



CENTRE FOR GLOBAL EDUCATION ANNUAL REPORT 2019



CENTRE FOR
**GLOBAL
EDUCATION**

EDUCATING FOR A JUST AND SUSTAINABLE WORLD

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Centre for Global Education | September 2020



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CGE is a signatory to the Dóchas Code of Conduct on Images and Messages

Introduction by the Director Stephen McCloskey

Welcome to the 2019 Centre for Global Education (CGE) Annual Report with an overview of our key activities over the past year. They have included the successful commencement of our flagship schools' project, Connecting Classrooms through Global Learning (CCGL), which is co-funded by the British Council and Foreign, Commonwealth and Development Office (FCDO). The Centre has continued publication of our peer reviewed journal, *Policy and Practice: A Development Education Review*, which in 2019 celebrated its fourteenth anniversary. And the Centre has maintained delivery of education services to Palestinian children in the Gaza Strip while commencing a new overseas project in Beirut, Lebanon. The Centre has also carried out research on the social and economic conditions faced by Palestinian refugees in Lebanon and Syria. The Centre's key achievements in 2019 are summarized below.

Connecting Classrooms through Global Learning

In Autumn 2018, CGE successfully tendered for the management of two strands of a new three-year (2018-21) schools' [programme](#) co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) called Connecting Classrooms through Global Learning (CCGL). CGE has been contracted as an Expert Lead Centre to support the recruitment of schools and clusters wishing to engage in international school partnership projects. The second tender delivers 'Professional Development Training for Teachers in Northern Ireland' and provides Teacher Professional Learning (TPL) training packages on global issues. CCGL aims to provide a solid platform on which schools can start their global learning journey, preparing students for participation in an increasingly interdependent and unequal world. The programme enables students to learn, collaborate and take action on global issues alongside their peers from the global South. CGE offers a blended package of support to schools that combines virtual and face-to-face opportunities for professional development and grants to establish partnerships with schools in the global South. To date, 272 teachers across 43 schools have participated in our TPL training programmes and 80 schools are engaged in International School Partnerships. For further information about CCGL training and partnership opportunities, phone 028 90 241 879 or email schools@centreforglobaleducation.com.

We have a strong team of four delivering the two tenders comprising: Caroline Murphy (CCGL Programme Manager), Anna Grindle (Global Learning Schools Advisor), Rosie McCreanor (Global Learning Schools Advisor), and Clare McClure (Project Officer).

Policy and Practice

The Centre for Global Education's bi-annual, peer reviewed, open access journal, [Policy and Practice: A Development Education Review](#), is now in its fourteenth year of publication and remains one of the most influential voices in development education. First published in 2005, the journal is available on a stand-alone web site which received a total of 103,786 unique visitors between January and December 2019 and 144,549 visits in total. The journal aims to enhance understanding, debate and practice in development education in local and global contexts. Each issue focuses on a different theme germane to development education practice or the policy context in which it is delivered. In 2019, two issues of the journal were published: [Issue 28](#) in Spring 2019 on the theme 'The Development, Conflict and Security Nexus: Theory and Practice'; and [Issue 29](#) in Autumn 2019 on 'Development Education and Gender'. Both issues produced high quality contributions that enhanced debate and supported new thinking on development education. In 2020, we are preparing to celebrate the fifteenth anniversary of the journal with a specially commissioned hard copy edition celebrating the best writing in *Policy and Practice* between 2015 and 2020.

Visit to Lebanon and Syria

In May 2019, I visited Palestinian refugee camps in Lebanon and Syria supported by the United Nations Relief and Works Agency (UNRWA). The purpose of my visit was to assess the socio-economic impact of the war in Syria faced by Palestinian refugees in Lebanon and Syria. Since the start of the war in Syria in 2011, 60 per cent of Palestinian Refugees Syria (PRS) have been displaced at least once, more than 4,000 have been killed and three Palestinian camps in Syria have been destroyed. 29,000 PRS have fled to neighbouring Lebanon where Palestinian Refugees Lebanon (PRL) endure a permanent 'foreigner' status without citizenship, property rights and access to nearly 40 occupations. The report examines the economic impact of displacement in both Lebanon and Syria where extremely vulnerable and impoverished refugees have been subjected to greater precarity in the wider context of instability and conflict in the region.

In 2019, the Centre delivered year two of a three-year project (2018-2020) in the Gaza Strip, Palestine, jointly managed with the Canaan Institute of New Pedagogy, a Palestinian NGO based in Gaza City. The project is funded by the Northern Ireland Public Service Alliance (NIPSA) Global Solidarity Fund and delivered to 400 young people aged 7 to 12 in four locations

Introduction by the Director Stephen McCloskey

in Gaza. The project aims to: deliver education activities that strength the children's literacy and numeracy skills; deliver psycho-social support programmes to children suffering from conflict and poverty-related trauma in Gaza; provide a safe and structured play environment for children; and facilitate cultural and sporting activities. The project outcomes in year two are reported [here](#). NIPSA has agreed to support a second CGE project in 2019 delivered to 75 Palestinian refugees in Burj Barajneh refugee camp in Beirut, Lebanon. This is a two year project that will deliver education services to young people unable to access formal education in Beirut.

COVID-19

As this report is being written, the world is firmly in the grip of the COVID-19 pandemic which has cast a terrible shadow over social and economic life, locally and globally, with nearly 26 million cases of the virus globally and 860,000 deaths. The virus threatens the long-term livelihoods and wellbeing of millions of people, particularly the two billion workers estimated by the International Labour Organisation to earn a living in the informal sector. Economic forecasts predict 'a lost decade' ahead as a result of the lockdown measures and massive economic contraction which seems certain to follow the rapid spread of COVID-19 across the world. These effects will be felt hardest in the global South where most low- and middle-income countries labour under a massive debt burden, lost income in illicit financial flows to the global North, and the effects of IMF structural adjustment programmes. In the global North, we are likely to see reduced aid flows and cuts in support for development education. The UN Rapporteur on Extreme Poverty and Human Rights, Philip Alston, has [described](#) COVID-19 as a 'pandemic of poverty' which will push 176 million people into poverty. 'Poverty is a political choice', he argues, and 'will be with us until its elimination is reconceived as a matter of social justice'. That approach to poverty has to inform our work as development educators going forward.

Partners in delivery

The Centre is grateful to our partners and networks in the development education sector for their support over the past year. They include: Coalition of Aid and Development Agencies (CADA), Comhlámh Belfast Group; Development Education Research Centre; Dóchas: the Irish Association of Non-Governmental Development Organisations; Financial Justice Ireland; Jubilee Debt Campaign; the Irish Development Education Association (IDEA), the UK Development Education Network; and War on Want. We also thank the Canaan Institute

of New Pedagogy, our partner in Gaza, and the Women's Program Association, our partner in Beirut. CGE also thanks all of the learners and participants who supported our activities in 2019. I extend particularly thanks to the team of Global Educators who deliver training courses to schools as part of the CCGL programme.

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 - Caroline Murphy, Anna Grindle, Rosie McCreanor, Clare McClure and Diana Rotar - all carried out their work with great professionalism. We also had a dedicated team of volunteers in 2019: Ioanna Strantzali and Antonella Acinapura (Queen's University Belfast); Evie Greenwood (Stranmillis University College); Megan Kelly (QUB Leadership for Sustainability Programme); and Emir McLaughlin (St. Mary's University College) who provided sterling support to staff. I want to particularly thank the Centre's office bearers in 2019-20 for their support of the staff and commitment to the organisation: Tony McMullan (Chair), Siobhan Hanley (Vice-Chair), Marie-Therese Brankin (Secretary) and Nuala McAdams (Treasurer). In 2019, we welcomed two new members on to the Board: Dina Belluigi (Queen's University School of Social Sciences, Education and Social Work) and Lynda Sullivan (Friends of the Earth). Everyone connected with the Centre is grateful to all of the funders who supported our work in 2019: British Council, Concern Worldwide, Foreign, Commonwealth and Development Office (FCDO), Irish Aid, National Lottery Awards for all, NIPSA and Trócaire.

1 Centre for Global Education

1.1 Background Information

The Centre for Global Education was established in 1986 by eight development agencies to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that will enable individuals and organisations to address the causes of poverty, inequality and injustice at local and global levels. The Centre believes that in the current era of accelerated globalisation our society is becoming increasingly interconnected with the wider world. Development education equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally. The Centre endorses the United Nation's definition of development education which states that 'the objective of Development Education is to enable people to participate in the development of their community, their nation and the world as a whole'. Development education practice is based on active learning methodologies that support analysis, reflection, debate and an action outcome. The Centre for Global Education provides training and resources to local target groups that tailor development education content and practice to their needs. We consider the development process in Ireland within the context of the global South and support multiculturalism and mutual respect by providing opportunities to learn about other cultures, faiths and lifestyles. The Centre supports the view that we can learn more about ourselves and



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

1.2 Centre for Global Education Strategic Plan 2020-2022

The Centre for Global Education's [Strategic Plan](#) contains working objectives for the period 1 January 2020 to 31 December 2022. The Strategic Plan is the Centre's guiding document and has four Focus Areas that inform our work:

1. Formal Education;
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.



1 Centre for Global Education

The Centre for Global Education Mission Statement is:

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

The Centre's Values are as follows:

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

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

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

1.3 Funding

The Centre receives grants from statutory and non-government development organizations to deliver projects and to support the general running costs of the Centre. In 2019, the Centre's main funders were:

- British Council
- Christian Aid
- Concern Worldwide
- Foreign, Commonwealth and Development Office
- Irish Aid
- NIPSA Developing World Fund
- Trócaire

1.4 Structure of Organisation

The Centre's activities are planned and evaluated by a Management Board (see Appendix 1) comprising educators from the statutory and non-statutory education sectors, including: an environmental campaigner; teacher; trade unionist; third level educator; fundraiser; and development agency manager. The Centre's staff report to the Management Board and have responsibility for delivering activities, training, networking, fundraising and administration. The Centre has four office bearers who are:

- | | |
|-------------------------|-------------|
| • Tony McMullan | Chairperson |
| • Siobhan Hanley | Vice-chair |
| • Nuala McAdams | Treasurer |
| • Marie-Therese Brankin | Secretary |

1.5 Dóchas Code of Good Governance

As a Dóchas member organisation, the Centre is a signatory to the Irish Development NGOs [Code of Corporate Governance](#). The Code was co-authored in 2009 by Dóchas with the Corporate Governance Institute of Ireland, and

is obligatory for all Dóchas member organisations. The Code enables the Centre to strengthen its governance practice and includes an independent assessment of our audited accounts and annual reports. This annual assessment identifies areas of governance that could be improved by the Centre and enables us to maintain high standards of practice for our organisation. The Governance Code comes with a set of guidelines and a dedicated web site supporting implementation. In the current financial climate funders are setting higher standards for financial management and accountability and the Code helps organizations like the Centre to maintain these standards.



1.6 Dóchas Code of Conduct on Images and Messages

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



2 Resource Base

2.1 Teaching and Research Resources

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

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



Resources on sale in the CGE library

- **DVDs** available on loan covering national and international issues including high quality films produced for education purposes. The Centre's DVD collection also includes an excellent range of feature films and documentaries on global issues.
- **National and international periodicals and journals** on development, economic, environmental, gender and human rights issues, from *Le Monde Diplomatique* to *New Internationalist*. The Centre's collection of periodicals offers invaluable reference material for research on local and global development issues.
- **1,200 book titles** with issue and country/ continent categories including children, environment, politics, human rights, development,



Centre for Global Education's library

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

Ireland, Africa, Latin America, Asia and the Middle East. The library is continually expanding with new resources requisitioned on an ongoing basis. New resources are added to our library databases for books and teaching packs and schools can borrow materials online or by phone.

