

CENTRE FOR GLOBAL EDUCATION

ANNUAL REPORT

2024



EDUCATING FOR A JUST AND SUSTAINABLE WORLD

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Centre for Global Education | August 2025

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Introduction by the Director Stephen McCloskey

Welcome to the 2024 Annual Report of the Centre for Global Education (CGE) with an overview of our key activities over the past year. It has been another year completely overshadowed by the ongoing genocide in the Gaza Strip where, at the time of writing, more than 60,000 Palestinians have been killed, 150,000 have been injured and one million people face emergency levels of food insecurity. Israel has imposed a complete siege on Gaza since 2 March 2025 and has admitted just a trickle of aid since then that is completely inadequate to meet the needs of two million people, the majority of whom are refugees. And, now to compound the gravity of the crisis, a sinister organization established in the United States, the Gaza Humanitarian Foundation, has been distributing a limited amount of aid designed to lure desperate and starving Palestinians to four distribution points where they are being murdered in their scores every day by Israeli soldiers and American contractors, with 1,400 killed to date. Despite the horrors unfolding in Gaza, the European Union and United States have maintained their complicity in the genocide and have provided steadfast support to Israel despite an International Court of Justice ruling in July 2024 that warned states 'not to render aid or assistance in maintaining the situation created by the continued presence of the State of Israel in the Occupied Palestinian Territory'. We have seen contrasting positions adopted by the global North and South toward Gaza over the past 23 months. The Euro-Atlantic states have provided Israel with arms, finance and diplomatic cover and The Hague Group, a bloc of eight states from the global South have extended solidarity with Palestine. The Centre for Global Education has regularly participated in Palestine solidarity rallies in Belfast and Dublin over the past year and together with Comhlámh and Síolta Chroí established a working-group on Palestine in the Irish Development Education Association. We have also continued to deliver projects for Palestinian refugees in Lebanon.

Projects in Lebanon

The Centre delivered an education project for Palestinian refugees in Lebanon in 2024 and started a second project in October 2024. From 1 May to 23 September 2024, CGE delivered the first year's activities of a two-year project in Burj Barajneh camp in Beirut, and El Buss and Rashidieh camps in Tyre. The programme delivered education and psycho-social support activities to 100 Palestinian and Syrian refugee children, aged 12-16 years. The project was funded by the trade union NIPSA's Global Solidarity Fund and delivered formal sector learning and psychosocial support to children at risk of dropping out of school or unable to attend school. The project was delivered in partnership with the Women's Program Association, a non-governmental organisation that works in seven Palestinian refugee camps in Lebanon. In May 2024, I visited the project to meet the facilitators and children and the staff of the WPA. I had an opportunity to see the outstanding quality of the work delivered by the children including arts and crafts, progress in literacy and numeracy and team building activities such as role play and theatre. A full report on year one of the project is available [here](#). In 2024, CGE secured a new one-year grant from the Irish National Teachers' Organisation (INTO) to deliver education and psychosocial services to 45 Palestinian children at Grade 6 (Elementary) aged 12 years living in Ein El-Hilweh refugee camp in Saida, southern Lebanon. The children participating in the project are either not currently attending school or at risk of dropping out of school for a range of reasons (mental health problems, financial pressures, bullying). This is the first time that the Centre has worked in Ein El-Hilweh, which is the largest Palestinian camp in Lebanon with nearly 50,000 inhabitants living in an area of 0.32 square kilometers. The project started on 1 October 2024 and ended on 30 June 2025. A report will be published soon.

Projects in Ireland

The Centre has been delighted to partner with Comhlámh on a project titled "Cultivating a Community of Practice: Advancing Peace and Inclusion in Ireland's Fight Against Racism and Sectarianism". The project aims to build collaborations and strengthen networks across the island of Ireland by enhancing the capacity, skills, knowledge, and confidence, needed to engage the Irish public in understanding the root causes of the rising racism against migrants. It also seeks to tackle increasing levels of antisemitism and Islamophobia and explores the implications of rising levels of racism in the context of the Good Friday Agreement (GFA). The key aim is to nurture peace, cultural understanding, and reconciliation by countering the intertwining of Irish and British

Introduction by the Director Stephen McCloskey

identities with racism, anti-migrant sentiment, Islamophobia, and antisemitism. The project is funded by the Shared Island Civic Society Fund and will deliver a mix of face-to-face and online activities across 2025.

The Centre also received a grant in 2024 from the Halifax Foundation Empower Programme to commission a systematic literature review of poverty reports in Northern Ireland between 2020 and 2024 that discerns the main drivers of poverty and persistent trends, and to make informed recommendations that could support effective anti-poverty policy interventions. The tender for the research was awarded to Queen's University Belfast's School of Social Sciences, Education and Social Work, and was carried out in the first half of 2025. The main aims of the research were to: compile data and discern short-term and long-term trends in poverty in Northern Ireland as well as the main drivers of local poverty; compare poverty in Northern Ireland with macro trends in the UK and island of Ireland; and compare poverty statistics in Northern Ireland with wider poverty trends across the European Union drawing upon data from Eurostat in the European Commission. The report is titled "Poverty in Northern Ireland: From the Local to the Global" and will be published and launched in Autumn 2025.

The Centre has also partnered with Financial Justice Ireland in commissioning research that follows up on a report produced in 2022 that focused on the attention given to the globally dominant neoliberal economic system by the international development (ID) and development education (DE) sectors in the island of Ireland. The follow-up report explores *why* both sectors are disregarding neoliberalism as part of their work, in addition to finding examples of work that gives explicit attention to economic root causes of poverty and inequality. The research was carried out by consultant Harm-Jan Fricke and based on information obtained through Focus Group discussions, email exchanges, interviews, a questionnaire and two workshops involving ID and DE sector practitioners. The research report will be published in Autumn 2025.

Policy and Practice

The Centre's flagship publication is the bi-annual, peer-reviewed, open access journal, *Policy and Practice: A Development Education Review*, which is in its twentieth year of publication and remains one of the most influential voices in global education. The journal aims to build capacity in global education practice through quality writing on themes that strengthen the policy foundation of the sector, enhance research and push the educational boundaries of the sector into new areas and collaborations. The journal has consistently built its audience since it was first published in 2005 and, between January and December 2024, the *Policy and Practice* web site received 199,402 unique visits and 347,542 visits in total. More evidence of the journal's impact is available from a [database](#) of book and journal citations generated by articles published in *Policy and Practice*. By April 2025, a total of 5,707 citations - an increase of 433 on July 2024 - based on *Policy and Practice* articles had appeared in 788 journals and 402 books. This illustrates the extent to which *Policy and Practice* is supporting rich global education research.

Partners in delivery

The Centre is grateful to our partners and networks in the global education sector and civil society for their support over the past year. They include: Academic Network on Global Education and Learning (ANGEL); the Coalition of Aid and Development Agencies (CADA); Comhlámh; the Development Education Research Centre, University of London; Development Studies Association of Ireland (DSAI); the Development and Intercultural Education (DICE) Project; Dóchas: the Irish Association of Non-Governmental Development Organisations; Eirene; Financial Justice Ireland; the International Journal of Development Education and Global Learning (IJDEGL, London); the Irish Development Education Association (IDEA); the Irish National Teachers' Organisation (INTO); Northern Ireland Public Service Alliance (NIPSA); Sinergias (Portuguese journal); Unison; and ZEP (German development education journal). We also thank the Canaan Institute of New Pedagogy, our partner in the Gaza Strip, and the Women's Program Association, our partner in Lebanon. Special thanks, too, to all the learners and participants who supported our activities in 2024.

Introduction by the Director Stephen McCloskey

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 – Nora Treichel, Freda Veersmann, Amanda Brobyn, and Emma Soye. Frieda and Nora both worked as Information Officer in the Centre in the period August 2024 and August 2025. They were full-time volunteers placed in the Centre by Eirene, a German international NGO and longstanding partner. Emma is Assistant Editor working on our journal, *Policy and Practice*, and brings a wealth of research experience to the Centre. I sincerely thank the Centre's office bearers in 2024-25 for their support of the staff and commitment to the organisation: Chris O'Connell (Chair), Michael Robinson (Vice-Chair), Deborah McLaughlin (Secretary) and Jennifer Timmons (Treasurer).

In 2024-25, CGE welcomed a new Treasurer on to the Management Board: Jennifer Timmons who is an accountant with Sumer NI. Three Management Board members stepped down in the past year - Jamal Iweida (Dunmurry Mosque), Kevin Daly (INTO) and Nuala McAdams (accountant) - and we thank them for their contribution to the Board. I particularly want to acknowledge the enormous contribution made to the Board by Nuala, who provided dedicated service for more than four years as Treasurer and will be greatly missed by colleagues. I also want to acknowledge the sad passing of Terry Murphy who served with great distinction on the Centre's Management Board as Treasurer and chaired an advisory panel that supported delivery of the Global Learning Programme from 2014-2018. Terry left a lasting legacy in education as a teacher and in high ranking positions with the Catholic Council for Maintained Schools (CCMS) and the Council for Curriculum, Examination and Assessment (CCEA). He died on 2 August 2025 and will be fondly remembered by all who worked with him.

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 accelerating climate breakdown, inequality and neoliberalism, we need global learning to understand and tackle the root causes of these problems. Global education enables 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 and social justice both locally and globally.



1.2 What is Global Education?

The Centre endorses the United Nation's definition of global education as enabling 'people to participate in the development of their community, their nation and the world as a whole'. Global education practice is based on active learning methodologies that support analysis, reflection and debate on social and economic justice issues, and enable action toward positive social change. The Centre for Global Education provides training and resources to local target groups that tailor global education content and practice to their needs. Global education is concerned with poverty and injustice at both local and global levels, and supports 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 global issues. The participative, active learning methodology that underpins our work is based on the radical pedagogy of Paulo Freire, the Brazilian educator and philosopher. Freire's concept of *praxis* supports critical consciousness, reflection and action to enable learners to actively address the root causes of poverty and inequality. To learn more about Freire's life, work and approach to education click [here](#).

1 Centre for Global Education

1.3 Centre for Global Education Strategic Plan 2023-26



The Centre for Global Education's [Strategic Plan](#) contains working objectives for the period 1 January 2023 to 31 December 2026. The Strategic Plan is the Centre's guiding document and has four Focus Areas that inform our work:

1. Research;
2. Civil Society;
3. The Global Education Sector;
4. Organisational Development.

The Centre 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.

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 our work.

1 Centre for Global Education

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

- Active participation;
- Diversity;
- Empowerment;
- Equality;
- Human rights;
- Inclusion;
- Interdependence;
- Social and Economic Justice;
- Environmental Sustainability.

1.4 Structure of Organisation

The Centre's activities are planned and evaluated by a Management Board (see Appendix 1) comprising educators and activists from across civil society, including: an environmental campaigner; retired trade unionist; third level educator; community worker; and development agency worker. The Centre's staff report to the Management Board and have responsibility for delivering activities, training, networking, fundraising and administration. The Centre's four office bearers to March 2025 were:

- | | |
|----------------------|-------------|
| • Chris O'Connell | Chairperson |
| • Michael Robinson | Vice-chair |
| • Jennifer Timmons | Treasurer |
| • Deborah McLaughlin | Secretary |

1.5 Dóchas Guide to Ethical Communications



CGE adheres to the *Dóchas Guide to Ethical Communications* which is a resource for international humanitarian and development non-governmental organisations (NGOs) when designing and implementing their communications. The guide encourages international non-governmental organisations (INGOs):

“to diversify voices and perspectives in their communications. This involves putting critical reflection from local organisations, partners and communities in the global south and all development and humanitarian settings at the centre of the story, including consideration of how content is gathered.”

The Ethical Guidelines are based upon:

Respect which means appreciating the people and situations INGOs are working with and showing consideration for people's privacy and dignity. It means regarding people as active, valuable and capable agents of change in their own lives.

Equality which is about respecting the rights of all people, applying the same standards to everyone, promoting an appreciation of diversity and committing to non-discrimination.

Solidarity which is about using practices, images and messages that promote working together with, rather than on behalf of, communities.

Fairness and justice which are about highlighting the causes of poverty and humanitarian crises, calling for actions to address them and implementing a rights-based approach to development.

The *Dóchas Guide to Ethical Communications* is available [here](#).

