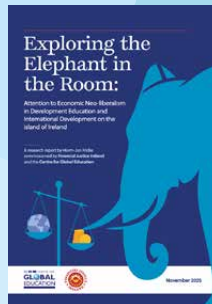
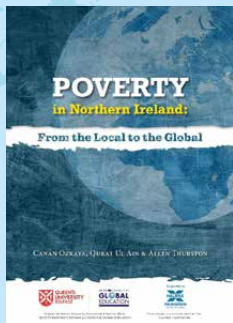


CENTRE FOR GLOBAL EDUCATION ANNUAL REPORT 2025



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Centre for Global Education | August 2026

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Introduction by the Director Stephen McCloskey

Welcome to the 2025 Annual Report of the Centre for Global Education (CGE) with an overview of our key activities over the past year. It has been a year of satisfying achievement for CGE across a range of activities including: research reports on neoliberalism and poverty in the north of Ireland; webinars on “hope” and the “meta crisis”; the continuing success of our journal, *Policy and Practice*; and the delivery of high-quality education projects for Palestinian refugees in Lebanon. Of course, it has also been a year in which the operating context for both international development and development education has become more challenging. According to the Organisation for Economic Co-operation and Development (OECD), overseas development assistance (ODA) [declined](#) by 23.1 percent in 2025, representing the largest annual contraction on record. In terms of inequality, neoliberal economics have [resulted](#) in the capture by the wealthiest 10 percent of the world’s population of 75 percent of global wealth and 53 percent of global income. And [forecasts](#) from the United Nations indicate a 91 percent likelihood that global temperatures will temporarily exceed the critical 1.5°C warming limit set by the Paris Climate Agreement within the next five years. Israel’s [genocide](#) in Gaza continues to immiserate two million Palestinians denied adequate shelter, power, healthcare, education and food with the UN [reporting](#) 73,246 fatalities to date. And, the unprovoked attack on Iran by Israel and the United States on 28 February 2026 has been [described](#) by UN experts as a ‘flagrant abuse of international law’. It has created a contagion of violence across West Asia and financial instability across the world given the sharp rise in energy prices caused by the conflict. The need for systemic analyses that address the root causes of these crises has never been greater and is driving CGE’s approach to global education.

Projects in Lebanon

The Centre delivered two education projects for Palestinian refugees in Lebanon in 2025 funded by two Irish trade unions: the Irish National Teachers’ Organisation (INTO) and the Northern Ireland Public Service Alliance (NIPSA). The NIPSA-funded project was in the second year of a two-year project delivered from 1 April to 31 September 2025 to 110 Palestinian and Syrian refugee children, aged 12-16 years, who have dropped out of school. The project delivered formal sector classes in literacy and numeracy, and psychosocial support to children living in Burj Barajneh camp in Beirut, and El Buss and Rashidieh camps in Tyre, southern Lebanon. The project was delivered in partnership with the Women’s Programs Association, a non-governmental organisation that works in seven Palestinian refugee camps in Lebanon. In September 2025, 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, wall posters reflecting their learning in Arabic, English and Mathematics, and team building activities such as role play and theatre. A full report on year two of the project is available [here](#). The second project, funded by the INTO Global Solidarity Fund, was delivered from 01 December 2024 to 29 August 2025 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 were either not currently attending school or at risk of dropping out of school for a range of reasons (mental health problems, financial pressures, bullying). The project combined formal education classes aligned to the content of the schools’ curriculum with psychosocial support delivered to both the children and their parents / guardians. The project resulted in successful educational outcomes that enabled each child to receive foundational skills and tailored support necessary to foster academic progress in key subjects across the core curriculum. A report on the project is available [here](#).

Research projects

In 2025, CGE published a research report in partnership with Queen’s University Belfast’s School of Social Sciences, Education and Social Work titled *Poverty in Northern Ireland: From the Local to the Global*. The research aimed to discern the main drivers of poverty and persistent trends, and to make informed recommendations that could support effective anti-poverty policy interventions. The research was based on a systematic literature review of poverty reports in Northern Ireland between 2020 and 2024 that was focused on eight thematic areas: child poverty; health poverty; food poverty; energy poverty; educational outcomes; housing

and homelessness; employment poverty; and the cost of living. The comparative dimension of the report involved comparing poverty in Northern Ireland with the UK, the south of Ireland, and the Group of 12 industrially advanced countries. The report was published electronically and in hard copy, and successfully launched in Queen's University Belfast and the Northern Ireland Council for Voluntary Action (NICVA).

The Centre also published a research report in November 2025 in partnership with Financial Justice Ireland titled *The Elephant in the Room: Attention to Economic Neo-Liberalism in Development Education and International Development on the island of Ireland*. This report followed-up a research study published in 2022 that focused on the attention given to the neoliberal economic system by the international development (ID) and development education (DE) sectors in the island of Ireland. The follow-up report explored *why* both sectors are disregarding neoliberalism as part of their work, in addition to finding examples of work that gives explicit attention to the 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, interviews, a questionnaire and two workshops involving ID and DE sector practitioners. The research report is available [here](#).

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 twenty-first 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 thematic areas and collaborations. The journal has consistently built its audience since it was first published in 2005 and, between January and December 2025, the *Policy and Practice* web site received 293,776 unique visits and 505,211 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 6,636 citations - an increase of 929 on April 2025 - based on *Policy and Practice* articles had appeared in 835 journals, 441 books, 503 dissertations and 134 NGO reports. This illustrates the extent to which *Policy and Practice* is supporting global education research and publications.

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, University of London); the Irish Development Education Association (IDEA); the Irish National Teachers' Organisation (INTO); Northern Ireland Public Service Alliance (NIPSA); Sinergias: Diálogos Educativos para a Transformação Social (Portuguese journal); Unison; and Zeitschrift für internationale Bildungsforschung (German development education journal). We also thank the Canaan Institute of New Pedagogy, our partner in the Gaza Strip, and the Women's Programs Association, our partner in Lebanon. Special thanks, too, to all the learners and participants who supported our activities in 2025.

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 – Frieda Veersmann, Florenz Schwalenberg and Emma Soye. Frieda and Florenz both worked as Information Officer in the Centre in the period August 2025 and August 2026. They were full-time volunteers placed in the Centre by Eirene, a German international NGO and longstanding partner. I sincerely thank the Centre's office bearers in 2025-26 for their support of

Introduction by the Director Stephen McCloskey

the staff and commitment to the organisation: Chris O'Connell (Chair), Michael Robinson (Vice-Chair), Alison MacKenzie (Secretary) and Jennifer Timmons (Treasurer). I also thank the Centre's donors: Comhlámh; Halifax Foundation; Irish Aid Global Citizenship Education Fund; Irish National Teachers' Organisation; Northern Ireland Public Service Alliance (NIPSA); and WorldWise Global Schools.

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?

Global Education Network Europe (GENE) defines global education as 'education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level'. 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 learners 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 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's 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 2026 were:

- | | |
|--------------------|-------------|
| • Chris O'Connell | Chairperson |
| • Michael Robinson | Vice-chair |
| • Jennifer Timmons | Treasurer |
| • Alison MacKenzie | 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.

The range of resources available from the Centre for Global Education's library included the following:

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.

National and international periodicals and journals on development, economic, environmental, gender and human rights issues, from *Le Monde Diplomatique* to *New Internationalist*. The Centre's collection of periodicals offers invaluable reference material for research on local and global development issues.

1,200 book titles with issue and country/continent categories including children, environment, politics, human rights, development, Ireland, Africa, Latin America, Asia and West Asia. The library is continually expanding with

2 Resource Base

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.

Reference books and Reports including the United Nations *Human Development Reports* and Amnesty International Human Right's Reports.

The library also has a small selection of books to buy on international development and development education.

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](#), [X](#) and [Bluesky](#) 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. 'Follow' the Centre on Facebook and you will receive regular updates on jobs, events, publications, and news on development issues. The Centre is also available on X (@CGEbelfast) and Bluesky (@cgebelfast.bsky.social).

2.4 CGE Web Site

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

- Free access to CGE publications as downloadable pdfs;
- A calendar with details on all upcoming CGE events and international days;
- Access to global education resources produced by partner organisations available as 'external publications';
- Access to the Centre's *Reimagining Development* podcast;
- Access to the Centre's blog.
- Subscription to our monthly E-bulletin newsletter.



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

2 Resource Base



CGE Web Site Visitors 2025

From 1 January to 31 December 2025, the Centre's web site received a total of **38,394** unique visitors and **50,735** 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	33,682
Great Britain	5,778
Russian Federation	4,621
China	4,367
France	2,568
Japan	2,552
Canada	2,302
Poland	2,165
Sweden	2,042
Ireland	1,747

Source: AWStats

2 Resource Base

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 2025 are below:

CGE Facebook page followers	2,000
CCGL Facebook page "likes"	796
Policy and Practice Facebook page "likes"	493
CGE X followers	1,461
CCGL X followers	964
Policy and Practice Website visits	505,211
CGE E-Bulletin subscribers	694
CGE Website visits	50,735
Total	562,354

2.6 Centre for Global Education Blog

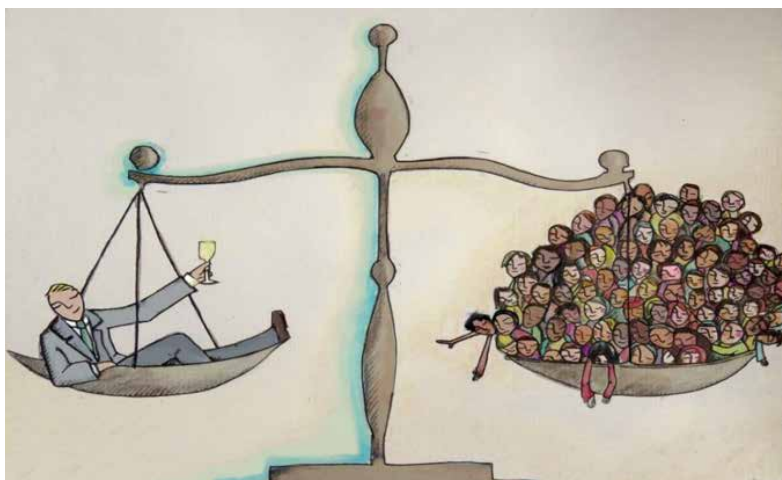
The Centre for Global Education has published a blog since 2012 that aims to spark debate on topical issues in the area of international development.