2 Resource Base



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

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

2.2 Membership of CGE

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

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



- A regular [blog](#) on development education and development issues available from our web site.
- Regularly organised events on development issues – conferences, seminars, workshops and [trainings](#).

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

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

2.3 CGE on Social Media

The Centre has a comprehensive social media service that is updated daily. 'Like' the Centre on Facebook and you will receive regular updates on jobs, events, publications, and news on development issues. The Centre currently has 2,000 'likes' on Facebook. To join our online community please click on this link: <https://www.facebook.com/centreforglobaleducation>. The Centre is also available on Twitter (@CGBelfast) and Linked-in which is broadening our reach to members.

2 Resource Base

2.4 CGE Website

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

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



The web site is available at www.centreforglobaleducation.com

From 1 January to 31 December 2019, the Centre's web site received a total of 28,215 unique visitors and 40,138 total visits from countries across the world. The top ten locations of users by pages viewed were as follows:

Country	Number of pages viewed
United States	29,304
United Kingdom	16,879
Russia	5,325
China	3,785
Germany	3,077
India	2,506
France	2,339
Canada	2,044
Ukraine	1,284
Ireland	1,106

2.5 Centre for Global Education by Numbers

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

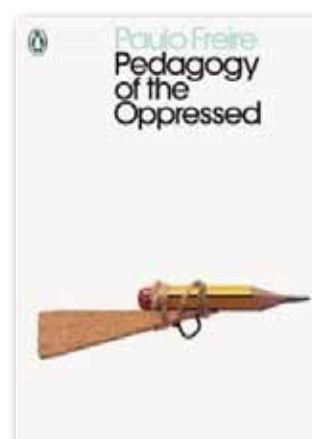
CGE Facebook 'likes'	1,787
Global Learning Programme Facebook 'likes'	703
Policy and Practice Facebook 'likes'	367
CGE followers on Twitter	1,022
Global Learning Schools NI followers on Twitter	784
Subscribers to E-bulletin service	750
Visitors to CGE web site (1 January - 31 Dec 2019)	28,215
Unique visitors to Policy and Practice web site (1 January - 31 Dec 2019)	103,786
Total number of connections	137,414

2.6 Centre for Global Education Blog

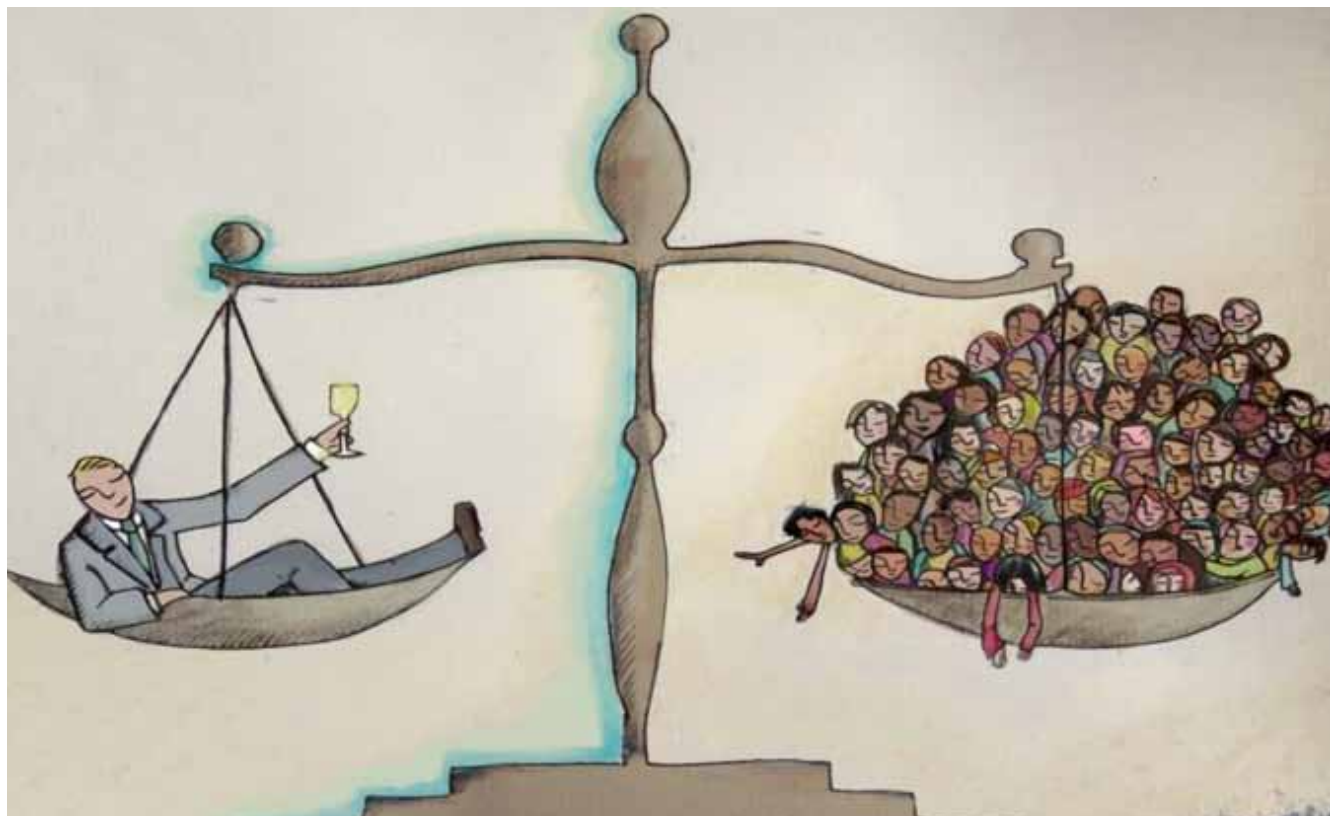
The Centre for Global Education has published a blog since 2012 that aims to spark debate on topical issues in the area of international development.

The blogs posted to date are:

- *Pedagogy of the Oppressed: A Re-Appraisal in the Age of Climate Change, Populism and Fake News*
- *Five Ways in which Global Educators can Respond to the COVID-19 Pandemic*
- *The Global Economy is not only Extremely Unequal but Deeply Sexist: Here are Five Ways in which we could Do Development Differently*
- *Centre for Global Education Film on the Climate Strikes*
- *Greta Thunberg, Global Learning and Social Change: Lessons for International NGOs from the Climate Strike Movement*
- *When They See Us* is Event Television about Racial Prejudice that Resonates in Trump's America
- *It's Time for the Wealthiest One Percent to Start Paying Their Way*
- *The Shock Economics of Austerity have Targeted the Poor to Disastrous Effect*



2 Resource Base



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

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

2 Resource Base

2.7 EIRENE Volunteer



EIRENE volunteer Diana Rotar

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 2019-20 was Diana Rotar, who worked with us in the position of Information Officer. Diana was responsible for managing the Centre's resource base which included dealing with public requests for information, compiling our monthly e-bulletin, updating our web site and administering our membership scheme and library resources. Diana was a highly valued staff member who was very supportive of colleagues in the preparation and delivery of events.

The Centre has benefited enormously from its relationship with EIRENE and all of our placements have been extremely able and committed young people. For their part, the volunteers are given the opportunity to improve their language skills and broaden their work experience before moving on to third level education. Diana was very committed to the issue of climate change and is pictured with a poster before participating in a climate protest in Belfast in September 2019. Diana also participated in teacher training events organised by the Centre's Connecting Classrooms through Global Learning (CCGL)

programme which strengthened her knowledge of international development issues. The Centre extends its thanks to EIRENE for its ongoing support of the Centre and placement of highly motivated young people in our organisation. For further information on the Centre's resources and library services contact:

Information Officer
Centre for Global Education
9 University Street
Belfast BT7 1FY

Tel: 028 90 241879
Email: info@centreforglobaleducation.com
Web: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
Twitter: [@cgebelfast](https://twitter.com/cgebelfast)

2.8 E-Bulletin

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



3 Policy & Practice A Development Education Review

3. Policy and Practice: A Development Education Review

Since 2005, the Centre for Global Education has been in receipt of funding from Irish Aid for a project titled 'Building Capacity in the Development Education Sector in Ireland'. The centre-piece of this project is the publication of a bi-annual, peer reviewed, open access journal titled *Policy and Practice: A Development Education Review* which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past fourteen years, 29 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:



Robert Fisk, Middle-East correspondent with *London Independent* (left) was interviewed by broadcaster and writer, Peadar King, (right) in Dalkey, 18 December 2018.

- 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 2019. [Issue 28](#) of the journal was published in Spring 2019 on the theme 'The Development, Conflict and Security Nexus' and was a special joint issue published in partnership with the Development Studies Association Ireland (DSAI). In his Guest Editorial, Gerard McCann (a member of the

journal's Editorial Group and the DSAI Board) emphasised the important role of education in challenging the gravitation of development toward the security and economic interests of donor states. He argued that: 'Across the globe, with security at the forefront of governmental action, education has remained a counter-balance in an attempt to build peaceful interdependent societies'. A total of 11 articles was published in this issue including an [interview](#) with Robert Fisk, the Middle-East correspondent with the *London Independent*. The interview was carried out as part of a documentary for RTE's *What in the World?* series and series producer, Peadar King (KMF productions), gave permission to the journal for use of the transcription in Issue 28. The interview was disseminated by Peadar King to his network of donors and sponsors and has widened interest and access to the journal. Issue 28 is available at: <https://www.developmenteducationreview.com/issue/issue-28/foreword-development-conflict-and-security-nexus>

3 Policy & Practice A Development Education Review

Issue 29 was published in Autumn 2019 on the theme 'Development Education and Gender' which, as Guest Editor, Siobhán Madden, suggested, made an 'important and exciting contribution to foregrounding the politics of gender, feminism and feminist movement through critical DE methodologies'. This was the first ever issue of *Policy and Practice* on gender and was overdue given, as Madden said, the hitherto 'limited attention to the specificity of feminist epistemological frameworks and their relevance for development education'. A total of 13 articles was published in issue 29 including contributions on: microfinance initiatives in Jordan; women on the frontlines of resistance to extractivism in Latin America; and feminist perspectives on development education. Issue 29 is available at: <https://www.developmenteducationreview.com/issue/issue-29/importance-feminist-development-education-through-neoliberal-times>

3.1 Policy and Practice Web Site

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



A report on *Policy and Practice* web site traffic between January and December 2019, found that the *Policy and Practice* web site received a total of 103,786 unique visitors and 144,549 total visits from 150 countries with the top ten locations of visitors by pages viewed as follows:

• United States	(73,978)
• UK	(22,374)
• India	(13,857)
• The Philippines	(8,801)
• Canada	(8,789)
• Russia	(7,388)
• Ireland	(6,530)
• China	(6,519)
• France	(5,420)
• Australia	(3,840)

The most gratifying aspect of these statistics is the mix of countries from the global North and South. A key aim of the journal is to encourage dialogue between educators in the global North and South and we hope, going forward, that *Policy and Practice* will receive more contributions from authors in the South. It is encouraging to note the 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 March 2022.