1 Centre for Global Education

1.6 Dóchas Safeguarding Code

The leaders of Ireland's International development and humanitarian NGOs are committed to creating a world where justice, equality, solidarity and respect for human rights are the norm. This includes ensuring that those who work in and with our organisations, and communities and children with whom we work, are kept safe from all forms of violence, abuse and exploitation. Dóchas has published a Safeguarding Code to ensure robust and effective approaches to safeguarding which, in turn, enable member organisations to deliver programmes and activities of the highest standard. CGE adheres to the Safeguarding Code which is available [here](#).

1.7 IDEA Code of Good Practice for Development Education

Centre for Global Education is a signatory to the Irish Development Education Association's (IDEA) Code of Good Practice for Development Education in Ireland. The Code is the first of its kind in Ireland and a trailblazer internationally. Developed by IDEA members, it is a quality framework that articulates how to strengthen good practice in development education. Code signatories complete a workbook in which they set out their activities against 12 key principles in development education. The Code is a useful tool for reflection and planning the Centre's work. For more information on the Code and a full list of signatories click [here](#).



2 Resource Base

2.1 Teaching and Research Resources

The Centre for Global Education (CGE) houses a resource base on our premises which is the most complete collection of materials on international development issues available in the north of Ireland. Our library provides resources to support classroom practice, global youth work, community development 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. Library users are drawn from a range of educational backgrounds including teachers, student teachers, university lecturers, black and minority ethnic groups, schools, trade unions, voluntary organizations, human rights groups, youth groups and children's rights organizations.



Centre for Global Education's library.

- **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 development issues and 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 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.

2 Resource Base

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



Resources on sale in the CGE library.

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 global education and international development issues.
- A regularly updated [Facebook](#) and [X](#) service with information on new events, policy developments and trainings in the development sector.
- Access to the most comprehensive [library](#) service on global education and international 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 trainings.

2 Resource Base



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

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 electronic membership form [here](#). The membership fees are:

- | | |
|-----------------------------------|---------|
| • Individual unwaged | £10.00 |
| • Individual waged | £25.00 |
| • Non-profit making organizations | £50.00 |
| • Profit making organizations | £100.00 |

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. To join our online community please click [here](#). The Centre is also available on X (@CGEbelfast).

2.4 CGE Web Site

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 and international days;
- An online shop with a range of resources to buy;
- Access to global education resources produced by partner organisations available as 'external publications';
- Subscription to our monthly E-bulletin newsletter.

The Centre for Global Education web site is available at www.centreforglobaleducation.com



2 Resource Base



From 1 January to 31 December 2024, the Centre's web site received a total of **41,818** unique visitors and **62,263** total visits from countries across the world. The top ten locations of users by pages viewed were as follows:

Countries	Number of Pages viewed
United States	38,474
Canada	21,401
Britain	11,608
Russian Federation	9,428
China	5,702
France	3,190
Ireland	2,888
India	2,866
Seychelles	2,447
Poland	2,059

2.5 Centre for Global Education by Numbers

The number of subscribers to the Centre's social media accounts and e-bulletin, and users of our web sites in 2024 are below:

CGE Facebook page "likes"	1,900
CCGL Facebook page "likes"	801
Policy and Practice Facebook page "likes"	470
CGE X followers	1,521
CCGL X followers	964
Policy and Practice Website visits	347,542
CGE E-Bulletin subscribers	694
CGE Website visits	41,818
Total	416,155

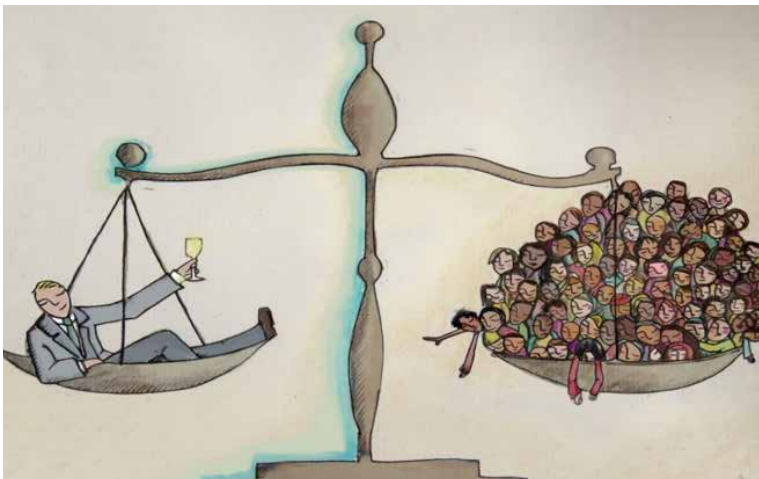
2 Resource Base

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 in 2024-25 were as follows:

- If I Must Die: The Posthumously Published Anthology of the Poetry and Prose of Palestinian Activist and Educator Refaat Alareer is Infused by Humanity and Hope
- Frantz Fanon's Critique of Power and Injustice Remains Essential to Development Education
- What is Driving the Rise in Racism and Fascism in Ireland?
- "An Epic Portrait of Working-Class Existence" Reminds us that Class is a Neglected Issue in Development Education
- Development Education's Doppelgänger
- Corporate Monopolies are Accelerating Global Poverty and Enriching the One Percent
- The War on Gaza: How do we Respond as Development Educators?



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

2.7 EIRENE Volunteer



Frieda Veersmann,
the Centre for
Global Education's
Information
Officer in 2024-25.

2 Resource Base

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.

Our EIRENE volunteer in 2024-25 was Frieda Veersmann, who worked with us in the position of Information Officer. Frieda was responsible for compiling our monthly e-bulletin, updating our web site and administering our membership scheme and library resources. She also supported publication of the Centre's journal *Policy and Practice* by updating mailing lists and the citations database.

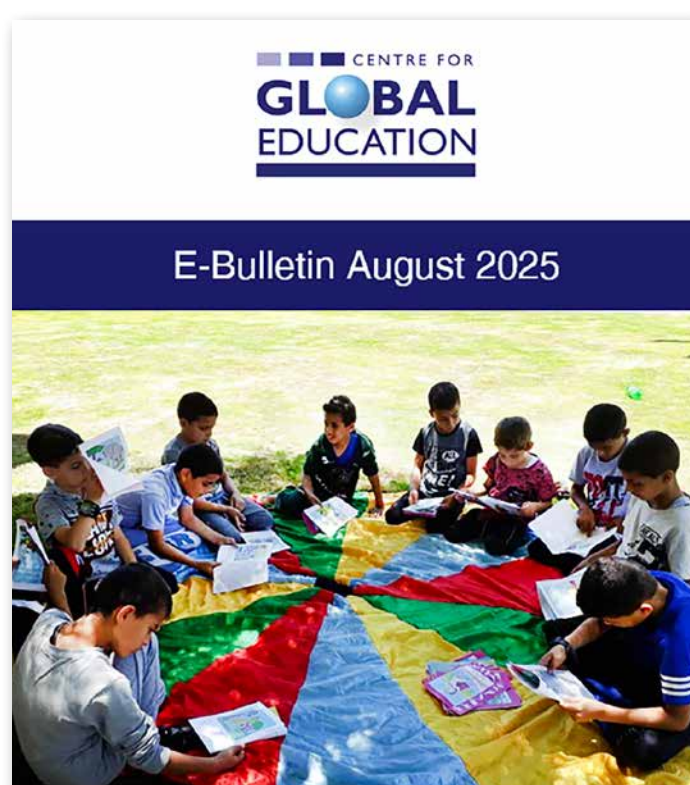
For further information on the Centre's resources and library services contact:

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Email: info@centreforglobaleducation.com
Web: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
X: [@cgebelfast](https://twitter.com/cgebelfast)

2.8 E-Bulletin

CGE produces a monthly electronic newsletter called the E-Bulletin, which is delivered directly to the e-mail accounts of nearly 700 subscribers. The E-Bulletin carries information on: events and activities in global education and international development; details of new resources available from our library and online sources; information on funding sources and jobs / consultancies; and training seminars in the field of global education. It is a really useful free resource for anyone interested in international development issues. To subscribe click [here](#).



3 Policy & 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 'Strengthening Capacity in the Development Education Sector in Ireland'. The centrepiece 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 twenty years, 40 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.

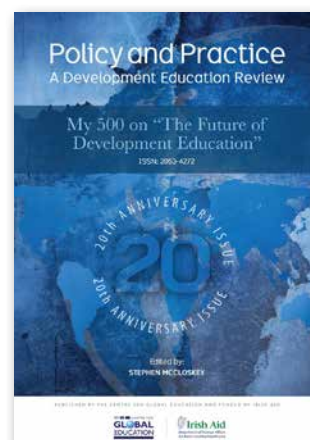
Two issues of the journal were published in 2024-25. Issue 39 of the journal was published in Autumn 2024 on the theme 'Development Education Silences'. This issue reflected on the extent to which the Freirean mission of development education – to explore root causes, reflect and act - has been applied to the complex and multiple challenges represented by current local and global concerns. These challenges include the genocide in the Gaza Strip, the climate emergency, neoliberal economics and the rise of the far-right. The Guest Editor for this issue was Sharon Stein from the Department of Educational Studies at the University of British Columbia, Canada and she described Issue 39 as 'a rich contribution to ongoing dialogues about how silences are reproduced and naturalised in global and development education' and how we 'can respond to what is being silenced – in more accountable ways'. This issue produced an unprecedented response in terms of contributions with a total of 18 articles published. The theme clearly struck a nerve with the development education (DE) sector, with Caroline Murphy, CEO of Comhlámh reflecting the views of many contributions when she asked whether DE 'has become depoliticised from its radical foundations', particularly in its 'non-response' to the 'plausible genocide' in Gaza. Issue 39 is available at: https://www.developmenteducationreview.com/sites/default/files/Issue%2039%20Full%20Word%20Formatted_0.pdf.

Issue 40 of *Policy and Practice* was the journal's twentieth anniversary issue and published in Spring 2025 on the theme 'Development Education and Class'. This issue included contributions from Giselle Thompson (Assistant Professor of Black Studies in Education at the University of Alberta, Canada), Sandra Alternberger (lecturer in the Centre for Interdisciplinary Gender Studies Innsbruck at the University of Innsbruck) and Abdellatif Atif (Post-doctoral researcher, NUI Galway). Their articles debated class in the context of the legacies of colonialism in Jamaica, contemporary racism in Brazil and gender in the context of post-colonial feminist theory. Issue 40 also featured an important contribution on the impact of class inequality on young people in Ireland from Sally Daly (National Youth Council of Ireland) and Fiona Creedon (Youth Officer for County Wicklow). A total of 13 articles was published in Issue 40 which is available at: <https://www.developmenteducationreview.com/sites/default/files/Issue%2040%20Full%20Word%20Formatted.pdf>.

3 Policy & Practice A Development Education Review

3.1 The Future of Development Education

To mark the milestone of the twentieth anniversary of *Policy and Practice: A Development Education Review*, a special call for contributors was circulated for 500-word articles on the theme 'The Future of Development Education'. This call resulted in a collection of 15 articles from many of the leading practitioners in our sector who addressed key aspects of DE policy and practice in different sectors and geographical locations. The collection was also published as a stand-alone document on the CGE web site to facilitate wider dissemination.



3.2 Collaboration with other development education journals

Policy and Practice continues to collaborate with three other development education journals: *Sinergias* in Portugal; the German-language *ZEP*; and the *International Journal on Development Education and Global Learning* in the UK. The editors of the four journals regularly contribute to early career researcher events organized by the Academic Network on Global Education and Learning (ANGEL). These events provide short overviews of the scope and publishing requirements of each journal and the opportunity for participants to ask questions about getting published in these journals. On 5 and 6 June 2025, ANGEL organized a face-to-face conference for global educators in the Humboldt Forum, Berlin which was organized on the theme: *Researching Global Education*. The conference shared current research on global education and learning, and created opportunities for networking, workshops and the sharing of good practice. The conference included a seminar titled "Meet the Editors", led by the editors of the four development education journals for researchers and authors on how to publish their work. It was a very successful networking event drawing delegates from across the world.



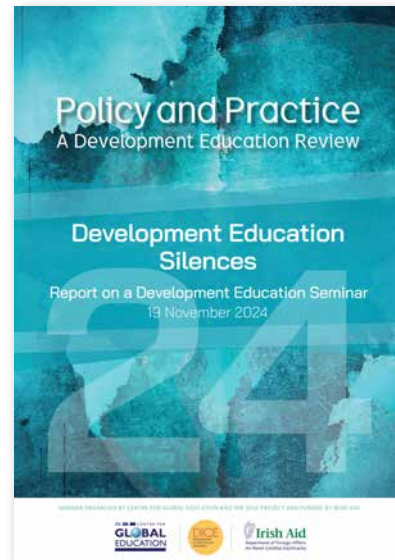
Meet the editors: LtoR: Sara Borges (*Sinergias*, Portugal); Stephen McCloskey (*Policy and Practice*, Ireland); Caroline Rau (*ZEP*, Germany); and Giannis Efthymiou (*International Journal on Development Education and Global Learning*, Britain).

