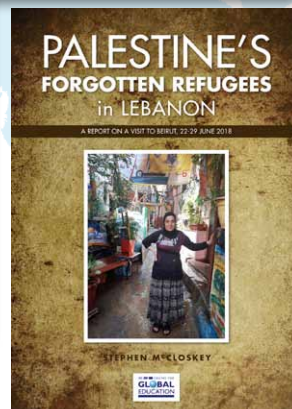


CENTRE FOR GLOBAL EDUCATION ANNUAL REPORT 2018



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Centre for Global Education | September 2019

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Twitter: @CGEbelfast
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CGE is a signatory to the Dóchas Code of Conduct on Images and Messages





Introduction by the Director Stephen McCloskey

Welcome to the 2018 Centre for Global Education Annual Report with an overview of our key activities over the past year. They have included the successful conclusion of our schools' flagship project, the Global Learning Programme, and subsequent securing of two tenders from the British Council as part of the delivery of their new Connecting Classrooms through Global Learning (CCGL) programme. The Centre has continued publication of our peer reviewed journal, *Policy and Practice: A Development Education Review*, and maintained delivery of education services to Palestinian children in the Gaza Strip. The Centre also broadened its engagement with the Palestinian diaspora in 2018 when I visited four United Nations refugee camps in Lebanon and met with civil society groups and activists working in the camps. The Centre's key achievements in 2018 are summarized below.

Global Learning Programme

The Centre for Global Education (CGE) successfully concluded delivery of the Global Learning Programme (GLP) in July 2018. The GLP was a four-year schools' initiative funded by the Department for International Development (DFID) across the UK and managed in Northern Ireland by CGE. The programme's aim was 'to support schools to teach about global poverty and international development, with a particular focus on upper primary and early secondary school'. The specific programme target was 'to increase and improve delivery of development education in 50 percent of grant aided primary, secondary and special schools in Northern Ireland'. The programme successfully delivered on this aim by providing high quality Continuing Professional Development (CPD) to 535 (50 percent) schools in Northern Ireland and engaged 1,003 teachers in a total of 213 GLP activities. Across the UK, a total of 10,000 schools participated in the programme underlining the high value of the training and the opportunities available for delivering global learning across the schools' curricula. In addition to delivering high quality CPD, the GLP in Northern Ireland also produced six video [case studies](#) of good practice in global learning in six of our local schools.

In Autumn 2018, CGE successfully tendered for the management of two strands of a new three-year (2018-21) schools' [programme](#) co-funded by the British Council and the Department for International Development called Connecting Classrooms through Global Learning (CCGL). The Centre for

Global Education has been contracted as an Expert Lead Centre to support the recruitment of schools and clusters wishing to engage in international school partnership projects. The second tender secured is titled 'Professional Development Training for Teachers in Northern Ireland' and involves delivery of Continuing Professional Development (CPD) training packages for teachers on global learning. CCGL aims to provide a solid platform on which schools can start their global learning journey, preparing students for participation in an increasingly interdependent and complex world. The programme enables students to learn, collaborate and take action on global issues alongside their peers from the global South. By securing both tenders, CGE can offer an integrated package of support to schools that combines opportunities for professional development and grants to establish partnerships with schools in the global South. For further information about CCGL, phone 028 90 241 879 or email schools@centreforglobaleducation.com. We have a strong team of four delivering the two tenders comprising: Orla Devine (CCGL Programme Manager), Anna Grindle (Global Learning Schools Advisor), Rosie McCreanor (Global Learning Schools Advisor), and Helen Ferguson (Communications and Events Manager).

Policy and Practice

The Centre for Global Education's bi-annual, peer reviewed, open access journal, [Policy and Practice: A Development Education Review](#), is now in its thirteenth year of publication and remains one of the most influential voices in development education. First published in 2005, the journal web site received a total of 147,364 unique visitors between January and December 2018 and 185,666 visits in total. The journal aims to enhance understanding, debate and practice in development education in local and global contexts. Each issue focuses on a different theme germane to development education practice or the policy context in which it is delivered. In 2018, two issues of the journal were published: [Issue 26](#) in Spring 2018 on the theme 'Development Education in Politically Interesting Times'; and [Issue 27](#) in Autumn 2018 on 'Rethinking Critical Approaches to Global and Development Education'. Both issues produced high quality contributions that enhanced debate and supported new thinking on development education.

Statistics on the use of the journal for the period 1 January to 31 December 2018 showed that the top ten locations of visitors

Introduction by the Director Stephen McCloskey

to the *Policy and Practice* web site by number of pages viewed were from the following countries: United States (65,130), India (20,815), Britain (20,352), The Philippines (14,873), Russia (11,857), Germany (11,334), France (9,846), Canada (9,193) and Ireland (5,887). These statistics reflect the accessibility of the journal in its open access format and the quality of the writing from authors.

Visit to Palestine

In May and November 2018, I visited Palestinian refugee camps in Lebanon supported by the United Nations Relief and Works Agency (UNRWA). The aim of my visit was to assess the socio-economic situation faced by Palestinians in Lebanon and also learn about how the war in neighbouring Syria has impacted on their communities. The Syrian conflict has resulted in the forced migration of Palestinian Refugees Syria (PRS) into Lebanon, many of whom have taken refuge in Palestinian camps which has severely stretched UNRWA services and resources. I had the opportunity to visit four Palestinian camps in Lebanon, where living conditions are both hazardous and extremely impoverished. This is compounded by the exclusion of Palestinians from more than 40 occupations by the Lebanese government which is hampering the integration of Palestinians into Lebanese society. In November 2018, I accompanied a film crew back to Lebanon where they made a short documentary on Palestinian refugees for RTE's *What in the World?* series. The [documentary](#) was broadcast on RTE in May 2019.

In 2018, the Centre commenced delivery of a new three-year project (2018-2020) in the Gaza Strip, Palestine, jointly managed with the Canaan Institute of New Pedagogy, a Palestinian NGO based in Gaza City. The project was funded by the Northern Ireland Public Service Alliance (NIPSA) Developing World Fund and delivered in year one from 15 May to 15 October 2018. The project is being delivered to 400 young people aged 7 to 14 in four locations in Gaza: Culture Revival Society – Gaza City; Bud Flower Association for Affection and Hope – Maghazi refugee camp (central Gaza); Rural Family Development Association – Al-Mughragha Village (southern Gaza); and the Rachel Corrie Children and Youth Cultural Center – Rafah (southern Gaza). The project aims to: deliver education activities that strength the children's literacy and numeracy skills; deliver psycho-social support programmes to children suffering from conflict and poverty-related trauma in Gaza;

provide a safe and structured play environment for children; and facilitate cultural and sporting activities. The project outcomes in year one have been positively evaluated and highly valued by the young people and their families.

Partners in Development

The Centre is grateful to our partners and networks in the development education sector for their support over the past year. They include: Coalition of Aid and Development Agencies (CADA), Comhlámh Belfast Group; Dóchas: the Irish Association of Non-Governmental Development Organisations, Financial Justice Ireland, the Irish Development Education Association (IDEA), and the UK Development Education Network. We also thank the Canaan Institute of New Pedagogy, our partner in Gaza, as well as all of the learners and participants who supported our activities in 2018.

Acknowledgements

The work documented within this report reflects the efforts of a dedicated staff and Management Board and I sincerely thank them for their work. My colleagues in the Centre – Orla Devine, Anna Grindle, Rosie McCreanor, Helen Ferguson and Piet Paulsen - all carried out their work with great professionalism. We also had a dedicated team of volunteers in 2018: Ioanna Strantzali (Queen's University Belfast), Zoe Robinson (Stanmillis College), and Daniel McDermott and Rachel Tierney (St. Mary's University College) who provided sterling support to staff. I want to particularly thank the Centre's office bearers in 2018-19 for their support of the staff and commitment to the organisation: Tony McMullan (Chair), Maria McCloskey (Vice-Chair), Marie-Therese Brankin (Secretary) and Nuala McAdams (Treasurer).

I finally want to pay tribute to Priyamvada Yarnell (Secretary) and Paula McGuigan (Treasurer), who stepped down at the 2018 AGM after four years of dedicated service. We welcomed new members on to the Board, Sorcha MacLaimhin (Queen's University Global Gifts) and Eoin Duffy (Concern). Everyone connected with the Centre is grateful to all of the funders who supported our work in 2018: British Council, Christian Aid, Concern Worldwide, Department for International Development, Irish Aid, NIPSA and Trócaire.



1

Centre for Global Education

1.1 Background Information

The Centre for Global Education was established in 1986 by eight development agencies to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that will enable individuals and organisations to address the causes of poverty, inequality and injustice at local and global levels. The Centre believes that in the current era of accelerated globalisation our society is becoming increasingly interconnected with the wider world. Development education equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

The Centre endorses the United Nation's definition of development education which states that 'the objective of Development Education is to enable people to participate in the development of their community, their nation and the world as a whole'. Development education practice is based on active learning methodologies that support analysis, reflection, debate and facilitate an action outcome. The Centre for Global Education provides training and resources to local target groups that tailor development education content and practice to their needs. We consider the development process in Ireland within the context of the global South and support multiculturalism and mutual respect by providing opportunities to learn about other cultures, faiths and lifestyles. The Centre supports the view that we can learn more about ourselves and local communities by extending



our knowledge and experience of the wider world. We deliver our services to learners in formal and informal education sectors and work with partners at local and global levels to increase knowledge and understanding of international development issues. The local and global axis of development education is central to its learning methodology and informed by the work of Paulo Freire, the Brazilian educator and philosopher.

1.2 Centre for Global Education Strategic Plan 2016-2019

The Centre for Global Education's Strategic Plan contains working objectives for the period 1 January 2016 to 31 December 2019. The [Strategic Plan](#) is the Centre's guiding document and is informed by the following four aims:

1. To influence and strengthen development education practice.
2. To increase and deepen public engagement with development education.
3. To create positive change for development education at policy level.
4. To maintain and develop the Centre for Global Education's capacity and sustainability.



The Centre's new Strategic Plan has the following Vision Statement

The Centre for Global Education's vision is for a just and equitable world where people recognise their interdependence and work with others across the globe for positive social change.

1 Centre for Global Education

The Centre for Global Education Mission Statement is:

The Centre for Global Education's mission is to use education to challenge the causes of global inequality and injustice, enabling action at all levels and in all sectors of society.

The Centre's Values are as follows:

- *Partnership with individuals and organisations working to create an equal and just world.*
- *Enablement of effective action to challenge global inequality and injustice.*
- *Ensuring our work is informed by the needs and ideas of the global South.*
- *Promoting active learning in all work.*

The Centre's work is guided by the principles of:

- Active participation;
- Diversity;
- Empowerment;
- Equality;
- Human rights;
- Inclusion;
- Interdependence;
- Social justice.

1.3 Funding

The Centre receives grants from statutory and non-government development

organizations to deliver projects and to support the general running costs of the Centre. In 2018, the Centre's main funders were:

- British Council
- Christian Aid
- Concern Worldwide
- Department for International Development
- Irish Aid
- NIPSA Developing World Fund
- Trócaire

1.4 Structure of Organisation

The Centre's activities are planned and evaluated by a Management Board (see Appendix 1) comprising educators from the statutory and non-statutory education sectors, human rights activists, trade unionists and development agency personnel. The Centre's staff report to the Management Board and have responsibility for delivering activities, training, networking, fundraising and administration. The Centre has three office bearers who are:

- | | |
|-------------------------|-------------|
| • Tony McMullan | Chairperson |
| • Nuala McAdams | Treasurer |
| • Marie-Therese Brankin | Secretary |

1.5 Dóchas Code of Good Governance

As a Dóchas member organisation, the Centre is a signatory to the Irish Development NGOs [Code of Corporate Governance](#). The Code enables the Centre to strengthen its governance practice and includes an independent assessment of our audited accounts and annual reports. This annual assessment identifies areas of governance that could be improved by the Centre and enables us to maintain high standards of practice for our organisation. The Governance Code comes with a set

of guidelines and a dedicated web site supporting implementation. In the current financial climate funders are setting higher standards for financial management and accountability and the Code helps organizations like the Centre to maintain these standards.



1.6 Dóchas Code of Conduct on Images and Messages

The Centre is also a signatory to the Dóchas Code of Conduct on Images and Messages which provides a framework which organisations can refer to when designing and implementing their public communications strategy. By signing the Code, development NGOs commit to ensuring that they will avoid using stereotypical or sensational images. The Centre for Global Education's code 'champion' is Director, Stephen McCloskey, who is responsible for inducting new staff and volunteers into the use of the code and monitoring the Centre's compliance. To find out more about the Code and how to comply please click [here](#).



2 Resource Base

2.1 Teaching and Research Resources

The Centre's resource base houses the most complete collection of materials on development issues available in the north of Ireland. Our library provides resources to support classroom practice, global youth work and academic research. Users can carry out research in the library where we provide free WI-FI and access to an extensive collection of books and journals on international development. Alternatively, materials can be ordered from the Centre through our online catalogue (www.centreforglobaleducation.com). The Centre's members are drawn from a range of educational backgrounds including teachers, student teachers, university lecturers, black and minority ethnic groups, schools, voluntary organizations, human rights groups, youth groups and children's rights organizations. Library members and users of the Centre's resource base can access a wide range of services, including:

- **Teaching resources** supporting classroom practice. These resources have been designed to meet the subject learning requirements of the Northern Ireland curriculum from Key Stages 1- 4. Teaching materials available in the Centre address a wide range of issues in the context of both developed and developing countries. Resources are categorized according to Key Stage and topic/ country to facilitate easy access by teachers and student teachers. There are also library sections with materials on Global Youth Work and Citizenship Education.
- **Topic and country reference box files** containing articles drawn from the local, national and



Centre for Global Education's library



Resources on sale in the CGE library

international print media, fact sheets on development issues, campaign updates, newsletters and magazines. The box files are invaluable to students and researchers needing a wide range of source material on countries and issues. Box file material is for reference only and can be photocopied in the Centre.

- **DVDs** available on loan covering national and international issues including high quality films produced for education purposes. The Centre's DVD collection also includes an excellent range of feature films and documentaries on global issues.
- **National and international periodicals and journals** on development, economic, environmental, gender and human rights issues, from *Le Monde Diplomatique* to *New Internationalist*. The Centre's collection of periodicals offers invaluable reference material for research on local and global development issues.
- **1,200 book titles** with issue and country/ continent categories including children, environment, politics, human rights, development, Ireland, Africa, Latin America, Asia and the Middle East. The library is continually expanding with new resources requisitioned on an ongoing basis. New resources are added to our library databases for books and teaching packs and schools can borrow materials online or by phone.

2 Resource Base



Resources available on loan to members of the Centre for Global Education's Library

- **Free wifi:** library users can carry out research online through access to our free wifi service.

2.2 Membership of CGE

The Centre for Global Education has a range of individual and organisational members from across civil society and formal and informal education. The membership services provided by the Centre include:

- A monthly E-Bulletin service which provides up-to-date information on events, funding sources, training opportunities and resources on international development issues.
- A regularly updated Facebook and Twitter service with information on new events, policy developments and trainings in the development sector.
- Access to the most comprehensive library service on development education and development issues in the north of Ireland.



- A regular blog on development education and development issues available from our web site.
- Regularly organised events on development issues- conferences, seminars, workshops and a Global Issues seminar series.

Anyone with an interest in development issues and finding out more about the stories behind the headlines will find the Centre an invaluable resource. To become a member, simply complete our recently revised and completely updated electronic membership form here. The membership fees are:

- | | |
|-----------------------------------|------|
| • Individual unwaged | £10 |
| • Individual waged | £25 |
| • Non-profit making organizations | £50 |
| • Profit making organizations | £100 |

2.3 CGE on Social Media

The Centre has a comprehensive social media service that is updated daily. 'Like' the Centre on Facebook and you will receive regular updates on jobs, events, publications, and news on development issues. The Centre currently has 1,700 'likes' on Facebook. To join our online community please click on this link: <https://www.facebook.com/centreforglobaleducation>. The Centre is also available on Twitter (@CGEbelfast) and Linked-in which is broadening our reach to members.