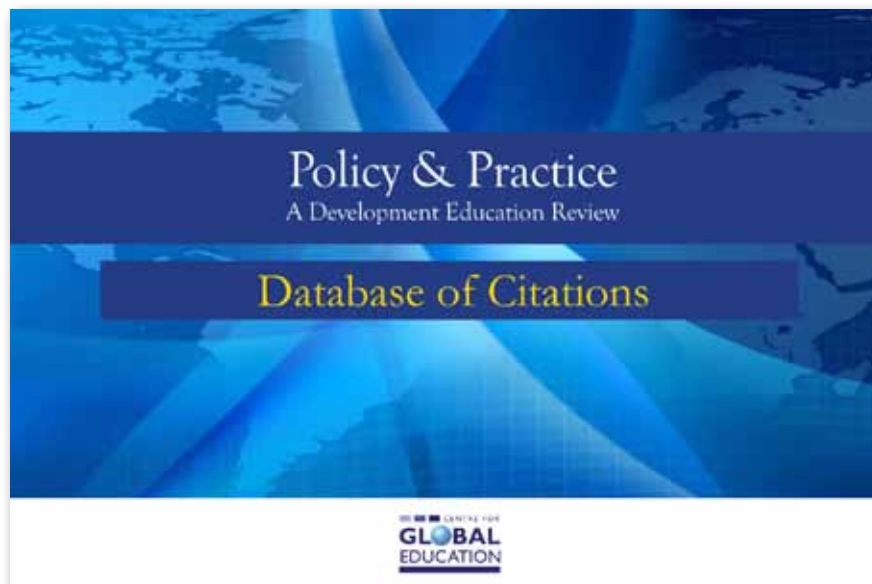
The journal content is disseminated by EBSCO which is a United States-based provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. This has supported the dissemination of journal content to academic institutions across the world. The journal has also been

3 Policy & Practice A Development Education Review

accepted by Scopus, an abstract and citation database launched in 2004 which covers nearly 36,377 titles from approximately 11,678 publishers. This, again, is another positive step in the international recognition and use of the journal. The journal is also a publisher member of the Directory of Open Access Journals (DOAJ) which is 'a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals'. All of these journal directories enhance the promotion and dissemination of the journal and ensure its content supports teaching, learning and research.

3.2 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 May 2020 and showed that a total of 2,564 citations had been generated by journal articles; 295 citations were created in *Policy and Practice* articles and 2,269 in other journals and books. This total represented an increase of 573 since the last time we updated the database in June 2019. The citations have appeared in 275 journals (an increase of 78) and 152 books (an increase of 39) covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles has been cited in 200 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 24 non-governmental organization publications which suggests that *Policy*



and Practice has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available [here](#).

3.3 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:

Carlos Bruen
Royal College of Surgeons in Ireland (RCSI)
Niamh Gaynor
Dublin City University
Frank Geary
Irish Development Education Association
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

International Editorial Board

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

- Promote the journal within their respective institutions;
- Review articles and suggest contributors;
- Provide advice on strengthening content and enhancing the journal's international profile.



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Policy & Practice A Development Education Review

The International Editorial Board members are:

Doug Bourn

Institute of Education, University of London

Linda Briskman

Swinburne Institute for Social Research

James Goodman

University of Technology, Sydney

David Jefferess

University of British Columbia, Okanagan, Canada

Dip Kapoor

University of Alberta, Canada

Ajay Kumar

Jawaharlal University (JNU, New Delhi)

Vanessa Andreotti de Oliveira

University of British Columbia, Vancouver, Canada

Lynette Schultz

University of Alberta, Canada

David Selby

Sustainability Frontiers

Andy Storey

University College Dublin

Roland Tormey

Ecole polytechnique fédérale de Lausanne (EPFL)

Ros Wade

London South Bank University

3.4 Special Issue on COVID-19 and Development Education

Following the outbreak of the COVID-19 pandemic in early 2020, the Centre for Global Education launched a call for contributions to a special edition of *Policy and Practice* to assess the impact of the COVID-19 pandemic on development education practice, locally and globally. The Centre considered that this was a very practical and supportive contribution that the journal could make in an unprecedented scenario. The call for contributors invited short, 500-word contributions that addressed some of the following questions.



- How should development education respond to the COVID-19 pandemic in terms of policy and / or practice?
- How has COVID-19 impacted on your practice and that of your organisation?
- If your organisation works in the global South, what are your concerns about the spread of the pandemic?
- Do you have positive experiences as a practitioner over the past few months that you would like to share?
- What do you regard as the potential impact of how COVID-19 could impact on the development education sector in the future?

Despite a short submission period, the journal received a total of twelve short articles including contributions from: Germany, Kuwait, Nigeria, England and Ireland. The article collection was professionally designed and widely disseminated by social media, e-mail and on the *Policy and Practice* web site. The collection generated more than 2,500 impressions on Twitter and 160 engagements, and was widely shared

across the development education and higher education sectors. The collection is available [here](#).

3.5 Policy and Practice Intern

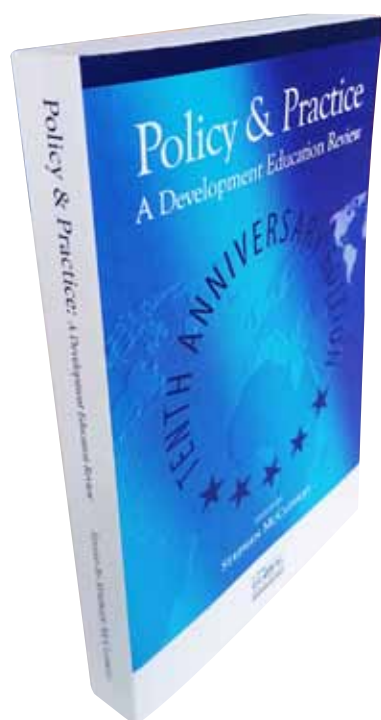
The Centre welcomed back Acinapura Antonella in April 2020 to work on *Policy and Practice* as a student intern. Antonella is an Italian national and doctorate student in the Department of Politics in Queen's University Belfast.



3 Policy & Practice A Development Education Review

She had worked on the journal before in 2018 and we were delighted to have the opportunity for her to resume her editorial work on the journal. Antonella's role includes assisting the editing of articles, updating and maintaining the journal web site, promoting *Policy and Practice* to new readers, and uploading new issues to the web site. She brings great research experience and knowledge to the role.

3.6 Policy and Practice Special Edition



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

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

Praise for the special collection:

“

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

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

“

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

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

3.6 How to submit an article

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

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

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Connecting Classrooms through Global Learning

4.1 What is Connecting Classrooms through Global Learning?

In 2018, the Centre for Global Education successfully tendered for two contracts as part of a new schools' programme co-funded by the British Council and the Foreign, Commonwealth and Development Office (FCDO) called Connecting Classrooms through Global Learning (CCGL). CCGL aims to enhance pupils' understanding of the key global issues that influence their lives and to support teachers in enhancing their classroom practice in global learning. The first contract requires that CGE operate as an "Expert Lead Organisation for Northern Ireland" in managing the International School Partnerships part of the programme. This involves supporting schools, either individually or in clusters, to submit a grant application to the British Council to support an international partnership with schools in the global South. By March 2020, 70 schools had successfully applied for international partnership grants; 7 schools were engaged in one-to-one partnerships and 63 were part of 17 school clusters.

The second contract involves writing, promoting and delivering Teacher Professional Learning (TPL) opportunities designed to improve teacher practice in both global learning and international school partnerships. In total, 272 teachers across 43 local schools have taken up opportunities for training in curriculum areas including: STEM, Communication and Literacy, Promoting Mutual Understanding, Learning for Life and Work (LLW) and Geography.



Teachers from the Belfast cluster visiting their partner schools in Johannesburg, South Africa.

4.2 International School Partnership Case Study: Belfast and Johannesburg

In October 2019, a cluster of four primary schools from west Belfast - St. Oliver Plunkett Primary School, Christ the Redeemer Primary School, St. Kieran's Primary School and Holy Evangelists' Primary School - successfully applied for a grant from the British Council to establish an international schools' partnership with four schools in Johannesburg, South Africa.

Rachel McPolin, from St. Oliver Plunkett Primary, describes her experience of leading the cluster.



"I learnt about the British Council's Connecting Classrooms through Global Learning programme through a course I attended with the Centre for Global Education. At this course I met Claire from Christ the Redeemer Primary, a teacher I had got to know previously through the Global Learning Programme. Since our schools are located near each

other we decided we would form a cluster. With the help of Anna from the Centre of Global Education we met with our two cluster members, Paula from Holy Evangelists' Primary and Louise from St. Kieran's Primary, and decided that we would like to partner with schools in South Africa. We partnered with four schools, who like ours, are all located within the same suburb in the east of Johannesburg. After submitting our application, we communicated with teachers in our partner schools through WhatsApp and email. In March 2020 we had the opportunity to travel to our partner schools in South Africa. Although we are a cluster, we have individual partner schools, and were paired with fantastic teachers. On our visit we were able to spend a few days in our respective schools, planning for collaborative learning experiences, and observing practice and approaches to education.

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Connecting Classrooms through Global Learning

We have all collaborated together, with pupils investigating how climate change issues are related to other Sustainable Development Goals (SDGs), building on work each of our schools does on STEM and understanding children's rights. Although paired with our individual schools being in a cluster has been supportive, as we help each other with our projects and through the new challenges that COVID-19 has put on our plans. The trip to South Africa was the most amazing experience and I was inspired by the teachers, children and schools that we visited. It has been one of the most rewarding experiences of my career. Each school was like a huge family that celebrated the variety of cultures and individuals who attend there, with outstanding Pastoral Care. The welcoming and warm environment each school created was so tangible, and I gained insights and ideas for approaches I hope to use in my own classroom. We keep in contact daily with our cluster and hope to welcome them to Northern Ireland in the next academic year.



Teachers from the Belfast and South Africa international schools' partnership.



'The visit from the UK team was certainly a highlight of my career, although we haven't yet got the chance to visit Northern Ireland. I loved spending time with the girls in the UK team and other teachers from the South Africa team'.

Vanessa, Principal of Actonville Primary School, Johannesburg.

4.4 Teacher Professional Learning

There has been a tremendous uptake from local schools to opportunities provided by CCGLE for free Teacher Professional Learning. Schools can either request a whole staff development training in global learning or they can

send a member of staff to participate in a training session with colleagues from other schools. To date, 272 teachers across 43 local schools have taken up opportunities for training and the Centre for Global Education will be continuing delivery to June 2021. CGE is offering new schools a free TPL training package comprising two training sessions followed by a sharing practice session.

Training includes practical global learning activities which can be delivered to students virtually and through blended learning approaches, including outdoor learning. The training also provides activities for building student wellbeing and resilience whilst helping them make sense of COVID-19 on a global scale with possible international school partnership opportunities. CCGLE training has been written specifically to support the requirements of the Northern Ireland Curriculum equipping

4.3 International School Partnerships: October 2018 - March 2020

Programme Year/ Quarter	Y1Q2	Y1Q3	Y1Q4	Y1Q4	Y2Q2	Y2Q3	Y2Q3
Round	1	2	3	4	5	6	7
Date	Oct- 18	Jan- 19	Apr- 19	Jun- 19	Oct- 19	Feb- 20	Mar- 20
Number of 1-2-1 Partnerships	2	1	1	0	0	2	1
Number of Cluster Partnerships	2	1	0	2	3	4	5
Number of NI schools in clusters	10	2	0	7	15	14	15
Total number of NI schools in round	12	3	1	7	15	16	16



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Connecting Classrooms through Global Learning



Teachers from Kilcooley Primary School participating in a CCGL Teacher Professional Learning session.

teachers and leaders with the skills and practices to integrate global learning themes into the existing timetable.

Teachers are encouraged to try out some ideas and activities and share their experiences with others at the final Sharing Practice session. Students benefit from the training by developing positive attitudes and dispositions, learning how to challenge perspectives and make sense of the changing and complex world in which we live.