3 Policy & Practice A Development Education Review

3.3 Policy and Practice Seminars

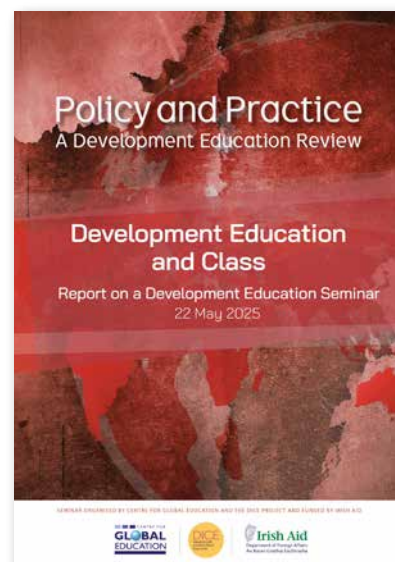
Centre for Global Education organizes online seminars to debate the content of each new issue of *Policy and Practice*. The seminars organized to share and discuss the content of issues 39 and 40 are described below.

An online seminar was organised on 19 November 2024 to debate the content of Issue 39 of the journal on 'Development Education Silences'. It was organised in partnership with The Development and Intercultural Education (DICE) Project and 36 higher education and development education practitioners registered for the event. Of that total, 25 people excluding DICE and CGE staff, and three speakers participated. The seminar was chaired by Aoife Titley of the DICE Project and the speakers were: Mostafa Gamal (lecturer in Psychology, Sociology and Education at Queen Margaret University, Scotland); Jen Simpson (global learning practitioner and educational researcher); and Caroline Murphy (CEO, Comhlámh). The articles presented were: 'Development Education and the Scandal of the Human: The Grammar of Silence and Erasure'; 'Are We Sitting Uncomfortably? Unlearning the Stories of Social Justice'; and 'Development Education and Palestine: Confronting the Non-Response'. A report on the seminar, including a recording and the Powerpoint presentations of the three speakers is available [here](#).



Development Education Silences

An online seminar was organised on 22 May 2025 to share and debate the content of Issue 40 of *Policy and Practice* on the theme 'Development Education and Class'. The seminar was organised in partnership with the DICE Project and the seminar speakers were: Abdellatif Atif (Post-doctoral Researcher, NUI Galway); Audrey Bryan (Professor of Sociology in the School of Human Development at Dublin City University's Institute of Education); Sally Daly (Capacity Development and Monitoring and Evaluation Officer, National Youth Council of Ireland) and Fiona Creedon (Youth Officer for County Wicklow with Kildare Wicklow Education and Training Board). The articles presented were titled: 'Rethinking Education and the Political: Challenging Neoliberal Discourses on Neutrality'; 'Class Divided: Social-emotional Learning and the Erosion of Solidarity'; and 'Getting to the Roots of It: A Global Youth Work Approach Towards Meaningful Change'. A total of 30 people registered for the webinar and 20 people participated excluding the four speakers and two co-hosts. A report on the event, including the three presentations is available [here](#). Due to a technical problem, the session was not recorded but one of the presentations by Daly and Creedon was pre-recorded and is included in the seminar report.



Development Education and Class

3.4 Reimagining Development Podcast

The Centre for Global Education produced six new episodes of our podcast called "Reimagining Development" as part of our Irish Aid capacity-building project. The podcast aims to discuss new ways of thinking about and practicing global education and international development with leading thinkers, activists, authors and practitioners in both sectors. Every episode takes a deep dive into how we learn about global issues and

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how we can reimagine development to create a world that is equitable, just and sustainable. All episodes are available from Spotify at: <https://podcasters.spotify.com/pod/show/CGE-Belfast>. The six episodes of the podcast produced in 2024-25 are as follows:



REIMAGINING DEVELOPMENT

NEW EPISODES

EPISODE 1:
Colonisation and Forced Displacement in the Occupied West Bank
with **Lubnah Shomali**

EPISODE 2
Decolonising Economic Development
with **Surbhi Kesar** and **Ingrid Harvold Kvangraven**

EPISODE 3
Indigenous Resistance to Mega-mining in Ecuador
with **Andrea Sempertegui** and **Michelle Báez Aristizabal**

EPISODE 4
Peace, Justice and Demilitarisation
with **Joe Murray**

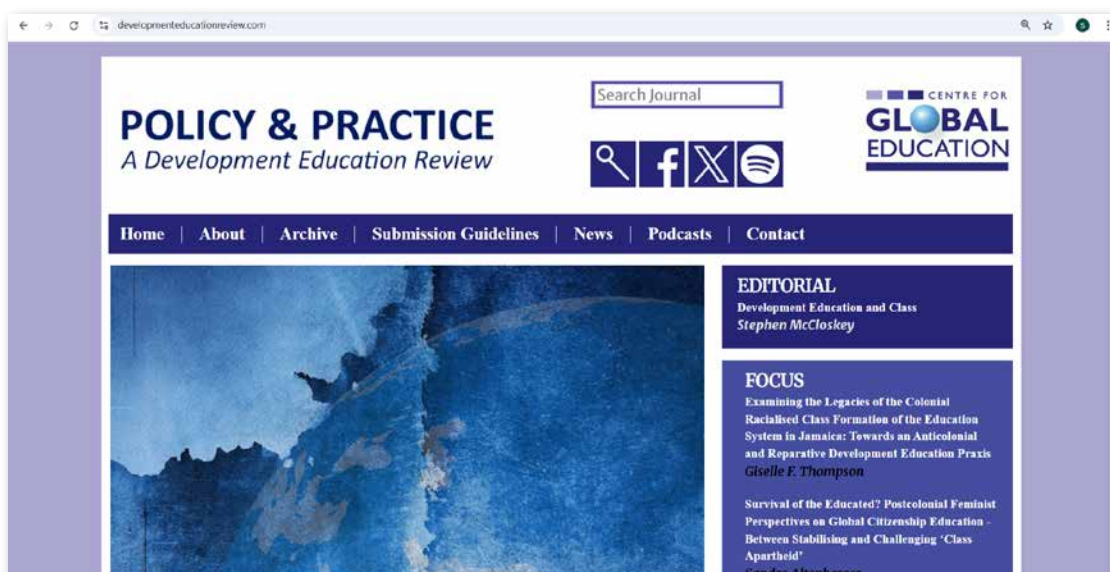
EPISODE 5
The Unjust Poverty and Uneared Wealth of Colonialism
with **Jim Clarken**

EPISODE 6
Justice-led Approaches to Global Development
with **Priya Lukka**

CENTRE FOR GLOBAL EDUCATION

<https://podcasters.spotify.com/pod/show/CGE-Belfast>

3.5 Policy and Practice Web Site



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A Development Education Review

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EDITORIAL
Development Education and Class
Stephen McCloskey

FOCUS
Examining the Legacies of the Colonial Racialised Class Formation of the Education System in Jamaica: Towards an Anticolonial and Reparative Development Education Praxis
Giselle F. Thompson

Survival of the Educated? Postcolonial Feminist Perspectives on Global Citizenship Education - Between Stabilising and Challenging 'Class Apartheid'
Sandra Altenberger

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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. The site has generated impressive user statistics that are growing annually and the journal content has been positively evaluated in surveys 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.

A report on *Policy and Practice* web site traffic between January and December 2024, found that the journal received a total of 347,542 visits and 199,402 unique visits from 150 countries with the top ten locations of visitors by pages viewed as follows:

Countries	Number of Pages viewed
United States	195,145
Poland	44,964
Canada	38,976
Russia	29,341
Britain	28,260
China	28,160
India	26,928
Philippines	12,842
Ireland	7,611
Seychelles	6,272

Source: AWStats

3.6 International Readership

The most gratifying aspect of the journal's user 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 *Policy and Practice* has received an increasing number of contributions from authors in the global South in recent issues. It is also encouraging to note the high 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 June 2028.

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. The journal is also a publisher member of the Directory of Open Access Journals (DOAJ) which is 'a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals'. All of these journal directories enhance the promotion and dissemination of the journal and ensure its content supports teaching, learning and research.

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3.7 Journal Citations



One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in April 2025 and showed that a total of 5,707 citations had been generated by journal articles and books; 468 citations were created in *Policy and Practice* articles and 5,239 in other journals and books. This total represented an increase of 433 since July 2024. The citations have appeared in 788 international journals and 402 books covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles have been cited in 469 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 131 non-governmental organization and academic publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available [here](#).

3.8 Editorial Group and International Editorial Board

The journal's Editorial Board 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 Board 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:

- | | |
|---------------------------|--|
| • Dalila Pinto Coelho | University of Porto |
| • Gertrude Cotter | University College Cork |
| • Marta da Costa | Manchester Metropolitan University |
| • Bernie Grummell | Maynooth University |
| • Su-ming Khoo | National University of Ireland, Galway |
| • Mags Liddy | Consultant and Researcher |
| • Ben Mallon | Dublin City University |
| • Gerard McCann | St. Mary's University College, Belfast |
| • Stephen McCloskey | Centre for Global Education |
| • Gabriela Martínez Sainz | University College Dublin |

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

The International Editorial Board members are:

- | | |
|---------------------------------|---|
| • Douglas 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 |
| • Ajay 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 |

3.9 How to submit an article

Details on how to submit an article to *Policy and Practice* are available on the web site at this link: <https://www.developmenteducationreview.com/submission-guidelines>. Two issues are published per annum in the Spring and Autumn and the themes and deadlines for each issue are in the call for contributors. For further information on how to write for the journal or to discuss an article please contact:

Stephen McCloskey

Editor

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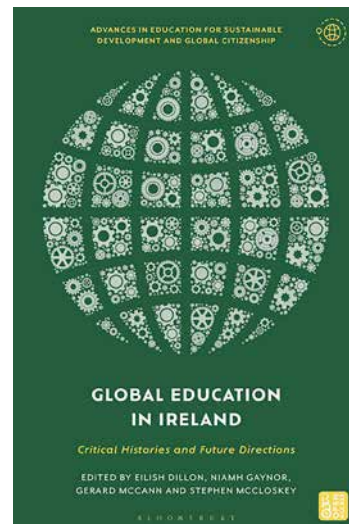


Policy and Practice: A Development Education Review is funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship and development education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments expressed in Policy and Practice are entirely the responsibility of the authors and do not necessarily represent or reflect DFA policy.

4 Events

4.1 Launch 'Global Education in Ireland: Critical Histories and Future Directions'

Centre for Global Education Director, Stephen McCloskey, was one of the editors of a new edited text published in 2024 by Bloomsbury Academic titled *Global Education in Ireland: Critical Histories and Future Directions*. Published in an open access format, the book brings together leading global education (GE) practitioners and academics to, for the first time, provide a history of GE in Ireland. Although Ireland is regarded as a leader in the field of GE worldwide, with a rich history going back to the 1970s, there has been a lack of reflection on its role and contribution to GE internationally. *Global Education in Ireland* bridges this gap, critically exploring the history of global education policy and practice in the Irish context from different perspectives across the education spectrum in Ireland, and internationally. The contributors explore the philosophical, pedagogical and globalisation influences on GE, as well as policy trends and curriculum developments. The range of topics discussed include: GE and the Sustainable Development Goals; global citizenship education; activism; solidarity; and critical pedagogy. The role of institutions and other stakeholders are discussed as well as the challenges for transformative practice. Alongside thematic chapters, practical case studies are introduced which illustrate GE practice over time. The book will benefit practitioners of global education in Ireland and beyond, across a range of sectors and puts forward a critical, radical and decolonial GE.



From LtoR: Gerard McCann, Niamh Gaynor, Stephen McCloskey and Eilish Dillon at the launch of *Global Education in Ireland*.

Global Education in Ireland was launched on Tuesday, 5th November in the Department of Adult and Community Education, Maynooth University, Ireland. The launch took the form of a participative seminar in which contributors to the book together with colleagues in the sector reflected on some of the lessons from global education in Ireland over time, and on the importance of more critical and radical global learning in the face of current global challenges, including the genocide in Gaza. The book was also launched online by the Academic Network for Global Education and Learning (ANGEL) in a webinar on Tuesday, 12th November 2024. The book is available in open access format [here](#).