The most recent blog posts are as follows:



- [Cuba's Real Threat to the United States is a Socialised Model of Development](#)
- [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?](#)

2 Resource Base



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

2.7 EIRENE Volunteer

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

Our EIRENE volunteer in 2025-26 is Florenz Schwalenberg, who worked with us in the position of Information Officer. Florenz is responsible for compiling our monthly e-bulletin, updating our web site, and administering our membership scheme. He also supports publication of the Centre's journal *Policy and Practice* by updating mailing lists and the citations database, and promoting new issues of the journal.



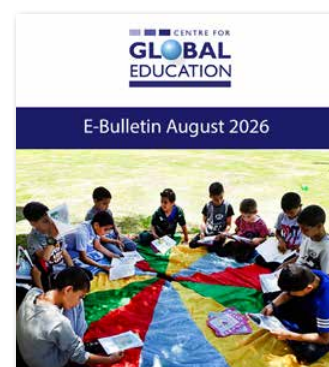
Florenz Schwalenberg, the Centre for Global Education's Information Officer in 2025-26.

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

Information Officer	Tel:	0044 28 90 241879
Centre for Global Education	Email:	info@centreforglobaleducation.com
9 University Street	Web:	www.centreforglobaleducation.com
Belfast BT7 1FY	Facebook:	https://www.facebook.com/centreforglobaleducation
	X:	@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 650 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's Global Citizenship Education Fund for a project titled 'Strengthening Capacity in the Development Education Sector in Ireland'. The centre-piece of this project is the publication of a bi-annual, peer reviewed, open access journal titled *Policy and Practice: A Development Education Review* which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past twenty years, 42 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 2025-26. Issue 41 was published in Autumn 2025 on the theme 'Development Education and Hope' and reflected on how as educators we can maintain our activism, solidarity and optimism as multiple crises impact our world. These crises include the ongoing genocide in Gaza, the rise of racism and the far-right across the world, the climate emergency and neoliberalism. Navigating a world with these converging crises can provoke emotions of despair, cynicism, anger and a loss of agency and self-esteem. Issue 41 invited readers of the journal to draw upon Freire's pedagogy of hope as a source of authentic struggle in solidarity with the oppressed wherever they may be in the global North and South. This issue produced an excellent response in terms of contributions with a total of 16 articles published. Contributors included: Professor Douglas Bourn, founder of the Development Education Research Centre in the University of London; Benedict Arko, lecturer at the Department of Geography Education, University of Education, Winneba in Ghana; and Henry Giroux, the Paulo Freire Distinguished Scholar in Critical Pedagogy at McMaster University, Canada. This issue produced an unprecedented response in terms of contributions with a total of 18 articles published. Issue 41 is available at: <https://www.developmenteducationreview.com/issue/issue-41/download/development-e%E2%80%A6>

Issue 42 of *Policy and Practice* was published in Spring 2026 on the theme 'Pedagogical Responses to the Meta Crisis: The Role of Development Education', which reflected on the intersecting crises currently impacting our world and how we can respond as development educators. Issue 42 asked to what extent the development education and international development sectors have risen to the challenge of the meta crisis and applied a systemic analysis to the ecological, economic, political and social crises enveloping our world? The evidence presented in the collection of articles published in Issue 42 suggested that the development education sector could do more to engage in direct action in response to the meta crisis. As Gertrude Cotter wrote in her Focus article: 'mainstream educational structures often prioritise cognitive knowledge and abstract analysis, neglecting the embodied, affective, and political dimensions of learning'. The Focus contributions to this issue included articles by: Brigid Golden and colleagues from the DICE Project on making the transition from

3 Policy & Practice A Development Education Review

teacher training to the first year of being a practicing teacher; Ana Cristina Blasco-Serrano and colleagues from the University of Zaragoza on a research project in refugee camps in Western Sahara; Katie Chapple and Joanne O'Flaherty on the Youthreach programme operated by WorldWide Global Schools; Gertrude Cotter on Camp Saoirse, a Palestine student encampment at University College Cork; and an article by Indonesian scholars, Aris Sarjito and Nora Lelyana, on the delivery of 'critical, home-based development education'. A total of 18 articles was published in Issue 42 including contributions from Ethiopia, India, Indonesia, Portugal and Spain. Issue 42 is available at: <https://www.developmenteducationreview.com/sites/default/files/Issue%2042%20Full%20Word%20Formatted.pdf>.

3.1 Collaboration with other development education journals

Policy and Practice continues to collaborate with three other European development education journals: *International Journal of Development Education and Global Learning* (England); *Sinergias: Educational Dialogue for Social Change* (Portugal); and *ZEP: Journal of International Research and Development Education* (Germany). The editors of the four journals regularly contribute to development education conferences and events to share the scope and publishing requirements of each journal and encourage authors to submit articles. From 1-3 July 2026, the journals met at a conference organized by the Sinergias Community in Lisbon on the theme "Resisting and Converging in the Construction of Critical and Committed Citizenships". The journal editors met in closed session to plan a joint call for contributors in 2027 which will involve the journals launching a call for articles on the same theme in Autumn / Winter 2027. The theme we selected is "Development Education at the Crossroads: Resistances, Convergences and Opportunities" which should support the publication of a good range of quality articles on development education policy and practice. The journals then met in open session with practitioners from higher education and civil society in a session titled "Resistances and Convergences in the Production, Validation and Dissemination of Knowledge". This resulted in a lively discussion on how development education can respond to the meta crisis and create a community of practice across Europe.



Meet the editors event in Lisbon in July 2026: L to R: Stephen McCloskey (Policy and Practice), Teresa Martins (Sinergias), Lea Wiebke Markus (ZEP), Susanne Timm (ZEP), La Salette Coelho (Sinergias), Carlota Quintao (Sinergias), Clare Bentall (International Journal for Development Education and Global Learning), Cecília Fonseca (Outras Economias) and Alexandre Abreu (Mundo Critico).

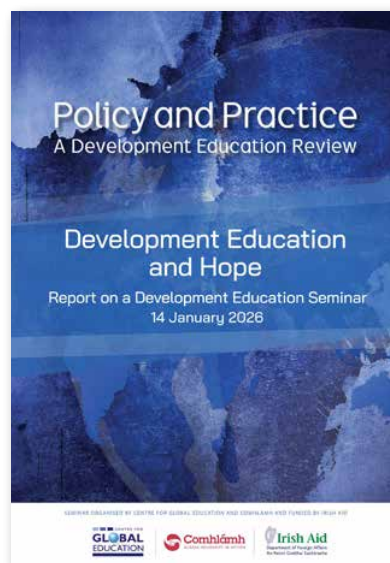
3 Policy & Practice A Development Education Review

3.2 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 41 and 42 are described below.

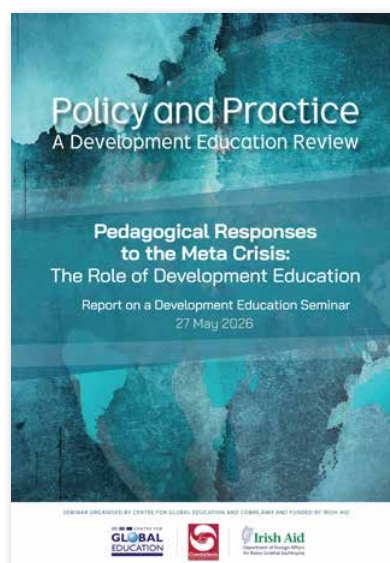
Development Education and Hope

An online seminar was organised on 14 January 2026 to debate the content of Issue 41 of *Policy and Practice* on the theme 'Development Education and Hope'. The format saw three speakers who published articles in Issue 41 present their papers for discussion with participants. The seminar was organised in partnership with Comhlámh and 54 higher education and development education practitioners registered for the event. Of that total, 35 people excluding Comhlámh and CGE staff, and three speakers participated. The seminar was chaired by Professor Su-ming Khoo, Professor of Sociology in NUI Galway and member of the *Policy and Practice* Editorial Board and the speakers were: Benedict Arko (Lecturer, Department of Geography Education, University of Education, Winneba, Ghana); Elizabeth Meade (Lecturer, Global Citizenship Education, Department of Education, Maynooth University); and Gerard McCann (Professor of International Studies and Principal Lecturer, St. Mary's University College, Belfast). The articles presented at the seminar were: 'Espousing Hope or Entrenching Gloom? A Critical Discourse Analysis of Oxfam's Global Inequality Reports Through the Lens of Freire's Pedagogy of Hope'; 'Cultivating Collective Hope Against a Culture of Individualism'; and 'Philosophical Sources of Pedagogy of Hope'. A report on the seminar, including a recording and the Powerpoint presentations of the three speakers is available [here](#).