2 Resource Base

2.4 CGE Website

The Centre's web site includes the following services for users:

- Free access to publications as downloadable pdfs;
- A calendar with details on all upcoming CGE events;
- An online shop with a range of resources to buy;
- Access to development education resources produced by partner organisations available as 'external publications';
- Subscription to our monthly E-bulletin newsletter.

The web site is available at www.centreforglobaleducation.com

From 1 January to 31 December 2018, the Centre's web site received a total of 91,278 unique visitors from countries across the world. It is heartening to note the significant number of visitors from countries in the global South which suggests that the Centre is doing a good job in promoting the site locally and internationally. The top ten locations of users by page views are as follows:

• United States	30,499
• Great Britain	10,812
• India	10,327
• Russian Federation	7,146
• France	6,934
• Philippines	4,442
• China	4,140
• Brazil	4,052
• Egypt	3,206
• South Africa	3,129
• Total	91,278

2.5 Centre for Global Education by Numbers

The number of subscribers to the Centre's social media accounts, e-bulletin and web site are below:

CGE Facebook 'likes'	1,718
Global Learning Programme Facebook 'likes'	688
Policy and Practice Facebook 'likes'	335
CGE followers on Twitter	880
GLP followers on Twitter	667
Subscribers to E-bulletin service	731
Visitors to CGE web site (1 January - 31 Dec 2018)	91,278
Unique visitors to Policy and Practice web site (1 Jan - 31 Dec 2018)	147,364
Total number of connections	243,661

2.6 Centre for Global Education Blog

The Centre for Global Education has published a blog since 2012 that aims to spark debate on topical issues in the area of international development.

The blogs posted to date are:

- *When They See Us* is Event Television about Racial Prejudice that Resonates in Trump's America
- It's Time for the Wealthiest One Percent to Start Paying Their Way
- The Shock Economics of Austerity have Targeted the Poor to Disastrous Effect
- Caring for Calais
- Gaza's Great March of Return is an International Rallying Call for Peace and Justice
- Trump has Dropped any Pretence of The US as an 'Honest Broker' in the Middle-East
- Western Complicity is fuelling Yemen's Humanitarian Crisis
- No is Not Enough: Defeating the New Shock Politics
- The Poor are Paying the Price
- Israel's Ten Year Economic Siege of Gaza has Created a Humanitarian Crisis
- Moving Beyond Charity: How the Centre for Global Education's Schools' Programme is Challenging Traditional Attitudes to Development
- Brexit, Trump and Development Education
- Brexit demands more development education: The international development sector should take heed
- Global Inequality has reached its worst level in a century: Its time for an economy for the 99%
- One Year on from 'Operation Protective Edge' Gaza is Teetering on the Brink of Economic Collapse
- From MDGs to SDGs: we need a critical awakening to succeed
- SWAT Teams, Stereotypes and Solidarity: Dealing with Ebola
- Gaza: who is really paying the "heavy price" of Israel's war?
- Foodbank Ireland
- Death by Remote Control: The Deadly Use of Drones
- Development Education and Film: Are we getting the bigger picture?
- Why Governments are Blaming the Poor for their own Poverty
- Call for Irish Ban on Imports from Israeli Settlements
- Haneen Zoabi: A Politician Worth Voting For
- The United States Blockade of Cuba 50 Years On



2 Resource Base

- [Development Education and the Global Financial Crisis: how do we respond?](#)



To access all of the blogs on the CGE web site or leave a comment please visit <https://www.centreforglobaleducation.com/blog>

2.7 EIRENE Volunteer

EIRENE is an international peace and development organization which sends volunteers to countries throughout the world. EIRENE volunteers have been coming to Ireland for several years to work with community, peace, development and human rights organizations.



EIRENE volunteer Piet Paulsen

Our EIRENE volunteer in 2018-19 was Piet Paulsen, who worked with us in the position of Information Officer. Piet was responsible for managing the Centre's resource base which included dealing with public requests for information, compiling our monthly e-bulletin, updating our web site and administering our membership scheme and library resources. Piet was a highly valued staff member who was very supportive of colleagues in the preparation and delivery of events.

The Centre has benefited enormously from its relationship with EIRENE and all of our placements have been extremely able and committed young people. For their part, the volunteers are given the opportunity to improve their language skills and broaden their work experience before moving on to third level education. For example, Piet participated in events organised by the Centre's Connecting Classrooms through Global Learning (CCGL) programme which strengthened his knowledge of international development issues. The Centre extends its thanks to EIRENE for its ongoing support of the Centre and placement of highly motivated young people in our organisation.

For further information on the Centre's resources and library services contact:

Information Officer

Centre for Global Education

9 University Street

Belfast BT7 1FY

Tel: 028 90 241879

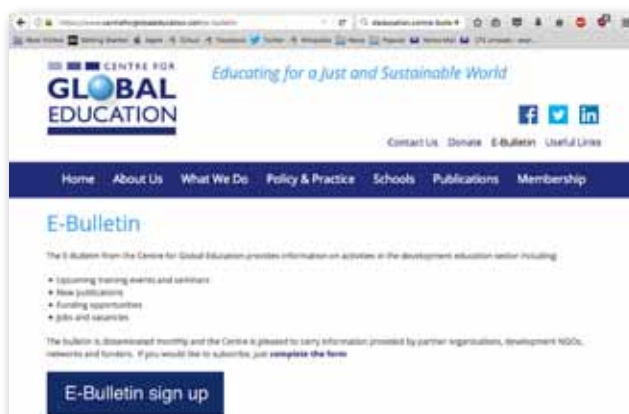
Email: info@centreforglobaleducation.com

Web: www.centreforglobaleducation.com

Facebook: <https://www.facebook.com/centreforglobaleducation>

Twitter: [@cgebelfast](https://twitter.com/cgebelfast)

2.8 E-Bulletin



The Centre produces a monthly E-Bulletin, a newsletter delivered directly to the e-mail accounts of over 750 subscribers. The E-Bulletin carries information on: events and activities in global education and international development; descriptions of new resources available from our library and online sources; information on funding sources and jobs / consultancies; and training seminars in the field of development education. It is a really useful free resource. To subscribe simply click on this link on the CGE web site: <https://www.centreforglobaleducation.com/e-bulletin>.



3. Policy and Practice: A Development Education Review

Since 2005, the Centre for Global Education has been in receipt of funding from Irish Aid for a project titled 'Building Capacity in the Development Education Sector in Ireland'. The centre-piece of this project is the publication of a bi-annual, peer reviewed, open access journal titled *Policy and Practice: A Development Education Review* which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past thirteen years, 28 issues of the journal have been published.

Policy and Practice is one of the most influential voices in development education and is available on an open access platform at www.developmenteducationreview.com. Each issue of the journal is constructed around a theme chosen by an Editorial Group which also assists with the peer reviewing of articles. The strategic aims of the journal are to:

- Provide a space for practitioners to critically reflect on their practice;
- Discuss the main challenges faced by development education practitioners;
- Celebrate and promote good practice in development education;
- Debate the policy environment in which development education is delivered;
- Share new research in development education;
- Strengthen links between development education and related adjectival educations such as human rights and sustainable development.

Two issues of the journal were published



in 2018. Issue 26 of the journal was published in Spring 2018 on the theme 'Development Education in Politically Interesting Times' and considered the volatile nature of global politics in the wake of Brexit and the election of Donald Trump as president of the United States. This issue asked the question how can development education best respond to the challenges of populist nationalism and popular disengagement from

politics in many parts of the world? A total of 12 articles was published in this issue including a Guest Editorial from Gerard McCann, lecturer in European Studies in St Mary's University College. Issue 26 is available at: <https://www.developmenteducationreview.com/issue/issue-26/global-learning-volatile-world>

Issue 27 was published in Autumn 2018 on the theme 'Rethinking Critical

3 Policy & Practice A Development Education Review

Approaches to Global and Development Education' which, as Guest Editor Sharon Stein suggested, reflected on how 'we prepare students with the self-reflexivity, intellectual curiosity, historical memory, and deep sense of responsibility they will need in order to collectively navigate an uncertain future for which there are no clear roadmaps'. Sharon Stein is Assistant Professor of Higher Education at Idaho State University in the United States and one of the brightest voices in the development education sector. Her editorial suggested that not only do our development education concepts need to be re-thought in today's 'uncommon present' but also our 'modes of critical engagement, knowledge production, and theories of change'. A total of 14 articles was published in issue 27 including three thematic, peer reviewed Focus articles. Issue 27 is available at: <https://www.developmenteducationreview.com/issue/issue-27/rethinking-critical-approaches-global-and-development-education>

3.1 Policy and Practice Web Site

Policy and Practice has its own open access web platform hosted by the Centre for Global Education at www.developmenteducationreview.com. The web site has smooth navigation for users, and the CGE staff can amend and update the web content in-house when necessary. The site has generated impressive user statistics that are growing annually and the journal content has been positively evaluated in a recent survey of journal users. The site contains all archived issues of *Policy and Practice* with articles available in a downloadable pdf format; a comments section for each article; and details on how to submit an article proposal. The web site is available at: www.developmenteducationreview.com.



A report on *Policy and Practice* web site traffic between January and December 2018, found that the *Policy and Practice* web site received a total of 147,364 unique visitors and 185,666 total visits from 150 countries with the top ten locations of visitors by pages viewed as follows:

• United States	(65,130)
• India	(20,815)
• UK	(20,352)
• The Philippines	(14,873)
• Russia	(11,857)
• Germany	(11,334)
• France	(9,846)
• Canada	(9,193)
• Poland	(6,089)
• Ireland	(5,887)

The most gratifying aspect of these statistics is the mix of countries from the global North and South. A key aim of the journal is to encourage dialogue between educators in the global North and South and we hope, going forward, that *Policy and Practice* will receive more contributions from authors in the South. It is encouraging to note the increased number of visitors from the global South where there is a



growing level of interest in the journal's content. The journal user statistics collectively point to the accessibility of the journal in its open access format and the quality of the articles on the site. The journal is published with financial support from Irish Aid who have agreed to continue funding *Policy and Practice* to March 2020. The journal content is disseminated by EBSCO which is a United States-based provider of research databases, e-journals, magazine subscriptions, e-books and discovery

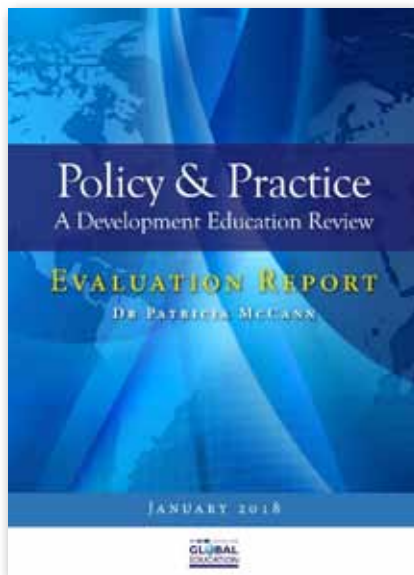


services to libraries of all kinds. This has supported the dissemination of journal content to academic institutions across the world. The journal has also been accepted by Scopus, an abstract and citation database launched in 2004 which covers nearly 36,377 titles from approximately 11,678 publishers. This, again, is another positive step in the international recognition and use of the journal.

3.2 Journal Evaluation

In January 2018 the Centre for Global Education published an evaluation [report](#) based on a questionnaire-driven consultation of a randomly selected 111 readers from the *Policy & Practice* mailing list. Of those, 47 responded which represented a satisfactory response rate of 42 percent. 55 percent of respondents defined themselves as tertiary level educators, 30 percent as development educators with the remainder drawn from other sectors such as youth, community, minority ethnic. The main findings were as follows:

- 97% of respondents agreed that the journal 'plays a significant role in building the academic credibility of the journal in the island of Ireland'.
- 69% use the journal in 'academic-based research'.
- 58% use the journal 'as a teaching aid in the tertiary/higher education sector'.
- 83% 'felt it enabled them to engage with current debates in the development education sector'.
- 62% 'recommend the journal on a university or higher education reading list'.
- 81% felt that the journal gave them 'the opportunity to learn about development education practice in local and global contexts'.



Some of the comments on the journal made by respondents included the following:

"Thank you for all the hard work. The journal is an essential resource."

"It's an invaluable resource, thanks."

"Great to have an opportunity to contribute to the strategic development of Ireland's most effective development initiative on this island. Keep up the good work!"

Overall, the responses indicated that the journal is valued as a key resource for development educators throughout the island of Ireland and beyond. Respondents were, generally, very complimentary about the journal and its academic standing. The evaluation drew favourable comments on the new *Policy and Practice* web site (www.developmenteducationreview.com) and included useful recommendations for enhancing future issues, particularly in securing more contributions from the global South and from non-academic backgrounds. The evaluation was a useful learning exercise and we aim to implement the recommendations from readers as far as possible.

3.3 Editorial Group and International Editorial Board

The journal's Editorial Group plays a critical role in selecting themes for each issue, proposing contributors, peer reviewing articles and enhancing the publication's overall performance. The input of the Editorial Group ensures that each issue of the journal debates a theme that is current and relevant to readers while advancing their knowledge and understanding of development education. The Editorial Group members are very supportive of the journal and their contribution to its growth and widening readership is very much appreciated. The members are:

Carlos Bruen
Royal College of Surgeons in Ireland (RCSI)

Niamh Gaynor
Dublin City University

Frank Geary
Irish Development Education Assoc.

Su-ming Khoo
National University of Galway

Mags Liddy
University of Limerick

Ben Mallon
Dublin City University

Gerard McCann
St. Mary's University College, Belfast

Stephen McCloskey
Centre for Global Education

International Editorial Board

The journal also has an International Editorial Board of educators located around the world with a passion for development education and track record of highly quality research and publications. The role of International Editorial Board members is to:

- Promote the journal within their respective institutions;
- Review articles and suggest contributors;

3 Policy & Practice A Development Education Review

- Provide advice on strengthening content and enhancing the journal's international profile.

The International Editorial Board members are:

Doug Bourn

Institute of Education, University of London

Linda Briskman

Swinburne Institute for Social Research

James Goodman

University of Technology, Sydney

David Jefferess

University of British Columbia, Okanagan, Canada

Dip Kapoor

University of Alberta, Canada

Vijay Kumar

Jawaharlal University (JNU, New Delhi)

Vanessa Andreotti de Oliveira

University of British Columbia, Vancouver, Canada

Lynette Schultz

University of Alberta, Canada

David Selby

Sustainability Frontiers

Andy Storey

University College Dublin

Roland Tormey

Ecole polytechnique fédérale de Lausanne (EPFL)

Ros Wade

London South Bank University

3.4 Policy and Practice Flyer

A new *Policy and Practice* flyer was designed to promote the journal which was disseminated to colleges, universities and NGOs across the island of Ireland and the UK in 2018. The flyer

carries a map highlighting the top ten locations of journal users by pages viewed (see below).