For a full description of all the CCGL TPL workshops and to register please visit: <https://www.globallearningni.com/connecting-classrooms>. You can sign up for an Information Session at: www.surveymonkey.co.uk/r/G6YX2TR



"Informative, interesting, thought-provoking. Look forward to our next session in January".

Paula McWilliams, Holy Evangelists' Primary School.

"The training was excellent and very well received by the staff in attendance".

Tanya Davis, Bridge Integrated Primary School.

"The trainer did a fantastic job and the feedback from staff was very positive. As Principal, I was delighted that the material shared was applicable to so many subject areas".

Victor Coert, Principal, Kilkeel High School.

"This course really got me thinking about the true impact of the products we use every day. I will teach my design processes differently. Most enjoyable training session this year!"

Alan Crutchley, Head of Technology & Design, Kilkeel High School.

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Connecting Classrooms through Global Learning

4.5 Global Learning Schools NI



The Centre for Global Education provides a stand-alone web site for schools called Global Learning Schools NI (<https://www.globallearningni.com/>) with resources, school case studies, news, events and a complete introduction to Connecting Classrooms through Global Learning.

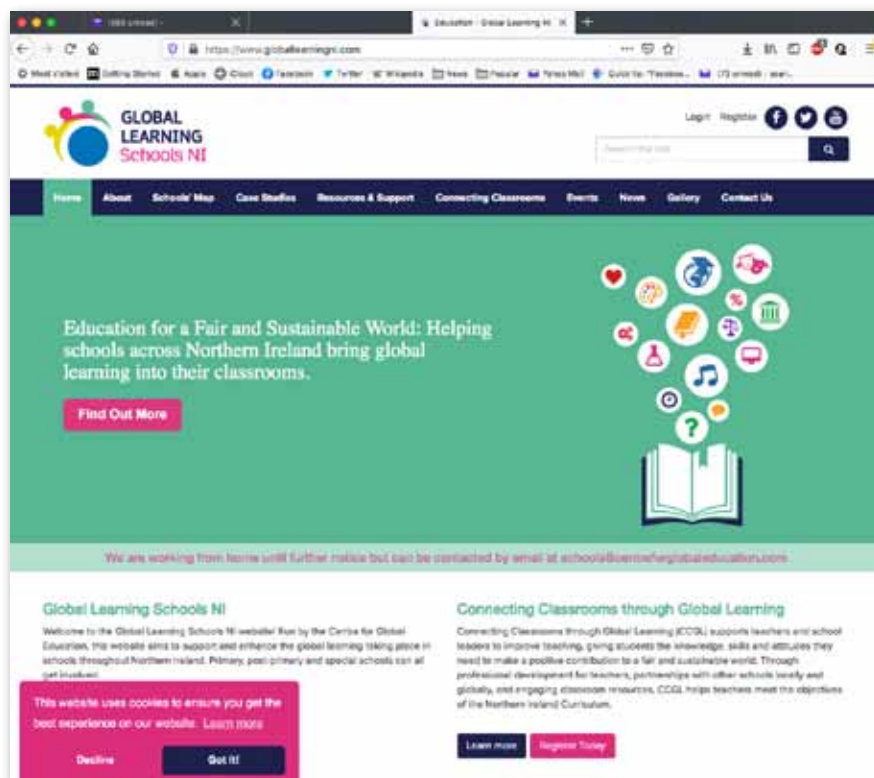
The Connecting Classrooms through Global Learning Staff Team in 2019-20

We thank the CCGL staff team and freelance trainers for their support, dedication and expertise. The achievements to date are a testament to their work. We particularly celebrate the tremendous contributions of Orla Devine and Helen Ferguson who left the Centre for Global Education in 2020 and thank them for making the CCGL programme a great success.

Name	Title
Orla Devine	CCGL Programme Manager (Sept 2018 - Jan 2020)
Caroline Murphy	CCGL Programme Manager (June 2020 -)
Helen Ferguson	Communications and Events Manager (Apr 2019 - April 2020)
Anna Grindle	CCGL School Advisor
Rosie McCreanor	CCGL School Advisor
Clare McClure	Project Officer

CCGL Global Educators

Charo Lanao
Donna McFeely
Nora McQuaid
Stella Murray
Grainne O'Neill
Laura Rio Fernandez
Lisa Rose



St Columba's Straw, Draperstown Global Learning Wall.

For more information on Connecting Classrooms through Global Learning contact:

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Email: schools@centreforglobaleducation.com
Web: <https://www.globallearningni.com/>



5 Supporting Development Education in Palestine



A facilitator leads children in a group activity as part of the 2019 CGE/Canaan Institute project in Gaza

5.1 Educating young people in the Gaza Strip

Since 2011, the Centre for Global Education has been working in the Gaza Strip, Palestine, to deliver education and psycho-social support activities to young people suffering from the trauma and stress caused by conflict and grinding poverty. The Centre works in partnership with a Palestinian non-governmental organisation based in the Gaza Strip called the Canaan Institute of New Pedagogy and the programme we deliver is funded by the NIPSA Global Solidarity Fund. The Canaan Institute provides professional training programmes for educators in a range of education sectors using transformative education methodologies rooted in social justice and equality. The Canaan Institute builds capacity in

development education by designing and implementing training programmes in Gaza that support the work of grassroots community groups. These organisations deliver front-line education services essential to the development of young people in the territory and are located in areas of Gaza acutely impacted by conflict and poverty. The Canaan Institute is therefore an ideal partner for the Centre because it shares our commitment to participative learning at a grassroots level.

5.2 Why do we work in the Gaza Strip?

The Centre decided to work in Gaza because of the extreme levels of poverty in the territory resulting from an Israeli siege imposed in 2007 that has severely reduced living standards and caused a

spike in unemployment. 2019 marked the twelfth anniversary of Israel's siege which has reduced Gaza to the point of '[systemic collapse](#)'. Ostensibly imposed on the basis of a security protocol following the election of a Hamas government in Palestinian elections in 2006, Amnesty International believes that Palestinians in Gaza are being '[collectively punished](#)'. Indeed, what distinguishes this crisis in Gaza from the disasters and emergencies that normally push civilian populations to the edge of catastrophe is that it is not the result of a hurricane, flood, tsunami, drought or famine but the calculated policy of the Israeli government.

The social problems created by Israel's blockade of Gaza have been compounded by three wars since 2008: operations 'Cast Lead' (2008-09), 'Pillar of Cloud' (2012) and 'Protective Edge' (2014) which

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have collectively claimed the lives of 3,741 Palestinians and injured 10,741. Operation 'Protective Edge' resulted in the highest number of Palestinian civilian casualties than in any year since 1967. 547 children were killed from a total of 1,462 civilian deaths and 'nearly 68 percent of the children killed by Israeli forces were 12 years old or younger'. According to [UNICEF](#), 370,000 children were left in need of 'psycho-social aid' and Euro Med Monitor for Human Rights has [found](#) that: "1 in 4 children needs psychosocial support because of trauma and losses experienced during violence, including physical injury, fear of bombing sounds and deaths of family members or friends".

5.3 Great March of Return

On 30 March 2018, Palestinian civil society launched the Great March of Return, a weekly protest movement demanding an end to the Israeli blockade of Gaza and asserting the right of Palestinian refugees to return to the land of their ancestors. By the end of October 2019, the UN [estimated](#) Palestinian fatalities during the weekly protests along the perimeter fence with Israel at 326 with 35,962 injuries including multiple amputees. In [noting](#) her 'grave concern' at the use of live ammunition on civilian protestors, the International Criminal Court (ICC) Prosecutor, Fatou Bensouda, [announced](#) on 20 December 2019 that 'there is a reasonable basis to proceed with an investigation into the situation in Palestine'. The protestors in Gaza are demanding the right to return to their ancestors' homes, from which they were expelled in 1948 when Zionist militias forcefully removed 750,000 Palestinians from their villages to clear the way for Israel's creation. The ICC has not formally opened an investigation into crimes in Palestine as the legal process is in a [pre-trial stage](#) to 'to determine the scope of



Great March of Return, 2019. Canaan Institute. All rights reserved.

the territorial jurisdiction in question'.

At the time of writing there is great concern in Gaza at the rising number of cases of COVID-19 and the lack of medicines and medical equipment to treat the virus given the impact of the Israeli siege on the health system in Gaza. The United Nations has [reported](#) 1,100 cases of community transmission in Gaza and six fatalities to date. Given travel restrictions in Gaza caused by the siege, people are unable to leave the territory to seek treatment or find

refuge. Frequent power outages and closure of schools has raised concerns about the mental health of young people. International aid agencies working in Gaza have [called](#) for the siege to be lifted to allow much needed medical equipment to reach Gaza's hospitals. This is the challenging context in which the Centre's partner organization, the Canaan Institute, is working in Gaza. It underlines the need for the Centre's continued support of education and psycho-social programmes in the Gaza Strip.



Children playing in Bureij refugee camp in central Gaza, home to 43,330 registered refugees. Photo: Stephen McCloskey, all rights reserved

5 Supporting Development Education in Palestine

5.4 Project Aims

The 2019 Centre for Global Education / Canaan Institute project had three main aims:

- To provide psycho-social support services to marginalised young people in four locations in the Gaza Strip with the support of the local community, schools and families.
- To supplement the formal education of young people through community-based learning focused on core areas of the school curriculum.
- To deliver workshops to the parents of the young people registered on the programme to enable them to extend psycho-social care into the household.

5.5 Project Objectives

The project objectives were:

- To provide psychosocial support to 400 children aged 7 to 12 suffering acute effects of conflict-related trauma in the Gaza Strip;
- To supplement education provision to children with special learning needs to enable them to reach their full potential in school and to provide education services to children who have had to leave school early to work at home;
- To deliver training to the families of the children to enable them to provide psychosocial support to the young people at home;
- To co-ordinate project delivery in liaison with local schools and psychotherapists to ensure a 'joined-up' approach to child welfare.
- To deliver the project in partnership with the Canaan Institute and four grassroots community centres in the Gaza Strip;



Children participating in the CGE / Canaan Institute project activities in Gaza, 2019.

- To provide training in facilitation to a total of 12 facilitators (3 per centre) in the four centres to enable them to deliver development education activities to children;
- To evaluate the programme and its impact on the facilitators and children.

5.5 Project Delivery

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

STAGE 1: Training of Facilitators (December 2018)

Three members of staff from each of the four community centres received nine hours of training on 19 and 20 December 2018. The training was delivered using interactive, development education methodologies and activities designed to enhance the educational performance of children and provide psychosocial support. A significant project outcome has been the enhanced skills base of the four centres through the training delivered to their staff. The training was delivered by the staff of the

Canaan Institute and included.

STAGE 2: Recruitment of Children (December 2018)

The 400 children enrolled on to the project were selected by the four community centres in consultation with surrounding schools and visiting psychotherapists working with children in each school. The project enrolled children manifesting the most acute forms of trauma and anxiety who were identified by teachers and psychotherapists. A key component of the project was its 'joined-up' approach to the children's therapy by involving their families, schools and the local community. This ensured that the education activities targeted areas of the school curriculum in which the children needed support as well as providing psychosocial therapy to address the causes of stress. The four community organisations involved in project delivery were:

- Culture Revival Society - Gaza City;
- Bud Flower Association for Affection and Hope - Maghazi refugee camp (central Gaza);

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- Rural Family Development Association - Al-Mughragha Village (southern Gaza);
- SOS Villages - Rafah (southern Gaza).