4 Events

4.2 Lecture in Queen's University Belfast

Centre for Global Education Director, Stephen McCloskey, delivered a lecture on 03 October 2024 to Masters Students in Education Studies at the School of Social Sciences, Education and Social Work at Queen's University. The title of the lecture was "Development Education, Neoliberalism and the Sustainable Development Goals". It discussed the importance of development education activities that debate neoliberalism as the root causes of poverty and inequality. The lecture was organized by Professor Dina Belluigi, QUB School of Social Sciences, Education and Social Work.

4.3 Solidarity with Palestine

Over the past 23 months of genocide in Gaza, the Centre for Global Education has maintained a regular presence on solidarity marches and protests with Palestine in Belfast and Dublin. We have regularly endorsed the national solidarity marches for Palestine organized by the Ireland Palestine Solidarity Campaign which are among the largest seen in Irish history. These marches have been central to the Irish people's support for the Palestinian struggle for freedom, justice and equality. They have directly contributed to the Irish government's decision to recognize the State of Palestine in May 2024 and, in March 2024, to intervene in South Africa's case against Israel in the International Court of Justice for breach of the Genocide Convention. Public pressure has also resulted in the Irish government's progressing with legislation to ban trade with Israeli settlements in the occupied Palestinian territories. A bill titled, 'Israeli Settlements in the Occupied Palestinian Territory (Prohibition of Importation of Goods) Bill', is currently making its way through the Oireachtas. The Centre also regularly participates in trade union marches like the May Day Rally and the anti-racism march below held in Belfast on 26 October 2024.



Centre for Global Education supporting an anti-racism rally in Belfast on 26 October 2024.

4.4 Shared Island, Shared World, Shared Future: Enhancing cross-border learning and connection on Global Citizenship Education

The Centre for Global Education is supporting delivery of a one-year project led by the Coalition of Aid and Development Agencies (CADA), Irish Development Education Association (IDEA) and Dóchas titled 'Shared Island, Shared World, Shared Future: Enhancing Cross-border Learning and Connection on Global Citizenship Education'. The project is funded by the Shared Island Civic Society Fund and aims to explore the obstacles and

4 Events

barriers to implementing an all-island vision for GCE due to different systems, policy environments, governance structures, and funding options, as well as discuss GCE practice. Across 2025, the project will organize six events for GCE practitioners on a cross-border basis, with two taking place in person, and four online. Three events have already been delivered and are described below.

1. The first online session was about getting to know each other and hear about each other's work including contributions from cross-border groups from the north and south of Ireland. This event was held online on 29 April 2025.
2. The second event was in-person and focused on creating an ecosystem mapping exercise that revealed existing activities, resources, and gaps. It was held in the Northern Ireland Council for Voluntary Action (NICVA), Belfast on 20 May 2025.



CADA, Dochas and IDEA seminar on cross-border collaboration in global citizenship education held in NICVA on 20 May 2025

3. The third session was held online on 30 June 2025 and co-created a detailed 2035 vision through framework-focused collaborative work.

The three remaining events will include an in-person session to be held in Dublin that will bring together the shared learning and ideas from previous online and in person sessions to explore issues in more depth. The sixth and final online session will finalise the project; discuss results, action ideas and next steps.

5 Educating Palestinian and Syrian Refugees in Lebanon

5.1 Chance to Learn: Educating Palestinian and Syrian Refugees in Lebanon (2024)

From 1 May to 23 September 2024, Centre for Global Education (CGE) delivered the first year's activities of a two-year project (2024-2025) in three Palestinian refugee camps in Lebanon: Burj Barajneh camp in Beirut, and El Buss and Rashidieh camps in Tyre, southern Lebanon. The project is jointly managed by CGE in partnership with the Women's Program Association, a Palestinian NGO based in Lebanon and funded by the Northern Ireland Public Service Alliance (NIPSA) Global Solidarity and Developing World Fund.



Palestinian and Syrian children from Burj Barajneh camp who participated in the 'Chance to Learn' project funded by NIPSA's Global Solidarity Fund (28 May 2024).

The project's overriding aim is to provide formal education training to 100 Palestinian and Syrian refugee children aged 12-16 years who have dropped out of school, to enhance their access to educational opportunities and skills development. The content of the educational activities focuses on Mathematics, Arabic and English, core components of the school curriculum. The project also provides psychosocial care to help tackle mental health problems among the children caused by exposure to extreme poverty using interactive group activities and one-to-one counselling from a social worker. Psychosocial care sessions are also delivered to the children's parents to discuss the social dimensions of mental healthcare and how therapy and support can be extended to the household. A social worker compiles psycho-social assessments of the students and those with acute learning difficulties, family issues, and behavioural problems are referred to specialized psychological services provided by various NGOs in the local area.



Palestinian and Syrian children participating in an English class in Rashidieh camp as part of the CGE / Women's Program Association project in Lebanon. 28 May 2024.

5 Educating Palestinian Refugees in Gaza and Lebanon

The one hundred children recruited to the programme are resident in three camps in Lebanon with 20 living in Burj Barajneh camp, and 40 each in El Buss and Rashidieh refugee camps in Tyre, southern Lebanon. Each child attends three educational classes a day that cover a mix of Arabic, English, Mathematics and Life Skills. The classes are delivered in WPA facilities in each camp and the sessions facilitated by WPA staff that include social workers. The level of training delivered to the children is based on pre-delivery assessments of each child and consultations with their former teachers. The class content is aligned with the curriculum standards set out by the Lebanese Ministry of Education and Higher Education (MEHE). The project's targeted results-driven approach to teaching ensures that the learning needs of all students were appropriately addressed, and each child received the necessary foundational skills and tailored support necessary to foster academic progress across the core curriculum subject areas.

5.1.1 Project Objectives

The project objectives were as follows:

- To provide one hundred Palestinian and Syrian children, aged 12 to 16 years, with six months of formal education in a community setting to support their reintegration into the education system;
- To provide one hundred children with psychosocial support, counselling, stress management and, where necessary, referrals for further support to address behavioural and mental health problems.
- To enable the children to develop higher levels of aptitude in talking, listening, discussion and life skills which are key areas of the school curriculum.
- To provide structured play activities that support team work and skills in extra-curricular areas such as arts and crafts, song and dance, and role play.
- To provide the children with a daily snack for the duration of the project.
- To provide the children with two field trips outside the camp.



Children participate in an activity as part of the 'Chance to Learn' project in El Buss refugee camp, Tyre, Lebanon, 2024.

5 Educating Palestinian Refugees in Gaza and Lebanon

5.1.2 Project delivery

Year one of the project was delivered over a five-month period from 1 May to 23 September 2024 to 101 children aged 12-16 years. The project was implemented over five days per week, Monday to Friday, and the students attended three hours training per day. A pre-project assessment of the children's level of abilities was carried out to ensure that the training delivery was aligned with either Level 1 or 2 in Lebanon's Youth Basic, Literacy and Numeracy curriculum.

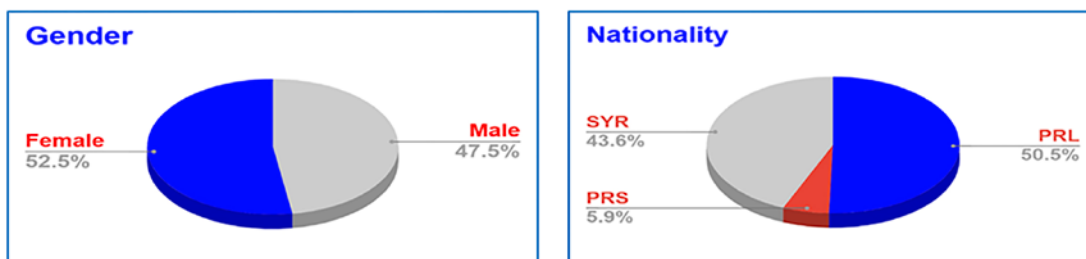


Rabiaa Hussein (left: facilitator) and Bayan Abdlwahab (right: volunteer). Rashidieh camp, Tyre. 21 May 2024.

The number of students enrolled in each camp was as follows:

Camp	Burj Barajneh		El Buss		Rashidieh		
Group	1		1	2	1	2	Total
No. of Students	21		26	26	15	13	101

The gender and nationality of the students was as follows:



Syrian (SYR); Palestinian Refugees from Syria (PRS); Palestinian Refugees from Lebanon (PRL).

The learning timetable for the project in the three camps was as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Maths	Arabic	English	Maths	Arabic
Session 2	Arabic	English	Maths	English	English
Session 3	Life Skills	Maths	Life Skills	Arabic	Life skills

5 Educating Palestinian Refugees in Gaza and Lebanon

	Monday	Tuesday	Wednesday	Thursday	Friday
	Burj Barajneh	El Buss		Rashidieh	
	Morning Shift	Morning Shift	Afternoon Shift	Morning Shift	Afternoon Shift
Session 1	10:00 - 11:00	9:00 - 10:00	1:00 - 2:00	9:00 - 10:00	12:00 - 1:00
Session 2	11:00 - 12:00	10:00 - 11:00	2:00 - 3:00	10:00 - 11:00	1:00 - 2:00
Session 3	12:00 - 1:00	11:00 - 12:00	3:00 - 4:00	11:00 - 12:00	2:00 - 3:00

5.1.3 Project Outcomes

1 Formal Education

The children received classes that covered key areas of the schools' curriculum including Arabic, English, Mathematics and Life Skills. The children attended English, Arabic, and Maths classes that were specifically tailored to their needs and designed to make learning engaging and fun. The methodology used by the project was participative and group-based designed to support talking, listening and discussion.



An active learning workshop in Burj Barajneh refugee camp, Beirut.

2 Day Trips

Chance to Learn provided a day trip on 29 August 2024, to the Beirut Marathon Association aimed at fostering community engagement and physical activity through participation in the "Right to Run" marathon. Students from the three camps came together to participate in the 1 km run, emphasising the importance of unity and resilience in challenging times. After the marathon, participants were celebrated with medals and refreshments, acknowledging their efforts and spirit.

5 Educating Palestinian Refugees in Gaza and Lebanon

To enhance the experience, the students were separated into age-appropriate groups, ensuring that each child engaged in activities suited to their interests and developmental stages. Older participants enjoyed a visit to the zoo and took part in workshops that focused on recycling and first aid, while younger children had fun in the playground. These activities allowed everyone to benefit from both educational and recreational opportunities. The trip was a resounding success, with students expressing immense enjoyment and satisfaction. Feedback from both students and parents was overwhelmingly positive, highlighting how this experience provided a much-needed outlet for stress relief amidst the challenging security situation in the country.

3 Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and crafts, including drawing, wall murals and paper crafts. Artistic expression was encouraged that allowed children to unleash their self-expression, imagination, creativity and develop their fine motor skills. The paper crafts often complemented the core curriculum subjects (literacy and numeracy) and resulted in colourful wall murals.



4 Psychosocial Support

The social workers in each camp conducted comprehensive social and psychological assessments of the children to enhance their educational and social environments. These assessments evaluated each student's personal, behavioural and family situations, which informed the development of individualised and group intervention plans. In the Rashidieh and Burj Barajneh camps, the social workers, under the guidance of the WPA protection officer, implemented individualised intervention plans for four students at each centre who required specialised follow-up support. At the Rashidieh centre, noticeable improvements were observed in the behaviour and self-confidence of students with acute psychological problems, with a reduction in aggressive and bullying behaviour. However, two students continued to face significant challenges. Similarly, at the Burj El Barajneh centre, while most students showed noticeable improvement in their behaviour and mental health, two students continued to face challenges. At the El Buss centre, due to the resignation of the social worker, social and psychological assessments were not completed for all students. The project team,

5 Educating Palestinian Refugees in Gaza and Lebanon

including the centre supervisor and teachers, collaborated with UNRWA and Amel Association social workers to identify 15 students with unique challenges, such as learning difficulties, family issues, and behavioural problems. Palestinian students were referred to UNRWA social workers, and Syrian students referred to Amel Association social workers. Meetings with parents were organized at UNRWA and Amel Association offices to ensure proper support. All students participated in support groups and psychosocial sessions covering topics such as emotional regulation, anti-bullying, negotiation, health and personal safety, and self-love in the three camps. The various effective interventions and group support led to significant enhancements in overall student behaviour and self-confidence, reflecting the project's success.



A group psychosocial support session in El Buss camp.