3.5 Policy and Practice Special Edition

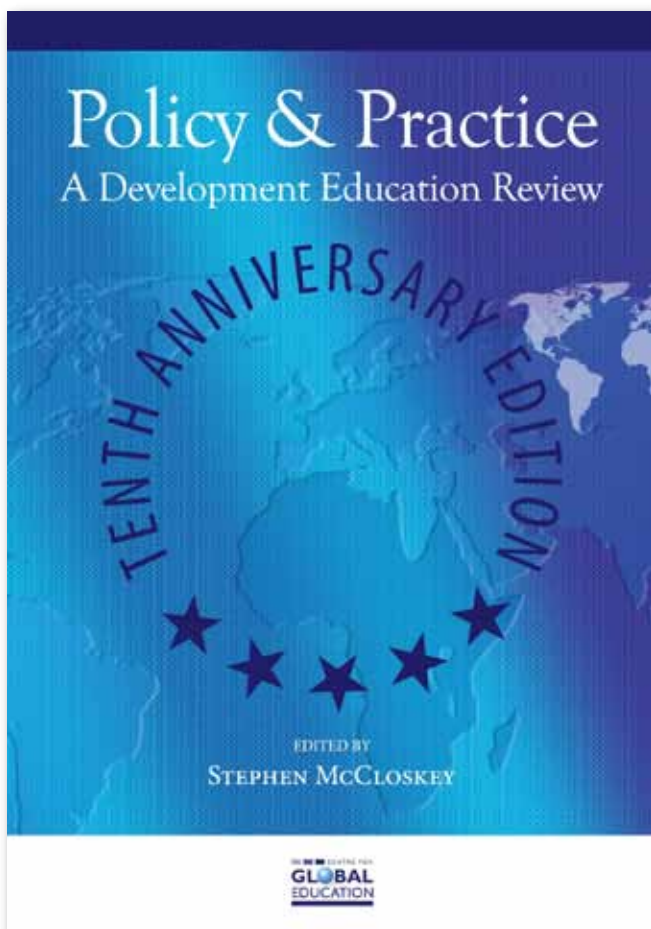
To commemorate the tenth anniversary of the journal, the Centre was commissioned by Irish Aid to publish a special hard copy edition of *Policy and Practice*. The special edition was published in April 2015 and comprised 20 of the most cited and influential articles that were previously published on the *Policy and Practice* web site.

These articles had not been previously published in hard copy and collectively represent some of the most insightful writing on development education





policy and practice by leading scholars in the field. The articles debate issues on the cutting edge of development education practice and the policy environment in which it is delivered. This special collection is an ideal resource to support the delivery of courses and compilation of research in development education and related sectors. 500 copies were printed in 215 x 140mm on 270 pages and the book can be ordered here.



Praise for the special collection:

"This special issue of *Policy and Practice* provides an outstanding view of the state of the field of development education from a range of excellent scholars and practitioners. Once again, this journal demonstrates its success in supporting educators' understanding of the contested areas and edges of development education theory and practice in many parts of the world".

Lynette Shultz, Associate Dean, International & Director, Centre for Global Citizenship Education and Research, University of Alberta.

"*Policy and Practice* is indispensable to the development education sector in the island of Ireland. It has enhanced the sector's academic credibility and, at the same time, become very effective in meeting the needs of practitioners both locally and globally".

Gerard McCann, Senior Lecturer in European Studies, St Mary's University College, Belfast.

3.6 How to submit an article

Details on how to submit an article summary for consideration to the editor are available at this link: <http://www.developmenteducationreview.com/contributing>

For further information on the journal or to discuss an article please contact:

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Formal Sector Programmes

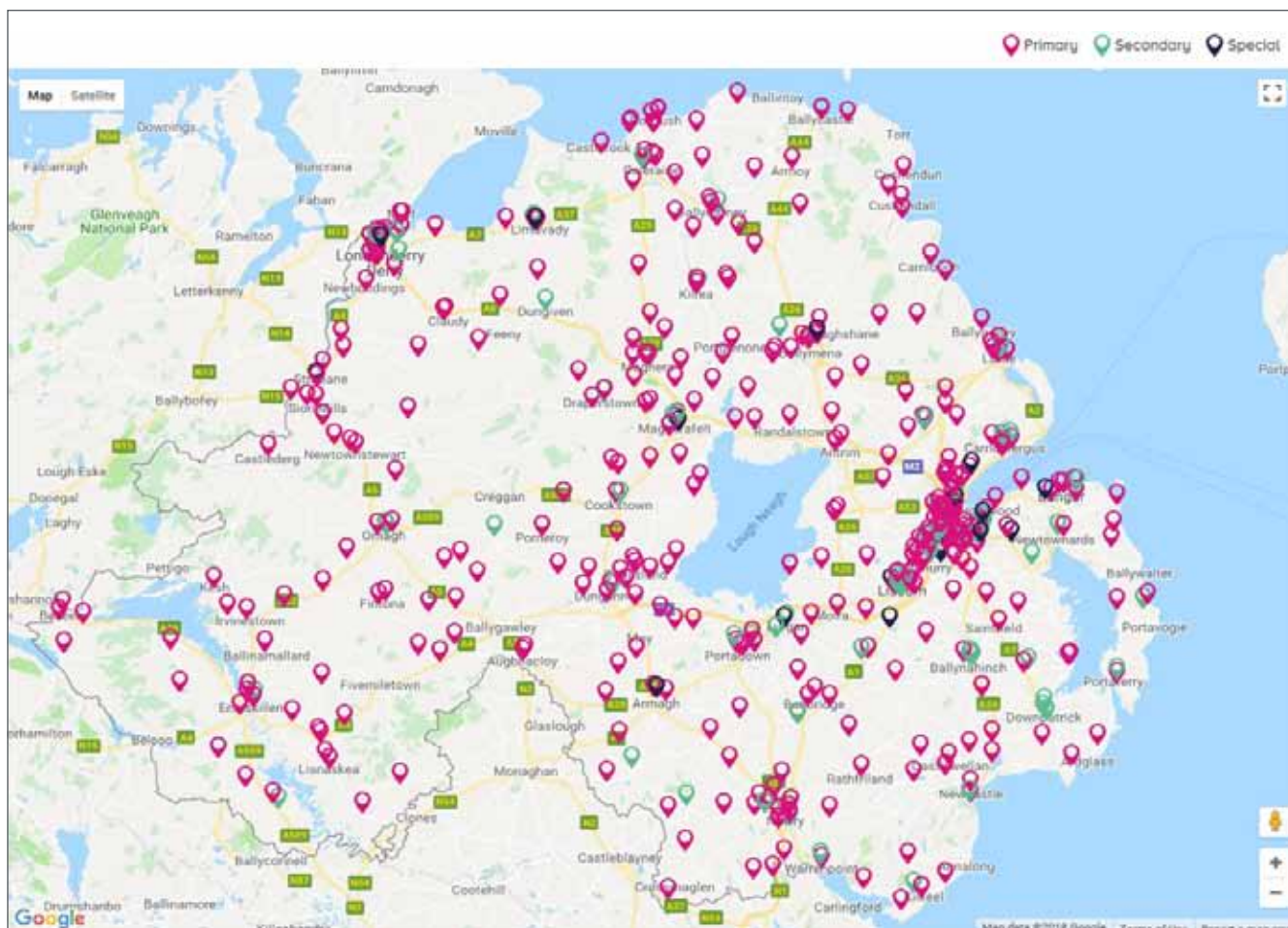
4.1 The Global Learning Programme

The Global Learning Programme (GLP) was a four-year initiative funded by the UK-government and managed by the Centre for Global Education that aimed 'to support schools to teach about global poverty and international development, with a particular focus on upper primary and early secondary school'. More specifically, the project aimed to increase and improve delivery of development education in 50% of grant aided primary, secondary and special schools in Northern Ireland. It supported schools in embedding development education and global citizenship as regular practice across curriculum subjects and through whole school initiatives.

The Global Learning Programme was grounded in the Northern Ireland curriculum at Key Stages 2 and 3 and schools had the opportunity to use existing opportunities to embed global learning as a whole school approach. The GLP delivered training that ultimately sought to develop within pupils the essential knowledge, skills, values and attitudes needed to contribute towards a just, equal and sustainable world. It also enabled teachers to meet core curriculum targets while delivering global learning in the classroom. The GLP ended in July 2018 and what follows are details of the programme's activities in its final year and an evaluation of the programme carried out by Professor Linda Clarke and Dr Lesley Abbott from Ulster University (Coleraine).

The Global Learning Programme Activities in 2018

- 232 teachers attended Global Learning Programme (GLP) training events from January to March 2018 (26 at STEM events, 73 at twilights, 20 at "Fact or Fiction" trainings, 105 student teachers and 8 substitute teachers). Many of these were returning teachers who had previously participated in the GLP.
- Over 70 teachers attended eight additional workshops for GLP schools held in May 2018 on the following themes: The World's Largest Lesson; A Whole School Approach to Global Learning; Eco-Schools: A Global Perspective; Global Learning in Foundation and KS1; and Global Learning through Literacy.



Map of schools participating in the Global Learning Programme

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- 49 teachers were trained across 3 full day training events in April and May 2018 on 'Creative Approaches to Human Rights Education'. They were delivered in partnership with Amnesty UK. The feedback was overwhelmingly positive with teachers leaving the days equipped with teaching resources and storybooks and highly motivated to teach about human rights.
- [The Research into the Impact of the GLP in Northern Ireland 2015-2017](#) was compiled by a research team at Ulster University, and published and disseminated to over 100 key contacts in the formal education and NGO sector.



- We secured a partnership with the Education Authority Project Loan Service to provide 2,000 books (40 different titles) to support the following Global Learning topics: Fairtrade, Equality, Human Rights, Water, Drought, Famine, Migration, Pollution, Recycling and Rainforests. They will be distributed amongst five education centres so that all schools in Northern Ireland have access to them. If all 2,000 books are issued at the current rate of demand for these topics there would be 12,000 global learning books on loan per year.

- We created [6 video case studies](#) of global learning in practice in GLP schools. They were funded by Irish NGO Concern Worldwide with staff time provided by the GLP to manage the project.
- We added a number of new mini case studies (snapshots) to the project website and two long case studies.

Feedback from 73 teachers following their twilight CPD in February / March 2018

	Before Twilight	After Twilight	Absolute Change
I understand what a whole school approach to global learning looks like.	4.64	8.74	4.1
I feel confident to carry out a whole school self-evaluation of global learning in my school.	3.38	8.15	4.77
I feel motivated to implement actions that will progress my school's global learning journey.	5.16	8.96	3.8
Now that I have achieved the 'GLP Introductory Certificate', our school will take action to achieve GLP Level 1 Certification.	Yes: 62	No: 0	Unsure: 10

By the end of the programme...

- The total number of schools engaged in the programme and its training was 535 which is 50% of Northern Ireland schools.
- The cumulative total of individual teachers receiving Continuing Professional Development (CPD) through GLP over four years was 898 (or 1,003 if the 105 student teachers that received training are included).
- In total, 240 senior leaders attended 21 GLP seminars.
- Senior leaders from 472 (45%) schools registered on the programme and enabled a teacher to attend the core GLP training and another 63 (5%) of Senior Leaders either attended a SLT seminar or enabled a teacher to attend a GLP training workshop.

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- In total, 213 GLP training events were delivered to 1,003 teachers in all 11 council areas of Northern Ireland over a two and a half year period.



A post-primary teacher at a 'Fact of Fiction' training in February 2018

Evaluation

A 3 year impact study carried out by Ulster University (Coleraine) found considerable evidence of teachers implementing global learning (GL) through their classroom practice, using a cross-curricular and whole school approach. It also found evidence of improved leadership in GL schools. For example, schools' ethos and vision with respect to GL had steadily grown over the three years and there was a steady increase, too, in the schools' inclusion of GL in School Development Plans. Also, comparisons before and after training showed an increase in teachers' understanding and perceptions of, and attitudes towards, five aspects of global learning.

"The pupils, staff and I have benefitted so much from our involvement with the programme and I am so glad to have forged links with other schools. This has been my best training experience to date and the cluster meetings, follow-up visits from your team and video experience has been inspirational".

Teacher, GLP-NI.

"This training has provided the school with the opportunity to focus directly on the development/progression of Global Learning via the School Development Plan. The training has personally equipped me with strategies and resources for supporting quality Global Learning within the school. I look forward to being part of increasing awareness of and good practice within Global Learning in our school".

Teacher, GLP-NI.

"It's important for young people to learn about global issues because if they don't then big problems like global warming and poverty won't be solved".

Key Stage 2 Pupil, GLP-NI.

Teacher written reflections in 2018

"At the beginning of the year we conducted an audit of our World Around Us (WAU) topics and other subject areas and identified opportunities to include global learning throughout the curriculum. An action plan was drawn up and over the year a wide range of other activities have taken place. We began by doing a survey among pupils to see where they have been, where they would like to go and where they have family connections throughout the world, displaying this information on a world map in the corridor. We have had regular theme days and assemblies on global themes: e.g. World Water Day which has tied in with our work for our Eco flag; European Day of Languages and Spanish/French classes throughout the school; Africa Day where we invited a local family to talk about their lives in Mozambique; Commonwealth Day which tied in with the Commonwealth games; a World Cup project. These activities have given pupils the opportunity to explore the themes of identity, diversity and self-esteem; globalisation and co-operation; our part in encouraging sustainable development and protecting the environment; empathy and communication and inclusion.

We also had a speaker from the WE charity who carried out a workshop encouraging participation and action on social and community issues. This helped consolidate the work we already do through our Eco-committee, our school council and our Shared Education partnership. We have also made good use of the resources from the courses throughout Personal Development and Mutual Understanding (PDMU) and WAU lessons. For example, the Amnesty Poster on human rights allowed the P4-7 children to discuss and analyse different scenarios and issues and the P6 and 7 classes did some lessons based around the theme of 'If the World was a village of 100 people'. This created a lot of discussion on social justice and equity and what is fair".



"At the beginning of the year, Global Learning was outlined as an area which we identified on our School Development plan. In the past year, teachers have been making reference to Global Learning and the Oxfam Global Citizenship guide in their 7 weekly planners. Teachers have planned for the teaching of activities through their cross-curricular topics which aim to give pupils a Global perspective. For example, during a Blue Planet topic, a P5 class identify how a lack of water impacts some countries around the world. They look at water as 'liquid gold' and study charities such as Water Aid. As well as this, a P7 class studies a topic based around the concept of fair trade. They take part in debates and class discussions around the topic. Over the past year, our school has also set up an Eco-School Committee which involved the election of a team of P4-7 children. These children are responsible for ensuring that our school is an economically sound place and regularly attend meetings to help the other pupils to take responsibility for our school grounds and electricity consumption. They were also responsible for writing our school Eco Code which is displayed in each classroom and for choosing our Eco Mascots: Eco Bunny (KS1) and Bright Spark (KS2). Incorporating Global Learning into our classrooms has enabled children to become more aware of the responsibility that they have to look after our world: both locally and globally. They are also much more capable to express their opinions and take part in class discussions. We are excited what we do next in our school!"

"Fair Trade topic established in P7 class. We defined the meaning of fair and how fairness does not always mean equal treatment. We looked at lives of farmers before and after they signed up to fair trade partnerships and compared the differences. We debated fair trade from the point of view of banana farmers, shippers, ripeners, transporters and supermarkets and why each should be paid more. We did a class blind taste test of fair trade products, researched origins of our fair trade foods and even did green-screen filming of interviews in the classroom".