STAGE 3: Training Delivery to Children (January - April 2019)

In 2 January 2019, the training began with 100 children enrolled in each centre facilitated by three staff members. The children in each centre were divided into groups of 25 along age lines. Two groups of 25 worked on Saturday, Monday and Wednesday and the other two groups on Sunday, Tuesday and Thursday. This meant that 50 children attended workshops every day in each centre except Friday. Facilitators worked with each group over two periods in the morning from 8.00am to 2.00pm in the afternoon.

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

- Arabic
- Mathematics
- English
- Health and Science

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



Arts and crafts activity as part of the 2019 CGE / Canaan Institute programme in Gaza.

numeracy, talking and listening. The formal sector work was delivered in liaison with teachers in local schools who advised on the key areas of the curriculum that needed to be addressed in the work with children. Teachers could advise on subject areas in which children were particularly weak and needed additional support. The activities were evaluated with the children through oral

feedback and written questionnaires at the end of the programme. A total of 496 psychosocial sessions and 244 educational workshops were delivered to children over the four months of the project. A total of 32 workshops were delivered to the parents of the children across the four communities on psychosocial care with a total of 514 women attending.



A puppet theatre activity as part of the CGE/Canaan Institute programme in 2019.



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STAGE 4: Family Workshops (January to April 2019)

A key part of the project activities involved the delivery of workshops to families of the children enrolled on the programme. The facilitators across the four centres organised a total of 32 psychosocial support sessions that were delivered to 514 parents.

The workshops focused on:

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

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

STAGE 5: Celebration Days (April 2019)

Each of the four centres organised a Celebration Day in April 2019 to mark the end of the project and celebrate the students' achievements over the previous four months. The Celebration Days were organised jointly by the facilitators and the children and family members were invited to attend. The days involved children performing song, dance, poetry, rap and role plays. They often performed songs and dance in traditional dress with the help of their facilitators. The



Parents attending a family workshop aimed at strengthening psychosocial support for children in the household. 32 family workshops were delivered as part of the 2019 project.

Celebration Days also allowed family members to see the work carried out by the children in Art & Design, Mathematics, Health & Science, English and Arabic reflecting the high quality activities delivered by the facilitators.

The Celebration Days included:

- Exhibitions of wall murals, art, craftwork and drawings;
- Theatre performances written and performed by the children;

- Songs and Palestinian traditional dance (*Dakba*);
- Poetry written and performed by the children;
- Puppet shows;
- Clowns and dance shows.

The performances were attended by the children's families, local community members, the staff of Canaan Institute and the board of directors of each community association participating in the programme.



Celebration Day in SOS Villages in Rafah, Gaza.

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STAGE 6: Monitoring and Evaluation (January to April 2019)

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

The twelve facilitators also attended an end-of-project evaluation day organised by the staff of the Canaan Institute. This was a day of reflection on the project outcomes and the methodologies and materials used in the project activities.

A major strength of the programme is the provision of lifelong learning skills to facilitators which will strengthen their professional development, particularly with the introduction of a new training diploma by the Canaan Institute.

To access a full report on the CGE / Canaan Institute project in Gaza in 2019 visit: <https://www.centreforglobaleducation.com/sites/default/files/GAZA%20Report%202019.pdf>



A facilitator leads a workshop with children enrolled on the 2019 project in Gaza.



Children working on a wall mural during the CGE/Canaan Institute 2019 project.

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6.1 The Impact of the Syrian War on Palestinian Refugees in Lebanon and Syria



Yarmouk Refugee Camp, Syria, 24 June 2018. (Fidelma Bonass, all rights reserved).

In May 2019, the Centre for Global Education's Director, Stephen McCloskey, conducted a research study on the social and economic impact of the war in Syria on Palestinian refugees in Lebanon and Syria. Since the start of the war in Syria in 2011, 60 per cent of Palestinian Refugees Syria (PRS) have been displaced at least once and more than 4,000 have been killed. Three Palestinian refugee camps in Syria have been destroyed and more than 77,329 Palestinians are estimated to have been born since the start of the war into highly vulnerable and deprived communities. 29,000 PRS have fled to Lebanon and many have taken refuge in the camps for Palestinian Refugees Lebanon (PRL) administered by the United Nations Relief and Works Agency (UNRWA). The aims of the research study were to:

- Assess the impact of the Syrian war on Palestinian refugees living in UNRWA camps in Syria;
- Examine the impact of the forced displacement of Palestinian refugees from Syria into neighbouring Lebanon;
- Discuss the impact of recent social and economic upheaval in Lebanon on PRS and PRL.

6.2 Palestinian Refugees in Syria

The Syrian conflict has had a devastating impact on Palestinian refugees with approximately 120,000 being forced to flee Syria since 2011 and 4,027 killed. Around 60 per cent of PRS (254,000) have been displaced at least once during the conflict and a vulnerability assessment carried out by UNRWA in 2018, found

that 90 per cent of Palestinian refugee households in Syria live in absolute poverty (less than \$2 per person per day). There are 12 Palestinian camps in Syria and, before the start of the Syrian war, there were approximately 560,000 registered refugees - though they were not all living in country. In the absence of a census, the number of refugees is monitored through the take-up of UNRWA services which include healthcare, education, vocational training, cash and food aid, water and sanitation. Three of the 12 camps are considered 'unofficial' as they are not administered by UNRWA but by the Syrian authorities. Three of the 12 camps that were home to 30 percent of Syrian refugees - Yarmouk, Dera'a, and Ein el-Tal camps - were almost completely destroyed during the war and their populations have either been internally

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displaced or have fled abroad. 29,000 PRS have fled to Lebanon since 2011 and, by the middle of 2019, only 3,500 had returned, which is unsurprising as the Syrian conflict continues and most of the refugee camps are in need of complete or partial reconstruction.

Before the conflict, Yarmouk refugee camp was home to 160,000 Palestinian refugees and was the largest Palestinian camp in Syria. In 2012, fierce clashes erupted between the Palestinian Front for the Liberation of Palestine (PFLP), supported by Syrian government forces, and the Free Syrian Army. The intensity of the conflict displaced 140,000 refugees and the remaining 20,000 were trapped in a siege of the camp which denied the entry of vital food and medicine supplies. The fighting intensified when Islamic State (IS) (*Daesh*) invaded and took control of 60 per cent of the camp in 2015, which severed UNRWA's access to Yarmouk (UNRWA, 2015). The civilian population, already subjected to chronic hunger and shortages of medicines under siege, had to endure an air campaign from Syrian state forces which finally drove IS out of Yarmouk. Chris Gunness described Yarmouk at the time as a 'death camp' reduced to rubble and no longer habitable. The highest number of Palestinian casualties to date were in Yarmouk with 1,422 killed.

6.3 The Education of Palestinian refugees in Syria

There are 49,931 Palestinian students in Syria – 24,579 girls and 25,352 boys – 32 of whom have been killed in the conflict since 2011. Many of the 103 Palestinian schools in Syria have to double-shift, meaning that the same school building is used by two different school populations in the morning and afternoon. Schools double-shift because of the number



Yarmouk camp, Syria, 'reduced to rubble and uninhabitable' following six years of conflict and siege. 24 June 2018. (Fidelma Bonass, all rights reserved).

of UNRWA school buildings that have been destroyed during the war and the rapidly rising Palestinian population in Syria. Since the start of the war in 2011, 77,329 Palestinians have been born, of whom 57,246 receive cash assistance from UNRWA. According to UNRWA, the Syrian government has provided 35 buildings for 41 schools in response to the crisis in education caused by the war. Despite the difficult context in which they are educated, UNRWA students secured a pass rate to the ninth grade

national exam of 82 percent in 2018 and 85 percent in 2019, while the national pass rate was 66.4 percent (Ibid).

In 2018, Aya Abbas, a ninth-grade student in an UNRWA school, was the highest performing student in national exams across Syria. Aya was born in Yarmouk and was one of those forced to flee with her family after the camp was destroyed. Pierre Krähenbühl, former Commissioner-General of UNRWA, said of Aya that:



School Parliament, Sbeineh Refugee Camp, Syria, 29 April 2019 (Stephen McCloskey, all rights reserved).

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“

“In many ways, her story is the story of Palestine refugees: often confronted with individual and collective suffering on a grand scale and yet, never prepared to give up. She also exemplifies the attachment of Palestine refugees to education, a field in which they continue to excel and inspire” (Krähenbühl, 2019).

6.4 Palestinian refugees in Lebanon

There are 12 Palestinian camps in Lebanon with 475,075 refugees registered with UNRWA but only around 180,000 are estimated to remain in-country. As in Syria, UNRWA services in Lebanon include schools, clinics, vocational training centres, health centres and women's organisations. The difference in the number of registered refugees and users is likely to result from migration during and after the upheaval of the Lebanese civil war from 1975-1990. The Palestinians in Lebanon are subjected to a perpetual 'foreigner' status despite their lengthy residency in the country dating from the *Nakba* in 1948. An American University of Beirut (AUB) survey of PRL in 2015 found that the Lebanese authorities have strongly resisted the naturalization of Palestine refugees 'which is sometimes used as justification for the various discriminatory policies against them'. According to UNHCR, these policies include denying legal access for Palestine refugees to '36 liberal or syndicated professions (including in medicine, farming and fishery, and public transportation)'. Palestinians are



Burj Barajneh Refugee Camp, Beirut, Lebanon. 25 April 2019. (Stephen McCloskey, all rights reserved).



"A socially deprived environment". Burj Barajneh Refugee Camp, Beirut, Lebanon. 26 April 2019 (Stephen McCloskey, all rights reserved).

consequently forced into the informal economy with less than 15 per cent having an employment contract, 48 per cent paid on a daily basis, and more than 70 per cent employed in 'elementary' occupations.

The arrival of Palestinian refugees from Syria has increased poverty and

unemployment among both PRL and PRS. In 2016, the unemployment rate for PRL was 23.2 per cent and 52.5 per cent for PRS while the overall poverty rate for PRL stood at 65 per cent and 90 per cent for PRS. Ninety per cent of PRS were 'living in extreme poverty unable to meet even their most essential food requirements' and almost completely

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reliant on the services of UNRWA (Ibid). The arrival of approximately 29,000 PRS into Lebanon has increased competition for employment, often in low-paid, manual jobs without the security of contracts which perpetuate poverty. It has also increased the pressure on UNRWA services and accommodation in densely populated camps. As UNHCR suggests:

“

“The influx of Syrian and Palestine refugees from Syria into Lebanon are reported to have further compromised already limited living space, resources, services and job opportunities available to Palestine refugees in Lebanon and contributed to heightened community tensions”.

6.5 UNRWA funding cuts

The difficult context for Palestinian refugees in Lebanon and Syria has been exacerbated by cuts to the UNRWA budget and the threat posed by the COVID-19 pandemic. In 2018, the Trump administration announced it was withdrawing all of its financial support from UNRWA, amounting to approximately one-third of the agency's \$1.1bn annual budget. At a time, when the need for UNRWA's support has arguably never been greater with the ongoing war in Syria and economic and political upheaval in Lebanon, the agency has been subjected to budgetary constraints. By the end of 2019, UNRWA reported that 95 per cent of PRS were in need of 'sustained humanitarian assistance' and categorised 126,000 as 'extremely vulnerable'. It launched an emergency appeal for \$277 million

in response to the Syria crisis in 2019 (UNRWA, 2019b).

The agency now faces the daunting task of limiting the spread of COVID-19 in densely populated refugee camps with sanitation problems and challenges to social distancing. The coronavirus will place increasing pressures on UNRWA health services already at full stretch in Lebanon and Syria.