The project also organised a series of parent awareness sessions to educate parents and guardians on various topics related to providing support to children and adolescents at home. The aim of these sessions was to equip parents and guardians with the knowledge and skills necessary to better support the mental well-being and development of the children and adolescents under their care.



A parental session in El Buss camp on providing psychosocial support to children.

5 Educating Palestinian Refugees in Gaza and Lebanon

5.4.1 Summary of Project Outcomes

The learning outcomes achieved by the 'Chance to Learn' programme in 2024 included the following:

- Enhanced formal education provision to 101 children aged 12-16 years in key areas of the schools' curriculum - Arabic, English, Life Skills and Mathematics – at Levels 1 and 2.
- Improved communication and interpersonal skills contributing to students' confidence, expressiveness, and social engagement.
- Multiple group and one-to-one psychosocial support sessions to students and referrals made for more specialised care for students who needed it.
- Sessions for parents and carers on the provision of psychosocial care in the household.
- Personalized learning by grouping students according to their educational levels that supported tailored instruction, improving understanding, retention, and academic performance.
- Fostered cultural awareness, through special events celebrating Eid Al-Adha and important dates in the Palestinian calendar.

5.1.5 Evaluation

In May 2024, CGE Director, Stephen McCloskey, visited Burj Barajneh, El Buss and Rashidieh camps to meet the WPA team in each camp, and the students and facilitators. He also visited the Women's Program Association head office in Beirut and met with Leila Kaissa (Director) to discuss plans for programme delivery in 2025.



From left to right: Mariam El Said (Centre Supervisor); Stephen McCloskey (CGE Director); Mustafa Kobtan (Education Officer, WPA); and Rim Kassem (Social Worker) on a visit to Rashidieh Camp in May 2024.

5 Educating Palestinian Refugees in Gaza and Lebanon

5.1.6 Plans for Year Two

The plans for year two of the project are:

- To continue providing individualised psycho-social support for students as needed.
- To continue working, as far as possible, with the same cohort of students in the three camps and the same facilitators and social workers. This will ensure that students build on the progress made in 2024.
- To maintain contact with students in the period between the end of year one and beginning of year two to retain their involvement in the programme through periodic recreational activities and group support sessions that will be delivered by WPA social workers and volunteers.
- To carry out a pre-delivery assessment of the students before the beginning of year two to assess their level of training delivery.
- To provide ongoing liaison with parents and carers on the provision of psychosocial care for children in the household.
- To encourage students on the programme, where possible, to re-enrol in formal education. We will implement an outreach strategy that includes personalised counselling sessions and workshops featuring guest speakers from educational institutions. These sessions will highlight the importance of continued education and provide insights into available opportunities. We will also collaborate with local schools and training centres to ensure smooth transitions and support for our students, empowering them to pursue their educational goals as the situation stabilizes.

5.2 INTO Project in Lebanon



Children participating in the INTO education project in Ein El-Hilweh refugee camp. 14 May 2024.

5 Educating Palestinian Refugees in Gaza and Lebanon

In July 2024, the Centre for Global Education received funding from the Irish National Teachers Organisation (INTO) Solidarity Fund for a second project in Lebanon that aimed to provide formal education training and psychosocial support to 45 x Grade 6 (Elementary) Palestinian children aged 12 years living in Ein El-Hilweh refugee camp in Saida, southern Lebanon. The project timescale was 1 December 2024 to 31 August 2025. The children who participated in the project are not currently attending school for a range of reasons (mental health problems, financial pressures, bullying) and had an opportunity to resume their journey in education by participating in the programme. In addition to formal education classes, the child learners received one-to-one psychosocial support from a social worker to help them manage the effects of stress and behavioral problems caused by their physical environment and exposure to extreme poverty.



The children selected for the programme had a Personal Intervention Plan (PIP) tailored to their learning and mental health needs based on consultations with their parents and former teachers. The programme aimed to ensure that all of the children re-enrolled in UNRWA schools to continue their pathway in education toward Preparatory education (Grades 7-9). The project was delivered in Ein El-Hilweh camp which is the largest of the 12 Palestinian camps in Lebanon with a population of 50,000 people living in an area of 1.5 square kilometers. The social and economic problems in the camp are acute and extremely challenging for residents, especially children. A report on the delivery of the project will be published in Autumn 2025.

6 Research

6.1 Poverty in Northern Ireland: From the Local to the Global

The Centre for Global Education secured a grant in 2024 from the Halifax Foundation's Empower Fund for a research project titled 'Poverty in Northern Ireland: From the Local to the Global' which has four main aims.

1. To compile a systematic literature review of poverty reports in Northern Ireland from statutory and non-statutory organisations, including government departments, trusts, foundations, and civil society groups. The time scale of the research will be 2020-2024 and will focus on multidimensional poverty that assesses deprivation in various aspects of life such as health, education, social participation, and living standards. The research will discern the main drivers of poverty in Northern Ireland, persistent trends and make informed recommendations that could support anti-poverty policy interventions. The consultant will identify suitable metrics as part of the literature review that facilitate comparative analysis at each stage of the research.
2. The research will frame poverty in Northern Ireland in a comparative context by drawing upon the work of UK and all-island poverty analysts, trusts / foundations, and non-governmental organisations.
3. To contextualize poverty in Northern Ireland in a European context using deprivation and monetary indicators paying particular attention to the territories supported by the European Regional Fund that may bear comparison with Northern Ireland.
4. To identify poverty indicators that could usefully locate Northern Ireland in a global context. For example, the Basic Needs Poverty Line reports published by the OECD that measure poverty in terms of access to essential goods such as food, clothing, shelter and fuel. These four will collectively help to create a narrative of poverty in Northern Ireland that is both locally and globally focused and can support strategic policy interventions.

The research tender was awarded to Queen's University Belfast's School of Social Sciences, Education and Social Work. The research team comprises Professor Allen Thurston, Canan Ozkaya and Qurat Ul Ain. The other project aims are to:

- Share the research findings in two consultation seminars organised in partnership with NICVA and the Coalition of Aid and Development Agencies.
- Publish the report in hard copy and online and disseminate widely.
- Publish a journal article based on the research in the Centre for Global Education's journal, *Policy and Practice: A Development Education Review*.
- And, disseminate the report to statutory and non-statutory anti-poverty bodies in Northern Ireland to help inform policy interventions and strategies.

The project report has been drafted and is currently with a graphic designer. Centre for Global Education and Queen's University aim to launch the report in Autumn 2025 and make it available electronically from the Centre for Global Education web site.

6.2 Exploring the Dominant Economic Paradigm

The Centre for Global Education and Financial Justice Ireland commissioned consultant, Harm-Jan Fricke, to carry out research exercise as a follow-up to a [report](#) he produced in 2022 titled: *International Development and Development Education: Challenging the Dominant Economic Paradigm?* focused on the attention given to the globally dominant neo-liberal economic system by the International Development (ID) and Development

6 Research

Education (DE) sectors in the island of Ireland. Amongst its conclusions was that ID and DE sectors, despite their significant interests in and activities relating to poverty and inequality, give little consideration to *explicit* explorations of global economic processes and the globally dominant economic system of neo-liberalism. Instead, in the work of ID and DE sector practitioners *and* in their publications, the focus seems to be largely on single, ad-hoc, issues of poverty and inequality. The 2022 report identified a number of reasons why this might be the case including:

- Presumed or real restrictions on governmental and other funding not being available or being lost to organisations if neoliberalism and/or root causes of poverty, inequality and injustice are highlighted;
- A lack of confidence in addressing the issues appropriately (in the organisations and amongst those they work with), including in terms of approaches to raising, discussing, exploring the issues and in terms of conceptual understanding;
- A seeming absence of political will amongst many organisations to act on their stated (anti-poverty, or educational) intentions.

The research for the 2025 report wanted to explore those reasons further, in addition to aiming to find examples of work that does give explicit attention to systemic (economic) root causes of poverty and inequality, and to identify possible opportunities that exist to extend the attention given to this through formal and non-formal education. The report is based on information obtained through Focus Group discussions, email exchanges, interviews, a questionnaire, and two workshops involving ID and DE sector practitioners, augmented by information obtained from publications, documentation and websites. Research findings are largely based on the experiences and opinions of a limited sample of 35 to 40 unique, self-selected, respondents. This means that the findings are not representative of the practice, experiences and opinions of DE practitioners in Ireland. However, given that the respondents were self-selected and hence interested in and practically familiar with the issues of the research, it is reasonable to assume that more widespread practice in the DE sector gives less attention to investigations of systemic economic root causes of poverty and inequality, which confirms the main findings of the 2022 research.

Practitioners who informed the research use a variety of methods to explore root causes of issues of poverty and inequality through formal and/or non-formal education. Examples of how such root cause analyses are or have been used relate to courses and workshops of school based and teacher education, adult and community education, trade union education and non-formal public education. The current research provided additional details of the challenges DE practitioners face if they wish to introduce attention to systemic root causes and the neo-liberal economic system in their work. Such challenges can be categorised as relating to:

- Understanding, amongst practitioners and their publics, of 'economics' and its terminologies.
- Skills, understanding and confidence of DE practitioners in introducing and exploring the systemic nature of global economics/neo-liberalism.
- ID and DE sector institutional issues e.g. in that relevant ID and DE networks have not explicitly addressed the systemic, ideological nature of global economics and neo-liberalism.
- Broader institutional issues, relating to the reduction in government funding for adult and community education, and (commercially produced) education resources that do not give attention to economic systems when discussing 'development'.
- Practical issues such as the time available for extensive exploration of causes and consequences of an issue.

6 Research

- The report proposes the following recommendations for introducing systemic economic explorations into the work of DE practitioners:
- Capacity building of DE practitioners (into the use of root cause analyses, systems thinking, and into understanding of the global economic system).
- Creating an awareness and understanding amongst DE practitioners that in their work of exploring issues through DE/GCE the economic perspective is as important as the environmental, social or political perspective.
- Work relating to one or a few of the SDGs should be seen as a whole, i.e. based on systems thinking: relating one SDGs to the others - and that the SDGs themselves can be seen as an example or an adjustment of neo-liberalism.
- That opportunities to introduce an economic perspective exist in partnerships such as with organisations and institutions involved in: solidarity movements; environmental groups; trade unions; youth work; community education; teacher training; post-primary, Transition Year, and Leaving Certificate education.

The report is concluded by a number of recommendations aimed at ID and DE practitioners and their organisations and networks. These recommendations are primarily concerned with:

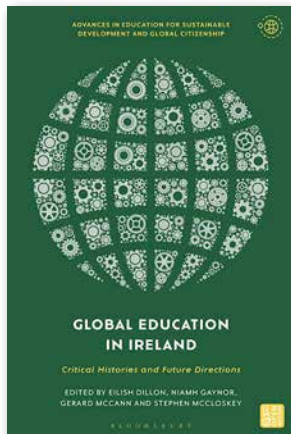
- The professional development of practitioners including with regard to development of understanding of the global economic system and the use of education methods that explore root causes and systems analyses.
- Further research into the quality of practice within the ID and DE sector regarding investigations into and education on the global economic system and the systemic root causes of poverty and inequality.

The research report has been drafted and will be published and disseminated in Autumn 2025.

7 Publications

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

7.1 Global Education in Ireland: Critical Histories and Future Directions



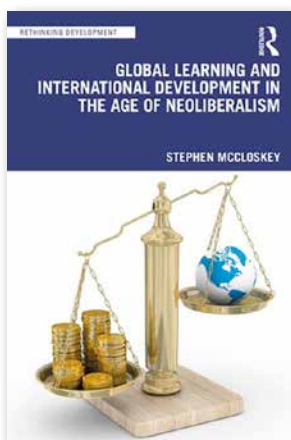
This open access book brings together leading global education (GE) practitioners and academics to, for the first time, provide a history of GE in Ireland. Ireland is regarded as a leader in the field of GE worldwide, with a rich history going back to the 1970s. Despite this, there is a lack of reflection on its role and contribution to GE internationally. This book bridges this gap, critically exploring the history of global education policy and practice in the Irish context from different perspectives from across the education spectrum in Ireland, and internationally.

The contributors explore the philosophical, pedagogical and globalisation influences on GE, as well as policy trends and curriculum developments. The range of topics discussed include: GE and the Sustainable Development Goals; global citizenship education; activism; solidarity; and critical pedagogy.

The role of institutions and other stakeholders are discussed as well as the challenges for transformative practice. Alongside thematic chapters, practical case studies are introduced which illustrate GE practice over time. Relevant to practitioners of global education in Ireland and beyond, the book puts forward a critical, radical and decolonial GE.