Training evaluations from the spring 2018 additional workshops

Global Learning at Foundation and Key Stage 1	Before	After
I feel confident to incorporate and develop global learning within Foundation and Key Stage 1.	4.9	8.6
I am aware how global learning concepts, skills, values and attitudes link with the curriculum.	5.3	8.7
I see opportunities for how pupils can access global learning themes through play and story.	4.4	8.8

Literacy through a Global Learning Lens	Before	After
I feel confident to incorporate and develop global learning perspectives within teaching of literacy.	5.2	7.4
I value the importance of pupils developing their spoken and written language skills and awareness of how these skills can be used to take action on issues.	6.2	8.4
I know where I can access resources for using global learning within teaching literacy.	4.6	8.4

Eco-Schools: A Global Perspective	Before	After
I feel confident to deliver the Eco-Schools Global Perspective as a major topic.	3.3	6.8
I feel confident to deliver the Eco-Schools Global Perspective as a minor topic.	3.5	8.3
I know where to access resources to support the delivery of global learning through the other Eco-Schools topics.	2.5	8.5

The World's Largest Lesson: Exploring the Global Goals	Before	After
I am aware of the background and aims of the Sustainable Development Goals.	5.5	8.8
I see opportunities for how the Global Goals and the World's Largest Lesson can act as a focal point for global learning.	4.4	9.8
I know where I can access appropriate resources to plan for learning activities related to the Global Goals.	4.3	9.3

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Developing a Whole-School Approach to Global Learning	Before	After
I understand what a whole-school approach to global learning can look like.	4.8	8.7
I feel confident to carry out a whole-school self-evaluation of global learning in my school.	4.0	7.9
I have ideas of a range of possible ways in which to take global learning forward in my school.	4.1	8.3

Creative Approaches to Human Rights Education (One day training x3)	Yes	Some-what	No
Do you feel more motivated to explore human rights with children and young people?	95%	5%	0%
Will the training have an impact on your practice?	95%	5%	0%

GLP Events 2015-2018

Total number of GLP training events	213
Seminars for Senior Leadership	21
Core Training days	51
CPD Twilights	119
Thematic workshops	19
Thematic training days	3

The infographic for the Global Learning Programme (GLP) provides a comprehensive overview of its reach and activities. It features the GLP logo at the top left, with contact information: www.globallearningni.com, info@globallearningni.com, and [Tel: 012 924 1879](tel:+4412041879). The central text states that the GLP has supported over 50% of primary, post-primary and special schools in Northern Ireland, reaching 535 schools and 166,000 pupils. It also mentions that more than half of GLP Schools in NI have earned certification in global learning. The infographic is divided into three main sections: 'Core global learning concepts' which includes a circular diagram of the '4 pillars of global learning' (Global Understanding & Awareness, Global Skills, Global Attitudes, and Global Action); 'Activities' which lists 21 seminars, 34 CPD training days on global learning, 119 twilight sessions, and 19 CPD workshops; and 'Impact' which states that over the last two and a half years, the GLP has held 213 events in NI for teachers and educators, plus one active learning event for primary-aged pupils. A small note at the bottom right states '(All figures rounded unless as of 31/03/18)'.



Teachers at a 'Creative Approaches to Human Rights Education' Training Day

4 Formal Sector Programmes

Global Learning Programme Website and Social Media Statistics 2015-2018

	June 2015	June 2016	June 2017	June 2018
GLPNI Facebook likes (Source: Facebook Insights)	Not available	316	412	662
GLPNI Twitter Impressions (1st -30th June) (Source: Twitter Analytics)	452	2792	5728	14.2k
Cumulative Website Page Views	Launched	37,705	76,961	113,235
Cumulative Number of unique users	Launched	7,426	16,088	23,803
Cumulative Number of unique sessions	Launched	10,451	22,582	33,465
Average Session Time	Launched	1min 56	2mins 39	3mins 26
Power to the Pupils GLP Video Views (Facebook and Youtube)				4.6k



The Global Learning Programme Staff Team

Name	Title
Orla Devine	GLP Coordinator
Helen Ferguson	GLP Administrative Officer
Robyn Scott	GLP Promotions & Communications Officer
Anna Grindle	Schools Outreach Officer
Peter McCully	Promotions and Communications (September 2017 to June 2018)

GLP Project Management Group

Our sincere thanks are extended to the Programme Management Group (PMG) which guided the successful delivery of the programme. The PMG members are listed below:

We also thank the GLP staff team and freelance trainers for their support, dedication and expertise throughout the GLP. Without them, the programme could not have been a success.

Name	Organisation
Terry Murphy	Chair, GLP Project Management Group
Dorit Reppert	CCEA & Vice-chair, GLP Project Management Group
Stephen McCloskey	Director, Centre for Global Education
Andy Brown	Stranmillis University College
Gerard McCann	St Mary's University College, Belfast
Donna McFeely	Children in Crossfire
Rosie Murray	Trócaire
Orla O'Dowd	Principal, Our Lady's Girls, PS
Karen Hancock	Principal, Fleming Fulton School
Mary Rose Quinn	Principal, St. Bride's Primary School
Chris Rankin	Head of Geography at Dromore High School

GLP Global Educators

Stella Murray
Rosie Murray
Charo Lanao Madden
Laura Rio Fernandez
Lisa Rose
Donna McFeely
Nora McQuaid

4 Formal Sector Programmes

4.2 Connecting Classrooms through Global Learning

In July and September 2018, the Centre for Global Education submitted two tenders to manage the new Connecting Classrooms through Global Learning (CCGL) Programme in Northern Ireland and were successful with both. The first contract was to be the "Expert Lead Organisation for Northern Ireland" which involves managing the International School Partnerships part of the programme. The second contract involves writing, promoting and delivering CPD training to teachers to improve their practice in both global learning and international school partnerships.

Orla Devine moved into the post of CCGL Programme Manager and Anna Grindle into the post of Global Learning Schools' Advisor in September 2018. An inception period was created between September to December 2018 with the following deliverables for both contracts achieved during that period.

- The Connecting Classrooms through Global Learning UK (CCGL) framework was developed for Northern Ireland and permission was requested from Oxfam to use their Curriculum for Global Citizenship as the set of pupil learning outcomes. These were both incorporated into a handbook for teachers, on how to get the most impact out of development education and global learning in terms of national and local priorities and featured a range of case studies and examples of best practice to inspire and motivate schools.
- A second project handbook for teachers was developed which provided an overview of the programme offer and guidance on how to effectively work as part of a global learning network of schools



A group of teachers at the CCGL Information Sessions in Belfast, November 2018

- both locally and internationally.
- Global learning school and cluster self-evaluation tools, based on the adapted framework mentioned above were also developed to help schools identify training needs and plan for the year ahead.
- Development began on the writing of a training programme, supporting training materials, and a handbook for cluster coordinators on how to successfully manage and support a high quality, high impact network of schools, in international partnerships, delivering global learning outcomes locally.
- 73 teachers from 69 schools attended 6 information sessions about CCGL across Northern Ireland. Schools indicated in feedback forms their interest in training, international partnerships and local clusters. This information was analysed and used to inform next steps and planning for part two.
- The Programme Manager and 4 freelance trainers attended a British Council induction for trainers in Manchester in November 2018.
- 16 primary and post-primary 2 hour level 2 Global Learning workshops and 3 x 6 hour level 3 workshops were written by these trainers during November 2018 and approved by the British Council.
- A teachers' reference group was recruited to provide feedback on all of the above materials.
- The Global Learning Programme website was rebranded as Global Learning Schools NI with a section added with information on International School Partnerships and CCGL training.

For information on Connecting Classrooms through Global Learning (CCGL) contact:

Centre for Global Education
9 University Street,
Belfast, BT7 1FY

Phone: +44 (0) 28 9024 1879

Email: schools@centreforglobaleducation.com

Web: <https://www.globallearningni.com/>

5 Supporting Development Education in Palestine

5.1 Educating young people in the Gaza Strip

Since 2011, the Centre for Global Education has been working in the Gaza Strip, Palestine, to deliver education and psycho-social support activities to young people suffering from the trauma and stress caused by conflict and grinding poverty. The Centre works in partnership with a Palestinian non-governmental organisation based in the Gaza Strip called the Canaan Institute of New Pedagogy. Like the Centre, the Canaan Institute provides professional training programmes for educators in a range of education sectors using transformative education methodologies rooted in social justice and equality. The Canaan Institute builds capacity in development education by designing and implementing training programmes in Gaza that support the work of grassroots community groups. These organisations deliver front-line education services essential to the development of young people in the territory and are located in areas of Gaza acutely impacted by conflict and poverty. The Canaan Institute is therefore an ideal partner for the Centre because it shares our commitment to participative learning at a grassroots level.

5.2 Why do we work in the Gaza Strip?

The Centre decided to work in Gaza because of the extreme levels of poverty in the territory resulting from an Israeli siege imposed in 2007 that has severely reduced living standards and caused a spike in unemployment. 2018 marked the eleventh anniversary of Israel's siege and many leading human rights organisations have published reports alerting the world to a deepening humanitarian crisis in the territory. Perhaps the starkest warning has come



Issa Saba (centre), Director of the Canaan Institute, visits one of the four community centres supporting delivery of the CGE/Canaan education programme in Gaza.

from the International Committee of the Red Cross (2017) in suggesting that 'a systemic collapse of an already battered infrastructure and economy is impending'.

The social problems created by Israel's blockade of Gaza have been compounded by three wars since 2008: operations 'Cast Lead' (2008-09), 'Pillar of Cloud' (2012) and 'Protective Edge' (2014) which have collectively claimed the lives of 3,741 Palestinians and injured 10,741. Operation 'Protective Edge' resulted in the highest number of Palestinian civilian casualties than in any year since 1967. 547 children were killed from a total

of 1,462 civilian deaths and 'nearly 68 percent of the children killed by Israeli forces were 12 years old or younger'. According to Unicef, 370,000 children were left in need of 'psycho-social aid' and Euro Med Monitor for Human Rights has found that: "1 in 4 children needs psychosocial support because of trauma and losses experienced during violence, including physical injury, fear of bombing sounds and deaths of family members or friends".

On 30 March 2018, Palestinian civil society launched a protest movement called The Great March of Return to demand the right to return to their



Protestors come under attack during The Great March of Return in Gaza

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ancestral lands and an end to the Israeli siege of Gaza. Tens of thousands of Palestinians in Gaza have joined the 'Great March of Return' which began on the anniversary of 'Land Day' when six Palestinians were killed in 1976 while protesting the confiscation of large tracts of their land. The Great March of Return was initially planned as a series of six weekly protests culminating with the anniversary of the *Nakba* (Catastrophe) in May when 750,000 Palestinians were dispossessed of their land and livelihoods in 1948. However, the protests have continued into 2019 and more than 240 Palestinians have been killed with over 23,000 others wounded. Two Israeli soldiers have been killed over the same period.

60 protestors were killed and 2,700 wounded on one day - 14 May 2018 - when the Israeli army fired live ammunition, tear gas and firebombs at unarmed civilians. Among those injured and killed were 488 women, 1,129 children, 228 medics and 124 journalists. By the end of 2018, 34 children had been killed by the Israeli army during protests along the border fence and a total of 23,603 civilians had been injured. Amnesty International reported that three medics and two journalists were also killed in the same period. The Centre for Global Education's decision to deliver education programmes in the Gaza Strip was informed by the level of social and economic need among the civilian population created by the siege. We also aimed to help address the mental health problems among young people caused by long-term exposure to conflict. The delivery of our latest project in 2018 is described below.

5.3 Project aims

The Centre for Global Education/Canaan Institute project had three main aims:



Children participating in the CGE/Canaan Institute project activities in Gaza, 2018

- To provide psycho-social support services to marginalised young people in four locations in the Gaza Strip with the support of the local community, schools and families.
- To supplement the formal education of young people through community-based learning focused on core areas of the school curriculum.
- To deliver workshops to the parents of the young people registered on the programme to enable them to extend psycho-social care into the household.
- To deliver training to the families of the children to enable them to provide psychosocial support to the young people at home;
- To co-ordinate project delivery in liaison with local schools and psychotherapists to ensure a 'joined-up' approach to child welfare.
- To deliver the project in partnership with the Canaan Institute and four grassroots community centres in the Gaza Strip;
- To provide training in facilitation to a total of 12 facilitators (3 per centre) in the four centres who will directly work with the children;
- To evaluate the programme and its impact on the facilitators and children.

5.4 Project Objectives

The project objectives were:

- To provide psychosocial support to 400 children aged 7 to 14 suffering acute effects of conflict-related trauma in the Gaza Strip;
- To supplement education provision to children with special learning needs to enable them to reach their full potential in school and to provide education services to children who have had to leave school early to work the land;

5.5 Project delivery

The project had six stages of delivery that are described below:

STAGE 1: Enrolment of Children (May 2018)

The 400 children enrolled on to the project were selected by the four community centres in consultation



5

Supporting Development Education in Palestine

with surrounding schools and visiting psychotherapists working with children in each school. The project enrolled children manifesting the most acute forms of trauma and anxiety who were identified by teachers and psychotherapists. The project enrolled children manifesting the most acute forms of trauma and anxiety who were identified by teachers and psychotherapists. A key component of the project was its 'joined-up' approach to the children's therapy by involving their families, schools and the local community. The four community organisations involved in project delivery were:

- Culture Revival Society - Gaza City;
- Bud Flower Association for Affection and Hope - Maghazi refugee camp (central Gaza);
- Rural Family Development Association - Al-Mughragha Village (southern Gaza);
- and the Rachel Corrie Children and Youth Cultural Center - Rafah (southern Gaza)

STAGE 2: Delivery of Training to Facilitators (June 2018)

Three members of staff from each of the four centres were recruited to work with the children for the duration of the project. A significant project outcome has been the enhanced skills base of the four centres through the training delivered to their staff. All twelve facilitators were trained together by the staff of the Canaan Institute in the use of therapeutic play and learning activities that were designed to address the behavioural and learning needs of the children. The facilitators participated in an intensive three-day training course in Canaan in June 2018 in preparation for their work with the children.



Facilitators meeting in Gaza, June 2018

STAGE 3: Training Delivery to Children (June to September 2018)

In June 2018, the training began with 100 children enrolled in each centre facilitated by three staff members. The children in each centre were divided into groups of 25 along age lines. Two groups of 25 worked on Saturday, Monday and Wednesday and the other two groups on Sunday, Tuesday and

Thursday. This meant that 50 children attended workshops every day in each centre except Friday. Facilitators worked with each group over two periods in the morning from 8.00am to 2.00pm in the afternoon.

The education activities used with the children aimed to strengthen their classroom performance in four core areas of the schools' curriculum:

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- Arabic
- Mathematics
- English
- Health and Science.

The sessions combined formal school learning with play which included games, role play, theatre, dance, cultural expression and art. The activities were implemented using active learning methodologies and the outcomes of the children's work included: wall designs, dramas and songs, puppet and contemporary dance, stories, and art and embroidery. The facilitators used dynamic, interactive methodologies including drama, art, stories, poetry, rap and *Dabka* (traditional Palestinian song and dance).

The project prioritised psycho-social activities that enabled the children to share the difficult and troubling feelings and emotions caused by the constant threat of conflict in Gaza and the daily grind of poverty. This is often exacerbated by a difficult domestic life where one or both parents may be out of work and struggling to make ends meet. This can cause a 'pressure cooker' environment that creates anxiety, stress and tension for children and can manifest itself in the children's behaviour which can range from aggression and fear to becoming withdrawn and silent.

The psychosocial activities supported by the programme included:

- Games and structured play activities;
- Free expression activities and a psychological 'dump' exercise;
- Drawings and art work;
- Popular cultural tradition activities
- Puppet theatre.

STAGE 4: Family Workshops (June to September 2018)

The workshops focused on:



Children participating in a group cultural activity

- Continuing the psycho-social support of young people at home that built upon the training delivered by the facilitators in each centre;
- How to recognise symptoms of trauma;
- How to manage young people in times of crisis and stress;
- How to use play and therapeutic learning in domestic life to alleviate stress.

The facilitators consulted with parents on a one-to-one basis to help them monitor the progress of their child and identify areas of learning in which they needed specific support. Many parents struggle to manage children subject to stress and trauma and so the assistance provided by the community centres and schools is invaluable.

STAGE 5: Celebration Days (October 2018)

Each of the four centres organised a Celebration Day in October 2018 to mark the end of the project and celebrate the students' achievements over the previous four months. The Celebration Days were organised jointly by the facilitators and the children and family members were



Children in Gaza often live in a "pressure cooker" environment created by constant exposure to conflict and poverty. This can manifest itself in changes to their behaviour. They can become aggressive, withdrawn, exhibit fear and tension, or struggle to concentrate in school. The project's psycho-social activities support children with these psychological problems.