6.6 Areas for Policy Development based on Research

The following policy recommendations are based on the findings of the research carried out on Palestinian refugees in Lebanon and Syria.

- Amnesty International has called on Lebanon to ensure that all refugees from Syria can renew their residency in Lebanon until there is a fundamental change in circumstances in Syria that means it is safe for them to return. To this end, Lebanon should remove obstacles to residency renewal for refugees.
- Ireland and its European partners should increase their contributions to the operating costs of the United Nations Relief and Works Agency to offset the loss of income – approximately one-third of UNRWA's budget – from the United States.
- A closer monitoring of the impact of the war in Syria on Palestinian refugees should be carried out by multilateral bodies in Syria. While, some of the Palestinian camps in Syria are in close proximity to the current epicentre of the conflict, most are not and should be assessed on the basis of their humanitarian and welfare needs as a result of the war.
- Palestinian refugees born in Lebanon should be naturalised and given full citizenship rights that would offer them the opportunity to enhance their social and economic status in the country. Their marginalised, permanent 'foreigner' status in Lebanon is creating severe health problems, poverty and high levels of dependence on aid.
- Lebanon has accepted more than one million Syrian refugees and requires enhanced international support and finance to manage this unfair burden in a country currently experiencing high levels of social and economic unrest. Amnesty International says: "The international community's failure to provide sufficient support to Lebanon and to the UN's regional response to the Syrian refugee crisis is shameful".
- The government of Lebanon has a long-established policy of not permitting new formal refugee camps on its territory to prevent permanent settlement by refugees. This is creating temporary, unregulated settlements which expose vulnerable women and children to exploitation and abuse. The Lebanese authorities should investigate allegations of human rights violations or abuses, including gender-based violence, committed against Syrian or Palestinian refugees from Syria.

To access the full report, *The Impact of the War in Syria on Palestinian Refugees in Lebanon and Syria* (Belfast: Centre for Global Education, 2020) please visit: https://www.centreforglobaleducation.com/sites/default/files/Palestinian%20Refugees%20and%20the%20War%20in%20Syria_0.pdf



7

Events

7.1 Gaza and the Great March of Return

On 22 May 2019, the Centre for Global Education organized a seminar in Moot Court, School of Law, Queen's University Belfast, titled 'Gaza and the Great March of Return'. The speakers were Asad Abu Shark (International Spokesperson for the Great March of Return- Gaza) and Ibrahim Natil (Lecturer, Dublin City University). The aim of the event was to discuss the Great March of Return, a series of weekly demonstrations launched in Gaza on 30 March 2018, calling for an end of the Israeli siege of Gaza and for the right to return to the land of their ancestors. According to the UN, in the first year of the protests between 30 March 2018 and 22 March 2019, 195 Palestinians, including 41 children, were killed by Israeli forces in weekly protests near the perimeter fence with Israel. There was one Israeli force fatality and six injuries as a result of the demonstrations.

According to the [UN](#) "Israel's response to the demonstrations has raised serious concerns in the international community about the degree of force employed by its security forces. The large number of casualties among unarmed Palestinian protestors and notably among children - in particular the high number injured by live ammunition - in circumstances that did not appear to constitute an imminent threat of death or serious injury to Israeli soldiers behind the fence, has raised concerns about excessive use of force, by Israeli forces and the lack of protection, especially of children." These human rights concerns were discussed by our Palestinian speakers, Ibrahim Natil and Asad Abu Shark.

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

A CGE seminar was held on 7 May 2019 to launch Issue 28 of our journal, *Policy and*



Asad Abu Shark, the International Spokesperson for the Great March of Return- Gaza speaking at a CGE seminar on 'Gaza and the Great March of Return' held on Wednesday, 22 May 2019 in Queen's University.



Asad Abu Shark (second left) and Ibrahim Natil (third left) speakers at the CGE seminar, 'Gaza and the Great March of Return, 22 May 2019.

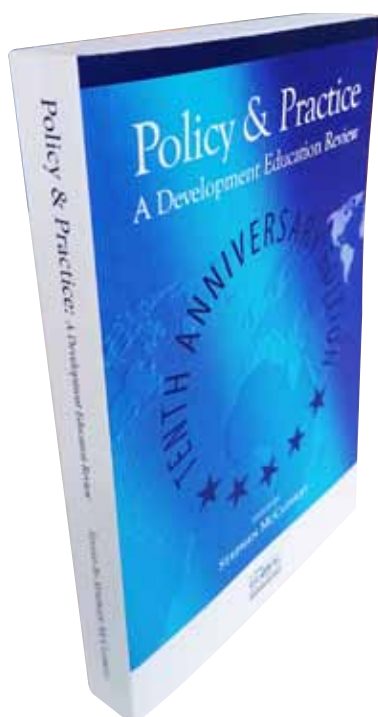
Practice: A Development Education Review, on the theme 'The Development, Conflict and Security Nexus: Theory and Practice' and was held in St. Mary's University College. A total of 40 participants attended this event mostly comprising students and staff from the college. The speakers were: Gerard McCann (Lecturer, International Relations, St Mary's University College, Chair), Jia Wang (PhD Researcher, Irish Centre for Human Rights,

NUI Galway) and Dr Amy Manal (Chair, Association for Darfur Northern Ireland). The participants valued the richness of the contributions which addressed the issue of conflict and development in the context of Cambodia and Sudan. In their evaluation of the papers and the discussion which followed, the majority of participants allocated 4 out of 5 in regard to presentations, content and facilitation.

7 Publications

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

6.1 Policy and Practice: Tenth Anniversary Edition



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

Praise for this special collection

“

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

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

“

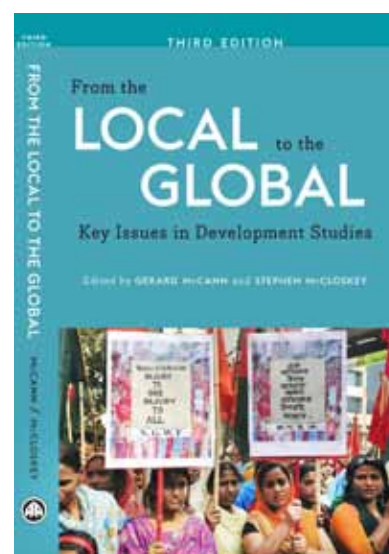
“*Policy and Practice* is indispensable to the development education sector in the island of Ireland. It has enhanced the sector’s academic credibility and, at the same time, become very effective in meeting the needs of practitioners both locally and globally”.

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

This special collection was designed as an ideal resource to support the delivery of courses and compilation of research in development education and related sectors. 500 copies were printed in 215 x 140mm on 270 pages and the book can ordered from:

<https://www.centreforglobaleducation.com/publications-buy>.

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



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

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

8 Publications

“

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

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

“

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

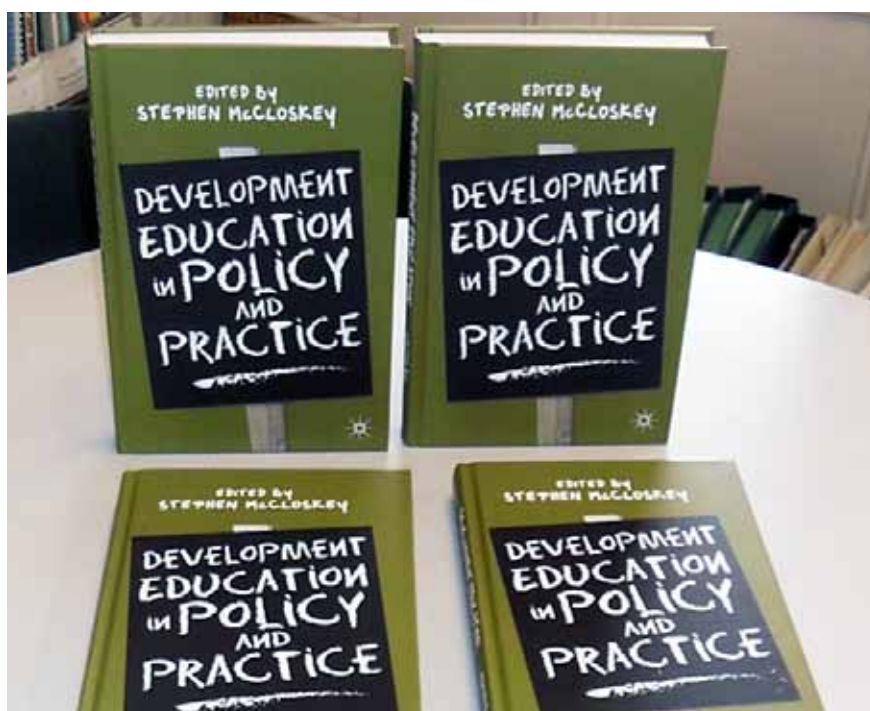
Hector Maldonado Felix,
Universidad Nacional Mayor de San
Marcos, Peru

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

6.3 Development Education in Policy and Practice

This is collection of articles on development / global education published in 2014 by Palgrave MacMillan and edited by CGE Director,

Stephen McCloskey. With contributions from an international cast of authors who are leading practitioners in the sector, this is an invaluable guide to development education practice and the policy environment in which it is delivered.



“

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

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

Denis O'Hearn, Dean of Liberal Arts at the University of Texas at El Paso
For more information visit: <http://www.palgrave.com/us/book/9781137324658>

9 Networks and Campaigns

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

9.1 Coalition of Aid Development Agencies



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

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

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

For further information on CADA visit:
CADA

c/o Concern Worldwide
47 Frederick Street
Belfast
BT1 2LW

E-mail: info@cada-ni.org
Tel: +44 28 9026 1511
Web: <https://www.cada-ni.org/>

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



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

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

active engagement with local partners in Ireland. The Centre for Global Education is a Dóchas member. Dóchas regards development education as a core element of development co-operation and is committed to the full engagement of Irish civil society in education and action for sustainable development. Dóchas aims to promote justice, human rights and equality through the active involvement of local (civil and state), European and Southern partners in education and action for sustainable development. The aim of the Dóchas Development Education Group is "to promote justice, human rights and equality through the active involvement of local partners (civil and state), European partners and Southern partners in education and action for sustainable development".

The group's strategy covers the following issues:

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



9 Networks and Campaigns

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

Code of Conduct on Images and Messages

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

By signing the Code, Development NGOs commit to a set of principles, ensuring that they will avoid stereotypical or sensational images. The adoption of the Code means that aid agencies will choose images and messages that represent the full complexity of the situations in which they work, and that they will seek the permission of the people portrayed in the photos they use. The Centre for Global Education supports the Code and encourages other development NGOs to do the same.

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



The Centre also adheres to the Irish NGOs Code of Corporate Governance. The aim of this Code is "to determine and

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

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

For further information on Dóchas contact:

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Web: www.dochas.ie

7.3 Financial Justice Ireland

The Centre for Global Education is a member of Financial Justice Ireland which is a global financial justice organisation. It was established in 1993 by a number of development, faith-based, and solidarity groups in Ireland who were concerned about the devastating effects of debt on Southern countries. Over 50 organisations are now members of Financial Justice



Ireland. It is funded through its member organisations, member individuals and donor organisations. It calls for a financial system that serves the needs of all people, rather than just some people, and which does not take the planet for granted. It critically engages people to understand the structural causes of global inequality and power relations. Financial Justice Ireland aims to empower people in Ireland to take informed action for greater economic justice globally. Tackling inequality and achieving a fairer society requires critiquing power structures in our society and globally - highlighting the **causes** of inequality, rather than the **symptoms**.