Pedagogical Responses to the Meta Crisis: The Role of Development Education

An online seminar was organised on 27 May 2026 to share and debate the content of Issue 42 of *Policy and Practice* on the theme 'Pedagogical Responses to the Meta Crisis: The Role of Development Education' which was organised in partnership with Comhlámh. The seminar was chaired by Bernie Grummell (Maynooth University and *Policy and Practice* Editorial Board) and the three speakers were: Katie Chapple (Director, WorldWide Global Schools); Gertrude Cotter (Lecturer, School of Education, University College Cork); and Brighid Golden (Lecturer, Global Education, Mary Immaculate College, Limerick). The articles presented were titled: 'Global Citizenship Education from the Margins: Insights from Youthreach and Alternative Education in Ireland'; 'Camp Saoirse and Direct Action as Radical Pedagogy'; and 'From Theory to Practice: Global Citizenship Education in the First Year of Primary Teaching During Times of Crisis'. A total of 57 people registered for the webinar and 40 people participated excluding the three speakers and two co-hosts. A report on the event, including the three presentations and a recording is available [here](#).



3 Policy & Practice A Development Education Review

3.3 Reimagining Development Podcast

The Centre for Global Education produced four 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 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 four episodes of the podcast produced in 2025-26 are as follows:



REIMAGINING DEVELOPMENT

EPISODE 1
The Psychology of Activism and Palestinian Solidarity
with Rebecca Heslin

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

Scan me

Episode 1: The Psychology of Activism and Palestinian Solidarity with Rebecca Heslin



REIMAGINING DEVELOPMENT

EPISODE 2
Neoliberalism and International Development
with Alfredo Saad Filho

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

Scan me

Episode 2: Neoliberalism and International Development with Alfredo Saad Filho

3 Policy & Practice A Development Education Review



REIMAGINING DEVELOPMENT

EPISODE 3
Mapping Far-Right Activity Online

with Dessie Donnelly

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

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Episode 3: Mapping Far-Right Activity Online with Dessie Donnelly



REIMAGINING DEVELOPMENT

EPISODE 4
Confronting Wealth Inequality in Ireland

with Tom McDonnell

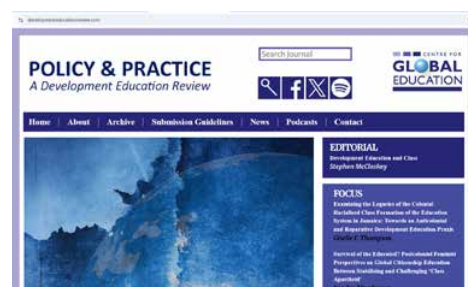
<https://podcasters.spotify.com/pod/show/CGE-Belfast>

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Episode 4: Confronting Wealth Inequality in Ireland with Tom McDonnell

3.4 Policy and Practice Web Site

Policy and Practice has its own open access web platform hosted by the Centre for Global Education at www.developmenteducationreview.com. The web site has smooth navigation for users, and the CGE staff can amend and update the web content in-house. 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.



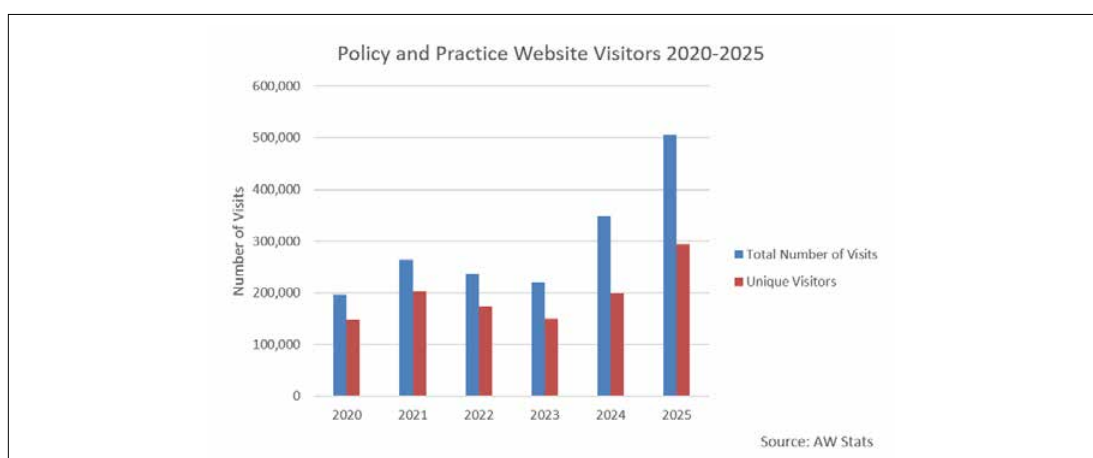
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A report on *Policy and Practice* web site traffic between January and December 2025, found that the journal received a total of 505,201 visits and 293,776 unique visits with the top ten locations of visitors by pages viewed is illustrated on the chart below.

Countries	Number of Pages viewed
United States	304,973
Poland	48,129
Great Britain	30,153
China	26,645
Russian Federation	26,386
India	25,702
Canada	19,883
Japan	10,821
France	9,219
Netherlands	8,983

Source: AWStats

The number of visitors to the Policy and Practice web site has been increasing exponentially over the past five years as the bar chart below indicates.



3.5 International Readership

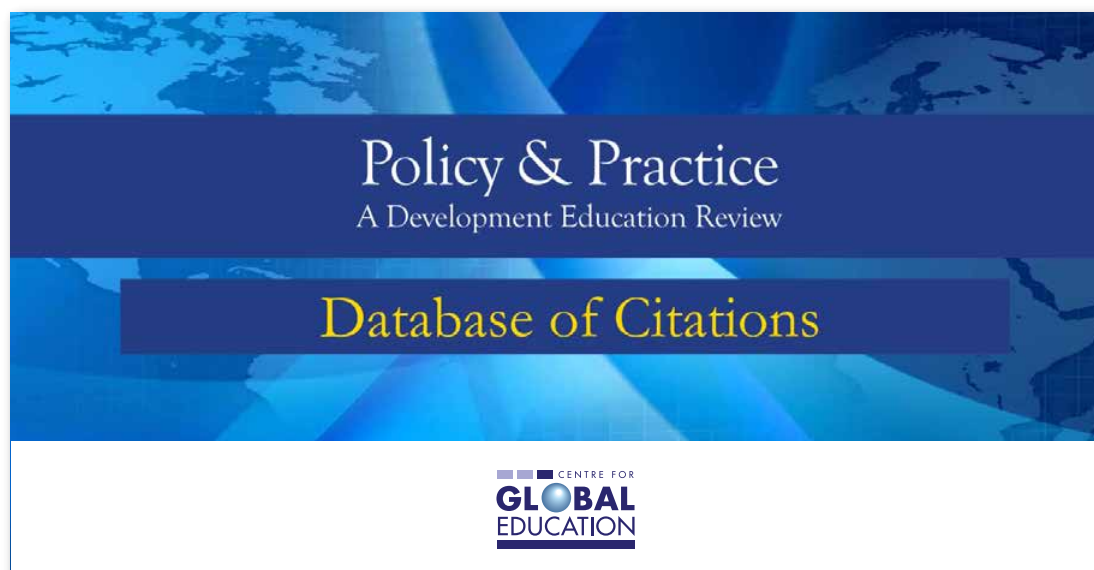
The most gratifying aspect of the journal's user statistics is the mix of countries from the global North and South. A key aim of the journal is to encourage dialogue between educators in the global North and South and *Policy and Practice* has received an increasing number of contributions from authors 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

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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.

3.6 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 2026 and showed that a total of 6,636 citations had been generated by journal articles and books; 542 citations were created in *Policy and Practice* articles and 6,094 in other journals and books. This total represented an increase of 929 since April 2025. The citations have appeared in 835 journals, 441 books, 503 dissertations and 134 NGO publications covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The 2026 citations database is available [here](#).

3.7 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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3.7 Editorial Group and International Editorial Board

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
Roland Tormey	Ecole polytechnique fédérale de Lausanne (EPFL)
Ros Wade	London South Bank University

3.8 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:

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4 WorldWise Global Schools

4.1 Workshop Materials

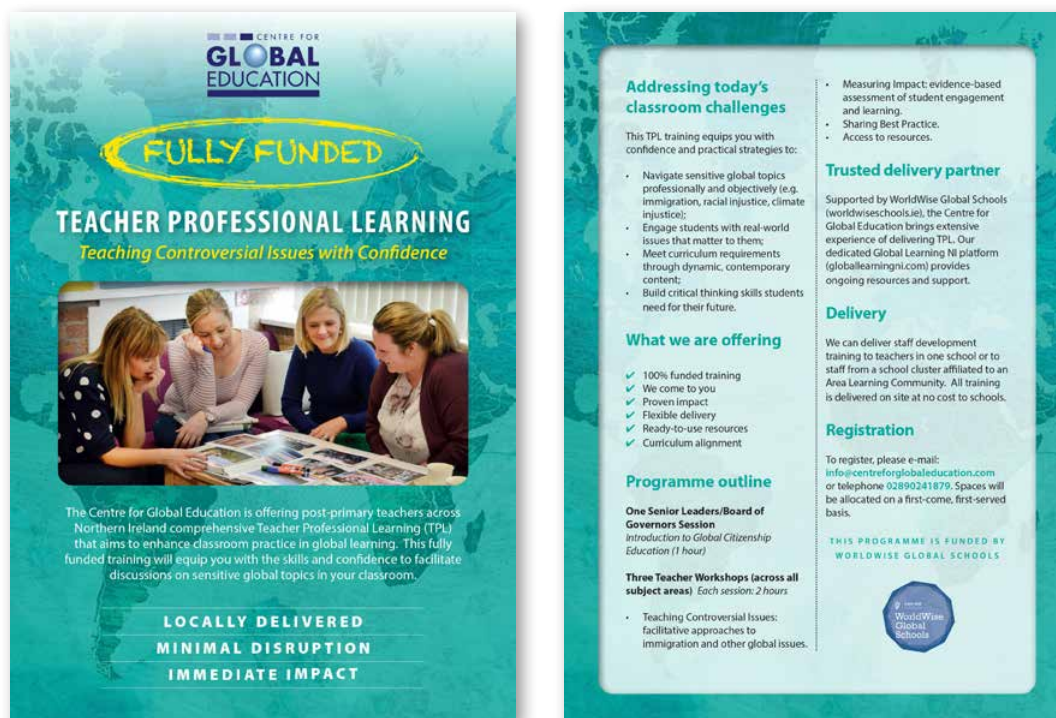
The Centre for Global received a grant in 2025-26 from WorldWise Global Schools, Ireland's national Global Citizenship Education (GCE) programme for post-primary settings, to produce training materials for Teacher Professional Learning sessions and to deliver TPL to teachers. The training materials were produced by consultant Rosie McCreanor, for four sessions titled: "Introduction to Global Citizenship"; "Teaching Controversial Issues"; "How do we Know Its Working?" and "Sharing Practice". Session one introduces teachers to GCE in the context of the Sustainable Development Goals and the post-primary Northern Ireland Curriculum. It specifically aims to define and understand global citizenship; explore the three dimensions of GCE (knowledge, socio-emotional, and behavioural); and understand progression in global citizenship learning across Key Stages 3 and 4. Session two focuses on equipping post-primary teachers with strategies and confidence to effectively handle controversial global issues in the classroom. Session three explores monitoring and evaluation approaches to assess the impact and effectiveness of GCE teaching practices. And session four is a collaborative session where teachers share successful GCE implementation strategies and build support networks for sustainable practice. More specifically it shares: successful GCE implementation strategies; collaborative support networks; resources for developing sustainable practice; and planning for future GCE integration into the post-primary curriculum. These teaching resources will be available to support TPL delivery beyond the timescale of the project and can be flexibly used to plan twilight training sessions or whole-school, full-day professional development days.



4 WorldWise Global Schools

4.2 Promotion on Training

A two-sided A5 flyer was graphically designed, published and sent to all grammar, secondary and special post-primary schools in Northern Ireland. The flyer was also sent by e-mail to Curriculum Vice-Principals.



4.3 Delivery of Teacher Professional Learning

Teacher Professional Learning sessions were organized in the following schools:

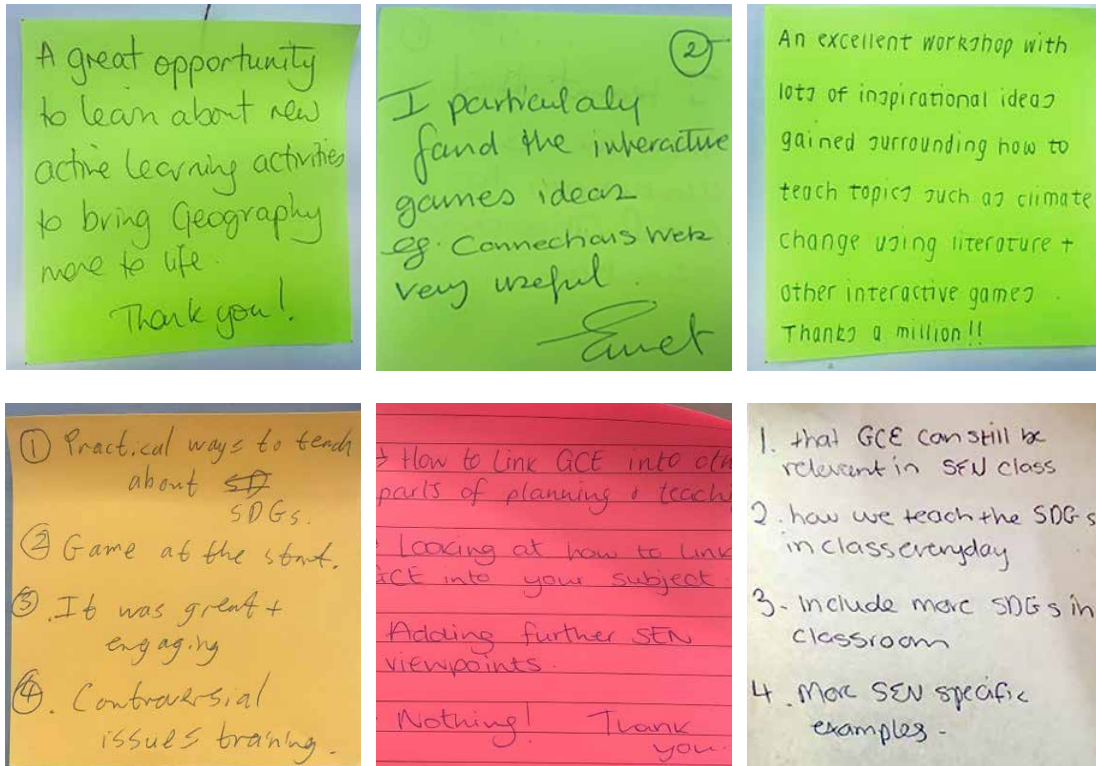
- Kilkeel High School on 03 November 2025;
- Clifton School Bangor, 26 May 2026
- Thornhill College, 05 June 2025



Teachers from Thornhill College participating in a Centre for Global Education TPL training session on 5th June 2025

4 WorldWise Global Schools

Teacher feedback included the following post-its:



Facilitator, Rosie McCreanor, second from right, with teachers from Thornhill College, 5th June 2026

This project was funded by WorldWise Global Schools



5 Educating Palestinian and Syrian Refugees in Lebanon

The Centre for Global delivered two education projects for Palestinian and Syrian refugees in Lebanon in 2025 funded by two Irish trade unions: the Irish National Teachers' Organisation (INTO) and the Northern Ireland Public Service Alliance (NIPSA). The projects are described below.

5.1 Chance to Learn: Educating Palestinian and Syrian Refugees in Lebanon (2025)

From 1 April to 31 September 2025, Centre for Global Education (CGE) delivered the second year's activities of a two-year project (2024-2025) titled "Chance to Learn" in three Palestinian refugee camps in Lebanon: Burj Barajneh camp in Beirut, and El Buss and Rashidieh camps in Tyre, southern Lebanon. The project was jointly managed by CGE in partnership with the Women's Programs Association, a Palestinian NGO based in Lebanon, and funded by the Northern Ireland Public Service Alliance (NIPSA) Global Solidarity and Developing World Fund.



Palestinian children from Burj Barajneh camp who participated in the 'Chance to Learn' project funded by NIPSA's Global Solidarity Fund (14 October 2025).

The project's overriding aim was 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 and encourage them to return to school. The content of the educational activities focused on Mathematics, Arabic and English, core components of the school curriculum. The project also provided 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 were 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 compiled psycho-social assessments of the students and those with acute learning difficulties, family issues, and behavioural problems were referred to specialized psychological services provided by various NGOs in the local area.

5 Educating Palestinian and Syrian Refugees in Lebanon



Palestinian and Syrian children participating in an English class in Rashidieh camp as part of the CGE / Women's Programs Association project in Lebanon from May to September 2025. Photo 23 September 2025.

A total of 110 children were recruited to the programme - exceeding the project aim by ten - and were resident in three camps in Lebanon with 45 living in Burj Barajneh camp, and 50 in El Buss and 15 in Rashidieh refugee camps in Tyre, southern Lebanon. The classes were delivered in WPA facilities in each camp and facilitated by WPA staff that included social workers. The level of training delivered to the children was based on pre-delivery assessments of each child and consultations with their former teachers. The project's targeted results-driven approach to teaching ensured 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. The number of students enrolled in each camp was as follows:

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

Camp	Rashidieh	El Buss		Burj Barajneh		
Group	1	1	2	1	2	Total
No. of Students	15	25	25	20	25	110

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 or transition to vocational training.
- To deliver classes in Arabic, English, and Maths, the core subjects in the school curriculum.
- To provide the children with psychosocial support, counselling, stress management and, where necessary, referrals for further support to address behavioural and mental health problems.

5 Educating Palestinian Refugees in Gaza and Lebanon

- 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 a field trip outside the camp.



Children participating in an activity as part of the 'Chance to Learn' project in Rashidieh refugee camp, 23 September 2025.

5.1.2 Project delivery

Year two of the project was delivered over a six-month period from 1 April to 30 September 2025 to 110 children aged 12-16 years. The project was implemented over five days per week, Monday to Friday, and the students attended two 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.



Children participating in a class in El Buss refugee camp, Tyre. 23 September 2025.

5 Educating Palestinian Refugees in Gaza and Lebanon

1. Formal Education

The children received formal education classes that covered key areas of the schools' curriculum including Arabic, English, Mathematics, Science and Life Skills. The methodology used by the project was participative and group-based designed to support talking, listening and discussion. The facilitators developed comprehensive monthly and daily lesson plans for each subject, based on the results of the pre-assessments and tailored to address the identified needs of students. The WPA Project Coordinator conducted classroom observations and evaluations for all facilitators, followed by individualised feedback sessions, where the observations and evaluations were discussed with each facilitator. The goal of this process was to provide constructive feedback and support the teachers in their continuous professional development, ultimately enhancing the quality of instruction and learning outcomes for the students.