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invited to attend. The days involved children performing song, dance, poetry, rap and role plays. They often performed songs and dance in traditional dress with the help of their facilitators. The Celebration Days also allowed family members to see the work carried out by the children in Art & Design, Mathematics, Health & Science, English and Arabic reflecting the high quality activities delivered by the facilitators.

The Celebration Days included:

- Exhibitions of wall murals, art, craftwork and drawings;
- Theatre performances written and performed by the children;
- Songs and Palestinian traditional dance (*Dakba*);
- Poetry written and performed by the children;
- Puppet shows;
- Clowns and dance shows.

STAGE 6: Monitoring and Evaluation (May to October 2018)

Throughout the delivery of the project, the staff of Canaan organised a series



Parents attending a family workshop aimed at strengthening psychosocial support for children in the household

of educational and administrative follow-up visits to the four partner organizations to assess delivery of the programme and reflect on its outcomes with the twelve facilitators. These visits dealt with monitoring and evaluation, administrative issues such as how to securely store data records on parents and children, providing advice on workplans and providing advice on the delivery of activities.

The twelve facilitators also attended an end-of-project evaluation day organised by the staff of the Canaan Institute. This was a day of reflection on the project outcomes and the methodologies and materials used in the project activities. A major strength of the programme is the provision of lifelong learning skills to facilitators which will strengthen their professional development, particularly with the introduction of a new training diploma by the Canaan Institute.



Children and parents gather for a Celebration Day at the conclusion of the programme

5 Supporting Development Education in Palestine



An exhibition of artwork during a Celebration Day in the Rachel Corrie Center in Rafah, Gaza

To access a full report on the CGE/
Canaan Institute project in Gaza in
2018 visit: [https://drive.google.com/
file/d/1I_gPOc1cvu2yIB5lz7uwVuT-bvY-
mZeZ/view](https://drive.google.com/file/d/1I_gPOc1cvu2yIB5lz7uwVuT-bvY-mZeZ/view)



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6.1 Palestinian Refugees in Lebanon

In June 2018, the Centre for Global Education's Director, Stephen McCloskey, conducted research on the social and economic situation confronting Palestinian refugees living in Lebanon. Lebanon is one of five regions that host a total of 5 million Palestinian refugees which include Jordan, Syria, the Gaza Strip and West Bank. According to the United Nations (UN) there are 504,000 registered Palestinian refugees in Lebanon but only between 260,000 and 280,000 remain in-country. There are 12 camps supported by the United Nations Relief and Works Agency (UNRWA) in Lebanon and in the course of his research, Stephen McCloskey visited: Burj Barajneh, Mar Elias, Nahr el-Bared and Shatila camps, and two UNRWA schools, Haifa Preparatory School and Galilee Secondary School in Bir Hassan, central Beirut.

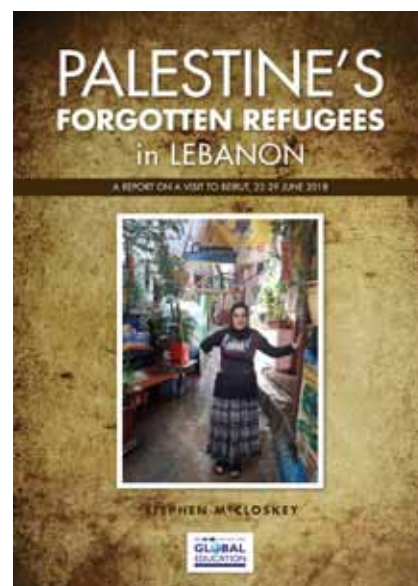
There are two main reasons why this research was conducted in 2018. The first is that since the start of the Syrian war in 2011, 6.6 million Syrians have been internally displaced and 5.6 million more have sought refuge outside their country. An overwhelming majority of Syria's refugees are hosted by other countries in the Middle-East, most notably Turkey (3.5 million and 63 percent) and Lebanon (976,002 and 17.4 percent). Among the refugees forced to flee Syria are Palestinians which an American University of Beirut (AUB) report estimated to number 40,000 in 2015. Many of these newly arriving Palestinian refugees from Syria have taken refuge in UNRWA camps and are adding to the already considerable burden on the UN Mission's overstretched services. Palestine Refugees from Syria (PRS) are often competing with Palestine Refugees from Lebanon (PRL) for employment, often in low-paid, manual jobs which perpetuate poverty.



A wall mural in Burj Barajneh refugee camp, Beirut. (Stephen McCloskey, all rights reserved).

The second reason for conducting the visit in 2018 was an announcement made last September by the Trump administration that it was withdrawing all United States' (US) funding to UNRWA. The US normally provides one-third of UNRWA's total annual budget of \$1.2 billion so the removal of this funding in an already strained financial climate for UNRWA, has severely impacted on services to Palestinian refugees. The combination of an increased demand for services created by the war in Syria and a reduced budget to provide those services has deepened poverty levels for Palestinian refugees in Lebanon.

In the context of ongoing conflict and human rights abuses in the Occupied Palestinian Territories, the plight of the Palestinian refugee population in Lebanon is often overlooked and yet according to UNRWA, 'Lebanon has the highest percentage of Palestine refugees living in abject poverty' among the five regions in which it works. Despite having a presence in Lebanon since the ethnic cleansing of Palestine during the *Nakba* (Catastrophe) of 1948, Palestinian refugees continue to live on the margins of Lebanese society, denied full citizenship and a life of dignity. As a socio-Economic survey of Palestinian refugees in Lebanon found in 2010,



Report, *Palestine's Forgotten Refugees in Palestine*

'the surface area of the camps has not increased with population and many have become cramped shantytowns, offering little privacy to residents and exposing them to health hazards'. The appalling living conditions to which refugees are exposed in the camps combined with limited education and employment opportunities has created a demoralising inertia which needs to change. This requires a fuller integration of Palestinians into social, economic and political life in Lebanon on the basis of equality and the removal of barriers to employment, property rights and education which prevent this.

6 Research

Conclusions of the Research

As a small state with a delicate political balance and unfinished business from a long civil war, Lebanon has been overwhelmed by the influx of over one million refugees from Syria. It should be commended for accepting such a large number of refugees which comprise one quarter of its population that makes a mockery of the Syrian refugee intakes by many wealthier European states with a greater capacity to be more generous. Lebanon should be supported to a greater level by multilateral bodies to help manage its refugee population, many of whom have been subjected to trauma and human rights abuses during the Syrian conflict. However, Lebanon could itself be more supportive of the Palestinian refugee community resident in the country since 1948 by offering them full citizenship and removing barriers to over 30 professions which deny them full integration into Lebanese society.



Burj Barajneh Refugee Camp
(Stephen McCloskey, all rights reserved)



Shatila Refugee Camp (Stephen McCloskey, all rights reserved).

Low hanging wires in Shatila Camp represent a serious health hazard to residents. An extensive network of criss-crossing electricity wires, which hang low between the narrow alleys of the camp, intertwine with water pipes. These wires regularly cause electrocution in Shatila and other camps, and are a particular threat to children playing in streets that are often over-run with sewage and flooding in winter.

By refusing Palestinians permission to own property they are denied a foothold in society and a legacy for their children. Palestinians make a significant economic contribution to the Lebanese economy despite their economic disadvantages and this needs to be reciprocated with greater equality and dignity for Palestinians living in Lebanon. This is particularly needed in the area of education so that Palestinians have greater access to all levels of the education system, particularly third level where they currently hold a tiny minority of places. The recently announced US cuts to the UN Mission

for Palestinian refugees places this vulnerable population at even greater risk of humanitarian suffering and social marginalisation. By lifting the barriers to their social and economic integration, Lebanon can assist the Palestinian community to greater agency, independence and equality.

To access the full report, *Palestine's Forgotten Refugees in Palestine* (Belfast: Centre for Global Education, 2018) please visit:

<https://www.centreforglobaleducation.com/sites/default/files/Beirut%20Report%20Sept%202018%20Final.pdf>

7 Events

7.1 Re-thinking Critical Approaches to Development Education

The Centre for Global Education organised two seminars to promote issues 27 and 28 of our bi-annual journal *Policy and Practice: A Development Education Review*. On 2 April 2019, we organised a seminar in partnership with the Centre for Human Rights and Citizenship Education on the theme of Issue 27 of the journal titled 'Re-thinking Critical Approaches to Development Education' which was held in Dublin City University's St. Patrick's College Campus. The speakers were Eilish Dillon (Lecturer in International Development, NUI Maynooth, DCU) and Ben Mallon (Lecturer, Institute of Education, DCU), and the event was chaired by Rowan Oberman (Lecturer, Institute of Education, DCU). The seminars aim to provide an opportunity for contributors to the journal to present their papers and debate their content with readers. Eilish presented her paper titled 'Critical History Matters: Understanding Development Education in Ireland Today through the Lens of the Past' which is based on her recently completed doctorate thesis. The title of Ben's paper is titled 'Illuminating the Exploration of Conflict through the Lens of Global Citizenship Education'. The context for Ben's paper is the role of Citizenship Education 'as a means of addressing conflict, both as an issue for the island of Ireland, and more recently as a global matter'.

7.2 The Development, Conflict and Security Nexus: Theory and Practice

A second seminar was held on 7 May 2019 to launch issue 28 of the journal on the theme 'The Development, Conflict and Security Nexus: Theory



From left to right: Eilish Dillon (Department of International Development, NUI Maynooth), Ben Mallon (Lecturer, Institute of Education, DCU) and Rowan Oberman (Lecturer, Institute of Education, DCU)



From left to right: Gerard McCann (Senior Lecturer, International Relations, St Mary's University College, Belfast), Jia Wang (PhD Researcher, Irish Centre for Human Rights, NUI Galway), Manal Mahdi Hassan (Chair, Africa House) and Georgio Rahal (Catholic University of Toulouse).

7 Events

and Practice' and was held in St. Mary's University College. A total of 40 participants attended this event mostly comprising students and staff from the college. The speakers were: Gerard McCann (Lecturer, International Relations, St Mary's University College, Chair), Jia Wang (PhD Researcher, Irish Centre for Human Rights, NUI Galway) and Dr Amy Manal (Chair, Association for Darfur Northern Ireland). The participants valued the richness of the contributions which addressed the issue of conflict and development in the context of Cambodia and Sudan. In their evaluation of the papers and the discussion which followed, the majority of participants allocated 4 out of 5 in regard to presentations, content and facilitation.

7.3 Social Justice and Charitable Approaches to Development

On 17 April 2018, the Centre for Global Education organized a seminar titled 'Social Justice and Charitable Approaches to Development: a seminar on how we strengthen public engagement on development issues'. The seminar debated how international

"The seminars presented an opportunity for contributors to the journal to present their papers and debate their content with readers. They support rich discussion on the themes of the journal and really bring the content of *Policy and Practice* alive"

NGOs can move beyond a funding relationship with the public to one based on a social justice approach that can support a more nuanced and long-term citizen engagement with global issues. Recognising that fundraising is essential to our work, the seminar asked how does the sector combine effective global citizenship with charitable activities? Facilitated by experienced global educator and former NGO worker, Stella Murray, the seminar was activity driven and discussion oriented affording a useful opportunity to debate issues that are central to our practice. The participants were drawn from in a range of capacities - campaigns,

fundraising, marketing, promotions and education – in the international development NGO sector. This was a really useful debate that is topical and central to NGO practice.

7.4 Journeys to Engagement with Educators on Global Justice Issues

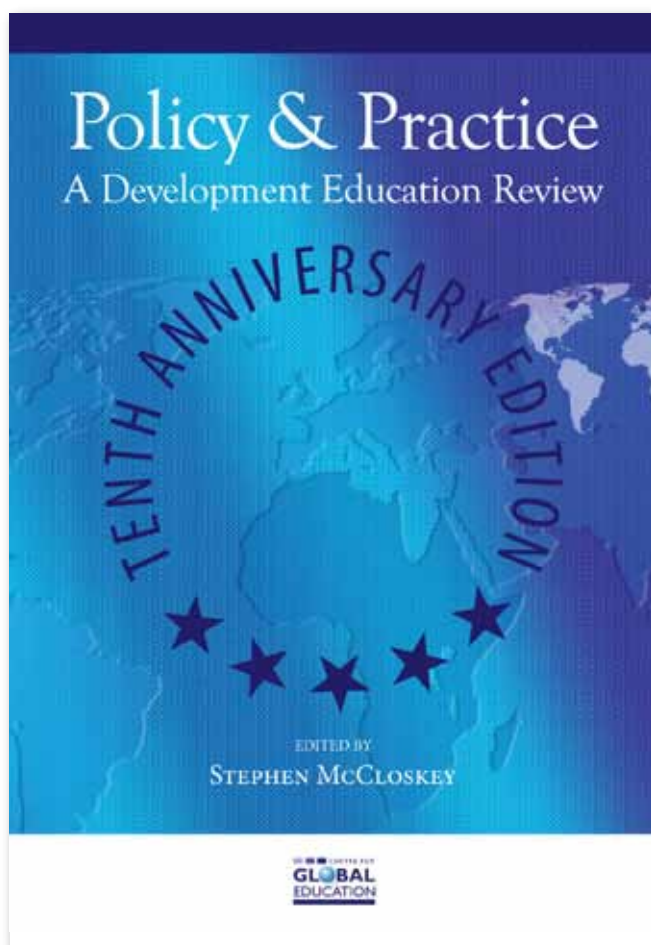
On 2 October 2018, the Centre for Global Education organized a seminar that proposed ideas for engaging educators with global justice issues. The seminar was facilitated by James Trewby who completed a doctorate explores on the life stories of activist-educators, and forms of engagement and learning about justice and action. By learning from the life journeys of activist-educators who have become engaged in the UK global justice movement, James has gathered evidence of effective methodologies that support learners to translate knowledge into action. This interactive workshop shared activities that support the transition from knowledge to action on global issues. It was held in the Play Resource Centre and funded by Trócaire.



Please find below details of publications from the Centre for Global Education available to buy online.

7.1 Policy and Practice: Tenth Anniversary Edition

To commemorate the tenth anniversary of the journal, the Centre was commissioned by Irish Aid to publish a special hard copy edition of *Policy and Practice*. The special edition was published in April 2015 and comprised 20 of the most cited and influential articles that were previously published on the *Policy and Practice* web site. These articles not been previously published in hard copy and collectively represent some of the most insightful writing on development education policy and practice over the past ten years by leading scholars in the field. The articles debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.



Praise for this special collection

"This special issue of Policy and Practice provides an outstanding view of the state of the field of development education from a range of excellent scholars and practitioners. Once again, this journal demonstrates its success in supporting educators' understanding of the contested areas and edges of development education theory and practice in many parts of the world".

Lynette Shultz, Associate Dean, International & Director, Centre for Global Citizenship Education and Research, University of Alberta.

"Policy and Practice is indispensable to the development education sector in the island of Ireland. It has enhanced the sector's academic credibility and, at the same time, become very effective in meeting the needs of practitioners both locally and globally".

Gerard McCann, Senior Lecturer in European Studies, St Mary's University College, Belfast.