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

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

Maeve Bateman
Director

9 Networks and Campaigns

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

7.4 Irish Development Education Association



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

IDEA members come from different regions of the island of Ireland, work in different sectors of society and have different views and opinions on how to engage the Irish public in development education. What they all share is the vision that their work will contribute to transforming the social, cultural, economic and political structures of the world and the fabric of our society in



order to create a more just and equal future for all. IDEA's aim is to support this diversity.

IDEA's Mission is to:

- Encourage and co-ordinate good communications and cooperation at all levels of the development education membership.
- Promote a critical awareness of development education and encourage capacity building among the membership by:
- Identifying, developing and promoting best practice in development education.
- Promoting and encouraging an ethos of accountability and transparency.
- Developing IDEA's capacity to

a stage where it will be capable of representing and advocating for its membership with relevant government departments and bodies, nationally and internationally on the challenges facing development education, including ensuring development education is adequately resourced at a local, national and European level.

For further information on IDEA contact:

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Appendix 1

Centre for Global Education Management Board

Tony McMullan (Chair)	Retired trade unionist
Siobhan Hanley (Vice-Chair)	Regional Manager, Trócaire
Nuala McAdams (Treasurer)	Chartered Accountant
Marie-Therese Brankin (Secretary)	Teacher, Holy Family PS
Dina Belluigi	School of Social Sciences, QUB
Sorcha MacLaimhin	Queen's University Belfast
Kate McIvor	Teacher, New-Bridge Integrated School
Lynda Sullivan	Friends of the Earth

Staff Team

Stephen McCloskey	Director
Caroline Murphy	Programme Manager
Anna Grindle	School Advisor
Clare McClure	Project Officer
Rosie McCreanor	School Advisor
Diana Rotar	Information Officer

Volunteers (2019-20)

Antonella Acinapura	Queen's University Belfast
Evie Greenwood	Stranmillis University College
Megan Kelly	QUB Leadership for Sustainability Programme
Emir McLaughlin	St. Mary's University College
Ioanna Strantzali	Queen's University Belfast

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Finegan Gibson Accountants

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

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Web: www.childrenslawcentre.org.uk

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Web: www.globallearningni.com

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Irish Congress of Trade Unions,

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Irish Development Education Association

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Latin America Solidarity Centre

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Web: www.lasc.ie

National Youth Council of Ireland

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Web site: www.nyci.ie

Northern Ireland Community of Refugees and Asylum-Seekers (NICRAS)

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Tel: 02890246699
E-mail: info@nicras.org.uk
Web: <http://www.nicras.btck.co.uk>

Northern Ireland Environment Link (NIEL)

89 Loopland Drive,
Belfast,
BT6 9DW,
Contact Iona Meyer,
Tel: (028) 9045 5770,
E-mail: iona@nienvironmentlink.org

Oxfam Ireland

115 North Street,
Belfast
BT1 1ND
9 Burgh Quay,
Dublin 2,
Contact Philip Graham;
Tel: 003531 672 7662 (Dublin);
Tel: 0044 2890 230220 (Belfast);
Web: www.oxfamireland.org

Appendix 2 Contact List

Save the Children Fund

15 Richmond Park,
Belfast
BT10 0HB;
Tel: (028) 90620000,
E-mail: info@savethechildren.org.uk

Self-Help Africa Northern Ireland

41 University Street,
Belfast
BT7 1FY;
Tel: (028) 90232064

Sustainable Northern Ireland Programme (SNIP)

89 Loopland Drive,
Belfast
BT6 9DW,
Tel: (028) 90455770,
E-mail: info@sustainableni.org

Tools For Solidarity

55a Sunnyside Street,
Belfast BT7 3EX,
Contact Stephen Wood,
Tel: (028) 95435972,
E-mail: tools.Belfast@myphone.coop

Trademark

2, Twin Spires Centre,
155 Northumberland St,
Belfast
BT13 2JF
Contact Sean Byers
Tel: 028 9033 1053
info@trademarkbelfast.com
Web: <http://trademarkbelfast.com/>

Trócaire

50 King Street,
Belfast BT1 6AD,
Contact Laura Fernandez,
Tel: (028) 90808030,
E-mail: infoni@trocaire.ie

UNESCO Centre

International Development Programme,
University of Ulster,
Coleraine,
BT52 1SA,
Tel: 028 7012 3992,
Contact: Toni Patton,
E-mail: t.patton@ulster.ac.uk;
Web: www.ulster.ac.uk

West Belfast Community Festival (Féile an Phobail)

Festival House,
473 Falls Road,
Belfast BT12,
Tel: (028) 909031 3440,
E-mail: info@feilebelfast.com;
www.feilebelfast.com

The Wheel

48 Fleet Street
Dublin 2
Tel: 003531 454 8727
E-mail: info@wheel.ie
Web: www.thewheel.ie

80:20 Educating and Acting for a Better World

St Cronans BNS
Vevay Road
Bray
Co. Wicklow
Contact: Ciara Regan
Tel: 003531 2860487
E-mail: ciara@8020.ie
Web: www.8020.ie

Appendix 3 Useful Websites on Sustainable Development

Activists / Authors

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

Black and Minority Ethnic Groups

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

Campaign Organisations

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

Children and Young People

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

Developing World

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

Appendix 3 Useful Websites on Sustainable Development

Development Agencies

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

Development Education Journals

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

Development Education Sites

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

Environment Sites

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

Appendix 3 Useful Websites on Sustainable Development

European Union

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

Gender and Development

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

Human Rights Organisations

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

Information on Global Issues

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

Social Forum

European Social Forum	www.fse-esf.org
Indymedia	www.indymedia.ie
World Social Forum	http://www.fsm2016.org/en/

Appendix 3 Useful Websites on Sustainable Development

Transnational Corporations

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



Reports and Financial Statements (Year ended 31st March 2019)

Centre for Global Education
Company Limited by Guarantee
Financial Statements
31 March 2019

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

Centre for Global Education

Company Limited by Guarantee

Financial Statements

Year ended 31 March 2019

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Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2019

The trustees, who are also the directors for the purposes of company law, present their report and the financial statements of the charity for the year ended 31 March 2019.

Reference and administrative details

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

The trustees

H McMullan (Chairperson)	
S MacLaimhin	
M Sloan	
S Hanley	
C Mclvor	
N McAdams (Treasurer)	(Appointed 29 May 2018)
L Sullivan	(Appointed 14 May 2019)
M McCloskey	(Resigned 5 March 2019)
E Duffy	(Resigned 5 March 2019)

Company secretary	Marie-Therese Sloan
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Auditor	Finegan Gibson Ltd Chartered accountant & statutory auditor Causeway Tower 9 James Street South Belfast BT2 8DN
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Bankers	Danske Bank
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Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2019

Structure, governance and management

Governing Document

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

Appointment of trustees

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

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

Trustee induction and training includes:

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

Arrangements for setting pay and remuneration of key management personnel

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

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

Organisation structure and how charity makes decisions

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

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2019

Structure, governance and management *(continued)*

Relationships with related parties

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

Risk management

The trustees have a risk management strategy which comprises:

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

<i>Risks</i>	<i>Mitigation</i>
Lack of freestanding reserves	Have steadily increased reserves to £25,000 in 2019 and updated our Reserves Policy.
Dependence on small number of donors	Secured two new tenders from the British Council to 2021 which will enhance financial security and provide opportunities for broadening our funding base.
Financial policies do not match current practice.	Have updated the Centre's Financial Procedures Manual.
Sustainability of current staffing levels	Have secured funding for a new Connecting Classrooms through Global Learning programme which has created four new positions.

Objectives and activities

The purposes of the charity are:

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

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

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

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

The Centre for Global Education has benefited greatly from the services of volunteers in 2018-19 including student interns, placements from teacher training colleges and a full-time German volunteer placed in the Centre by Eirene. We highly value their input and accord them all possible opportunities for capacity-building and self-development.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2019

Achievements and performance

In 2018-19, the Centre for Global Education has:

- Completed delivery of the Global Learning Programme which provided Continuing Professional Development opportunities in global learning to over 535 (50%) of all primary, post-primary and special schools in Northern Ireland. The programme engaged 1,003 teachers in a total of 213 GLP activities.
- Successfully tendered for the management of two strands of a new three-year (2018-21) schools' programme co-funded by the British Council and the Department for International Development called Connecting Classrooms through Global Learning (CCGL). The first tender supports the recruitment of schools and school clusters to engage in international school partnership projects. The second tender involves the delivery of Continuing Professional Development (CPD) training packages for teachers on global learning to varying levels of progression.
- Published two issues of our peer reviewed, online, open access journal titled *Policy and Practice: A Development Education Review* which now has a global audience of 185,666 visitors per annum.
- Delivered psycho-social support and education services to 400 children aged 7-14 years in the Gaza Strip, Palestine.
- Provided library and research facilities to students and teachers through our on-site resource base.
- Worked in partnership with development networks in the north and south of Ireland, Britain, Europe and the global South.

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2019

Financial review

The Centre for Global Education successfully completed delivery of a four year schools' programme for the Department for International Development called the Global Learning Programme. This programme had a total budget of £800,000 and ended in July 2018. The Centre has successfully tendered for management of two strands of a new schools' programme in Northern Ireland called Connecting Classrooms through Global Learning which spans three years from 2019-2021. The Centre received a budget of €55,000 toward the publication of our bi-annual journal *Policy and Practice*. We received funding of £12,000 for year two of a three year grant (£36,000 in total) from NIPSA for an education project in the Gaza Strip, Palestine (2018-2021). We are also grateful for small grants received from Trócaire and Concern Worldwide.

Reserves policy and going concern

The Centre for Global Education has steadily increased its reserves in 2018-19 on the basis of increased income from funders and the delivery of services. The Centre revised its Reserves Policy in 2019 and trustees' ideal level of reserves would be three months' expenditure totalling £47,545.23. This is broken down as follows:

Salary costs (Director and CCGE Programme Manager)	21,848.91
Overheads:	4,567.91
Redundancy Costs	<u>21,128.41</u>
Total:	£47,545.23

The current level of reserves are £39,442, which is a substantial increase on 2017-18. The Centre believes it can increase this total to £47,500 by 31 March 2020.

Plans for future periods

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

In January 2018, the Centre received confirmation from NIPSA that they have agreed to support a new three-year programme in the Gaza Strip, Palestine with a grant totalling £36,000. A successful funding application was submitted to the Irish Aid Annual Development Education Grants Scheme in November 2018 and a grant of €55,000 was received.

Trustees' responsibilities statement

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

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

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2019

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

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

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

Auditor

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

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

Small company provisions

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

The trustees' annual report was approved on 12 November 2019 and signed on behalf of the board of trustees by:

N McAdams (Treasurer)
Trustee

Centre for Global Education

Company Limited by Guarantee

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

Year ended 31 March 2019

Opinion

We have audited the financial statements of Centre for Global Education (the 'charity') for the year ended 31 March 2019 which comprise the statement of financial activities (including income and expenditure account), statement of financial position and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

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

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2019 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

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

APB Ethical Standard - Provisions available for small entities

In common with many other organisations of a similar size and nature, the charity uses its auditors to prepare and submit returns to the tax authorities and assist with the preparation of their organisation's financial statements.