Hanin Al Ahmad, facilitator in Rashidieh, leading an active learning workshop with students on 23 September 2025

2. Psychosocial Support



Children in Burj Barajneh camp participating in a group psychosocial support session.

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

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required specialised follow-up support. At the Rashidieh centre, noticeable improvements were observed in the behaviour and self-confidence of two students, with a reduction in aggressive and bullying behaviour. However, two students continued to face challenges. Similarly, at the Burj El Barajneh centre, two students showed noticeable improvements, while two others continued to face challenges.

The project also organised a series of parent awareness sessions to educate caregivers on various topics related to providing support to children and adolescents. 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.



Parents and Guardians participate in a psychosocial support session in Burj Barajneh camp.

At the Rashidieh and Burj El Barajneh centres, three parent / guardian sessions were facilitated by the social workers and centre supervisors. Additionally, six parent / guardian awareness sessions were conducted at the El Buss centre, led by the centre supervisor and a team of trained volunteers, with support from an UNRWA school counsellor and a social worker from the Amel Association.

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.

“All of the children had the opportunity to participate in classes focused on arts and crafts, including drawing, wall murals and paper crafts”.



5 Educating Palestinian Refugees in Gaza and Lebanon



Day trip to Kaskas Garden, Beirut on 22 August 2025 as part of the “Chance to Learn” project.

In August 2025, the WPA centres in Burj El Barajneh, Rashidieh and El Buss camps organized summer trips for the students participating in the project funded by NIPSA. Each centre coordinated the trip based on their proximity to suitable locations, considering the security situation in the respective areas surrounding the camps. The trips aimed to provide children with a much-needed escape from the camps, offering them a break from their daily routines while engaging in enjoyable group activities, such as games and swimming. A recreational trip to Kaskas Park was organized for children from Burj Barajneh camp on 22 August to provide them with a space to play freely in nature and encourage teamwork.

4. Summary of Project Outcomes

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

- Enhanced formal education provision to 110 children aged 12-16 years in key areas of the schools’ curriculum - Arabic, English, Life Skills, Mathematics and Science – at national curriculum levels 1 and 2. The programme succeeded in returning two children in El Buss to school, and one child joined a vocational training course.
- Improved communication and interpersonal skills contributing to students’ confidence, expressiveness, and social engagement.
- Multiple group and one-to-one psychosocial support sessions to students were provided and referrals 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.
- Day trips outside the camp to escape the stress of life in the camps.

5 Educating Palestinian Refugees in Gaza and Lebanon

Evaluation



Stephen McCloskey (CGE Director) meeting the Centre Supervisor, Hanan Jadaa and the WPA staff and volunteers in El Buss camp on a visit to the “Chance to Learn” project in September 2025.

In September 2025, 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 Programs Association head office in Beirut and met with Leila Kaissa (Director) to discuss plans for programme delivery in 2026.

2. INTO Project in Lebanon

The Centre for Global Education delivered a second project in Lebanon in 2025. The project was funded by the Irish National Teachers' Organisation (INTO) Solidarity Fund and delivered from 01 December 2024 to 29 August 2025. Like the NIPSA project, the INTO programme was delivered in partnership with the Women's Programs Association (WPA).

Right: Children From Ein El-Hilweh camp who participated in the INTO education project 2025.

The project aim was to provide formal education training and psychosocial support to 45 Grade Six (Elementary) Palestinian children aged twelve years living in Ein El-Hilweh refugee camp at risk of leaving school for a range of reasons including: social and mental



5 Educating Palestinian Refugees in Gaza and Lebanon

health problems; financial pressures; and bullying. Lebanon has been experiencing a deep and sustained economic crisis since 2019, which has resulted in a massive devaluation of the Lebanese pound and sharp increases in the prices of daily necessities, including food, fuel, transportation, and utilities. For Palestinian refugees already living in extreme poverty, the economic crisis has meant that many children are at risk of leaving school because of transport costs or the need to work to supplement the family income. Most of the children in Ein El-Hilweh receive a part-time education. This is because the majority of schools in the camp double-shift, which means that school buildings are shared by two different student cohorts, one in the morning and one in the afternoon. The INTO project, therefore, supplemented students' education by providing additional classes when they were not at school.



Children who participated in the INTO project in Ein El-Hilweh Camp, 29 August 2025.

5.2.1 Project Objectives

The project objectives were as follows:

- To provide forty-five Palestinian children, aged twelve years, with nine months of formal education in a community setting to prevent their drop-out from school;
- To deliver formal education classes in core areas of the school's curriculum: Arabic, English, Science and Mathematics.
- To provide every child with a Personal Intervention Plan (PIP) tailored to their learning and mental health needs based on consultations with their parents and teachers.
- To provide the 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 education in the school curriculum.
- To provide structured play activities that support teamwork and skills in extra-curricular areas such as arts and crafts, song and dance, culture, and role play.
- To provide the children with a daily snack for the duration of the project.
- To provide the children with a field trip outside the camp.

5 Educating Palestinian Refugees in Gaza and Lebanon

5.2.2 Project Outcomes

1. Education delivery

The project was implemented over five days per week, Monday to Friday, and the students attended two hours of training per day, alternating between morning and afternoon shifts depending on their monthly school shift. A pre-project assessment of the children's level of abilities was carried out to ensure that the training delivery was aligned with their needs for the 6th-grade curriculum. The children were referred by UNRWA principals in coordination with the school counsellors from three schools. The WPA staff implemented a blended approach to training delivery designed to provide differentiated learning experiences that could effectively address the diverse needs of the students, including those students who demonstrated more advanced knowledge and skills.



Children participating in the INTO-funded project in Ein El-Hilweh refugee camp. 14 May 2025.

The children received classes that covered key areas of the school's curriculum, including Arabic and English, strengthening their skills and supporting them with their homework in other subjects, including Mathematics, Science and Life Skills. The classes 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.

2. Psychosocial support

The social worker in Ein El-Hilweh 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. Every child was provided with a Personal Intervention Plan (PIP) tailored to their learning and mental health needs based on consultations with their parents and former teachers.

A group psychosocial support session in Ein El-Hilweh refugee camp. 28 August 2025.



5 Educating Palestinian Refugees in Gaza and Lebanon

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. The various effective interventions and group support led to significant enhancements in overall student behaviour and self-confidence, reflecting the project's success. The project also organised a series of parental awareness sessions to educate caregivers on various topics related to providing support to children and adolescents. These sessions aimed 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, and the importance of education to their children.

3. Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and crafts-based psychosocial support, including drawing, journaling, collage and paper crafts. Artistic expression was encouraged that allowed children to unleash their self-expression, imagination, creativity and develop their fine motor skills.



Children displaying art produced as part of the INTO project in Ein El-Hilweh refugee camp. 28 August 2025.

4. Day trip



Children and facilitators from Ein El-Hilweh refugee camp enjoying a day trip to Hitteen Water Park on 21 August 2025.

5 Educating Palestinian Refugees in Gaza and Lebanon

The INTO project provided a day trip to Hitteen Water Park on 21 August 2025 that provided the children with a much-needed escape from the camps, offering them a break from their daily routines while engaging in enjoyable group activities, games and swimming.

5. Daily snack

The WPA provided children with a daily healthy during the project period. This intervention positively impacted the children's regular attendance and concentration.

5.2.3 Project Outcomes

The learning outcomes achieved by the INTO programme in 2025 included the following:

- Enhanced formal education provision to 45 children aged 12 years in key areas of the schools' curriculum - Arabic, English, Science, Mathematics and life skills. Students demonstrated measurable improvements across Arabic, English, Math, and Science, with the greatest gains in Math (+10.71%) and Science (+17.56%). Students received a pathway to retention in the education system in Lebanon. The project achieved a 100% retention rate.
- Improved communication and interpersonal skills contributing to students' confidence, expressiveness, and social engagement.
- Multiple group and one-to-one psychosocial support sessions to students, with referrals for more specialised care for students who needed it. Sessions for parents and carers on the provision of psychosocial care in the household. Parents reported higher levels of motivation and improved behaviour at home.
- Personalised learning by grouping students according to their educational levels that supported tailored instruction, improving understanding, retention, and academic performance.
- Enhanced cultural awareness through special events celebrating important dates in the Palestinian calendar.
- The project not only strengthened academic skills but also enhanced emotional well-being through a multi-disciplinary approach, creating a holistic model of educational support.

5.2.4 Evaluation

In May 2025, CGE Director, Stephen McCloskey, visited Ein El-Hilweh camp to meet the WPA team, and the students and facilitators. He also visited the Women's Programs Association head office in Beirut and met with Leila Kaissi (Director) to discuss plans for programme delivery in 2026.

6. Next steps

The Centre for Global Education has secured grants from NIPSA and INTO for the continued delivery of education and psychosocial support programmes in Palestinian camps in Lebanon in 2026. These projects are currently being delivered.