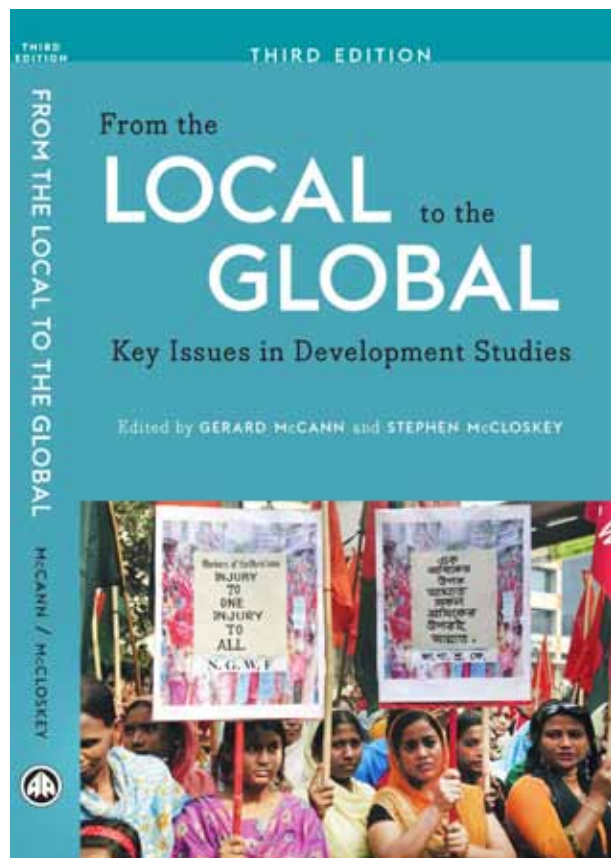
This special collection was designed as an ideal resource to support the delivery of courses and compilation of research in development education and related sectors. 500 copies were printed in 215 x 140mm on 270 pages and the book can be ordered from <https://www.centreforglobaleducation.com/publications-buy>.

7.2 From the Local to the Global: Key Issues in Development Studies

This is the third edition of *From the Local to the Global: Key Issues in Development Studies* which was previously published in 2003 and 2009. Edited by Gerard McCann (St Mary's University College) and Stephen McCloskey (CGE Director), this book is an ideal introduction to the key international development issues underpinning poverty, inequality and injustice in the global South. This comprehensive, accessibly written text brings together some of the foremost activists, academics and development practitioners from across the world to analyse the challenges to poverty eradication and human rights. This new edition is completely revised and updated, and highlights the extent to which the local and global are interconnected in today's globalised economy and questions the legitimacy of the neoliberal model of development.

8 Publications

It is an indispensable introduction to key issues such as aid, debt, trade migration, security, gender and climate change.



"An ideal lift-off point for anyone interested in the issues that underpin poverty and injustice at local and global levels. It combines accessible writing on essential international development issues with a call for action."

Marina Sitrin (author of *Everyday Revolutions*, 2012)

"This is of global value to a radically changing world. It is essentially a survey of all the issues that affect the global South and shape the global North."

Hector Maldonado Felix, Universidad Nacional Mayor de San Marcos, Peru

From the Local to the Global: Key Issues in Development Studies, 3rd Edition, Edited by Gerard McCann and Stephen McCloskey, ISBN: 978 0 7453 34738; Pluto Press; May 2015; Paperback; 352 pages. To order a copy please click on this link: <https://www.centreforglobaleducation.com/publications-buy>

7.3 Development Education in Policy and Practice

This is collection of articles on development / global education published in 2014 by Palgrave MacMillan and edited by CGE Director, Stephen McCloskey. With contributions from an international cast of authors who are leading practitioners in the sector, this is an invaluable guide to development education practice and the policy environment in which it is delivered.



"With a radical pedagogy rooted in the global South which has increasing traction in education systems in the global North, development education has long deserved a comprehensive treatment that assesses the full breadth of its practice. This overdue collection is therefore most welcome and makes a passionate and persuasive case for more global learning in formal and informal education, particularly in the aftermath of the financial crisis which has brought greater poverty and inequality to the door of the global North."

This text considers development education practice in a range of educational settings and analyses the policy context in which it is delivered. It is an essential guide to education practitioners committed to bringing transformative agendas to their teaching and learning".

Denis O'Hearn, Dean of Liberal Arts at the University of Texas at El Paso

For more information visit: <http://www.palgrave.com/us/book/9781137324658>



9 Networks and Campaigns

Outlined below is a description of the work of the main development networks and campaigns to which the Centre for Global Education is affiliated:

9.1 Coalition of Aid Development Agencies



CADA is the Coalition of Aid and Development Agencies, a network of development NGOs based in Northern Ireland, which aims to:

- Support international development;
- Enhance awareness of development issues in Northern Ireland;
- Influence policy at local, national and international levels.

CADA's main objective is to promote sustainable development, social justice and equality in local and global contexts. CADA regards development as a process by which the dignity inherent in all human beings should become reflected in their economic, political and social conditions. Development involves understanding the effects of social and economic inequalities, which exist at individual, community and national levels both here and overseas. Central to this approach is the principle of education as an engine for the empowerment of individuals, groups and organisations to enable them to participate in the sustainable development of their community, nation and the world as a whole.

CADA operates a Development Education Working Group that aims to strengthen development education (DE) practice among CADA members and enhance the policy environment for DE. The group is chaired by CGE Director, Stephen McCloskey.

For further information on CADA visit:
<https://www.cada-ni.org/>

9.2 Financial Justice Ireland

The Centre for Global Education is a member of Financial Justice Ireland which is a global financial justice organisation. It was established in 1993 by a number of development, faith-based, and solidarity groups in Ireland who were concerned about the devastating effects of debt on Southern countries. Over 50 organisations are now members of Financial Justice Ireland. It is funded through its member organisations, member individuals and donor organisations. It calls for a financial system that serves the needs of all people, rather than just some people, and which does not take the planet for granted. It critically engages people to understand the structural causes of global inequality and power relations. Financial Justice Ireland aims to empower people in Ireland to take informed action for greater economic justice globally. Tackling inequality and achieving a fairer society requires critiquing power structures in our society and globally - highlighting the **causes** of inequality, rather than the **symptoms**.

Financial Justice Ireland provides education programmes to its members and to the public who wish to learn about the issues they work on. This is a very important aspect of its work as Financial Justice Ireland is the only organisation in Ireland that follows financial justice issues on a full time basis, applying participatory methods in their education practice along with lots of up to date education content on where the debates are at on global financial justice.

To find out more about the work of Financial Justice Ireland contact:

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Director
Financial Justice Ireland
9 Upper Mount Street
Dublin 2
Ireland
Tel: + 353 1 549 7363
Email: campaign@financialjustice.ie
Web: <https://www.financialjustice.ie/>

9.3 Dóchas



Dóchas is the association of Irish non-governmental organisations working for global justice by supporting the development of the peoples of the South and through development education in Ireland. Dóchas is a member of Concord, the European Union wide network of development NGOs.

The vision of Dóchas is to contribute, through the co-operative efforts of its members, to a just world where basic needs are met, where people are empowered, where there is equity in the management and distribution of resources and where human rights are respected. This will be achieved in the context of members' dialogue with partners in the South and through the active engagement with local partners in Ireland. The Centre for Global Education is a Dóchas member.

Dóchas regards development education as a core element of development co-operation and is committed to the

9 Networks and Campaigns



full engagement of Irish civil society in education and action for sustainable development. Dóchas aims to promote justice, human rights and equality through the active involvement of local (civil and state), European and Southern partners in education and action for sustainable development. The aim of the Dóchas Development Education Group is “to promote justice, human rights and equality through the active involvement of local partners (civil and state), European partners and Southern partners in education and action for sustainable development”.

The group’s strategy covers the following issues:

- Furthering the aims of Development Education through increased cooperation within Dóchas, and by highlighting Development Education as an integral part of development cooperation.
- Influence Development Education policy in Ireland by assisting in the efforts to come to a national strategy for the Development Education sector.

- Continue the exchange with other Development Education actors within the EU including participation in the Developing Europeans’ Engagement for the Eradication of Global Poverty and other EU-wide NGO initiatives.

Code of Conduct on Images and Messages



In 2007, Dóchas members adopted a Code of Conduct on Images and Messages. The purpose of this Code is to provide a framework which organisations can refer to when designing and implementing their public communication strategy. The Dóchas Code offers a set of guiding principles that can assist organisations in their decision-making about which images and messages to choose in their communication while maintaining full respect for human dignity.

By signing the Code, Development NGOs commit to a set of principles, ensuring that they will avoid stereotypical or

sensational images. The adoption of the Code means that aid agencies will choose images and messages that represent the full complexity of the situations in which they work, and that they will seek the permission of the people portrayed in the photos they use. The Centre for Global Education supports the Code and encourages other development NGOs to do the same.

Centre for Global Education supports the Dóchas Code of Conduct on Images and Messages

The Centre also adheres to the Irish NGOs Code of Corporate Governance.

The aim of this Code is “to determine and formulate standards of best practice in corporate governance applicable to the Development NGO sector with a view to strengthening the impact and quality of Development NGO work and enhancing stakeholder confidence in the sector.” The Code is an important means of ensuring transparency in our operations and public trust in our work. The Code has been defined as “A transparent decision-making process in which the leadership of a nonprofit organisation, in an effective and accountable way, directs resources and exercises power on the basis of shared values.”

The Code is available at: http://www.dochas.ie/Shared/Files/4/CGAI_Governance_Code_FINAL.pdf

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E-mail: anna@dochas.ie
Web: www.dochas.ie



9 Networks and Campaigns

9.4 Irish Development Education Association

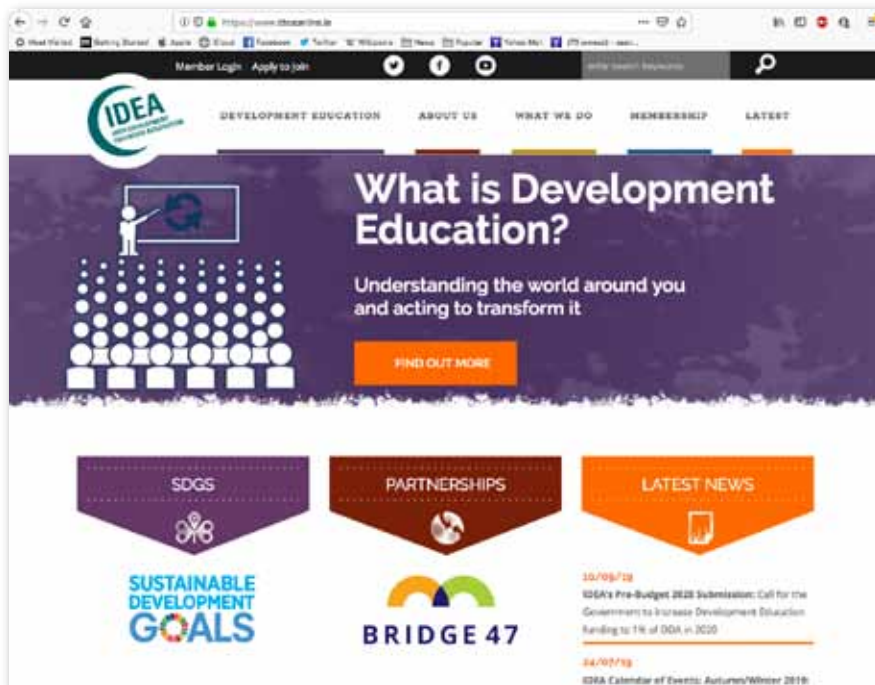
The Irish Development Education Association (IDEA) is a national platform for organisations and individuals engaged in the provision, promotion and advancement of development education throughout the island of Ireland. For IDEA, development education is an educational response and process aimed at increasing awareness and understanding of the shared development of our world. By engaging people critically in and with our increasingly interdependent world, development education aims to challenge global inequalities, and works towards creating a more just and sustainable future for our planet.



IDEA members come from different regions of the island of Ireland, work in different sectors of society and have different views and opinions on how to engage the Irish public in development education. What they all share is the vision that their work will contribute to transforming the social, cultural, economic and political structures of the world and the fabric of our society in order to create a more just and equal future for all. IDEA's aim is to support this diversity.

For further information on IDEA contact:

6 Gardiner Row
Dublin 1
Ireland
Tel: 003531 878 8480
E-mail: info@ideaonline.ie
Web: www.ideaonline.ie



IDEA's Mission is to:

- Encourage and co-ordinate good communications and cooperation at all levels of the development education membership.
- Promote a critical awareness of development education and encourage capacity building among the membership by:
 - Identifying, developing and promoting best practice in development education.
 - Promoting and encouraging an ethos of accountability and transparency.
- Developing IDEA's capacity to a stage where it will be capable of representing and advocating for its membership with relevant government departments and bodies, nationally and internationally on the challenges facing development education, including ensuring development education is adequately resourced at a local, national and European level.

Appendix 1

Centre for Global Education Management Board

Tony McMullan (Chair)	NIPSA
Nuala McAdams (Treasurer)	Chartered Accountant
Marie-Therese Brankin (Secretary)	Teacher, Holy Family PS
Siobhan Hanley	Regional Manager, Trócaire
Sorcha MacLaimhin	Queen's University Belfast
Kate Mclvor	Teacher, New-Bridge Integrated School
Lynda Sullivan	Friends of the Earth

Staff Team

Stephen McCloskey	Director
Orla Devine	Global Learning Programme Co-ordinator
Helen Ferguson	Communication and Events Manager
Anna Grindle	Global Learning Schools Outreach Officer
Rosie McCreanor	Global Learning Schools Outreach Officer
Diana Rotar	Information Officer

Volunteers (2018-19)

Joanne Hall	Global Learning Programme
Peter McCully	Connecting Classrooms through Global Learning
Daniel McDermott	St. Mary's University College (CCGL)
Zoe Robinson	Stanmillis College (CCGL)
Ioanna Strantzali	Queen's University (Policy and Practice)
Rachel Tierney	St. Mary's University College (CCGL)

Accountants

Finegan Gibson Accountants

Graphic Design

S Design Tel: 028 90962804 | www.sdesign-belfast.com



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Amnesty International 397 Ormeau Road, Belfast BT7 3GP, Contact Paddy Corrigan, Tel: (028) 90666216, E-mail: northernireland@amnesty.org.uk ; Web: www.amnesty.org.uk	BOND for International Development Regent's Wharf, 8 All Saint's Street, London, N1 9RL Tel: 0207 837 8344, E-mail: info@bond.co.uk
British Red Cross 12 Heron Road, Sydenham Business Park, Belfast, BT3 9LE, Tel 028 9073 53502; Web: www.redcross.org.uk	Centre for Global Education 9 University Street, Belfast, BT7 1FY, Contact Information Officer, Tel: (028) 241879, E-mail: info@centreforglobaleducation.com , Web Site: www.centreforglobaleducation.com
Children in Crossfire 2 St. Joseph's Avenue, Derry, Contact Caroline Murphy, Tel: (028) 71269898, E-mail: caroline.murphy2@childrenincrossfire.org Web: www.childrenincrossfire.org	Children's Law Centre Rights House, 127-131 Ormeau Road Belfast BT7 1SH, Contact Paddy Kelly (Director), Tel: (028) 90245704, E-mail: info@childrenslawcentre.org
Christian Aid Linden House, Beechill Business Park, 96 Beechill Road, Belfast BT8, Tel: (028) 90381204, E-mail: belfast@christian-aid.org ; Web: www.christianaid.ie	Coalition of Aid and Development Agencies in Northern Ireland (CADA-NI) Contact: David Thomas (Chair) E-mail: DThomas@christian-aid.org Web: https://www.cada-ni.org/
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Connecting Classrooms through Global Learning 9 University Street Belfast BT7 1FY Tel: (028) 90241879 Contact: Orla Devine E-mail: schools@centreforglobaleducation.com Web: www.globallearningni.com	Cuba Support Group Belfast 9 University Street, Belfast BT7 1FY, Contact Stephen McCloskey, Tel: (028) 90241879, E-mail: stephen@centreforglobaleducation.com
Department for International Development (DFID) 94 Victoria Street, London SW1E 5JL, Tel: 0207 023 0000, E-mail: enquiry@dfid.gov.uk ; Web Site: www.dfid.gov.uk	Dóchas, Irish Association of Non-Governmental Organisations Suite 8, Olympic House, Pleasants Street, Dublin 8, I Contact Anna Farrell, Tel: 003531 405 3801, E-mail: anna@dochas.ie ; Web: www.dochas.ie