Published by: Bloomsbury Academic
 Edited by: Eilish Dillon, Niamh Gaynor, Gerard McCann and Stephen McCloskey
 Available from: <https://www.bloomsbury.com/uk/global-education-in-ireland-9781350380387/>

7.2 Global Learning and International Development in the Age of Neoliberalism



This 2022 publication by CGE Director, Stephen McCloskey, argues that the international development sector is in crisis which can be mostly sourced to its side-stepping the dominant development question of our age, the neoliberal growth paradigm. It argues that this crisis can be addressed, at least in part, by the sector's re-engagement with the radical development education process that it helped to foster and sustain for over two decades.

The recent safeguarding scandal is symptomatic of a sector that is becoming overly hierarchical, brand conscious and disconnected from its base. This book argues that many of the problems the sector is facing can be sourced to its failings in grappling with the question of neoliberalism and formulating a coherent critique of how market orthodoxy has accelerated poverty in the global North and South. The book recommends re-embracing the radical origins of global learning, situated in the participative methodology and praxis (reflection and action) of Paulo Freire, both as internal capacity-building and external public engagement. The book proposes a new development paradigm, focusing on bottom-up, participative approaches to policy-making based on the needs of those NGOs claim to represent – the poor, marginalised and voiceless – rather than constantly following the agenda of donors and governments. The recommendations made by this book will serve as an important

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resource for researchers and students of international development and global learning, as well as to NGOs, civil society activists and education practitioners looking for solutions to the problems within the sector.

ISBN 9780367681593 | October 14, 2022 | Routledge | 200 Pages.

<https://www.routledge.com/Global-Learning-and-International-Development-in-the-Age-of-Neoliberalism/McCloskey/p/book/9780367681593>

7.3 Policy and Practice: A Development Education Review: Fifteenth Anniversary Special Edition



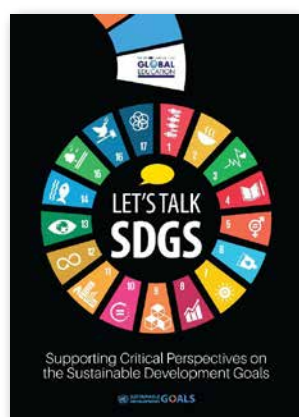
This is a special commemorative, fifteenth anniversary collection of the Centre for Global Education's bi-annual, peer reviewed and open access journal *Policy and Practice: A Development Education Review*. The journal celebrates and promotes good practice in development education; a radical and transformative educational process that empowers the learner to become actively engaged in efforts to eradicate poverty in justice both locally and globally. Since 2005, *Policy and Practice* has become an articulate vehicle for debating inequalities within and between the global North and South, and for encouraging active engagement with the issues underpinning poverty and injustice. This special collection carries articles by leading scholars in the field who debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.

Policy and Practice debates and affirms the transformative capacity of education to create a more just and equal world and this is an essential collection for anyone interested in exploring the role of education as a means toward progressive social change. It contains 32 articles on a wide range of topics including: climate change, migration, gender, Latin America and human rights. The contributors include: Vanessa Andreotti, Douglas Bourn, Su-ming Khoo, Sarah Stein, Alejandra Boni and David Selby.

Edited by: Antonella Acinapura, Niamh Gaynor, Bernie Grummell, Su-ming Khoo, Mags Liddy, Benjamin Mallon, Gabriela Martínez Sainz, Gerard McCann and Stephen McCloskey.

March 2021, ISSN: 1748-135 X | 400 pages | 140mm x 215mm | Price £14.00 | €16.00 | \$19.00 plus P&P Publisher: Centre for Global Education. Available to buy at: <https://publications.centreforglobaleducation.com/>

7.4 Let's Talk SDGs



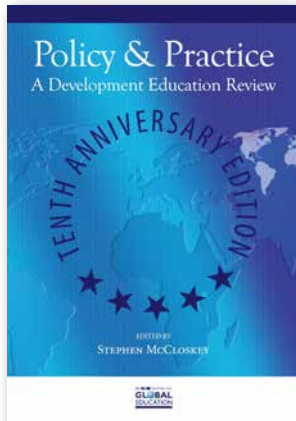
This 2020 resource from the Centre for Global Education is an invitation to educators to critically interrogate the Sustainable Development Goals and determine their capacity to deliver upon their intended outcomes. Five years into their 15-year journey, the resource supports reflection and discussion on whether the SDGs can support effective global learning and represent a sound critique of the international system. *Let's Talk SDGs*, written by Caroline Murphy, is offered as a starting point for sectoral debate on the Goals and their prospects for success.

Let's Talk SDGs is aimed at development educators in the global education sector and related 'adjectival educations' such as human rights education, education for sustainable development, environment education, education for sustainability and all those interested in transformative education. It is intended

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to stimulate debate and to encourage educators of all stripes to pause and reflect on the usefulness of the SDGs for transforming our world. The resource is available [here](#).

7.5 Policy and Practice: A Development Education Review: Tenth Anniversary Special Edition



To commemorate the tenth anniversary of the journal, the Centre for Global Education 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 have never previously been 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".

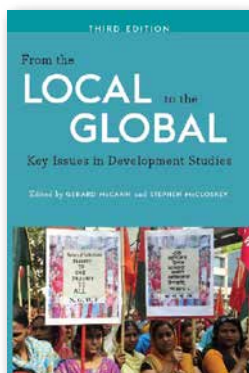
Lynette Shultz, Associate Dean, International & Director, Centre for Global Citizenship Education and Research, University of Alberta.

"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.

McCloskey, Stephen (2015) *Policy and Practice: A Development Education Review: Tenth Anniversary Edition*, Belfast: Centre for Global Education, available: <https://www.centreforglobaleducation.com/publications-buy>

7.6 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.

7 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."

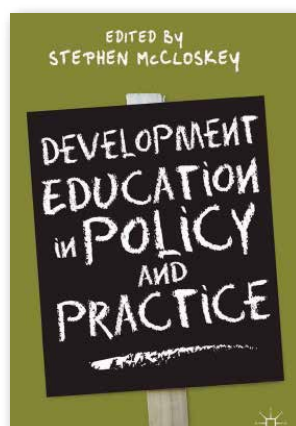
Marina Sitrin (author of *Everyday Revolutions*, 2012).

"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

McCann, G and McCloskey, S (eds.) (2015) *From the Local to the Global: Key Issues in Development Studies*, 3rd Edition, London: Pluto Press, ISBN: 978 0 7453 34738; Pluto Press; Paperback; 352 pages: available: <https://www.centreforglobaleducation.com/publications-buy>

7.7 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>

McCloskey, Stephen (2014) (ed.) *Development Education in Policy and Practice*, Palgrave MacMillan, available: <https://link.springer.com/book/10.1057/9781137324665>

8 Networks and Campaigns

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

8.1 Academic Network on Global Education and Learning (ANGEL)

ANGEL aims at forging a European community of researchers and scholars in the field of GE, who, despite the existing important cooperation and personal links, do not benefit from a structural framework of support across Europe. ANGEL was formed in response to the need to establish and reinforce existing relationships among scholars and academic institutions working in global education and related areas. It also aims to form a pool of experts which can become a resource for policymakers in search of strong research grounding for policy development, and to establish a network among early stage researchers, Doctoral students and Post-Doctoral researchers, who are currently engaged in research in fields related to Global Education.

Web: <https://angel-network.net/>



8.2 Coalition of Aid and Development Agencies (CADA)



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.

8 Networks and Campaigns

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.

For further information on CADA visit:

CADA

c/o Concern Worldwide

47 Frederick Street

Belfast BT1 2LW

E-mail: info@cada-ni.org

Tel: +44 28 9026 1511

Web: <https://www.cada-ni.org/>

8.3 Dóchas: The Irish Association of Non-Governmental Development Organisations



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 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".

8 Networks and Campaigns

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.

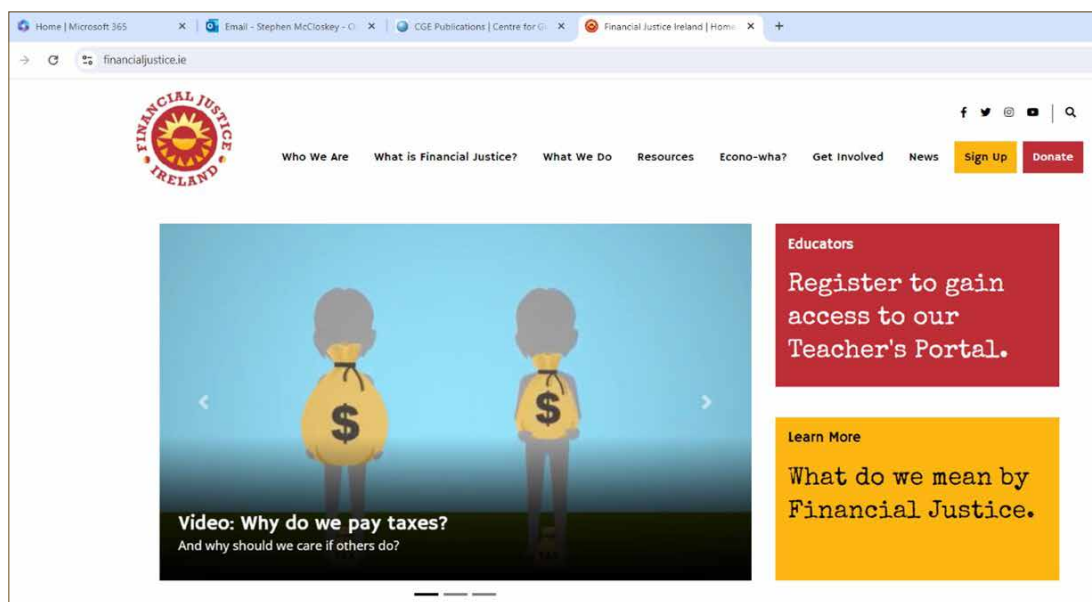
For further information on Dóchas contact:

Anna Farrell
Office Manager
Dóchas
Olympic House
Pleasants Street
Dublin 8

Tel: (003531) 405 3801
E-mail: anna@dochas.ie
Web: www.dochas.ie



8.4 Financial Justice Ireland



Financial Justice Ireland 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

8 Networks and Campaigns

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. In 2025, CGE and Financial Justice Ireland collaborated on a research project titled "Exploring the Dominant Economic Paradigm?".

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

Thomas McDonagh

Director

Financial Justice Ireland

12 Parliament Street, Temple Bar,

Dublin 2,

Ireland, D02 HV05

Tel: + 353 1 549 7363

Email: thomas@financialjustice.ie

Web: <https://www.financialjustice.ie/>



8.5 Irish Development Education Association



CGE is a member of the Irish Development Education Association (IDEA) which is the national network for Development Education in Ireland and a leading voice for the sector. IDEA represent over 120 members involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. IDEA works to strengthen Development Education in Ireland and to raise awareness of the crucial role it has to play in fostering global citizenship and achieving the Sustainable Development Goals. IDEA's focus is supporting and advancing Development Education in Ireland and internationally. It does this by championing the sector through advocacy and awareness building, strengthening members' capacity to deliver development education, and our pioneering work on expanding the space for development education and illustrating its impact.

8 Networks and Campaigns

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.

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.