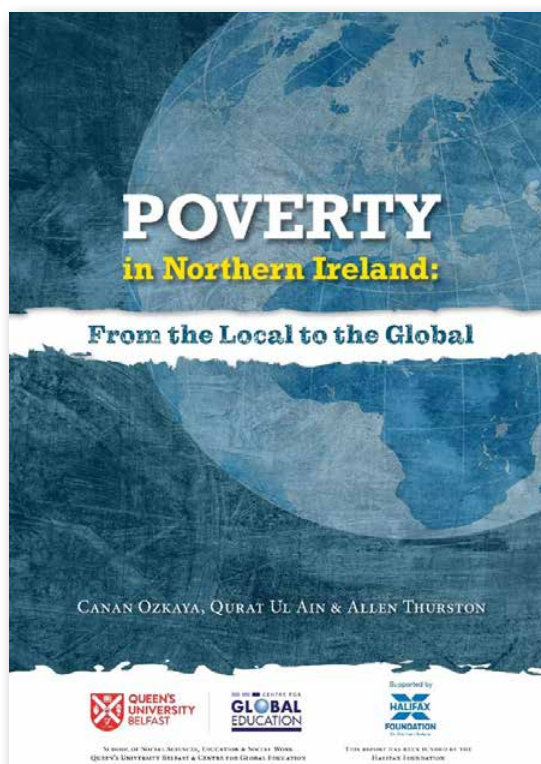
6 Research

The Centre for Global Education supported delivery of two research projects carried out in partnership with the Queen's University Belfast's School of Social Sciences, Education and Social Work (QUBSSSESW) and Financial Justice Ireland. These projects resulted in the publication of two reports: '[Poverty in Northern Ireland: From the Local to the Global](#)' and '[Exploring the Elephant in the Room: Attention to Economic Neoliberalism in Development Education and International Development on the Island of Ireland](#)'. The two reports are described below.

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 had four main aims.

- 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 was 2020-2024 and its purpose was to discern the main drivers of poverty in Northern Ireland, persistent trends and make informed recommendations that could support anti-poverty policy interventions.
- To 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.
- 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.
- To identify poverty in Northern Ireland globally by comparing it with the G12 countries (Australia, Belgium, Canada, France, Germany, Italy, Japan, Netherlands, Spain, Sweden, Switzerland, the United Kingdom, and the United States) and provide evidence based recommendations to community organisations and policymakers to strengthen interventions aimed at poverty reduction.



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

- Share the research findings in two consultation seminars organised as part of two launches of the research report held in NICVA and Queen's University Belfast.
- Publish the report in hard copy and online and disseminate widely.
- Publish an 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.

6 Research



From L-R: Alison MacKenzie (Professor, School of Social Sciences, Education and Social Work, QUB & CGE Management Board); Stephen McCloskey (Director, Centre for Global Education); Qurat Ul Ain (Researcher, QUB); and Allen Thurston (Professor, QUBSSSESW) launching the report at Queen's University on 16 October 2025.

6.1.1 Methodology

The research methodology employed a synthesis of published research literature in the period 1st January 2020 to 31st December 2024 on the topic of poverty in Northern Ireland. The research also compiled an analysis of levels of poverty in Northern Ireland, compared to the UK, the Republic of Ireland and some international comparators from Europe and the rest of the world. The Group of 12 leading industrialised countries, plus the Republic of Ireland, England, Scotland and Wales, were determined to make a suitable group to make comparisons with. The report synthesised published research literature and reports and then set poverty in Northern Ireland within a broader national and international context. This evidence was used to make informed recommendations that could support effective anti-poverty policy interventions in Northern Ireland.

The literature review used a systematic search across five major databases: Scopus, Web of Science, Social Policy and Practice, PsycINFO, and Medline. A total of 622 studies were retrieved from academic, government, policy, and non-statutory sources. These studies were exported to Evidence for Policy and Practice Information Centre (EPPI) Reviewer (Version: 6.16.0.0) for screening and data extraction. After identifying and removing 350 duplicates, two reviewers conducted an initial screening of titles and abstracts, excluding 219 records based on inclusion criteria. Subsequently, 82 records underwent full-text screening, with 53 meeting the inclusion criteria and being incorporated into the evidence synthesis. The findings from these 53 studies were organised into eight key thematic areas: child poverty, health poverty, food poverty, energy poverty, educational outcomes, housing and homelessness, employment poverty, and the cost of living.

6.1.2 Research Findings

The research findings included the following:

- 18 percent of children live in relative poverty in Northern Ireland with 8 percent of these living in persistent poverty.
- Poor health outcomes are linked to food insecurity, provision for mental health issues, and poor access to wider health services.

6 Research

- Low household income is driving rising food insecurity, especially post-COVID and during school holidays.
- There are significant educational attainment gaps between those living in poverty and those who are not. Comparing Free School Meal student attainment with non-Free School Meal student attainment, shows a 25-percentage point gap in school attainment in favour of non-Free School Meal students.
- Poverty is exacerbated for those who rent a home with 43 percent of social renters and 35 percent of private renters living in poverty.
- Northern Ireland ranks 16th lowest out of 17 countries when looking at the mean household income of workers yet Northern Ireland has the lowest unemployment rate of these countries (1.6 percent).
- When it comes to child poverty Northern Ireland ranks 7th lowest out of the 17 countries with 18 percent of children living in poverty.

6.1.3 Research Recommendations

The research recommendations included the following:

- Develop a clear plan to eradicate poverty by the provision of financial aid packages to ensure all households have a monthly income greater than £373 per week.
- Reform of welfare policies and a movement away from the neoliberal ideology underpinning these policies.
- Address health inequalities with significant financial investment in life-changing interventions in the poorest areas of Northern Ireland, where health inequalities are greatest.
- Address food poverty and ensuring that all families in Northern Ireland can live without food insecurity.
- Undertake historical and planned future high-quality analysis of Northern Ireland longitudinal data sets to examine patterns of poverty and inequality, looking at how public policy and Government decisions have influenced outcomes, and make similar comparisons to England, Scotland, Wales, the Republic of Ireland and suitable international countries.
- Improve the quality and availability of housing, ensuring affordable rental property is well insulated, energy efficient, and free from damp and mould. This would reduce poverty, improve health of the renting population and their children, and help Government meet targets on carbon emissions.
- Improve access to all forms of education, especially for disadvantaged groups, where publicly funded schools should educate a representative section of the communities they serve. In essence, the Northern Ireland Assembly should set quotas for free school meal entry for grammar schools that are representative of the geographic areas in which they are situated.

6.1.4 Launch of Research Report

The report was launched to an academic audience comprising teaching staff, post-graduates, researchers and students from Queen's University on 16 October 2025 in the Canada Room, QUB. The QUB media team disseminated a press release which was widely taken up by local media. A second launch for the community and voluntary sector was held on 29 October 2025 in Northern Ireland Council for Voluntary Action (NICVA) for community and voluntary organisations and NGOs involved in anti-poverty advocacy and campaigning work.



The launch of *Poverty in Northern Ireland: From the Local to the Global* held in NICVA on 29 October 2025: From L-R: Alison MacKenzie (Professor, School of Social Sciences, Education and Social Work, QUB & CGE Management Board); Stephen McCloskey (Director, Centre for Global Education); and Allen Thurston (Professor, QUBSSSESW and report co-author).

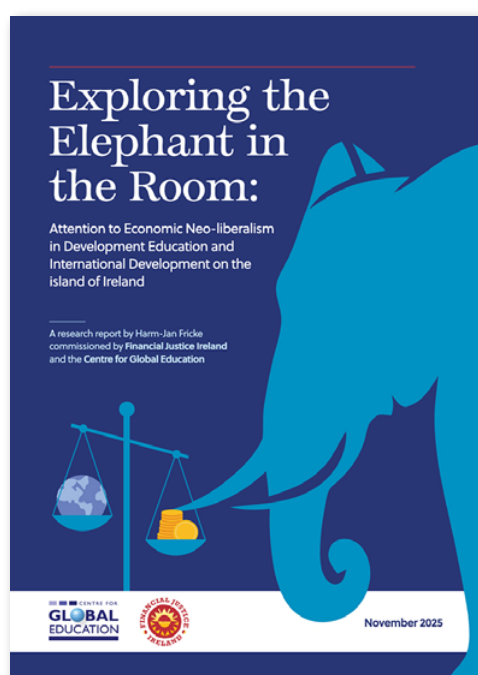
6 Research

6.1.5 Policy and Practice article

A journal article based on the research report was written by the research authors - Canan Ozkaya, Qurat Ul Ain and Allen Thurston – and published in *Policy and Practice: A Development Education Review*. The article is titled: 'Poverty in Northern Ireland: A Synthesis of Evidence and International Comparison' and is available at: <https://www.developmenteducationreview.com/issue/issue-42/poverty-northern-ireland-synthesis-evidence-and-international-comparison>. The research report, *Poverty in Northern Ireland: From the Local to the Global*, is available at: https://www.centreforglobaleducation.com/sites/default/files/Poverty%20in%20NI%20Final_0.pdf.

6.2 Exploring the Elephant in the Room: Attention to Economic Neoliberalism in Development Education and International Development on the Island of Ireland

The Centre for Global Education, in partnership with Financial Justice Ireland, published a research report in November 2025 titled *Exploring the Elephant in the Room: Attention to Economic Neoliberalism in Development Education and International Development on the Island of Ireland* compiled by consultant Harm-Jan Fricke. The report was a follow-up to research compiled by Harm-Jan in 2022 under the title: *International Development and Development Education: Challenging the Dominant Economic Paradigm?* which focused on the attention given to neoliberal economics by the International Development (ID) and Development Education (DE) sectors in the island of Ireland. Amongst its conclusions was that ID and DE sectors, give little consideration to *explicit* explorations of global economic processes and the globally dominant neoliberal system. 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 2025 report research explored those reasons further, in addition to aiming to find examples of work that 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 aimed at ID and DE practitioners, and two workshops augmented by information obtained from publications, documentation and websites. Research findings were largely based on the experiences and opinions of a limited sample of 35 to 40 unique, self-selected, respondents. This meant 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.

6 Research

6.2.1 Research Findings

The findings regarding why the DE sector gives little attention in its work to a systemic exploration of the economic root causes of poverty and inequality included:

- The lack of skills needed by practitioners to apply a systemic root causes approach.
- The lack of familiarity with economic concepts amongst those who ID and DE practitioners work with.
- The complexity of exploring root cause/economic systems – and hence its absence in explorations and discussions of root causes.