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<p>Friends of the Earth 7 Donegall Street Place, Belfast, BT1 2FN, Contact: Lynda Sullivan Tel: 0207 490 1555 E-mail: lynda.sullivan@foe.co.uk Web: https://friendsoftheearth.uk/northern-ireland</p>	<p>Galway One World Centre Kilcornan House Clarinbridge, Co. Galway, Tel: 00353 91 638032, Contact: Vicky Donnelly, E-mail: education@galwayowc.org; Web: www.galwayowc.org</p>
<p>Global Justice Now 66 Offley Road London SW9 0LS Tel: 0207 820 4900 E-mail: offleyroad@globaljustice.org.uk Web: www.globaljustice.org.uk</p>	<p>Ireland-Palestine Solidarity Campaign 35 North Lotts, Dublin 1, Tel: 353 (1) 8727798, Contact: Kevin Squires, E-mail: info@ipsc.ie; Web: www.ipsc.ie</p>
<p>Irish Aid Department of Foreign Affairs, Riverstone House, 23 - 27 Henry Street, Limerick, Tel: 003531 4082000, E-mail: irishaid@dfa.ie; Web: www.irishaid.gov.ie</p>	<p>Irish Congress of Trade Unions Carlin House, 45-47 Donegall Street, Belfast BT1 2FG, Tel: (028) 90247940, E-mail: info@ictuni.org; Web: www.ictuni.org</p>
<p>Irish Development Education Association 6 Gardiner Row, Dublin 1, Tel: 003531 878 8480; Contact Sal Healy, E-mail: info@ideaonline.ie Web: www.ideaonline.ie</p>	<p>Latin America Solidarity Centre 40 Drumcondra Road Lower, Drumcondra, Dublin 9, Tel: 003531 6760435, E-mail: info@lasc.ie; Web: www.lasc.ie</p>
<p>National Youth Council of Ireland 3 Montague Street, Dublin 2, Tel: 003531 478 4122 E-mail: info@nyci.ie, Web site: www.nyci.ie</p>	<p>Northern Ireland Community of Refugees and Asylum-Seekers (NICRAS) 143a University Street Belfast BT7 1HP Tel: 02890246699 E-mail: info@nicras.org.uk Web: http://www.nicras.btck.co.uk/</p>
<p>Northern Ireland Environment Link (NIEL) 89 Loopland Drive, Belfast, BT6 9DW, Contact Iona Meyer, Tel: (028) 9045 5770, E-mail: iona@nienvironmentlink.org</p>	<p>Oxfam Ireland 115 North Street, Belfast BT1 1ND 9 Burgh Quay, Dublin 2, Contact Philip Graham; Tel: 003531 672 7662 (Dublin); Tel: 0044 2890 230220 (Belfast); Web: www.oxfamireland.org</p>



Appendix 2 Contact List

Save the Children Fund 15 Richmond Park, Belfast BT10 0HB; Tel: (028) 90620000, E-mail: info@savethechildren.org.uk	Self-Help Africa Northern Ireland 41 University Street, Belfast BT7 1FY; Tel: (028) 90232064,
Sustainable Northern Ireland Programme (SNIP) 89 Loopland Drive, Belfast BT6 9DW, Tel: (028) 90455770, E-mail: info@sustainableni.org	Tools For Solidarity 55a Sunnyside Street, Belfast BT7 3EX, Contact Stephen Wood, Tel: (028) 95435972, E-mail: tools.Belfast@myphone.coop
Trócaire, 50 King Street, Belfast BT1 6AD, Contact Laura Fernandez, Tel: (028) 90808030, E-mail: infoni@trocaire.ie	UNESCO Centre International Development Programme, University of Ulster, Coleraine, BT52 1SA, Tel: 028 7012 3992, Contact: Toni Patton, E-mail: t.patton@ulster.ac.uk ; Web: www.ulster.ac.uk
West Belfast Community Festival (Féile an Phobail) Festival House, 473 Falls Road, Belfast BT12, Tel: (028) 909031 3440, E-mail: info@feilebelfast.com ; www.feilebelfast.com	The Wheel 48 Fleet Street Dublin 2 Tel: 003531 454 8727 E-mail: info@wheel.ie Web: www.thewheel.ie
80:20 Educating and Acting for a Better World St Cronans BNS Vevay Road Bray Co. Wicklow Tel: 003531 2860487 E-mail: ciara@8020.ie Web: www.8020.ie	

Appendix 3 Useful Websites on Sustainable Development

ACTIVISTS / AUTHORS

Chomsky, Noam	www.chomsky.info
Indymedia Ireland	www.indymedia.ie
Klein, Naomi	www.naomiklein.org
Monbiot, George	http://www.monbiot.com
Open Democracy	www.opendemocracy.net
Pilger, John	www.johnpilger.com
Vandana Shiva	www.navdanya.org
Z-Net	https://zcomm.org/znet/

BLACK AND MINORITY ETHNIC GROUPS

Law Centre Northern Ireland	www.lawcentreni.org
Northern Ireland Community of Refugees and Asylum-Seekers (NICRAS)	www.nicras.btck.co.uk

CAMPAIGN ORGANISATIONS

Campaign against Arms Trade	www.caat.org.uk
Debt and Development Coalition	www.debtireland.org
Fair Trade	http://www.fairtrade.org.uk/
Global Call to Action against Poverty	www.whiteband.org
Jubilee Debt Campaign	www.jubileedebtcampaign.org.uk
Palestine Solidarity Campaign	www.palestinecampaign.org
Trade Justice	www.tjm.org.uk
World Development Movement	www.wdm.org.uk

CHILDREN AND YOUNG PEOPLE

Oxfam's cool planet (site for teachers & pupils)	www.oxfam.org.uk/education
People and Planet	www.peopleandplanet.org
Student Action for Refugees (STAR)	www.star-network.org.uk
Young People's Rights around the World	www.savethechildren.org.uk

DEVELOPING WORLD

African Development Bank Group	http://www.afdb.org
Third World Network	http://www.twn.my/
Third World Network Africa	http://apps.twnafrica.org/Forum/TopicGroup/
Zapatista Movement (EZLN)	http://enlacezapatista.ezln.org.mx/



Appendix 3 Useful Websites

DEVELOPMENT AGENCIES

ActionAid Ireland	http://www.actionaid.ie/
Christian Aid	www.christian-aid.org.uk
Concern Worldwide	www.concern.net
Eirene	www.eirene.org
Oxfam Ireland	www.oxfamireland.org
Save the Children	www.savethechildren.org.uk
Tools for Solidarity	www.toolsforsolidarity.org.uk
Trócaire	www.trocaire.org

DEVELOPMENT EDUCATION JOURNALS

International Journal of Development Education and Global Learning	http://ingentaconnect.com/content/ioep/ijdegl
Policy and Practice	www.developmenteducationreview.com
Sinergias ed (Portugal)	http://www.sinergiased.org/

DEVELOPMENT EDUCATION SITES

BOND - UK network of Voluntary Organisations in International and Development Education	www.bond.org.uk
Centre for Global Education	www.centreforglobaleducation.com
Children in Crossfire	www.childrenincrossfire.org
Comhlamh	www.comhlamh.org
Development and Intercultural Education	www.diceproject.ie
Development Education Association	http://www.think-global.org.uk/
DevelopmentEducation.ie	www.developmenteducation.ie
Development Education Ireland	http://www.developmenteducation.ie
Development Education Research Centre	www.ioe.ac.uk/research/150.html
Dochas	www.dochas.ie
Global Dimension	www.globaldimension.org.uk
IDEA	www.ideaonline.ie
IDEAS (International Development Education Association of Scotland)	www.ideas-forum.org.uk
Welsh Centre for International Affairs	www.wcia.org.uk

ENVIRONMENT SITES

Amazon Watch	www.amazonwatch.org
Envirolink	www.envirolink.org
Friends of the Earth	https://friendsoftheearth.uk/

EUROPEAN UNION

Concord	www.concordeurope.org
European Commission	http://ec.europa.eu/index_en.htm
Peace and Neutrality Alliance	www.pana.ie

Appendix 3 Useful Websites

GENDER AND DEVELOPMENT

Gender and Development	www.adb.org/Gender
Women in Development Network (WIDNET)	www.focusintl.com/widnet.htm
Women's Environment and Development Network	www.wedo.org
UNDP	www.undp.org/gender

HUMAN RIGHTS ORGANISATIONS

Amnesty International	www.amnesty.org
Committee on the Administration of Justice	www.caj.org.uk
Human Rights Commission	www.nihrc.org
Human Rights Watch	www.hrw.org
International Criminal Court	www.icc-cpi.int
UN High Commissioner for Refugees	www.unhcr.ch

INFORMATION ON GLOBAL ISSUES

Aljazeera	www.aljazeera.com
Images from the South	www.majorityworld.com
Information on global issues	www.globalissues.org
Information Clearing House	www.informationclearinghouse.info/
New Internationalist Magazine online	www.newint.org
Russia Today	www.rt.com

SOCIAL FORUM

Indymedia	www.indymedia.ie
World Social Forum	http://www.fsm2016.org/en/

TRANSNATIONAL CORPORATIONS

Baby Milk Action	www.babymilkaction.org
Clean Clothes Campaign	www.cleanclothes.org
Corporate Reform	www.citizenworks.org
Corporate Watch	www.corporatewatch.org.uk
Global Exchange	www.globalexchange.org
Killer Coke	www.killercoke.org
McSpotlight	www.mcspotlight.org



Reports and Financial Statements (Year ended 31st March 2018)

COMPANY REGISTRATION NUMBER: NI025290
CHARITY REGISTRATION NUMBER: 104991

Centre for Global Education
Company Limited by Guarantee
Financial Statements
31 March 2018

Finegan Gibson Ltd
Chartered accountant & statutory auditor
Causeway Tower
9 James Street South
Belfast
BT2 8DN

Centre for Global Education

Company Limited by Guarantee

Financial Statements

Year ended 31 March 2018

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Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report)

Year ended 31 March 2018

The trustees, who are also the directors for the purposes of company law, present their report and the financial statements of the charity for the year ended 31 March 2018.

Reference and administrative details

Registered charity name	Centre for Global Education
Charity registration number	104991
Company registration number	NI025290
Principal office and registered office	9 University Street, Belfast, BT7 1FY

The trustees

M McCloskey	
H McMullan	
P Yarnell	
S MacLaimhin	(Appointed 27 March 2018)
M Sloan	(Appointed 27 March 2018)
S Hanley	(Appointed 25 April 2017)
C McIvor	(Appointed 27 March 2018)
E Duffy	(Appointed 27 March 2018)
S Leeman	(Resigned 27 March 2018)
P McGuigan (Treasurer)	(Resigned 27 March 2018)
N McAdams (Treasurer)	(Appointed 1 May 2018)

Company secretary	Marie-Therese Sloan
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Auditor	Finegan Gibson Ltd Chartered accountant & statutory auditor Causeway Tower 9 James Street South Belfast BT2 8DN
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Structure, governance and management

Governing Document

Centre for Global Education is a company limited by guarantee governed by its Memorandum and Articles of Association dated 21 February 1991. Centre for Global Education is a registered charity with the Charity Commission for Northern Ireland.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2018

Structure, governance and management *(continued)*

Appointment of trustees

The Chairman and the Trustees recruit and select new Trustees as needed. New Trustees are recruited on the relevance of their professional skills, and their potential to be able to make a helpful contribution to the governance of the charity. As part of the recruitment process they are made aware of a Trustees' legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the committee and decision making processes, the business plan and recent financial performance of the charity.

Once the potential new Trustee has agreed to be considered for appointment to the role, the Trustees meet to review and to vote on the candidates' suitability for appointment. If there is unanimous agreement, their names are then proposed for appointment, to the voting Members of the Company at the next Annual General Meeting.

Trustee induction and training includes:

- Induction into the Code of Corporate Governance
- Induction into the Code of Conduct on Images and Messages
- Sharing of key documents including governance documents, the roles and responsibilities of office bearers and strategic objectives for the organisation.

Arrangements for setting pay and remuneration of key management personnel

The directors consider the board of directors, who are the charity's trustees, and the senior management team comprise the key management personnel of the charity in charge of directing and controlling, running and operating the charity on a day to day basis. All directors give of their time freely and no director received remuneration in the year.

The pay of the senior staff is reviewed annually and normally increased in accordance with average earnings. In view of the nature of the charity, the directors benchmark against pay levels in other similar size charities run on a voluntary basis.

Organisation structure and how charity makes decisions

The board of trustees, which can have up to 11 members, administers the charity. The board normally meets bi-monthly. A Director is appointed by the trustees to manage the day-to-day operations of the charity. To facilitate effective operations, the Director has delegated authority, within terms of delegation approved by the trustees, for operational matters including finance and direct charitable activities.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2018

Structure, governance and management *(continued)*

Relationships with related parties

None of our trustees receive remuneration or other benefit from their work with the charity.

Risk management

The trustees have a risk management strategy which comprises:

- an annual review of the principal risks and uncertainties that the charity faces;
- the establishment of policies, systems and procedures to mitigate those risks identified in the annual review; and
- the implementation of procedures designed to minimise or manage any potential impact on the charity should those risks materialise.

Objectives and activities

The purposes of the charity are:

- To use education to challenge the causes of global inequality and injustice.
- To enable public action on global justice issues at all levels and in all sectors of society.

In shaping our objectives for the year and planning our activities, the trustees have considered the Charity Commission's guidance on public benefit.

The strategies employed to achieve the charity's aims and objectives are to:

- To influence and strengthen development education practice
- To increase and deepen public engagement with development education
- To create positive change for development education at policy level
- To maintain and develop the Centre for Global Education's capacity and sustainability

The Centre for Global Education has benefited greatly from the services of volunteers in 2017-18 including student interns, placements from teacher training colleges and a full-time German volunteer placed in the Centre by Eirene. We highly value their input and accord them all possible opportunities for capacity-building and self-development.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2018

Achievements and performance

In 2017-18, the Centre for Global Education has:

- Delivered Continuing Professional Development in global learning to over 535 primary, post-primary and special schools in Northern Ireland under the auspices of the Global Learning Programme.
- Published two issues of our peer reviewed, online, open access journal titled *Policy and Practice: A Development Education Review* which now has a global audience of 160,000 visitors per annum.
- Delivered Psycho-social Support and Education Services to 400 children aged 7-13 years in the Gaza Strip, Palestine.
- Provided library and research facilities to students and teachers through our on-site resource base.
- Worked in partnership with development networks in the north and south of Ireland, Britain, Europe and the global South.

Financial review

The Centre for Global Education successfully completed delivery of a four year schools' programme for the Department for International Development called the Global Learning Programme. This programme had a total budget of £800,000 and ended in July 2018. The Centre received a budget of £45,861.00 toward the publication of our bi-annual journal *Policy and Practice*. We received funding of £12,000 for year one of a three year grant (£36,000 in total) from NIPSA for an education project in the Gaza Strip, Palestine. We are also grateful for small grants received from Trócaire and Concern Worldwide.

Reserves policy and going concern

The trustees' ideal level of reserves would be three months' core expenditure which for the year ended 31 March 2018 would be £17,500. The current level of reserves are £9,741 which falls short of this target.

The trustees anticipate reaching the reserves target in 2018-19 and believe this represents a sufficient level of reserve to ensure that the going concern assumption is appropriate.

Plans for future periods

The Centre for Global Education has successfully tendered for a new schools' programme jointly funded by the British Council and Department for International Development called Connecting Schools through Global Learning. This programme will start in September 2018 for three years to 31 August 2021.