For further information on IDEA contact:

6 Gardiner Row

Dublin 1

Ireland

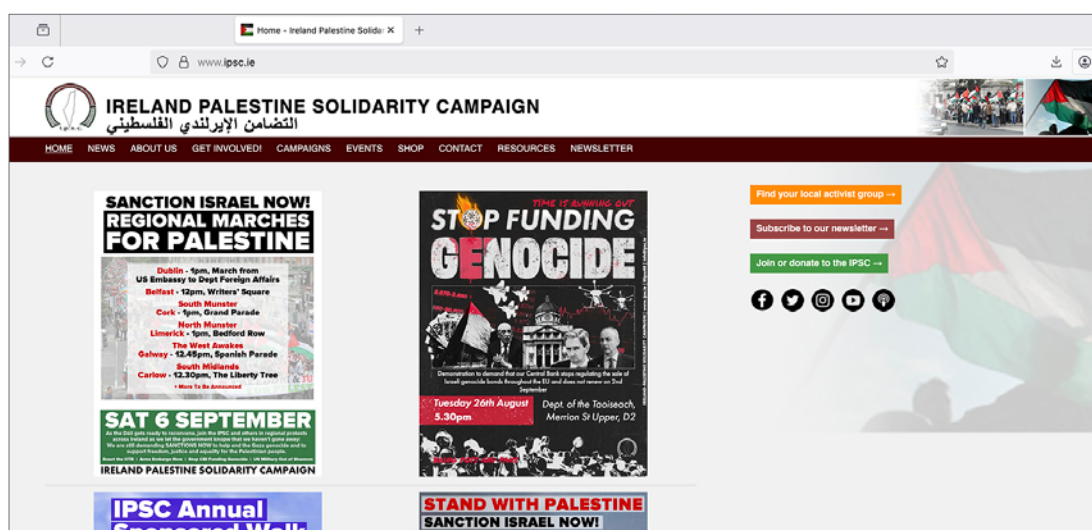
Tel: 003531 878 8480

E-mail: info@ideaonline.ie

Web: www.ideaonline.ie



8.6 Ireland Palestine Solidarity Campaign



The Ireland-Palestine Solidarity Campaign exists to mobilize people in Ireland to support the political, civil and human rights of all Palestinians, and to work for their national and democratic rights including the Right of Return for Palestinian refugees and their descendants. The objectives of the IPSC are:

8 Networks and Campaigns

- To promote engagement by the Irish Government, the political institutions in the North and the EU for a just and equitable settlement based on the full and unequivocal implementation of international law;
- To develop and coordinate support for Palestine rights among political parties north and south, the media, faith groups, local authorities, trade unions, non-governmental organisations and the general public;
- To foster links between Palestine and Irish institutions and organisations in the areas of health, education, culture, local government, workers' rights, the global economy and the promotion of human and civil rights;
- To promote Palestinian culture, including literature, music and other arts in Ireland;
- To carry out such campaigning, educational and other activities as will serve the preceding aims.

Ireland Palestine Solidarity Campaign:

35 North Lotts

Dublin 1

D01 A3E0

Ireland

Phone: + 353 (0)1 8727798

Email: info@ipsc.ie

X: @ipsc48

Appendix 1

CENTRE FOR GLOBAL EDUCATION MANAGEMENT BOARD

Chris O'Connell (Chair)	Trócaire
Michael Robinson (Vice-Chair)	Retired trade unionist
Jennifer Timmons (Treasurer)	Chartered Accountant
Deborah McLaughlin (Secretary)	Friends of the Earth
Cara McLoughlin	Cultúrlann Ui Chanáin
Alison Mackenzie	School of Social Sciences, (QUB)
Calum McGeown	Oxfam
ACCOUNTANT	MTS Accountants
GRAPHIC DESIGN	Sean McCrystal: S Design
FINANCIAL SERVICES	Tony Clarke and Company

Appendix 2

Centre for Global Education Audited Accounts for year ending 31 March 2024

Registration number NI025290

CENTRE FOR GLOBAL EDUCATION

Company limited by guarantee

Annual' report and financial statements

for the year ended 31 March 2024

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2024

The Directors present their report with the audited financial statements for the year ended 31 March 2024. The accounts have been prepared in accordance with the accounting policies set out in note 1 to the accounts and comply with the charity's Memorandum and Articles of Association, the Companies Act 2006 and "Accounting and Reporting by Charities: 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 published in October 2019."

Reference and Administrative Information

Charity Name: Centre for Global Education
Charity Registration number: NIC104991
Company Registration number: NI25290
Registered Office: 9 University Street, Belfast, BT7 1FY
Business Address: 9 University Street, Belfast, BT7 1FY

Directors and Trustees

The Directors of the charitable company (the charity) are its trustees for the purpose of charity law. The Trustees and officers serving during the year and since the year end were as follows:

Chris O'Connell (Chairperson) (appointed 14 November 2023)
Michael Robinson (Vice-Chairperson)
Nuala McAdams (Treasurer)
Deborah McLaughlin (Secretary) (appointed 13 February 2024)
Kevin Daly (appointed 5 September 2023)
Jamal Iweida (appointed 16 April 2024)
Alison MacKenzie (appointed 14 November 2023)
Calum McGeown (appointed 27 June 2023)
Cara McLoughlin
Lynda Sullivan (Secretary) (resigned 13 February 2024)
Dina Belluigi (resigned 14 November 2023)
Jennifer Timmons (appointed 16 April 2024)

Auditors

McCreery Turkington Stockman LTD, 1 Lanyon Quay, Belfast, BT1 3LG

Bankers

Danske Bank, Donegall Square West, Belfast, BT1 6JS

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2024

Structure, Governance and Management

Governing Document

Centre for Global Education is a company limited by guarantee governed by its Articles of Association which were revised and updated in 2023 and adopted by Special Resolution on 03 July 2023. Centre for Global Education is a registered charity with the Charity Commission for Northern Ireland.

Recruitment and Appointment of Directors

The Chairman and the Trustees appoint 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 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, they can be co-opted at an ordinary Management Board meeting.

Directors Induction and Training

Trustee induction and training includes:

- Induction into the Code of Corporate Governance;
- Induction into the Dóchas Guide to Ethical Communications and the IDEA Code of Good Practice in Development Education;
- 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.

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2024

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 quarterly. 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.

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.

<i>Risks</i>	<i>Mitigation</i>
Lack of freestanding reserves	Owing to reduced funding from the British government for our global education activities, our reserves total has been reduced from £38,8130 at 31 March 2023 to £26,259.17 in September 2024. The Centre is working hard at drawing down funds from non-traditional donors.
Dependence on small number of donors	The Centre has secured small first time grants from WorldWise Global Schools and the Halifax Foundation.
The Centre remains over-dependent on the Director for the delivery of key areas of work.	CGE successfully secured funds from Irish Aid to appoint an Assistant Editor in April 2023 to work with the Director on the publication of <i>Policy and Practice</i> and related activities. However, staffing capacity remains low.
Lack of funding from the British government for global education activities in the UK.	The Centre has supported publication of an advocacy document called <i>The Case for Global Learning in the UK</i> , which sets out the case for the British government reintroducing global education funding.

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2024

Objectives and Activities

The purposes of the charity are:

- To use education to challenge the root 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 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 2023-24 including a full-time German volunteer, Nora Treichel, placed in the Centre by Eirene, a German human rights organisation. We highly value their input and accord them all possible opportunities for capacity-building and self-development.

Achievements and Performance

In 2023-24, the Centre for Global Education has:

- Published two issues of our peer reviewed, online, open access journal titled *Policy and Practice: A Development Education Review*, which in 2023 had a global audience of 220,647 visitors and 149,435 unique visits. The journal is a unique learning tool which has been funded by Irish Aid since 2005 and, in 2023, celebrated its 18th anniversary. The journal continues to be made available on a stand-alone web platform at www.developmenteducationreview.com. Funding has been received from Irish Aid for the journal to May 2025.
- Organised two webinars based on the content of Issues 36 and 37 of *Policy and Practice: A Development Education Review*. A webinar on "Development Education and Democracy" was held on 13 June 2023 and a webinar on "Frontlines of Activism" was held on 7 December 2023.
- Launched a new podcast called "Reimagining Development" as part of our Irish Aid capacity-building project. The podcast aims to discuss new ways of thinking about and practicing global education and international development with leading thinkers, activists, authors and practitioners in both sectors. All episodes are available from Spotify at: <https://podcasters.spotify.com/pod/show/CGE-Belfast>
- Delivered a one-year project providing psycho-social support and education services to 400 children aged 6-13 years in the Gaza Strip, Palestine. Funding for this project was provided by the Irish National Teachers' Organisation.
- Delivered year two of a two-year CGE programme funded by NIPSA's Global Solidarity Fund which provided education services and psycho-social support to 100 Palestinian and Syrian refugee children in the Palestinian refugee camp of Mar Elias in Beirut, Lebanon.

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2024

- Contributed to a research project titled "Going Global: Defining, Characterising and Constructing Global Citizenship" which was led by Dr Barry Cannon in Maynooth University and funded by the Irish Research Council's New Foundations fund.
- Published a Working Paper with the Development Studies Association of Ireland in July 2023 under the title: The Impact of Lebanon's Economic Crisis on Palestinian Refugees. The report assessed the impact of Lebanon's current economic crisis on the socio-economic status of 180,000 Palestinian refugees living in the country.
- Worked in partnership with development education networks in the north and south of Ireland, Britain, Europe and the global South including: the Irish Development Education Association (IDEA); Dóchas, the Irish Association of Non-Governmental Development Organisations; the Coalition of Aid and Development Agencies (CADA); Development Education Research Centre (DERC); Global Education Network Europe (GENE); and Academic Network on Global Education and Learning (ANGEL).

Financial Review

The Centre is currently in receipt of a three year grant (1 June 2022 - 31 May 2025) totalling €225,000 from Irish Aid which supports the publication of our bi-annual journal *Policy and Practice*. We received funding of €75,000 for year three of the Irish Aid-funded programme covering the period 1 June 2024 to 31 May 2025. The Centre received £11,500 as the second instalment of a two year grant (£23,000 in total) from NIPSA for an education and psychosocial support project in the in the Palestinian refugee camp of Mar Elias in Beirut, Lebanon to August 2023. The Centre received a grant of £10,000 from the Irish National Teachers' Organisation for a one-year project in Gaza Strip, Palestine that provided education services to 400 children aged 6-13 to October 2023.

Reserves policy and going concern

The Centre for Global Education revised its Reserves Policy in September 2023 and agreed a target of £35,648.93. The policy is based on a scenario where the Director and Assistant Editor may be facing redundancy and the Centre seeks to secure their employment over three months as well as provide redundancy costs. This policy allows the Centre to keep the Director on the payroll during a possible transitional period to another programme or as the Centre seeks to secure funds from an alternative source. An analysis of the Reserves total is below.

Staff costs (full capacity three months)	14,775.93
Overheads (three months)	4,742.00
Redundancy Costs	16,131.00
Total:	£35,648.93

Current position

At 22/09/24 the Centre for Global Education's unrestricted reserves sat at £26,259.17.

Plans for future periods

The Centre for Global Education continues to seek funding from non-traditional sources of funding to resource our new Strategic Plan to December 2026 and beyond. We have received a grant from WorldWide Global Schools of €32,000 to provide Professional Development Training to 72 teachers in 18 post-primary schools per annum in 2024-25. We received a grant of £13,390 in August 2024 from the Halifax Foundation to commission research on the drivers of poverty in Northern Ireland. We received a grant of £10,000 from the Irish National Teachers' Organisation to deliver an education

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2024

programme for 100 Palestinian and Syrian children living in Ein El-Hilweh camp in Lebanon starting in October 2024. We have received a two-year grant of £23,000 from NIPSA to provide formal education classes to 100 Palestinian and Syrian children aged 12-16 years resident in Burj Barajneh refugee camp in Beirut, and El Buss and Rashidieh refugee camps in Tyre, Lebanon in 2024-25.

Statement of Directors' Responsibilities

The Directors are responsible for preparing the Directors' 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 Directors to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for the year. In preparing those financial statements the Directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in operation.

The Directors are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the company and to enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Auditors

In accordance with the company's articles, a resolution proposing that McCreery Turkington Stockman Ltd be reappointed as auditor of the company will be put at a General Meeting.

Each of the trustees has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditor is aware of such information.

This report was approved by the Board on 19th November 2024

Director ..Nuala McAdams
Nuala McAdams (Nov 20, 2024 09:49 GMT)

CENTRE FOR GLOBAL EDUCATION

Independent auditors' report to the members of Centre for Global Education

Opinion

We have audited the financial statements of CENTRE FOR GLOBAL EDUCATION for the year ended 31 March 2024 which comprise the Statement of Financial Activities, the Balance Sheet and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2024 and of its incoming resources and application of resources, for the Year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- 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.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate. Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue. Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report, other than the accounts and our auditors report thereon. The trustees are responsible for the other information. Our opinion on the accounts does not cover the other information and we do not express any form of assurance conclusion thereon. In connection with our audit of the accounts, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the accounts 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 accounts 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.

CENTRE FOR GLOBAL EDUCATION

Independent auditors' report to the members of CENTRE FOR GLOBAL EDUCATION continued

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of our audit: the information given in the trustees' Report, which includes the directors' report prepared for the purposes of company law, for the financial year for which the financial statements are prepared is consistent with the financial statements; and the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

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:

- the information given in the financial statements is inconsistent in any material respect with the trustees' report; or
- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the Statement of trustees' Responsibilities, the trustees, who are also the Directors of the charity for the purpose of company law, are responsible for the preparation of the accounts and for being satisfied that they give a true and fair view, and for such internal control as the committee determine is necessary to enable the preparation of accounts that are free from material misstatement, whether due to fraud or error.