The research provided additional details of the challenges DE practitioners face if they wish to introduce attention to systemic root causes and neoliberalism in their work. They include:

- Understanding, amongst practitioners and their publics, of 'economics' and its terminologies.
- Skills, understanding and confidence of DE and ID practitioners in introducing and exploring the systemic nature of global economics/neoliberalism.
- ID and DE networks in Ireland giving no, or at best limited, relevant professional development support to their members: support that enables these members to explicitly address the systemic, ideological nature of neoliberalism and its consequences for poverty and inequality.
- Broader institutional issues, amongst others relating to the reduction in government funding for adult and community education, and the predominance of (mainly 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 with a particular audience or group of learners.

6.2.2 Research Recommendations

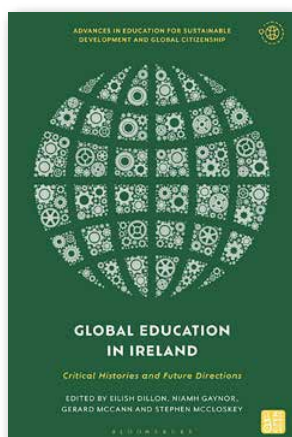
The report carried the following recommendations:

- The professional development of practitioners including their understanding of the global economic system and the use of education methods that explore root causes and systems analyses.
- Further research into the existing education practice within the ID and DE sectors regarding approaches to the global economic system and the systemic root causes of poverty and inequality.
- The report is available at: <https://www.centreforglobaleducation.com/sites/default/files/Exploring%20the%20elephant%20in%20the%20room%20report%20November%202025%20Final.pdf>

7 Publications

Please find below details of publications from the Centre for Global Education available in open access or 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.

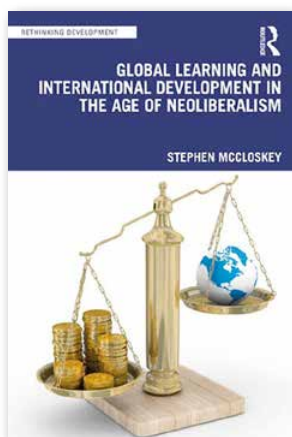
Published by: Bloomsbury Academic

Edited by: Eilish Dillon, Niamh Gaynor, Gerard McCann and Stephen McCloskey

Available from: <https://www.bloomsbury.com/uk/global-education-in-ireland-9781350380387/>

The paperback edition of *Global Education in Ireland: Critical Histories and Future Directions* edited by Eilish Dillon, Niamh Gaynor, Gerard McCann and Stephen McCloskey, was published by Bloomsbury Academic in May 2026 and available to order [here](#).

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,

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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 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

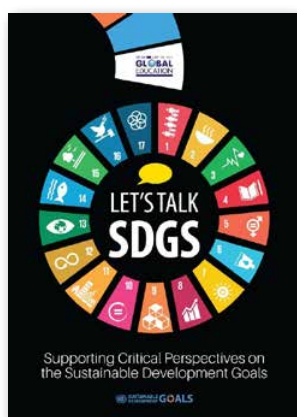


This is a special commemorative, fifteenth anniversary collection of the Centre for Global Education's bi-annual, peer reviewed and open access journal *Policy and Practice: A Development Education Review*. The journal celebrates and promotes good practice in development education; a radical and transformative 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 | Publisher: Centre for Global Education. Available in open access at: <https://www.centreforglobaleducation.com/sites/default/files/Policy%20and%20Practice%20Specila%20Edition%20Final%20Feb%202021.pdf>



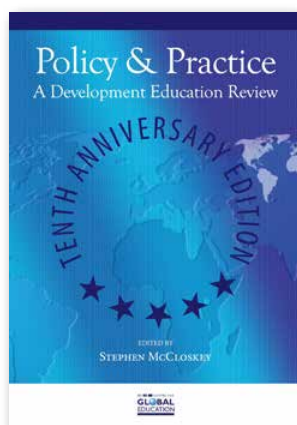
7.4 Let's Talk SDGs

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.

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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 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 in an open access format [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

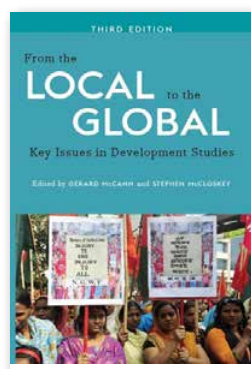
"This special issue of Policy and Practice provides an outstanding view of the state of the field of development education from a range of excellent scholars and practitioners. Once again, this journal demonstrates its success in supporting educators' understanding of the contested areas and edges of 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 in open access at: <https://www.centreforglobaleducation.com/sites/default/files/Policy%20Practice%20Complete%20MAR%202015.pdf>



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

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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.

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."

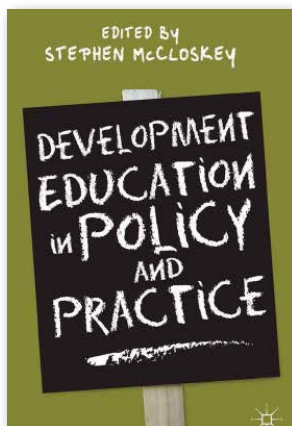
Marina Sitrin (author of *Everyday Revolutions*, 2012).

"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.plutobooks.com/product/from-the-local-to-the-global/>

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>

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
Alison MacKenzie (Secretary)	School of Social Sciences, QUB
Laura Rio Fernandez	Development Education Officer, Trócaire
Deborah McLaughlin	Friends of the Earth
Cara McLoughlin	Cultúrlann Ui Chanáin
Calum McGeown	Researcher
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 2025

Registration number NI025290

CENTRE FOR GLOBAL EDUCATION

Company limited by guarantee

Annual Report and Financial Statements

for the year ended 31 March 2025

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2025

Report of the Trustees (incorporating the directors' report) for the year ended 31st March 2025.

The trustees are pleased to present their annual directors' report together with the financial statements of the charity for the year ending 31 March 2025 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

The financial statements comply with the Charities Act (NI) 2008, the Companies Act 2006, the Articles of Association, 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 DETAILS

NIC Charity registration number:	NIC104991
Company registration number:	NI25290
HMRC charity number:	XR73713
Registered office:	9 University Street, Belfast, BT7 1FY

Advisors

Auditors	McCreery Turkington Stockman LTD, 1 Lanyon Quay, Belfast, BT1 3LG
Bankers	Danske Bank

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:

Trustees	Chris O'Connell	Chairperson (appointed 14 November 2023)
	Michael Robinson	Vice-Chair (appointed November 2020)
	Jennifer Timmons	Treasurer (appointed 16 April 2024)
	Deborah McLaughlin	Secretary (appointed 13 February 2024)
	Alison MacKenzie	(appointed 14 November 2023)
	Calum McGeown	(appointed 27 June 2023)
	Cara McLoughlin	(appointed 6 December 2022)
	Kevin Daly	(resigned 25 March 2025)
	Jamal Iweida	(resigned 10 June 2025)
	Nuala McAdams	Treasurer (resigned 19 November 2024)

Secretary	[Deborah McLaughlin] (appointed 13 February 2024)
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Key management personnel

Director	[Stephen McCloskey]
Finance Support	[Clarke & Co]

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2025

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 2024-25 including a full-time German volunteer, Frieda Veersmann, 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 2024-25, 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 2024 had a global audience of 347,542 web site visitors and 199,402 unique visits. The journal is a unique learning tool which has been funded by Irish Aid since 2005 and, in 2025, celebrated its 20th 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's Global Citizenship Education fund for the journal to May 2028.
- Organised two webinars based on the content of Issues 38 and 39 of *Policy and Practice: A Development Education Review*. A [webinar](#) on "Development Education and Migration" was held on 14 May 2024 and a [webinar](#) on "Development Education Silences" was held on 19 November 2024.
- Produced six new episodes of the Centre for Global Education podcast called "Reimagining Development" as part of the Irish Aid capacity-building project. The podcast discusses 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 year one 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 aged 12-16 years in three Palestinian refugee camps in Lebanon: Burj Barajneh, El Buss and Rashidieh.
- Delivered a one-year project in Ein El-Hilweh refugee camp in Saida, Lebanon that provided education and psychosocial support to 45 children aged 12 years. The project was funded by the Irish National Teachers' Organisation (INTO) between December 2024 and June 2025.
- Received a grant from the Halifax Foundation Empowerment Programme to commission a research report titled "Poverty in Northern Ireland: From the Local to the Global". The research aims to discern the main drivers of poverty, persistent trends and make informed recommendations that could support effective anti-poverty policy interventions.
- Commissioned a research report in partnership with Financial Justice Ireland that is investigating why the global education and international development sectors do not give explicit attention to systemic

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2025

(economic) root causes of poverty and inequality, and to identify possible opportunities to extend the attention they give to this through formal and non-formal education. The research is funded by Financial Justice Ireland.

- Worked in partnership with the Irish NGO, Comhlámh, to deliver a one year project funded by the Shared Island Civic Society Fund titled “Cultivating a Community of Practice: Advancing Peace and Inclusion in Ireland's Fight Against Racism and Sectarianism”.
- The Centre for Global Education received a grant of €16,000 to deliver 18 twilight training sessions to senior leaders and teachers in 18 post-primary schools. This project is funded by the WorldWide Global Schools over two years. The year two grant of €16,000 will be received in October 2025.
- Centre for Global Education 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); Development Studies Association of Ireland (DSAI); Global Education Network Europe (GENE); Academic Network on Global Education and Learning (ANGEL) and the Women’s Program Association in Lebanon.