In January 2018, the Centre received confirmation from NIPSA that they have agreed to support a new three-year programme in the Gaza Strip, Palestine with a grant totalling £36,000. A funding application to the Irish Aid Annual Development Education Grants Scheme will be submitted in November 2018.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2018

Trustees' responsibilities statement

The trustees, who are also directors for the purposes of company law, are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the charity trustees to prepare financial statements for each year which give a true and fair view of the state of affairs of the charitable company and the incoming resources and application of resources, including the income and expenditure, for that period.

In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the applicable Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Auditor

Each of the persons who is a trustee at the date of approval of this report confirms that:

- so far as they are aware, there is no relevant audit information of which the charity's auditor is unaware; and
- they have taken all steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that the charity's auditor is aware of that information.

Small company provisions

This report has been prepared in accordance with the provisions applicable to companies entitled to the small companies exemption.

Centre for Global Education

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 March 2018

The trustees' annual report was approved on 30th October 2018 and signed on behalf of the board of trustees by:



N McAdams (Treasurer)
Trustee

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education

Year ended 31 March 2018

Opinion

We have audited the financial statements of Centre for Global Education (the 'charity') for the year ended 31 March 2018 which comprise the statement of financial activities (including income and expenditure account), statement of financial position and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2018 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

APB Ethical Standard – Provisions available for small entities

In common with many other businesses of our size and nature we use our auditors to prepare and submit returns to the tax authorities and assist with the preparation of the financial statements.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
 - the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.
-

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education (continued)

Year ended 31 March 2018

Emphasis of matter

The charity reported a net cash inflow of (£380) for the year and have unrestricted reserves of £9,162 (excluding Fixed Assets) which is below the recommended level. The Trustees have considered this position and have provided further information at note 19 of these financial statements.

Other information

The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the directors' report and from the requirement to prepare a strategic report.

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education (continued)

Year ended 31 March 2018

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement, the trustees (who are also the directors for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs (UK), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the charity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Centre for Global Education

Company Limited by Guarantee

Independent Auditor's Report to the Members of Centre for Global Education *(continued)*

Year ended 31 March 2018

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Paul Dolan ACA (Senior Statutory Auditor)

For and on behalf of
Finegan Gibson Ltd
Chartered accountant & statutory auditor
Causeway Tower
9 James Street South
Belfast
BT2 8DN

30 October 2018

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Activities (including income and expenditure account)

31 March 2018

		Unrestricted funds	2018 Restricted funds	Total funds	2017 Total funds
	Note	£	£	£	£
Income and endowments					
Donations and legacies	5	186	–	186	–
Charitable activities	6	10,923	285,591	296,514	275,165
Investment income	7	45	–	45	17
Total income		<u>11,154</u>	<u>285,591</u>	<u>296,745</u>	<u>275,182</u>
Expenditure					
Expenditure on charitable activities	8	2,124	295,001	297,125	258,398
Total expenditure		<u>2,124</u>	<u>295,001</u>	<u>297,125</u>	<u>258,398</u>
Net (expenditure)/income and net movement in funds		<u>9,030</u>	<u>(9,410)</u>	<u>(380)</u>	<u>16,784</u>
Reconciliation of funds					
Total funds brought forward		711	9,410	10,121	(6,663)
Total funds carried forward		<u>9,741</u>	<u>-</u>	<u>9,741</u>	<u>10,121</u>

The statement of financial activities includes all gains and losses recognised in the year.
All income and expenditure derive from continuing activities.

The notes on pages 13 to 22 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Position

31 March 2018

		2018 £	2017 £
Fixed assets			
Tangible fixed assets	13	579	1,102
Current assets			
Debtors	14	56,603	36,667
Cash at bank and in hand		31,518	34,455
		88,121	71,122
Creditors: amounts falling due within one year	15	78,959	62,103
Net current assets		9,162	9,019
Total assets less current liabilities		9,741	10,121
Net assets		9,741	10,121
Funds of the charity			
Restricted funds		-	9,410
Unrestricted funds		9,741	711
Total charity funds	18	9,741	10,121

These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

These financial statements were approved by the board of trustees and authorised for issue on 30 October 2018, and are signed on behalf of the board by:


S MacLaimhin
Trustee


N McAdams (Treasurer)
Trustee

The notes on pages 13 to 22 form part of these financial statements.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements

Year ended 31 March 2018

1. General information

The charity is a private company limited by guarantee, registered in England and Wales and a registered charity in Northern Ireland. The address of the registered office is 9 University Street, Belfast, BT7 1FY.

2. Statement of compliance

These financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)) and the Charities Act (Northern Ireland) 2008.

Centre for Global Education meets the definition of a public benefit entity under FRS 102.

3. Accounting policies

Basis of preparation

The financial statements have been prepared on the historical costs basis, as modified by the revaluation of certain financial assets and liabilities and investment properties measured at fair value through income or expenditure. Centre for Global Education meets the definition of a public benefit entity under FRS 102.

Going concern

The financial statements have been prepared on a going concern basis which assumes that the Centre for Global Education (CGE) will continue in operation for the 12 months from the date of our auditors report. The validity of this assumption depends upon continued financial support from the funders of CGE.

As at 31st March 2018 CGE had a positive position of £9,741.

The trustees have a reasonable expectation that sufficient funding will be obtained to enable CGE to continue in operation for the 12 months to 31st December 2019. As a result the trustees deem it appropriate to continue to prepare the financial statements on the going concern basis.

Disclosure exemptions

The charity has taken advantage of the exemption in SORP 2015 from the requirement to produce a cash flow statement because it is a small charity.

Judgements and key sources of estimation uncertainty

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the amounts reported. These estimates and judgements are continually reviewed and are based on experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

3. Accounting policies *(continued)*

Fund accounting

Unrestricted funds are available for use at the discretion of the trustees to further any of the charity's purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

Incoming resources

All incoming resources are included in the statement of financial activities when entitlement has passed to the charity; it is probable that the economic benefits associated with the transaction will flow to the charity and the amount can be reliably measured. The following specific policies are applied to particular categories of income:

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from donated goods is measured at the fair value of the goods unless this is impractical to measure reliably, in which case the value is derived from the cost to the donor or the estimated resale value. Donated facilities and services are recognised in the accounts when received if the value can be reliably measured. No amounts are included for the contribution of general volunteers.
- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

3. Accounting policies *(continued)*

Resources expended

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is classified under headings of the statement of financial activities to which it relates:

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities, and the sale of donated goods.
- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.
- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

All costs are allocated to expenditure categories reflecting the use of the resource. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs are apportioned between the activities they contribute to on a reasonable, justifiable and consistent basis.

Tangible assets

Tangible assets are initially recorded at cost, and subsequently stated at cost less any accumulated depreciation and impairment losses. Any tangible assets carried at revalued amounts are recorded at the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

Depreciation

Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:

Computer Equipment - 33% straight line

Impairment of fixed assets

A review for indicators of impairment is carried out at each reporting date, with the recoverable amount being estimated where such indicators exist. Where the carrying value exceeds the recoverable amount, the asset is impaired accordingly. Prior impairments are also reviewed for possible reversal at each reporting date.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

3. Accounting policies *(continued)*

Impairment of fixed assets *(continued)*

For the purposes of impairment testing, when it is not possible to estimate the recoverable amount of an individual asset, an estimate is made of the recoverable amount of the cash-generating unit to which the asset belongs. The cash-generating unit is the smallest identifiable group of assets that includes the asset and generates cash inflows that largely independent of the cash inflows from other assets or groups of assets.

For impairment testing of goodwill, the goodwill acquired in a business combination is, from the acquisition date, allocated to each of the cash-generating units that are expected to benefit from the synergies of the combination, irrespective of whether other assets or liabilities of the charity are assigned to those units.

Financial instruments

A financial asset or a financial liability is recognised only when the charity becomes a party to the contractual provisions of the instrument.

Basic financial instruments are initially recognised at the amount receivable or payable including any related transaction costs.

Current assets and current liabilities are subsequently measured at the cash or other consideration expected to be paid or received and not discounted.

Debt instruments are subsequently measured at amortised cost.

Where investments in shares are publicly traded or their fair value can otherwise be measured reliably, the investment is subsequently measured at fair value with changes in fair value recognised in income and expenditure. All other such investments are subsequently measured at cost less impairment.

Other financial instruments, including derivatives, are initially recognised at fair value, unless payment for an asset is deferred beyond normal business terms or financed at a rate of interest that is not a market rate, in which case the asset is measured at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Other financial instruments are subsequently measured at fair value, with any changes recognised in the statement of financial activities, with the exception of hedging instruments in a designated hedging relationship.

Financial assets that are measured at cost or amortised cost are reviewed for objective evidence of impairment at the end of each reporting date. If there is objective evidence of impairment, an impairment loss is recognised under the appropriate heading in the statement of financial activities in which the initial gain was recognised.

For all equity instruments regardless of significance, and other financial assets that are individually significant, these are assessed individually for impairment. Other financial assets are either assessed individually or grouped on the basis of similar credit risk characteristics.

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

3. Accounting policies *(continued)*

Financial instruments *(continued)*

Any reversals of impairment are recognised immediately, to the extent that the reversal does not result in a carrying amount of the financial asset that exceeds what the carrying amount would have been had the impairment not previously been recognised.

Defined contribution plans

Contributions to defined contribution plans are recognised as an expense in the period in which the related service is provided. Prepaid contributions are recognised as an asset to the extent that the prepayment will lead to a reduction in future payments or a cash refund.

When contributions are not expected to be settled wholly within 12 months of the end of the reporting date in which the employees render the related service, the liability is measured on a discounted present value basis. The unwinding of the discount is recognised as an expense in the period in which it arises.

4. Limited by guarantee

Centre for Global Education is a company limited by guarantee and accordingly does not have a share capital. Every member of the company undertakes to contribute such amount as may be required not exceeding £1 to the assets of the charitable company in the event of its being wound up while he or she is a member, or within one year after he or she ceases to be a member.

5. Donations and legacies

	Unrestricted Funds £	Total Funds 2018 £	Unrestricted Funds £	Total Funds 2017 £
Donations				
Donations	186	186	—	—

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

6. Charitable activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £
UK Aid- DFID	—	218,956	218,956
Irish Aid- Dept of Foreign Affairs	—	43,075	43,075
NIPSA	—	12,000	12,000
Trócaire	—	2,980	2,980
Christian Aid	1,500	—	1,500
Concern	—	8,580	8,580
Global Learning Programme	590	—	590
CGE Earned Income	8,474	—	8,474
Palestine	—	—	—
Other income	359	—	359
	<u>10,923</u>	<u>285,591</u>	<u>296,514</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £
UK Aid- DFID	—	206,610	206,610
Irish Aid- Dept of Foreign Affairs	—	35,182	35,182
NIPSA	—	12,000	12,000
Trócaire	—	—	—
Christian Aid	3,000	—	3,000
Concern	—	11,403	11,403
Global Learning Programme	—	—	—
CGE Earned Income	5,724	—	5,724
Palestine	1,246	—	1,246
Other income	—	—	—
	<u>9,970</u>	<u>265,195</u>	<u>275,165</u>

7. Investment income

	Unrestricted Funds £	Total Funds 2018 £	Unrestricted Funds £	Total Funds 2017 £
CGE main account bank interest	27	27	6	6
GLP bank account interest	18	18	11	11
	<u>45</u>	<u>45</u>	<u>17</u>	<u>17</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Restricted Funds £	Total Funds 2017 £
Global Education	2,124	261,941	264,085	231,160	231,160
Support costs	-	33,040	33,040	27,238	27,238
	<u>2,124</u>	<u>295,001</u>	<u>297,125</u>	<u>258,398</u>	<u>258,398</u>

9. Analysis of support costs

	Analysis of support costs £	Total 2018 £	Total 2017 £
Staff costs	22,404	22,404	18,092
Governance costs	10,636	10,636	9,146
	<u>33,040</u>	<u>33,040</u>	<u>27,238</u>

10. Net (expenditure)/income

Net (expenditure)/income is stated after charging/(crediting):

	2018 £	2017 £
Depreciation of tangible fixed assets	882	1,565
Fees payable for the audit of the financial statements	<u>3,744</u>	<u>2,457</u>

11. Staff costs

The total staff costs and employee benefits for the reporting period are analysed as follows:

	2018 £	2017 £
Wages and salaries	123,773	113,835
Social security costs	12,623	10,463
Employer contributions to pension plans	<u>7,190</u>	<u>4,485</u>
	<u>143,586</u>	<u>128,783</u>

The average head count of employees during the year was 5 (2017: 5).

No employee received employee benefits of more than £60,000 during the year (2017: Nil).

Key Management Personnel

Key management personnel include all persons that have authority and responsibility for planning, directing and controlling the activities of the charity. The total compensation paid to key management personnel for services provided to the charity was £89,614 (2017: £72,368).

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

12. Trustee remuneration and expenses

The charity Trustees were not paid or received any other benefits from employment with the Charity in the year (2017: £0). They were reimbursed travel expenses during the year totalling £0 (2017: £0).

13. Tangible fixed assets

	Fixtures and fittings £
Cost	
At 1 April 2017	30,565
Additions	359
At 31 March 2018	<u>30,924</u>
Depreciation	
At 1 April 2017	29,463
Charge for the year	882
At 31 March 2018	<u>30,345</u>
Carrying amount	
At 31 March 2018	579
At 31 March 2017	<u>1,102</u>

14. Debtors

	2018 £	2017 £
Trade debtors	55,711	36,320
Other debtors	892	347
	<u>56,603</u>	<u>36,667</u>

15. Creditors: amounts falling due within one year

	2018 £	2017 £
Trade creditors	3,014	3,575
Other creditors	23,727	6,310
Deferred Income	52,218	52,218
	<u>78,959</u>	<u>62,103</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

16. Deferred income

	2018 £	2017 £
At 1 April 2017	<u>52,218</u>	<u>52,218</u>

17. Pensions and other post retirement benefits

Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £7,190 (2017: £4,485).

18. Analysis of charitable funds

Unrestricted funds

	At 1 April 2017 £	Income £	Expenditure £	At 31 March 2018 £
General funds	711	11,154	(2,124)	9,741
	<u>711</u>	<u>11,154</u>	<u>(2,124)</u>	<u>9,741</u>

Restricted funds

	At 1 April 2017 £	Income £	Expenditure £	At 31 March 2018 £
Irish Aid	—	43,075	(43,075)	—
UK Aid	1,018	218,956	(219,974)	—
NIPSA	—	12,000	(12,000)	—
Concern	8,392	8,580	(16,972)	—
Trócaire	—	2,980	(2,980)	—
	<u>9,410</u>	<u>285,591</u>	<u>(295,001)</u>	<u>—</u>

19. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £
Tangible fixed assets	—	579	579
Current assets	9,741	78,380	88,121
Creditors less than 1 year	—	(78,959)	(78,959)
Net assets	<u>9,741</u>	<u>—</u>	<u>9,741</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2018

20. Going Concern

The financial statements have been prepared on a going concern basis which assumes that the Centre for Global Education (CGE) will continue in operation for the 12 months from the date of our auditors report. The validity of this assumption depends upon continued financial support from the funders of CGE.

As at 31st March 2018 CGE had unrestricted reserves of £9,741 which falls short of recommended levels.

The trustees have a reasonable expectation that sufficient funding will be obtained to enable CGE to continue in operation for the 12 months to 31st December 2019. As a result the trustees deem it appropriate to continue to prepare the financial statements on the going concern basis.

21. Corporation Tax

The Charity's activities fall within the exemptions afforded by the provisions of the Income and Corporation Taxes Act 1988. Accordingly, there is no taxation charge in these accounts.

CENTRE FOR GLOBAL EDUCATION ANNUAL REPORT 2018



The Centre for Global Education (CGE) is a development non-governmental organisation that provides education services to increase awareness of international development issues. Its central remit is to promote education that challenges the underlying causes of poverty and inequality in the developing world and effect action toward social and economic justice.

The Centre equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

CENTRE FOR GLOBAL EDUCATION

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