In preparing the accounts, 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.

CENTRE FOR GLOBAL EDUCATION

Extent to which the audit was capable of detecting irregularities, including fraud

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

We identified the areas of laws and regulations that could reasonably be expected to have a material effect on the financial statements and risks of material misstatement due to fraud, using our understanding of the entity's industry, regulatory environment and other external factors and inquiry with the Trustees. In addition, our risk assessment procedures included: inquiring with the Trustees as to the charities policies and procedures regarding compliance with laws and regulations and prevention and detection of fraud; inquiring whether the Trustees have knowledge of any actual or suspected non-compliance with laws or regulations or alleged fraud; inspecting the charities regulatory and legal correspondence; and reading Board minutes.

We discussed identified laws and regulations, fraud risk factors and the need to remain alert among the audit team.

The charity is subject to laws and regulations that directly affect the financial statements charity and financial reporting legislation. We assessed the extent of compliance with these laws and regulations as part of our procedures on the related financial statement items, including assessing the financial statement disclosures and agreeing them to supporting documentation when necessary.

The charity is subject to many other laws and regulations where the consequences of non-compliance could have a material effect on amounts or disclosures in the financial statements, for instance through the imposition of fines or litigation. We identified the following areas as those most likely to have such an effect: health and safety, anti-bribery, employment law, environmental law.

Auditing standards limit the required audit procedures to identify non-compliance with these non-direct laws and regulations to inquiry of the Trustees and inspection of regulatory and legal correspondence, if any. These limited procedures did not identify actual or suspected non-compliance.

We assessed events or conditions that could indicate an incentive or pressure to commit fraud or provide an opportunity to commit fraud. As required by auditing standards, we performed procedures to address the risk of management override of controls. On this audit we do not believe there is a fraud risk related to revenue recognition. We did not identify any additional fraud risks.

In response to risk of fraud, we also performed procedures including: identifying journal entries to test based on risk criteria and comparing the identified entries to supporting documentation; evaluating the business purpose of significant unusual transactions; assessing significant accounting estimates for bias; and assessing the disclosures in the financial statements.

Owing to the inherent limitations of an audit, there is an unavoidable risk that we may not have detected some material misstatements in the financial statements, even though we have properly planned and performed our audit in accordance with auditing standards. For example, the further removed non-compliance with laws and regulations (irregularities) is from the events and transactions reflected in the financial statements, the less likely the inherently limited procedures required by auditing standards would identify it.

CENTRE FOR GLOBAL EDUCATION

In addition, as with any audit, there remains a higher risk of non-detection of irregularities, as these may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls. We are not responsible for preventing non-compliance and cannot be expected to detect non-compliance with all laws and regulations.

A further description of our responsibilities for the audit of the accounts is located on the Financial Reporting Council's website at: <http://www.frc.org.uk/auditors-responsibilities>. This description forms part of our auditor's report.

The purpose of our audit work and to whom we owe our responsibilities

This report is made solely to the charitable company'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 charitable company's members those matters we are required to state to them in an auditors' 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 charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Richard McClay FCA (Senior Statutory Auditor)
For and on behalf of McCreery Turkington Stockman LTD
1 Lanyon Quay
BELFAST
BT1 3LG

Chartered Accountants

19th November 2024



Mts (Nov 20, 2024 09:45 GMT)

CENTRE FOR GLOBAL EDUCATION

Statement of Financial Activities (Including Summary Income and Expenditure Account) for the year ended 31 March 2024

		Unrestricted Funds	Restricted Funds	Total	Total
		2024	2024	2024	2023
Income from:	Notes	£	£	£	£
Charitable activities	4	4,226	85,762	89,988	76,690
Total incoming resources		<u>4,226</u>	<u>85,762</u>	<u>89,988</u>	<u>76,690</u>
Expenditure on:					
Charitable activities	5	(29,662)	(88,493)	(118,155)	(103,394)
Total expenditure	2	<u>(29,662)</u>	<u>(88,493)</u>	<u>(118,155)</u>	<u>(103,394)</u>
Net income before transfers		<u>(25,436)</u>	<u>(2,731)</u>	<u>(28,167)</u>	<u>(26,704)</u>
Net incoming resources		<u>(25,436)</u>	<u>(2,731)</u>	<u>(28,167)</u>	<u>(26,704)</u>
Fund balances brought forward		38,813	20,301	59,114	85,818
Fund balances carried forward		<u>13,377</u>	<u>17,570</u>	<u>30,947</u>	<u>59,114</u>

All of the above results are derived from continuing gains and losses recognised in the year are included above.

The notes on pages 13 to 21 form an integral part of these financial statements.

CENTRE FOR GLOBAL EDUCATION

Balance sheet as at 31 March 2024

		2024		2023	
	Notes	£	£	£	£
Current assets					
Debtors	9	793		787	
Cash at bank and in hand		33,900		62,218	
		<u>34,693</u>		<u>63,005</u>	
Creditors: amounts falling due within one year	10	<u>(3,746)</u>		<u>(3,891)</u>	
Net current assets			30,947		59,114
Net assets			<u>30,947</u>		<u>59,114</u>
Funds					
Unrestricted funds	11		13,377		38,813
Restricted funds	11		<u>17,570</u>		<u>20,301</u>
Total funds			<u>30,947</u>		<u>59,114</u>

The financial statements were approved by the Directors on 19 November 2024 and signed and approved for issue on its behalf by

Nuala McAdams
Nuala McAdams (Nov 20, 2024 09:49 GMT)
Director

The notes on pages 13 to 21 form an integral part of these financial statements.

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

1. Accounting policies

Company information

Centre for Global Education is a Company limited by guarantee, registered in Northern Ireland. The address of the registered office is 9 University Street, Belfast, BT7 1FY.

1.1. Accounting convention

The accounts have been prepared in accordance with the charity's Memorandum and Articles of Association, the Companies Act 2006 and "Accounting and Reporting by Charities: 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 published in October 2019". The charity is a Public Benefit Entity as defined by FRS 102.

The financial statements are prepared in sterling, which is the functional currency of the company. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2. Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3. Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors or grantors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

1.4. Incoming resources

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Investment income is recognised once the income has been declared and notified to bank accounts.

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

..... continued

1.5. Resources expended

All expenditure is accounted for on an accruals basis.

Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required, and the amount of the obligation can be measured reliably.

1.6. Tangible fixed assets and depreciation

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is provided at rates calculated to write off the cost less residual value of each asset over its expected useful life, as follows:

Fixtures, fittings and equipment	- 25% to 33% straight line
-------------------------------------	----------------------------

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

1.7. Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8. Cash at bank and in hand

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

..... continued

1.9. Financial Instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially and subsequently at transaction price.

1.10. Taxation

The charity is an exempt charity within the meaning of Schedule 3 of the Charities Act 2011 and is considered to pass the tests set out in Paragraph 1 Schedule 6 Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

1.11. Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

..... continued

1.12. Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2. Net incoming resources for the year	2024	2023
	£	£
Net incoming resources is stated after charging:		
Depreciation and other amounts written off tangible assets	-	1,701
Auditors' remuneration	3,660	3,400
	<u> </u>	<u> </u>
3. Employees		
Number of employees	2024	2023
The average monthly numbers of employees during the year were:		
Staff	2	1
	<u> </u>	<u> </u>
Employment costs	2024	2023
	£	£
Wages and salaries	51,734	37,705
Pension costs	2,587	1,885
	<u> </u>	<u> </u>
	54,321	39,590
	<u> </u>	<u> </u>

There were no employees earning over £60,000 in the two years ended 31 March 2024.

The charity trustees were not paid or received any other benefits from employment with the charity, neither were they reimbursed expenses during the year (2023: £Nil).

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

..... continued

	Unrestricted 2024 £	Restricted 2024 £	Total 2024 £	Total 2023 £
4. Charitable activities				
Charitable Activities				
Irish Aid- Dept of Foreign Affairs	-	64,276	64,276	64,103
NIPSA	-	11,500	11,500	11,500
INTO	-	9,986	9,986	-
Other income	4,226	-	4,226	1,087
	<u>4,226</u>	<u>85,762</u>	<u>89,988</u>	<u>76,690</u>

In 2023 of the total charitable income £1087 was attributable to unrestricted income funds with the balance £75,603 adding to the restricted funds.

	Unrestricted 2024 £	Restricted 2024 £	Total 2024 £	Total 2023 £
5. Total resources expended				
Costs directly allocated to charitable activities				
Global Education	29,662	63,989	93,651	83,936
Support costs	-	24,504	24,504	19,458
	<u>29,662</u>	<u>88,493</u>	<u>118,155</u>	<u>103,394</u>
Analysis by fund				
Restricted funds			88,493	
Unrestricted funds			29,662	
			<u>118,155</u>	
For the year ended 31 March 2023				
Restricted funds				79,189
Unrestricted funds				24,205
				<u>103,394</u>

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

..... continued

6. Analysis of support costs	2024 £	2023 £
Staff costs	14,730	9,897
Governance costs	9,774	9,561
	<u>24,504</u>	<u>19,458</u>

7. Pension costs

The charity operates a defined contribution pension scheme in respect of the employees. The scheme and its assets are held by independent managers. The pension charge represents contributions due from the company and amounted to £2,587 (2023 - £1,885).

8. Tangible fixed assets	Fixtures, fittings and equipment £	Total £
Cost		
At 1 April 2023	39,367	39,367
At 31 March 2024	39,367	39,367
Depreciation		
At 1 April 2023	39,367	39,367
At 31 March 2024	39,367	39,367

9. Debtors	2024 £	2023 £
Prepayments and accrued income	<u>793</u>	<u>787</u>

CENTRE FOR GLOBAL EDUCATION

**Notes to the financial statements
for the year ended 31 March 2024**

..... continued

10. Creditors: amounts falling due within one year	2024 £	2023 £
Other creditors	346	491
Accruals and deferred income	3,400	3,400
	<u>3,746</u>	<u>3,891</u>

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

..... continued

11. Analysis of charitable funds:

	Balance 1 April 2023	Incoming Resources	Outgoing Resources	Transfers	Balance 31 March 2024
Unrestricted Funds					
General fund	38,813	4,226	(29,662)	-	13,377
	<u>38,813</u>	<u>4,226</u>	<u>(29,662)</u>	<u>-</u>	<u>13,377</u>
Restricted funds					
Irish Aid	8,854	64,276	(66,467)	-	6,663
NIPSA	540	11,500	(12,040)	-	-
Trocaire	2,475	-	-	-	2,475
Concern	8,432	-	-	-	8,432
INTO	-	9,986	(9,986)	-	-
	<u>20,301</u>	<u>85,762</u>	<u>(88,493)</u>	<u>-</u>	<u>17,570</u>
Total funds	<u>59,114</u>	<u>89,988</u>	<u>(118,155)</u>	<u>-</u>	<u>30,947</u>

	Balance 1 April 2022	Incoming Resources	Outgoing Resources	Transfers	Balance 31 March 2023
Unrestricted Funds					
General fund	53,370	1,087	(24,205)	8,561	38,813
	<u>53,370</u>	<u>1,087</u>	<u>(24,205)</u>	<u>8,561</u>	<u>38,813</u>
Restricted funds					
Irish Aid	2,816	64,103	(58,065)	-	8,854
NIPSA	-	11,500	(10,960)	-	540
Trocaire	2,475	-	-	-	2,475
Concern	8,432	-	-	-	8,432
Big Lottery	10,000	-	(6,150)	(3,850)	-
CCGL 1	3,121	-	-	(3,121)	-
Community Foundation	5,604	-	(4,014)	(1,590)	-
	<u>32,448</u>	<u>75,603</u>	<u>(79,189)</u>	<u>(8,561)</u>	<u>20,301</u>
Total funds	<u>85,818</u>	<u>76,690</u>	<u>(103,394)</u>	<u>-</u>	<u>59,114</u>

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2024

..... continued

12.	Analysis of net assets between funds	Unrestricted	Restricted	Total
		reserve	reserve	
		fund	fund	
		£	£	
Fund Balances at 31 March 2024				
represented by:				
Net current assets		13,377	17,570	30,947
		<u>13,377</u>	<u>17,570</u>	<u>30,947</u>

13. Ultimate Controlling party

The ultimate controlling party of the charity is the Trustees.

14. Company limited by guarantee

The charity is a company limited by guarantee governed by a Memorandum and Articles of Association. The liability of each member is limited to an amount not exceeding £1.

15. Taxation

The charity is exempt from taxation on its activities because all its income is applied for charitable purposes.