Centre for Global Education

Company Limited by Guarantee

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

(continued)

Year ended 31 March 2019

Conclusions relating to going concern

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

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

Other information

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

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

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

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

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

Centre for Global Education

Company Limited by Guarantee

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

(continued)

Year ended 31 March 2019

Matters on which we are required to report by exception

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

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

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

Responsibilities of trustees

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

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

Auditor's responsibilities for the audit of the financial statements

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

Centre for Global Education

Company Limited by Guarantee

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

(continued)

Year ended 31 March 2019

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

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

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

Paul Dolan ACA (Senior Statutory Auditor)

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

12 November 2019

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Activities (including income and expenditure account)

Year ended 31 March 2019

		Unrestricted funds	2019 Restricted funds	Total funds	2018 Total funds
	Note	£	£	£	£
Income and endowments					
Donations and legacies	5	438	–	438	186
Charitable activities	6	18,821	260,116	278,937	296,514
Investment income	7	68	–	68	45
Total income		<u>19,327</u>	<u>260,116</u>	<u>279,443</u>	<u>296,745</u>
Expenditure					
Expenditure on charitable activities	8	<u>1,037</u>	<u>248,705</u>	<u>249,742</u>	<u>297,125</u>
Total expenditure		<u>1,037</u>	<u>248,705</u>	<u>249,742</u>	<u>297,125</u>
Net income/(expenditure)		<u>18,290</u>	<u>11,411</u>	<u>29,701</u>	<u>(380)</u>
Transfers between funds		11,411	(11,411)	–	–
Net movement in funds		<u>29,701</u>	<u>–</u>	<u>29,701</u>	<u>(380)</u>
Reconciliation of funds					
Total funds brought forward		<u>9,741</u>	<u>–</u>	<u>9,741</u>	<u>10,121</u>
Total funds carried forward		<u>39,442</u>	<u>–</u>	<u>39,442</u>	<u>9,741</u>

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

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

Centre for Global Education

Company Limited by Guarantee

Statement of Financial Position

31 March 2019

		2019	2018
		£	£
Fixed assets			
Tangible fixed assets	13	2,712	579
Current assets			
Debtors	14	24,075	56,603
Cash at bank and in hand		24,392	31,518
		<u>48,467</u>	<u>88,121</u>
Creditors: amounts falling due within one year	15	<u>11,737</u>	<u>78,959</u>
Net current assets		<u>36,730</u>	<u>9,162</u>
Total assets less current liabilities		<u>39,442</u>	<u>9,741</u>
Net assets		<u>39,442</u>	<u>9,741</u>
Funds of the charity			
Unrestricted funds		<u>39,442</u>	<u>9,741</u>
Total charity funds	18	<u>39,442</u>	<u>9,741</u>

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

These financial statements were approved by the board of trustees and authorised for issue on 12 November 2019, and are signed on behalf of the board by:

N McAdams (Treasurer)
Trustee

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements

Year ended 31 March 2019

1. General information

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

2. Statement of compliance

These financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), Charities Act (Northern Ireland) 2008 and Companies Act 2006.

3. Accounting policies

Basis of preparation

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

Going concern

There are no material uncertainties about the charity's ability to continue.

Disclosure exemptions

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

Judgements and key sources of estimation uncertainty

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

3. Accounting policies *(continued)*

Fund accounting

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

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

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

Incoming resources

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

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

3. Accounting policies *(continued)*

Resources expended

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

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

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

Tangible assets

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

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

Depreciation

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

Computer Equipment	- 25% straight line
Computer Equipment	- 33% straight line

Impairment of fixed assets

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

3. Accounting policies *(continued)*

Impairment of fixed assets *(continued)*

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

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

Financial instruments

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

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

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

Debt instruments are subsequently measured at amortised cost.

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

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

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

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

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

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

3. Accounting policies *(continued)*

Financial instruments *(continued)*

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

Defined contribution plans

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

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

4. Limited by guarantee

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

5. Donations and legacies

	Unrestricted Funds £	Total Funds 2019 £	Unrestricted Funds £	Total Funds 2018 £
Donations				
Donations	438	438	186	186

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

6. Charitable activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
UK Aid- DFID	–	85,081	85,081
Irish Aid- Dept of Foreign Affairs	–	47,854	47,854
NIPSA	–	12,000	12,000
Trócaire	–	–	–
Christian Aid	–	–	–
The British Council (CCGL)	–	115,181	115,181
Concern	–	–	–
Global Learning Programme	9,673	–	9,673
QUB Grant	1,750	–	1,750
CGE Earned Income	7,370	–	7,370
Other income	28	–	28
	<u>18,821</u>	<u>260,116</u>	<u>278,937</u>

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

7. Investment income

	Unrestricted Funds £	Total Funds 2019 £	Unrestricted Funds £	Total Funds 2018 £
CGE main account bank interest	57	57	27	27
GLP bank account interest	11	11	18	18
	<u>68</u>	<u>68</u>	<u>45</u>	<u>45</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £
Global Education	1,037	216,870	217,907
Support costs	–	31,835	31,835
	<u>1,037</u>	<u>248,705</u>	<u>249,742</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £
Global Education	2,124	261,941	264,065
Support costs	–	33,060	33,060
	<u>2,124</u>	<u>295,001</u>	<u>297,125</u>

9. Analysis of support costs

	Analysis of support costs £	Total 2019 £	Total 2018 £
Staff costs	22,285	22,285	22,404
Governance costs	9,550	9,550	10,636
	<u>31,835</u>	<u>31,835</u>	<u>33,040</u>

10. Net income/(expenditure)

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

	2019 £	2018 £
Depreciation of tangible fixed assets	1,105	882
Fees payable for the audit of the financial statements	<u>3,240</u>	<u>3,744</u>

11. Staff costs

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

	2019 £	2018 £
Wages and salaries	114,492	123,773
Social security costs	11,046	12,623
Employer contributions to pension plans	<u>5,634</u>	<u>7,190</u>
	<u>131,172</u>	<u>143,586</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

11. Staff costs *(continued)*

The average head count of employees during the year was 4 (2018: 5). The average number of full-time equivalent employees during the year is analysed as follows:

	2019	2018
	No.	No.
Number of staff	<u>4</u>	<u>5</u>

No employee received employee benefits of more than £60,000 during the year (2018: Nil).

Key Management Personnel

Key management personnel include all persons that have authority and responsibility for planning, directing and controlling the activities of the charity. The total compensation paid to key management personnel for services provided to the charity was £89,139 (2018: £89,614).

12. Trustee remuneration and expenses

The charity Trustees were not paid or received any other benefits from employment with the Charity in the year (2018: £0). They were reimbursed travel expenses during the year totalling £0 (2018: £0).

13. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
Cost			
At 1 April 2018	7,259	23,665	30,924
Additions	3,238	–	3,238
Disposals	–	(474)	(474)
At 31 March 2019	<u>10,497</u>	<u>23,191</u>	<u>33,688</u>
Depreciation			
At 1 April 2018	6,773	23,572	30,345
Charge for the year	1,051	54	1,105
Disposals	–	(474)	(474)
At 31 March 2019	<u>7,824</u>	<u>23,152</u>	<u>30,976</u>
Carrying amount			
At 31 March 2019	<u>2,673</u>	<u>39</u>	<u>2,712</u>
At 31 March 2018	<u>486</u>	<u>93</u>	<u>579</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

14. Debtors

	2019 £	2018 £
Trade debtors	23,434	55,711
Other debtors	641	892
	<u>24,075</u>	<u>56,603</u>

15. Creditors: amounts falling due within one year

	2019 £	2018 £
Trade creditors	49	3,014
Other creditors	11,688	75,945
	<u>11,737</u>	<u>78,959</u>

16. Deferred income

	2019 £	2018 £
At 1 April 2018	52,218	–
Amount released to income	(52,218)	(–)
Amount deferred within year	–	52,218
At 31 March 2019	<u>–</u>	<u>52,218</u>

17. Pensions and other post-retirement benefits

Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £5,634 (2018: £7,190).

18. Analysis of charitable funds

Unrestricted funds

	At 1 April 2018 £	Income £	Expenditure £	Transfers £	At 31 March 2019 £
General funds	<u>9,741</u>	<u>19,327</u>	<u>(1,037)</u>	<u>11,411</u>	<u>39,442</u>

Centre for Global Education

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 March 2019

18. Analysis of charitable funds *(continued)*

Restricted funds

	At 1 April 2018 £	Income £	Expenditure £	Transfers £	At 31 March 2019 £
Irish Aid	—	47,854	(47,854)	—	—
NIPSA	—	12,000	(11,635)	(365)	—
CCGL 1	—	70,826	(70,826)	—	—
CCGL 2	—	44,355	(33,309)	(11,046)	—
DFID	—	85,081	(85,081)	—	—
	—	<u>260,116</u>	<u>(248,705)</u>	<u>(11,411)</u>	<u>—</u>

19. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2019 £	Total Funds 2018 £
Tangible fixed assets	2,712	—	2,712	579
Current assets	38,215	10,252	48,467	88,121
Creditors less than 1 year	(1,485)	(10,252)	(11,737)	(78,959)
Net assets	<u>39,442</u>	<u>—</u>	<u>39,442</u>	<u>9,741</u>

20. Corporation tax

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

Centre for Global Education

Company Limited by Guarantee

Management Information

Year ended 31 March 2019

The following pages do not form part of the financial statements.

Centre for Global Education

Company Limited by Guarantee

Detailed Statement of Financial Activities

Year ended 31 March 2019

	2019 £	2018 £
Income and endowments		
Donations and legacies		
Donations	438	186
	<u> </u>	<u> </u>
Charitable activities		
UK Aid- DFID	85,081	218,956
Irish Aid- Dept of Foreign Affairs	47,854	43,075
NIPSA	12,000	12,000
Trócaire	—	2,980
Christian Aid	—	1,500
The British Council	115,181	—
Concern	—	8,580
Global Learning Programme	9,673	590
CGE Earned Income	7,370	8,474
QUB Grant	1,750	—
Other income	28	359
	<u>278,937</u>	<u>296,514</u>
Investment income		
CGE main account bank interest	57	27
GLP bank account interest	11	18
	<u>68</u>	<u>45</u>
Total income	<u>279,443</u>	<u>296,745</u>



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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Centre for Global Education

Company Limited by Guarantee

Notes to the Detailed Statement of Financial Activities

Year ended 31 March 2019

	2019 £	2018 £
Expenditure on charitable activities		
Global Education		
<i>Activities undertaken directly</i>		
Wages/salaries	95,244	104,441
Employer's NIC	8,971	10,518
Pension costs	4,672	6,223
Rent	13,338	10,726
Light & heat	1,882	2,198
Repairs & maintenance	103	392
Insurance	1,125	381
Website	350	1,825
NIPSA Expenditure	11,635	–
Telephone	960	957
Other office costs	4,823	2,271
Depreciation	1,105	882
Non Salaried Appointments	2,800	3,156
Staff Appointments	32	222
Travel	2,955	2,671
Research Consultancy	3,364	15,100
Subscriptions	464	824
IT Costs	1,394	167
Recruitment and Advertising	1,778	20
Marketing	647	1,483
Printing and Publication Costs	85	983
Staff Training	355	1,385
Volunteer Expenses	300	1,850
Sundry	1,905	13,376
Teacher Training	57,100	70,014
Palestine Forum for Education	520	12,000
	<u>217,907</u>	<u>264,065</u>
<i>Support costs</i>		
Wages/salaries	19,248	19,332
Employer's NIC	2,075	2,105
Pension costs	962	967
	<u>22,285</u>	<u>22,404</u>
<i>Governance costs</i>		
Accountancy fees	6,108	6,697
Governance costs - audit fees	3,240	3,744
Other finance costs	202	215
	<u>9,550</u>	<u>10,656</u>
Expenditure on charitable activities	<u>249,742</u>	<u>297,125</u>
Net income/(expenditure)	<u>29,701</u>	<u>(380)</u>