FINANCIAL REVIEW

The Centre is currently in receipt of a three-year grant (1 June 2025 – 31 May 2028) totalling €220,000 from Irish Aid which supports the publication of our bi-annual journal *Policy and Practice*. We received funding of €70,000 for year one of the Irish Aid-funded programme covering the period 1 June 2025 to 31 May 2026. The Centre received £11,500 as the first instalment of a two year grant (£23,000 in total) from NIPSA for an education and psychosocial support project for 100 children in three Palestinian refugee camps in Lebanon to September 2024. The Centre received a grant of £10,000 from the Irish National Teachers’ Organisation for a one-year project in Lebanon that will provide education and psychosocial support services to 45 children aged 12-16 years to June 2025. The Centre received a grant of £13,390.00 from the Halifax Foundation in September 2024 to commission research on poverty in Northern Ireland from 2020-24.

Reserves policy and going concern

The Centre for Global Education Reserves Policy has a target of £37,557.31. The policy is based on a scenario where the Director may be facing redundancy and the Centre seeks to secure his 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)	11,123.73
Overheads (three months)	4,681.18
Redundancy Costs	21,752.40
Total:	<u>£37,557.31</u>

PLANS FOR FUTURE PERIODS

The Centre for Global Education continues to seek funding from non-traditional sources of funding to resource our [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 in 2025 on the drivers of poverty in Northern Ireland. We received a grant of £10,000 from INTO to deliver an education programme for 100 Palestinian and Syrian children living in Ein El-Hilweh camp in Lebanon from December 2024 to June 2025. 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. The

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2025

Centre has received a three year grant from Irish Aid to support publication of our journal, *Policy and Practice: A Development Education Review*, to May 2028.

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.

Appointment of trustees

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.

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.

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.

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2025

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	The Centre for Global Education's freestanding reserves in March 2025 amounted to £6,872. The Centre is working hard at drawing down funds from non-traditional donors and in 2024 received first time grants from the Halifax Foundation and WorldWise Global Schools.
Dependence on small number of donors	The Centre is trying to diversity its funding base and in June 2025 joined a fund consortium of NGOs that submitted a funding application to the European Commission's "Cooperation with EU citizens and Youth in the United Kingdom" Fund.
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. It was launched in Westminster in July 2025.

CENTRE FOR GLOBAL EDUCATION

Directors' Report for the year ended 31 March 2025

TRUSTEES' RESPONSIBILITIES IN RELATION TO THE FINANCIAL STATEMENTS

The charity trustees (who are also the directors of Centre for Global Education for the purposes of company law) are responsible for preparing the trustees' annual 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 trustees to prepare accounts for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charity and the income and expenditure of the charity for that period.

In preparing these accounts, the trustees are required to:

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

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

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

STATEMENT AS TO DISCLOSURE TO OUR AUDITORS

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

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

AUDITOR

McCreery Turkington Stockman LTD are deemed to be re-appointed under section 487(2) of the Companies Act 2006.

Signed by order of the trustees on the 9th December 2025

Jennifer Timmons

Jennifer Timmons (Dec 11, 2025 08:24:01 GMT)

Director

Jennifer Timmons

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 2025 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 2025 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

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

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

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; and
- 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 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
Chartered Accountants
Registered Auditors
1 Lanyon Quay
Belfast
BT1 3LG

MTS

MTS (Dec 10, 2025 09:47:39 GMT)

9th December 2025

CENTRE FOR GLOBAL EDUCATION

Statement of Financial Activities (Including Summary Income and Expenditure Account) for the year ended 31 March 2025

		Unrestricted Funds	Restricted Funds	Total	Total
		2025	2025	2025	2024
Income from:	Notes	£	£	£	£
Charitable activities	4	1,525	116,154	117,679	89,988
Total incoming resources		<u>1,525</u>	<u>116,154</u>	<u>117,679</u>	<u>89,988</u>
Expenditure on:					
Charitable activities	5	(8,030)	(106,195)	(114,225)	(118,155)
Total expenditure		<u>(8,030)</u>	<u>(106,195)</u>	<u>(114,225)</u>	<u>(118,155)</u>
Net income before transfers		<u>(6,505)</u>	<u>9,959</u>	<u>3,454</u>	<u>(28,167)</u>
Net incoming resources		<u>(6,505)</u>	<u>9,959</u>	<u>3,454</u>	<u>(28,167)</u>
Fund balances brought forward		<u>13,377</u>	<u>17,570</u>	<u>30,947</u>	<u>59,114</u>
Fund balances carried forward		<u>6,872</u>	<u>27,529</u>	<u>34,401</u>	<u>30,947</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 2025

		2025		2024	
	Notes	£	£	£	£
Current assets					
Debtors	9	-		793	
Cash at bank and in hand		37,292		33,900	
		<u>37,292</u>		<u>34,693</u>	
Creditors: amounts falling due within one year	10	(2,891)		(3,746)	
Net current assets			34,401		30,947
Net assets			<u>34,401</u>		<u>30,947</u>
Funds					
Unrestricted funds	11		6,872		13,377
Restricted funds	11		27,529		17,570
Total funds			<u>34,401</u>		<u>30,947</u>

The financial statements were approved by the Directors on 9 December 2025 and signed and approved for issue on its behalf by

Jennifer Timmons

[Jennifer Timmons \(Dec 11, 2025 08:24:01 GMT\)](#)

Director

Jennifer Timmons

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 2025

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 2025

..... 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 2025

..... 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 2025

..... 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	2025	2024
	£	£
Auditors' remuneration	1,880	3,660
3. Employees		
Number of employees	2025	2024
The average monthly numbers of employees during the year were:		
Staff	1	2
Employment costs	2025	2024
	£	£
Wages and salaries	43,604	51,734
Pension costs	2,180	2,587
	45,784	54,321

There were no employees earning over £60,000 in the two years ended 31 March 2025.

The charity trustees were not paid or received any other benefits from employment with the charity, neither were they reimbursed expenses during the year (2024: £Nil).

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2025

..... continued

	Unrestricted 2025 £	Restricted 2025 £	Total 2025 £	Total 2024 £
4. Charitable activities				
Charitable Activities				
Irish Aid- Dept of Foreign Affairs	-	62,993	62,993	64,276
NIPSA	-	12,500	12,500	11,500
INTO	-	9,935	9,935	9,986
Halifax	-	13,390	13,390	-
Worldwise Global Schools	-	13,030	13,030	-
Comhlamh	-	4,306	4,306	-
Other income	1,525	-	1,525	4,226
	<u>1,525</u>	<u>116,154</u>	<u>117,679</u>	<u>89,988</u>

In 2024 of the total charitable income £4,226 was attributable to unrestricted income funds with the balance £85,762 adding to the restricted funds.

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2025

..... continued

	Unrestricted 2025 £	Restricted 2025 £	Total 2025 £	Total 2024 £
5. Total resources expended				
Costs directly allocated to charitable activities				
Global Education	8,030	92,256	100,286	93,651
Support costs	-	13,939	13,939	24,504
	<u>8,030</u>	<u>106,195</u>	<u>114,225</u>	<u>118,155</u>
Analysis by fund				
Restricted funds			106,195	
Unrestricted funds			8,030	
			<u>114,225</u>	
For the year ended 31 March 2024				
Restricted funds				88,493
Unrestricted funds				29,662
				<u>118,155</u>
6. Analysis of support costs			2025	2024
			£	£
Staff costs			6,195	14,730
Governance costs			7,744	9,774
			<u>13,939</u>	<u>24,504</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 £2,180 (2024 - £2,587).

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2025

..... continued

8. Tangible fixed assets	Fixtures, fittings and equipment £	Total £
Cost		
At 1 April 2024	39,367	39,367
At 31 March 2025	39,367	39,367
Depreciation		
At 1 April 2024	39,367	39,367
At 31 March 2025	39,367	39,367
9. Debtors	2025 £	2024 £
Prepayments and accrued income	-	793
10. Creditors: amounts falling due within one year	2025 £	2024 £
Other creditors	251	346
Accruals and deferred income	2,640	3,400
	2,891	3,746

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2025

..... continued

11. Analysis of charitable funds:

	Balance 1 April 2024	Incoming Resources	Outgoing Resources	Transfers	Balance 31 March 2025
Unrestricted Funds					
General fund	13,377	1,525	(8,030)	-	6,872
	<u>13,377</u>	<u>1,525</u>	<u>(8,030)</u>	<u>-</u>	<u>6,872</u>
Restricted funds					
Irish Aid	6,663	62,993	(59,678)	-	9,978
NIPSA	-	12,500	(12,500)	-	-
Trocaire	2,475	-	(2,475)	-	-
Concern	8,432	-	(8,432)	-	-
INTO	-	9,935	(9,935)	-	-
Halifax	-	13,390	(5,832)	-	7,558
WorldWise Global Schools	-	13,030	(5,005)	-	8,025
Comhlamh	-	4,306	(2,338)	-	1,968
	<u>17,570</u>	<u>116,154</u>	<u>(106,195)</u>	<u>-</u>	<u>27,529</u>
Total funds	<u>30,947</u>	<u>117,679</u>	<u>(114,225)</u>	<u>-</u>	<u>34,401</u>

	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>

CENTRE FOR GLOBAL EDUCATION

Notes to the financial statements for the year ended 31 March 2025

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12.	Analysis of net assets between funds	Unrestricted	Restricted	Total
		reserve	reserve	
		fund	fund	
		£	£	
Fund Balances at 31 March 2025				
represented by:				
Net current assets		6,872	27,529	34,401
		<u>6,872</u>	<u>27,529</u>	<u>34,401</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.



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

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

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